



KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

SUBJECT : Music

Curriculum Intent: Our music curriculum is broad and balanced. It is taught as a discrete subject as we believe this approach immerses our children within music, encouraging them to use musical vocabulary and begin to explore and analyse the pieces as a musician.

- At Koinonia Federation, we recognise the intrinsic link between reading the symbols in musical notation and understanding patterns within writing and as a step towards an understanding in algebra. We also use the number of beats in a bar to help children to work out the length of notes – using mathematical reasoning. Furthermore, the songs in our curriculum have been selected to develop upon PSHE related topics.
- Our music curriculum is a spiral curriculum, re-engaging children with the 7 inter-related dimensions of music and the concepts of composition, performance, listening and appraisal.
- Our music curriculum is ambitious for all our children, including those with SEND, enabling every child to work to their full potential.
- Children share ideas, expressing their opinions when listening to live and recorded music.
- In each unit, the end result is a performance of a piece of music – be it pre-composed or their own composition.
- Children feel safe to try their best in each lesson and reflect on their own performances, celebrating success and considering how to improve. Our music curriculum addresses physical (through warm-ups), mental (through experimentation), spiritual (through debating messages in pieces), cultural (through music from a variety of cultures) and intellectual (through notation reading) health of every child.

Spiritual Intent:

Within the Music curriculum at St Mary Magdalene C of E All Through School, we nurture the spiritual life of our community through curiosity, reflection, awe, and wonder expressed through sound. Music enables students to explore meaning, purpose, and their connections to themselves, others, and the wider world. Through engagement with a diverse range of works as a rich and inspiring stimulus, students reflect on how music communicates belief, emotion, and identity. Through performing and composing, they deepen empathy, compassion, and understanding, embodying our Christian ethos and recognising music as both an expression of their spiritual selves and a vehicle for ongoing reflection and growth.

Participating in daily collective worships, children are given opportunities to sing a variety of Christian songs that encourage a deeper understanding of the Christian faith that link to our termly themes and offers children the chance to reflect and explore these themes in their own actions and learning. Within the academic year, we explore music styles and genres from other parts of the world, as well as events happening in our country that gives children cross-curricular opportunities to explore how music is used to celebrate and remember important occasions. Much of this music has deeper meaning which links to spiritual development and sense of belonging.



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Theme / concept 1 – Vocal Listening (KS4)	Theme / concept 2 – Instrumental	Theme/ concept 3 – Composition	Theme / concept 4 – Rhythm, Beat, Pitch Performance
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY – KEY THEMES / CONCEPTS	<p>Me!</p> <p><i>Learn to sing nursery rhymes and action songs</i></p>		<p>My stories!</p> <p><i>Learn to sing nursery rhymes and action songs</i></p>		<p>Everyone!</p> <p><i>Learn to sing nursery rhymes and action songs</i></p>	
NURSERY – KEY CONTENT / LEARNING	<p>Perform songs, rhymes, poems and stories move energetically in time with music, such as dancing.</p> <p>Work and play cooperatively.</p> <p>Know some similarities and differences between different religious and cultural communities in this country.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>		<p>Perform songs, rhymes, poems and stories move energetically in time with music, such as dancing.</p> <p>Work and play cooperatively.</p> <p>Know some similarities and differences between different religious and cultural communities in this country.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>		<p>Perform songs, rhymes, poems and stories move energetically in time with music, such as dancing.</p> <p>Work and play cooperatively.</p> <p>Know some similarities and differences between different religious and cultural communities in this country.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	



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RECEPTION - KEY THEMES / CONCEPTS	Me! <i>Learn to sing nursery rhymes and action songs</i>	<i>I've got a grumpy face! & The Sorcerer's Apprentice</i> <i>Using the music to explore feelings, emotions and stories</i>	Our World! <i>Learn to sing nursery rhymes and action songs</i>	<i>Bird spotting: Cuckoo Polka & Shake my sillies out</i> <i>Use music to explore themes and movement</i>	Big Bear Funk! <i>Consolidation of Rhythm, Beat, Pitch and Tempo</i>	<i>Down there under the sea & It's oh so quiet!</i> <i>Consolidation of Rhythm, Beat, Pitch and Tempo</i>
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RECEPTION - KEY CONTENT/ LEARNING	<p>Perform songs, rhymes, poems and stories move energetically in time with music, such as dancing.</p> <p>Work and play cooperatively.</p> <p>Know some similarities and differences between different religious and cultural communities in this country.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Explore words, actions, vocal sounds and playing percussion instruments to create different feelings and moods.</p> <p>Sing with a sense of pitch, following the shape of the melody.</p> <p>Develop a sense of beat.</p> <p>Explore storytelling elements in the music.</p> <p>Identify and describe contrasts in tempo and dynamics and begin to use musical terms (louder/quieter).</p>	<p>Perform songs, rhymes, poems and stories move energetically in time with music, such as dancing.</p> <p>Work and play cooperatively.</p> <p>Know some similarities and differences between different religious and cultural communities in this country.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Explore the range of voices and percussion instruments.</p> <p>Develop a sense of beat.</p> <p>Develop 'active' listening skills.</p> <p>Move freely and expressively to music.</p> <p>Sing to different changes in speed.</p>	<p>Listen and appraise Funk music</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation and compose using voices and instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Listen to a range of musical pieces</p> <p>Express ourselves with our bodies, voices and instruments</p> <p>Develop a sense of dynamics</p> <p>Move freely and expressively to music.</p> <p>Compose lyrics and accompaniments</p>
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YEAR 1 - KEY THEMES / CONCEPTS	Hey You! <i>Hip Hop for children</i>	Menu Song <i>Vocal music to explore rhythm and beat</i>	The Orchestra <i>Introduction of the orchestra</i>	'Dawn' from Sea Interludes and Magical Music Aquarium (Saint-Saens) <i>Orchestral music</i>	Come and dance with me <i>Compose lyrics and actions</i>	As I was walking down the street and Drawing to Nautilus <i>Exploring movement and art</i>
YEAR 1 - KEY CONTENT/ LEARNING	<p>Learn the differences between pulse, rhythm and pitch.</p> <p>Learn the genre of rap and how to rap.</p>	<p>Participate in creating a group performance.</p> <p>Listen and move in time to music.</p>	<p>Learn about the different family groups within the orchestra.</p> <p>Respond to the pulse in music.</p>	<p>Use voice and actions to develop a sense of beat.</p> <p>Sing in unison. Listen actively and respond to musical</p>	<p>Sing a song from memory, understanding a verse structure</p> <p>Play instruments to accompany the song</p>	<p>Listen to a jig and move in time to the music, marking the beat and recognise a change in metre. Sing a song that includes a time</p>
	<p>Learn to sing, play, improvise and compose within this style.</p> <p>Listen and appraise the genre of hip hop.</p>	<p>Copy a leader in a call-and-response song.</p> <p>Sing a song from memory, understanding a verse structure</p> <p>Play classroom instruments on the beat.</p>	<p>Use voice and actions to develop a sense of beat (including using body and classroom percussion).</p> <p>Experiment with, create, select and combine sounds using a range of vocal and percussion instruments.</p> <p>Use musical terms related to dynamics and tempo.</p>	<p>signals and musical themes.</p> <p>Experiment with sounds (timbre)</p> <p>Draw the sounds using graphic symbols.</p> <p>Play percussion instruments and move expressively to music.</p>	<p>Compose percussive responses and play simple rhythm patterns on tuned instruments.</p> <p>Develop their knowledge and understanding of rhythm, beat, and duration.</p>	<p>change from march to a jig.</p> <p>Play untuned percussion instruments</p> <p>Compose a variation</p> <p>Perform a song and dance together.</p> <p>Develop their knowledge and understanding of</p>



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						pitch, beat, and duration.
YEAR 2 - KEY THEMES / CONCEPTS	How does music bring people together? <i>Exploring beat and rhythm</i>	Tony Chestnut <i>Exploring beat and rhythm</i>	The Orchestra <i>Learning about the orchestra</i>	Orchestral music on a water theme <i>'Orawa' and Handel's Water music</i>	How does music tell a story? <i>Grandma Rap</i>	The Rockpool Rock <i>Consolidation of Beat, Rhythm, Pitch, Tempo and movement</i>



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YEAR 2 - KEY CONTENT/ LEARNING	<p>Demonstrate an awareness of pulse and beat when listening, moving to and performing music.</p>	<p>Play a melody on a tuned percussion instrument.</p>	<p>Learn about the different family groups within the orchestra</p>	<p>Improvise and compose, structuring short musical ideas to form a larger piece.</p>	<p>Learn different note notations e.g., crotchet, quavers</p>	<p>Listen actively and learn about rock 'n' roll music.</p>
	<p>Understanding differences in pitch (high and low) and note duration (long and short).</p>	<p>Improvise rhythms using the notes C or G.</p> <p>Compose call-and-response music.</p> <p>Sing with good diction and feeling</p>	<p>Can walk, clap or tap the beat (including using body and classroom percussion) Respond to the pulse in music through movement/dance</p>	<p>Sing and play, performing composed pieces for an audience.</p>	<p>Chant and play rhythms using these durations</p> <p>Compose repeated patterns to create a new rhythmic accompaniment</p>	<p>Sing a rock 'n' roll style song confidently.</p> <p>Learn and perform a song in two parts.</p>

	<p>Understand the importance of posture and technique when performing.</p>	<p>Recognise and play echoing phrases by ear.</p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Listen and appraise, recalling sounds and patterns</p>	<p>Learn about the genre of rap and chant rhythms for group performance</p>	<p>Play tuned percussion instruments.</p>
	<p>Improvise rhythms and lyrics</p> <p>Sing a song from memory</p>		<p>Use musical terms related to dynamics and tempo</p>	<p>Perform wordpattern chant</p> <p>Explore percussion (and tuned percussion) sounds</p> <p>Keep a steady beat whilst performing</p>	<p>Use words and pitch to express feelings and enhance story</p>	<p>Move freely to music and create a rockpool-themed dance for a final performance.</p>



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<p>YEAR 3 - KEY THEMES / CONCEPTS</p>	<p>Let your spirit fly!</p> <p>Learn about R&B and explore beat and rhythm</p>	<p>How does music teach us about the past?</p> <p>Playing a tuned instrument (recorder)</p>	<p>How does music make the world a better place?</p> <p>Composing using imagination</p>	<p>Latin Dance</p> <p>Rhythm and beat in world music</p>	<p>How does music make a difference to us every day?</p> <p>Composition within different musical styles</p>	<p>Chilled out clap rap</p> <p>Consolidation of Beat, Rhythm, Pitch, Tempo and knowledge of rap genre</p>
<p>YEAR 3 - KEY CONTENT/ LEARNING</p>	<p>Identify the beat of a piece of music</p> <p>To explore simple patterns in a piece of music.</p> <p>Play a tuned instrument (recorder)</p> <p>Identify and explore beat groups e.g., $\frac{3}{4}$</p> <p>Compose lyrics and rhythms for accompaniment.</p>	<p>Play a tuned instrument (glockenspiel and recorder)</p> <p>To explore simple patterns in a piece of music.</p> <p>Recognise notation for pitch and duration</p> <p>Keep a steady beat when playing</p>	<p>Explore social themes through music</p> <p>Recognise and use simple notation e.g, minims, crotchets, quavers</p> <p>Keep a steady beat when playing</p> <p>Recognise and use time signatures $\frac{3}{4}$</p>	<p>Listen to a range of Cuban pieces, understanding influences and recognising some of its musical features.</p> <p>Recognize and sing the syncopated rhythms</p> <p>Recognise a verse & chorus structure, including call and response songs</p>	<p>Recognise and use time signatures $\frac{3}{4}$</p> <p>Play rhythmic and melodic patterns using varied notation</p> <p>Improvise using notes F, G, A, C, D</p> <p>Sing as part of an ensemble</p>	<p>Keep a beat</p> <p>Perform rhythmic patterns using the durations crotchet, crotchet rest, pair of quavers, and respond when the speed of the music changes.</p> <p>Transfer clapping patterns to tuned instruments and a group composition.</p>



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		Use and recognise: Clef, staff, crotchets, paired quavers, minims.	Play rhythmic and melodic patterns.	Understand and play notes within chords and compose rhythmic patterns.	Understand and express the meaning of the song. Compose sections of melody for performance.	Rap accurately and rhythmically with dynamic contrasts. Perform crotchet and quaver actions on the beat and adapt these actions when the speed of the music changes.
YEAR 4 - KEY THEMES / CONCEPTS	Mamma Mia! <i>Learn music from different decades (70s) and play a tuned instrument</i>	How does music teach us about the past? <i>Play a tuned instrument</i>	What does music teach us about the world? <i>Folk music and the pentatonic scale</i>	This Little Light of Mine <i>Vocal music and the pentatonic scale</i>	How can music tell a story <i>Exploring orchestral music (Holst and SaintSaëns)</i>	The world of Copland <i>Exploring orchestral music by Aaron Copland</i>



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<p>YEAR 4 - KEY CONTENT/ LEARNING</p>	<p>To identify the beat of a piece of music</p> <p>To explore simple patterns in a piece of music.</p> <p>Play a tuned instrument (recorder).</p> <p>Learn and sing vocal melodies as part of an ensemble.</p> <p>Use musical vocabulary to appraise pieces of music.</p>	<p>Children can develop an understanding of the history of music.</p> <p>Children can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Compare and describe instruments from different time periods how (recorder and bone flute).</p>	<p>Listen to a variety of music from varied traditions, social contexts and cultures.</p> <p>Follow and perform simple rhythmic scores to a steady beat.</p> <p>Understand and be able to sing in a range of time signatures e.g., 2/4, 3/4</p> <p>Use and recognise note durations and rests e.g., crotchets,</p>	<p>Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B.</p> <p>Sing in a Gospel style with expression.</p> <p>Understand and use dynamics in singing.</p> <p>Sing Part 1 of a partner song rhythmically.</p> <p>Play rhythmic ostinato patterns.</p>	<p>Listen to a variety of pieces of music from varied traditions, social contexts and cultures</p> <p>Perform stepwise melodic phrases at different speeds in a solo setting</p> <p>Sing and play own compositions</p> <p>Use and recognise a variety of note durations and rests e.g., crotchets, paired</p>	<p>Listen to a variety of pieces of music from varied traditions, social contexts and cultures</p> <p>Recognise the musical characteristics of a fanfare using music vocabulary.</p> <p>Perform stepwise melodic phrases at different speeds in a solo setting.</p>
	<p>To express feeling and emotions within song.</p>	<p>Correctly identify beats within bars notes on the staff</p>	<p>paired quavers, minims, crotchet rests.</p> <p>Learn about folk music and the pentatonic scale, improvise based on this and record using graphic symbols and staff notation.</p>	<p>Listen and move in time to songs in a Gospel style.</p>	<p>quavers, minims, crotchet rests</p> <p>Play and perform in 2 or more parts (melody and accompaniment or duet)</p>	<p>Improvise and compose, exploring how timbre, dynamics and texture can be used for impact in a fanfare.</p> <p>Compose a fanfare using a small set of notes, and short, repeated rhythms.</p>



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<p>YEAR 5 - KEY THEMES / CONCEPTS</p>	<p>Composing a journey through London</p> <p>Vocal and instrumental music to tell a story</p>	<p>Keep the Home Fires Burning</p> <p>Introduction to the social and historical context of music written around the time of World War 1</p>	<p>How does music improve our world?</p> <p>Exploring music from a variety of cultures with social justice and political issues</p>	<p>Music of the travels - What shall we do with the drunken sailor?</p> <p>Exploring music from different genres</p>	<p>The Ukulele</p> <p>Learn how to play the ukulele</p>	<p>How does music shape our way of life?</p> <p>Expressing musical meaning through music</p>
<p>YEAR 5 - KEY CONTENT/ LEARNING</p>	<p>Listen to a variety of pieces of music from varied traditions, social contexts and cultures.</p> <p>Sing in three-part rounds, partner songs and songs with a verse and chorus.</p> <p>Capture and record creative ideas using graphic symbols, staff</p>	<p>Develop knowledge and understanding of the history, and social context of music associated with WWI.</p> <p>Use the notes of the C major triad to compose a short fanfare melody.</p> <p>Sing with expression and an appreciation of the song's history and purpose.</p>	<p>Use their knowledge of duration, pulse, rhythm and pitch.</p> <p>Recognise and perform in a range of notation, time signatures and key signatures.</p> <p>To play and perform an instrumental part as part of the song they are learning to</p>	<p>Introduce the genre, learn about the purpose of sea shanties and describe the features using music vocabulary.</p> <p>Use rhythm grids to record rhythmic patterns Compose body percussion patterns to accompany a sea shanty.</p>	<p>Learn how to hold a ukulele correctly</p> <p>Understand musical terms for dynamics e.g., fortissimo, pianissimo, mezzo forte, mezzo piano Learn notes and chords for a variety of keys e.g., C major, A minor, F major, G major</p>	<p>Play and perform in parts (melody and accompaniment or duet)</p> <p>Use their knowledge of duration, pulse, rhythm and pitch.</p> <p>Recognise and perform in a range of notation, time signatures and key signatures.</p>



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	<p>notation and time signatures</p> <p>Enhance compositions with rhythmic or melodic ideas</p> <p>Perform using a range of percussion instruments</p>	<p>Perform for an audience Learn and play a fanfare score.</p> <p>Recognise and respond to different note value and rhythms, including dotted rhythms.</p>	<p>sing by ear or from standard notation.</p> <p>Sing a song as part of an ensemble and understand the meaning of the song</p> <p>Show skills of being able to follow a conductor</p> <p>Use words and music to express feelings and emotions</p>	<p>Keep a steady beat.</p> <p>Sing a sea shanty expressively, with accurate pitch and a strong beat.</p> <p>Sing in unison while playing an instrumental beat</p> <p>Play bass notes, chords, or rhythms to accompany singing.</p>	<p>Play and perform melodies following staff notation within an ensemble</p> <p>Develop the skill of playing by ear</p> <p>Perform simple chordal accompaniments †</p> <p>Play and perform in parts (melody and accompaniment or duet)</p>	<p>Express musical meaning through words</p> <p>Understand musical terms for dynamics e.g., fortissimo, pianissimo, mezzo forte, mezzo piano</p>
<p>YEAR 6 - KEY THEMES / CONCEPTS</p>	<p>How does music teach about the world and our past?</p> <p><i>African vocal music and drumming</i></p>	<p><i>Hey Mr Miller</i></p> <p><i>Exploring Jazz and Swing music</i></p>	<p><i>How does music tell a story</i></p> <p><i>Exploring notation</i></p>	<p><i>Dona Nobis Pacem</i></p> <p><i>Exploring choral music</i></p>	<p><i>How does music tell a story</i></p> <p><i>Song writing for the ukulele</i></p>	<p><i>Nobody Knows</i></p> <p><i>Consolidation of ukulele skills and composition</i></p>



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<p>YEAR 6 - KEY CONTENT/ LEARNING</p>	<p>Listen to a variety of pieces of music from varied traditions, social contexts and cultures.</p> <p>Sing a broad range of songs that involve syncopated rhythms observing phrasings, pitching and style.</p>	<p>Listen to and appraise historical recordings of big band swing and describe features of the music, using music vocabulary.</p> <p>Sing a syncopated melody accurately and in tune.</p> <p>Compose a syncopated melody</p>	<p>Sing a broad range of songs that involve syncopated rhythms observing phrasings, pitching and style.</p> <p>Compose a ternary structure piece (ABA) with a partner. Listen to a variety of pieces of music from varied traditions,</p>	<p>Listen to a variety of pieces of music from varied traditions, social contexts and cultures</p> <p>Sing a round accurately and in a <i>legato</i> style.</p> <p>Learn about texture in music, and</p>	<p>Simple time (the beats in the bar can be groups in 2s – 2/4, 3/4, 4/4), compound time (the beats in groups of 3- 6/8), syncopation (off beat)</p> <p>Listen to a variety of pieces of music from varied traditions, social contexts and cultures.</p>	<p>Listen to a variety of pieces of music from varied traditions, social contexts and cultures.</p> <p>Create a leavers song for whole year group performance Recognise the instruments used in the song and</p>
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	<p>Understand musical terms for dynamics e.g., fortissimo, pianissimo, mezzo forte, mezzo piano</p> <p>Perform using knowledge of calland-response</p> <p>Learn about and play instruments from African culture e.g, Djembe drums</p>	<p>using the notes of the C major scale.</p> <p>Sing and play as a class ensemble.</p> <p>Learn about swingstyle jazz and some of the most renowned big band leaders of 1930s and 1940s America.</p>	<p>social contexts and cultures</p> <p>Use and recognise a variety of note durations and time signatures e.g., crotchets, paired quavers, minims, Semi breves, semi quavers, rests, time signatures 2/4, 3/4, 4/4</p> <p>Play and perform melodies following staff notation making a decision about dynamic range and within an ensemble</p> <p>Use knowledge of pentatonic scale for composition</p> <p>Use tuned percussion instruments</p>	<p>compare music with different textures.</p> <p>Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</p> <p>Compose a short musical piece using percussion</p> <p>Explore the key signature $\frac{3}{4}$ and and the chords of F major and C major.</p> <p>Sing a chorus in twopart harmony with dancing on the beat.</p>	<p>Can write lyrics to convey a story.</p> <p>Compose using simple chords on the ukulele</p> <p>Play and perform melodies following staff notation using the c-c range and within an ensemble</p> <p>Develop the skill of playing by ear</p>	<p>identify the way the texture develops through the song.</p> <p>Sing with expression and accuracy of rhythm and pitch.</p> <p>Play chords to accompany the song.</p> <p>Compose a short song on the theme of leavers, using the same or similar chord sequence.</p>
<p>YEAR 7 - KEY THEMES / CONCEPTS</p>	<p>My Musical Heritage</p> <p>Exploring notation, note identification and treble clef</p>	<p>My Musical Heritage</p> <p>Exploring notation, note identification and treble clef</p>	<p>Instruments of the Orchestra</p> <p>Exploring instrument identification</p>	<p>Instruments of the Orchestra</p> <p>Exploring instrument identification</p>	<p>Voices in Layers</p> <p>Exploring the human voice and vocal music</p>	<p>Voices in Layers</p> <p>Exploring the human voice and vocal music</p>



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YEAR 7 - KEY	This unit aims to embed the approaches behind	This unit aims to embed the approaches behind	The unit explores listening skills and builds on prior	The unit explores listening skills and builds on prior	This unit will open up the voice as a resource to pupils and	This unit will open up the voice as a resource to pupils
CONTENT/ LEARNING	whole class workshopping began in year 7 alongside smaller ensemble improvising, composing, rehearsing and performing.	whole class workshopping began in year 7 alongside smaller ensemble improvising, composing, rehearsing and performing.	knowledge form primary. The unit develops knowledge of instrumental families and instrumental identification. Students listen and appraise music and continue to develop their reading from notation.	knowledge form primary. The unit develops knowledge of instrumental families and instrumental identification. Students listen and appraise music and continue to develop their reading from notation.	give them the opportunity to experience performing, composing and listening. They will create their own vocal 'groove' before learning a well-known song.	and give them the opportunity to experience performing, composing and listening. They will create their own vocal 'groove' before learning a well-known song.
YEAR 8 - KEY THEMES / CONCEPTS	Pachelbel's Canon <i>Exploring notation, bass and treble clefs.</i>	Pachelbel's Canon <i>Exploring notation, bass and treble clefs.</i>	4-Chord Trick <i>Song writing and learning chords on the ukulele and keyboards.</i>	4-Chord Trick <i>Song writing and learning chords on the ukulele and keyboards.</i>	Music Sequencing <i>Developing compositional skills through sequencing music using music technology.</i>	Music Sequencing <i>Developing compositional skills through sequencing music using music technology.</i>



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YEAR 8 - KEY CONTENT/ LEARNING	The unit explores the Baroque period and its decorative style. Students are formally introduced to the bass clef and begin to play well known pieces from the era using two hands at the keyboard.	The unit explores the Baroque period and its decorative style. Students are formally introduced to the bass clef and begin to play well known pieces from the era using two hands at the keyboard.	This unit aims to give pupils the opportunity to perform, improvise, compose and analyse melodies built around the pentatonic scale. Pupils will learn how to sing, play and construct the major pentatonic scale, which will then become their tool in composing balanced Q+A melodic ideas	This unit aims to give pupils the opportunity to perform, improvise, compose and analyse melodies built around the pentatonic scale. Pupils will learn how to sing, play and construct the major pentatonic scale, which will then become their tool in	The aim of this unit is for students to develop their music sequencing skills using GarageBand/Logic. Students arrange loops and record in their own musical idea. Students also develop their ICT skills. (A Cultural Curriculum Day supplements this scheme of work).	The aim of this unit is for students to develop their music sequencing skills using GarageBand/Logic. Students arrange loops and record in their own musical idea. Students also develop their ICT skills. (A Cultural Curriculum Day
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YEAR 9 - KEY THEMES / CONCEPTS	Stand by Me <i>Exploring notation, chords, bass and treble clefs</i>	Stand by Me <i>Exploring notation, chords, bass and treble clefs</i>	The Lion Sleeps <i>Chords, bass and treble clefs, copyright law, roles and responsibilities in the music industry</i>	The Lion Sleeps <i>Chords, bass and treble clefs, copyright law, roles and responsibilities in the music industry</i>	The Blues <i>Exploring music with social justice and political issues</i>	The Blues <i>Exploring music with social justice and political issues</i>
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<p>YEAR 9 - KEY CONTENT/ LEARNING</p>	<p>Students build on prior knowledge, using two hands on the keyboard and play a variety of chords. Students also work together in small groups developing their ensemble skills.</p>	<p>Students build on prior knowledge, using two hands on the keyboard and play a variety of chords. Students also work together in small groups developing their ensemble skills.</p>	<p>Students explore copyright and begin to develop their knowledge of how they can protect their musical ideas in the age of digital music and online streaming, Spotify, YouTube etc. Students build on their music technology skills through sequencing and recording live audio onto their tracks.</p>	<p>Students explore copyright and begin to develop their knowledge of how they can protect their musical ideas in the age of digital music and online streaming, Spotify, YouTube etc. Students build on their music technology skills through sequencing and recording live audio onto their tracks.</p>	<p>Students explore the blues, its roots and its influence on music today. Students learn a 12-bar blues and compose and perform their own blues song working together in groups</p>	<p>Students explore the blues, its roots and its influence on music today. Students learn a 12-bar blues and compose and perform their own blues song working together in groups</p>
<p>YEAR 10 - KEY THEMES / CONCEPTS</p>		<p>Introduction to prepared extract – Badinerie:</p>	<p>Introduction to area of study 4: Popular Music, with terminology as appropriate:</p>	<p>Introduction to area of study 2: Music for Ensemble</p>	<p>Introduction to area of study 3: Film Music, with devices and terminology:</p>	<p>Revisit all topics from year 10 using different pieces as listening and performing examples</p>



KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

<p>YEAR 10 - KEY CONTENT/ LEARNING</p>	<p>Forms and Devices with terminology as appropriate:</p> <p>binary, ternary and rondo forms repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions</p> <p>Performing - establishing standards and setting targets: first practical assessment. Explain the importance of being a good audience.</p> <p>Notating a simple melody Using ICT in the music department Appreciating and using the elements/ 'building blocks'</p>	<p>Instrumentation, anacrusis, simple triple time, repeat marks, ornamentation, trill, conjunct movement, sequence, octaves, minuet and trio, G major, D major, chordal analysis (using Roman numerals), perfect cadence, imperfect cadence, modulation to dominant, dominant 7th, chromatic movement</p>	<p>rock and pop styles (revisiting Blues from KS3) strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation Appraising - more challenging theoretical and aural work:</p> <p>ABRSM theory papers for starter activities. primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms the relationship between melody and chords How to 'describe' a piece using the elements of musical language</p>	<p>Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11).</p> <p>Composing using texture and sonority (chords and melody) including:</p> <p>-Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody Introducing additional concepts of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor</p>	<p>Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot The effect of audience, time and place, and how to achieve this through use of the musical elements Use of sonority, texture and dynamics to create a mood</p> <p>How to achieve contrasts and develop initial ideas when composing</p>	<p>Complete free composition project (of choice) and submit</p> <p>Continue to build aural skills through frequent practice.</p>
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KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

	Recapping the basics – aural, notational and listening skills		Introduction to prepared extract – <i>Africa, Toto</i> : instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key change			
YEAR 11 - KEY THEMES / CONCEPTS	Revisit area of study 1: Forms and Devices (with more advanced topics and practical content)	Revisit area of study 4: Popular Music (with more advanced topic/class/practical content)	Revisit Music for Ensemble (with more advanced topic/class/practical content):	Revisit Film Music (with any further topics/content):	Revisit all topics from year 10/11 using different pieces as listening and performing examples	
YEAR 11 - KEY CONTENT/ LEARNING	Variation form and strophic form in classical music Recognition of features of baroque, classical and romantic periods Revisit: imitation, pedal, canon, alberti bass and all harmonic features	Bhangra and fusion Loops, samples, panning, phasing, melismatic/ syllabic. Revisit Africa, Toto Exam techniques: hints and tips	Polyphonic, layered, round, canon and countermelody Cover all styles not completed in year 10	Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of pattern-work, sustained notes and	Listening practice and final examination. Ensure the specification content is fully covered	



KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

Building a vocabulary



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	Revisit and revision: Bach, Badinerie Exam techniques: hints and tips Building a vocabulary revision list Clarifying theoretical points	revision list Clarifying all relevant theoretical points		polyphonic textures to vary the textures Complete all coursework		
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