

**Curriculum overview table - Music at King's Academy Ringmer**

*'Know more, remember more, be able to do more'*

*'Why this, why now'?*

End point	Knowledge acquired	Skills acquired*
<p>Year 7 Playing Together</p> <p>Be able to perform singing, guitar, keyboard and drum patterns in a group performance.</p> <p>Be able to interpret symbols to start reading rhythm. Know note values: Semibreve Minim Crotchet Quaver Semiquaver</p>	<p>- Intro to Elements of Music (MADTSHIRT) - Rhythm related key words - Tempo related key words - 2, 3, 4 beats per bar -  Keywords: Tempo Time Rhythm Pitch Riff Semibreve Minim Crotchet Quaver Semiquaver Chord</p>	<p>Be able to hold a simple part as part of a group (Body Percussion, Boomwhackers)</p> <p>Be able to interpret symbols to read rhythm.  1+2+3+4+</p> <p>Be able to play simple rock beat Chair drumming</p> <p>Be able to play simple part using keyboard, guitar and be able to play simple rock beat Chair drumming</p> <p>Start to read and write rhythm notation. (Semibreve, Minim, Crotchet, Quavers, Semiquaver)</p>
<p>Year 7 Keyboards 1</p> <p>Be able to play a melody on the keyboard using the correct piano technique.</p>	<p>Pitch related key words (Stave, Treble + Bass Clef, Chord, Major, Minor, Melody, Stepwise (Conjunct), Leaps (Disjunct))</p> <p>Dynamic related key words</p>	<p>Be able to hold a more complex part individually (whole melody)</p> <p>Be able to interpret symbols to read pitch (Treble and Bass Clef)</p> <p>Introduce analytical listening</p>

Start to learn and identify features and conventions of Western Classical music through the music of Beethoven.	<i>Piano</i> <i>Mezzo piano</i> <i>Mezzo forte</i> <i>Forte</i> Instrument key words (keyboard instruments)	Be able to listen to WC music and identify features of melody, dynamics, rhythm and tempo
<p>Year 7 Just Play</p> <p>Be able to play increasingly complex chords on keyboard (some will also use guitar) and play in a sequence within a group</p> <p>Master a simple rock beat using chair drumming</p> <p>Understand what a chord is and be able to put chords together in a sequence.</p>	<p>What is a chord?</p> <p>Audio of major and minor.</p> <p>How to read a chord symbol.</p> <p>Em, G, C, Am, D ext Bm (MF Just Play)</p> <p>Chord Major Minor Triad Chord sequence Compose Rock and popular style instruments: electric guitar, acoustic guitar, bass, drum kit, vocals</p>	<p>Be able to hold a part playing chords as part of a group.</p> <p>Em, G, C, Am, D ext Bm (MF Just Play)</p> <p>Start to understand chord names and symbols.</p> <p>Start to recognise major and minor by listening.</p> <p>Understand what a chord is and be able to put chords together in a sequence. (Composing)</p>
<p>Year 7 The Orchestra</p> <p>Playing bass, accompaniment (chords) and melody in a large group.</p> <p>Understand existence of different styles within Western Classical tradition</p>	<p>Instruments key words (WC orchestral sections and instruments)</p> <p>Melody Accompaniment Bass</p> <p>Baroque Classical</p>	<p>Be able to hold a simple part as part of a group</p> <p>Be able to interpret symbols to read pitch (Treble and Bass Clef)</p> <p>Be able to hold a part in a group performance.</p> <p>Be able to listen to WC music and identify</p>

<p>Understand about instruments of the W C orchestra, how they work and what they sound like.</p>	<p>Romantic</p>	<p>features of melody, dynamics, rhythm and tempo</p> <p>Be able to identify instruments by timbre. Continue to introduce analytical listening to WC music.</p>
<p>Year 7 Making a Band 1...</p> <p>Be able to hold a part in a group performance.</p> <p>Understand how to rehearse a group performance without the teacher.</p> <p>Be able to listen to Popular music and identify features of dynamics, rhythm and tempo.</p> <p>Be able to identify rock/pop instruments/voices by timbre.</p>	<p>Instruments key words (Rock and popular styles instruments including synths and electronic sounds, vocal ranges)</p> <p>Simple chords</p> <p>Song structure words: Intro Verse Chorus Outro</p>	<p>Playing/sing bass, chords and melody in a small group.</p> <p>Analytical listening to Popular Music styles.</p>

<p>Year 8 Repeating Patterns 1 and 2</p> <p>Be able to hold a part in a group performance (West African drumming)</p> <p>Understand how to sequence simple rhythmic and melodic patterns in Chrome Music Lab.</p> <p>Be able to listen to non-Western styles and identify features of melody, dynamics, rhythm and tempo and texture</p> <p>Show awareness of non-Western styles and approaches to playing and learning music</p>	<p>Texture related key words (layers, ostinato, riff, bass, treble, thick, thin)</p> <p>Style-related key words e.g. Augmentation Diminution Phasing (Minimalism, Gamelan, W. A. drumming) Master Drummer Ostinato Riff Syncopation Oral Tradition Call and Response</p>	<p>Ostinato and Riff Play melodic and rhythmic patterns in a group.</p> <p>Able to hold a part in a group performance.</p> <p>Understand how layers are used in different musical styles. Gamelan/West African drumming/ Indian music/ Minimalism</p> <p>Be able to use layers to compose a simple piece (Live or using sequencing software. Chrome Music Lab Song Maker)</p> <p>Show awareness of non-Western styles and approaches to playing and learning music</p>
<p>Year 8 Solo Performance</p> <p>Fur Elise</p>	<p>Revise pitch related key words (Stave, Treble + Bass Clef, Chord, Major, Minor, Melody, Stepwise (Conjunct), Leaps (Disjunct))</p> <p>Melody related key words: sequence, anacrusis</p> <p>Articulation-related keywords: staccato, legato</p> <p>Tempo word: rubato</p> <p>Instrument key words (keyboard instruments) Piano Harpsichord</p>	<p>Be able to hold a more complex part individually (whole melody) in two hands</p> <p>Be able to interpret symbols to read pitch (Treble and Bass Clef)</p> <p>Develop analytical listening</p> <p>Be able to listen to Beethoven's music and identify features of melody, dynamics, rhythm and tempo</p>

	Organ Celesta	
<p>Year 8 Blues and Improvisation</p> <p>Be able to improvise using licks and the Blues scale</p> <p>Be able to listen to Blues and Jazz styles and identify features of melody, dynamics, rhythm and tempo and texture</p> <p>Show awareness of Blues and Jazz styles and approaches to playing and learning music</p>	<p>Improvisation</p> <p>Texture related key words (layers, ostinato, riff, bass, treble, thick, thin)</p> <p>Pitch related key words (Blues scale, Chords, Major, Minor, Seventh Chords)</p> <p>Style-related key words: rhythm section, front line, Blues scale</p> <p>Instrument related key words (Blues and Jazz specific line ups)</p>	<p>Play melodic and rhythmic lines individually and in pairs: Blues Scale Swing Rhythms Syncopation</p> <p>Be able to play the 12 Bar Blues chords and improvise using the Blues Scale over a chord sequence in C or G (Focus on improvising skills.)</p> <p>Play 12 Bar blues in other contexts MF medley</p>
<p>Year 8 Making a Band 2</p> <p>Be able to hold a part in a group performance.</p> <p>Understand how to put a group performance together independently.</p>	<p>Instruments key words (Rock and popular styles instruments including synths and electronic sounds)</p> <p>More complex chords</p>	<p>Playing/sing bass, chords and melody in a small group.</p> <p>Develop analytical listening to Popular Music styles.</p>
<p>Year 9 Music for Film 1</p> <p>Be able to understand Diagetic and Non-diagetic music Leitmotif</p>	<p>Diagetic and Non-diagetic music Leitmotif Sound Effects Foley</p>	<p>Composing to create a mood</p> <p>Learn features of Soundtrap to create a composition</p> <p>Sound effects and foley - use time function</p>

<p>Sound Effects Mickey Mousing</p> <p>Be able to use tonality create a soundtrack for a short clip.</p> <p>Understand music-related roles within the film and tv industries.</p>	<p>Tonality major and minor</p> <p>Professional roles in the film and tv industry</p>	<p>to enable sfx to be placed correctly.</p>
<p>Year 9 Music for Film 2</p> <p>Be able to identify Diagetict and Non-diagetict music Leitmotif Sound Effects in sound tracks</p> <p>Be able to use tonality (choose loops based on major and minor scales) and chords in layers to create a musical soundtrack for a short scene. (Some will compose original material.)</p> <p>Be able to use ostinato and rhythm to create tension.</p> <p>Be able to use more sophisticated features of Soundtrap to create a soundtrack for a short clip.</p> <p>Understand music-related roles within the film and tv and game industries.</p>	<p>Diagetict and Non-diagetict music Leitmotif Sound Effects Foley</p> <p>Tonality major and minor</p> <p>Professional roles in the film and tv industry</p>	<p>Composing to create a mood</p> <p>Using tonality and a wider range of compositional devices</p>
<p>Year 9</p>		<p>Be able to hold a more complex part</p>

<p>Solo Performance</p> <p>Own Choice - Trinity Rock and Pop RockSchool Debut Extensions</p> <p>Keyboards: Hello - Adele Three Little Birds Human</p> <p>Guitar: Seven Nation Army Come as you Are Perfect</p>		<p>individually instrument or voice dependent:</p> <p>Keyboard: (whole melody) in two hands Guitar: Riff or chords Drums: simple rock pattern Voice: more complex rhythm</p>
<p>Year 9 What Makes a Good Song?</p> <p>Be able to use existing musical materials to create a new version of a piece.</p> <p>Create a sequenced version in Soundtrap.</p> <p>Understand features of Popular Music styles</p> <p>Understand backstage and non-performing roles within the music industry.</p>	<p>Features of popular styles: Drum beats Riff Hook</p>	<p>Be able to use existing musical materials to create a their own version, e.g. drum beats, chord sequence, riff and hook</p> <p>Create a sequenced version in Soundtrap.</p> <p>Identify and appraise features of Popular Music styles</p> <p>Understand backstage and non-performing roles within the music industry.</p>
<p>Year 9 Making a Band 3</p> <p>Be able to hold a part in a group performance.</p>	<p>Popular styles: Rhythm n Blues Soul Funk Hip Hop</p>	<p>Playing bass, chords and melody in a small group - extended version x 3.</p> <p>Groups to select an approach that suits their ability level.</p>

<p>Understand how to put a group performance together independently.</p> <p>Understand performing + related roles within the music industry.</p>	<p>Pop Pop Ballads Reggae Bhangra</p> <p>Understand performing + related roles within the music industry.</p> <p>More complex chords and structures</p>	<p>Some will use Just Play resources. Some will choose and be able to work out a song of their own choice aurally (almost completely) independently.</p>
<p>Year 9 Songwriting</p> <p>Be able to compose a song of their own using chords, bass, melody, lyrics, live or sequenced. Some will be able to compose their own chord sequences not only using loops.</p> <p>Understand copyright.</p>	<p>Features of a pop song</p>	<p>Be able to use existing musical materials to create a new version of a piece.</p> <p>Create a live performance/ cover version OR sequenced version in Soundtrap.</p> <p>Identify and appraise features of Popular Music styles, Remix, Cover Songs.</p> <p>Understand backstage and non-performing roles within the music industry.</p>
<p>Year 10 AoS 4 Rock, Pop and Fusion</p> <p>Be able to remember and start to use MADTSHIRT with some detail.</p> <p>Be able to understand basic features of rock and pop: Structure Texture, Tonality/ Harmony, Time/Tempo, Instruments</p>	<p>MADTSHIRT</p> <p>Standard rock and pop instruments + voices Verse and Chorus Bass, melody, chords, accompaniment Chords: major and minor Riff</p> <p>Common chord sequences</p>	<p>Appraising and performing Pop and Rock songs</p> <p>Composing chord sequences</p>



<p>Be able to create a rock/pop style chord sequence in soundtrap.</p> <p>Be able to create a rock/pop style performance: ensemble</p>	<p>Treble and Bass notation</p> <p>Intervals and Scales: Degrees of the scale Major and Minor scales Triads</p>	
<p>AoS 1 Musical Forms and Devices (part 1)</p> <p>Be able to remember and start to use MADTSHIRT with some detail.</p> <p>Be able to name the styles of Western Classical music and their dates.</p> <p>Be able to identify instruments of the orchestra by timbre.</p> <p>Be able to make an educated guess as to the style of a piece of music based on its features and use of instrumental timbres.</p> <p>Be able to create a Work in Progress performance: solo</p>	<p>MADTSHIRT</p> <p>Understand main features of: Baroque Classical Romantic</p> <p>Orchestral instruments timbres</p> <p>Learn about form and structure: with focus on the Nutcracker Suite</p> <p>Rhythm notation</p> <p>Chords in a major scale Primary Chords Cadences - imperfect and perfect</p>	<p>Appraising Western Classical styles</p> <p>Performing short binary and ternary form pieces</p>
<p>AoS 1 Musical Forms and Devices (part 2)</p> <p>Be able to identify structures and their features: Binary Ternary</p>	<p>MADTSHIRT</p> <p>Understand main features of: Baroque Classical Romantic</p>	<p>Appraising Western Classical styles</p> <p>Composing binary or ternary form melody</p>

<p>Rondo Theme and Variation Strophic (32 bar song?)</p> <p>Be able to use features typical of Theme and Variations to vary a theme in their own composition.</p> <p>Be able to create a Work in Progress performance: solo</p>	<p>Orchestral instruments timbres</p> <p>Learn about form and structure: with focus on the Nutcracker Suite</p> <p>Rhythm dictation</p> <p>Chords in a major scale Primary Chords Cadences - imperfect and perfect</p>	
<p>AoS 3 Film Music</p> <p>Be able to identify: Diagetic Non-diagetic music Motif Theme Leitmotif Mickey mousing</p> <p>Be able to describe: how elements create a mood, reflect or emphasise action (on screen)</p> <p>Be able to identify basic features of minimalism used in film music: motif, ostinato, augmentation, diminution</p> <p>Be able to compose music for a short clip using the features of style.</p>	<p>MADTSHIRT</p> <p>Understand main features of Film Music: Melody Texture Minimalism</p> <p>Treble and Bass clef notation Rhythm notation Melodic dictation</p> <p>Major and minor Dissonance</p>	<p>Appraising film music</p> <p>Including: themes and leitmotifs, Focus on Psycho - techniques and devices</p>

<p>AoS 2 Music for Ensemble</p> <p>Be able to understand features of the following traditions:</p> <p>WC Chamber Music Jazz Musical Theatre</p> <p>Be able to identify features of typical ensembles, musical structures, song genres.</p> <p>Be able to identify instruments and voices that are typical of the styles.</p> <p>Be able to create a Work in Progress performance: ensemble/solo</p> <p>Start Free Composition</p>	<p>MADTSHIRT</p> <p>Understand main features of WC chamber ensembles:</p> <p>Trios Quartets Quintets Sextets Septets Octets Nonets</p> <p>Understand main features of Musical Theatre: songs, chorus, dialogue/recitative style</p> <p>Understand main features of Blues and main Jazz styles:</p> <p>12 Bar Blues Trad Jazz Swing Bebop Modal Jazz</p> <p>Chords in a scale Primary Chords Cadences - imperfect and perfect, turnarounds Seventh chords and extended chords</p> <p>Melodic dictation</p>	<p>Appraising Western Classical styles of chamber music + Blues and Jazz + Musical Theatre</p>
Year 11	AoS 1 Key Word revision slides	Developing composing and performing and appraising

<p>AoS 1 Musical Forms and Devices</p> <p>As above + Set Work - 2022 Bach Badinerie</p> <p>Be able to create a Work in Progress performance: ensemble/solo</p> <p>Finish Free Composition</p>	<p>As Year 10 + Focus on Melody and Articulation</p> <p>Plagal and Interrupted cadences Melodic ornamentation</p> <p>Set Work: Bach Badinerie</p>	
<p>AoS 4 Rock, Pop and Fusion</p> <p>As above + Set Work - 2021 Toto: Africa</p> <p>Mock exam</p> <p>Be able to create a Work in Progress performance: ensemble/solo</p> <p>Start Set Brief Composition</p>	<p>AoS 4 Key Word revision slides</p> <p>As Year 10 + Popular Chord sequences</p> <p>Set Work: Toto: Africa</p>	<p>Developing composing and performing and appraising</p>
<p>AoS 3 Film Music</p> <p>As above +</p> <p>Be able to create a Work in Progress performance: ensemble/solo</p> <p>Finish Set Brief Composition</p>	<p>AoS 3 Key Word revision slides</p> <p>As Year 10 + Focus on Melody + Articulation</p>	<p>Developing composing and performing and appraising</p>

<p>AoS 2 Music for Ensemble</p> <p>As above +</p> <p>Be able to create a Work in Progress performance: ensemble/solo</p> <p>Be able to compose Set Brief Composition</p> <p>FINAL DEADLINES for performance and composition</p>	<p>AoS 2 Key Word revision slides</p> <p>As Year 10 +</p> <p>Focus on extended chords</p>	<p>Developing composing and performing and appraising</p>
<p>AoS 4: Focus on FUSION</p> <p>Set Works: revision</p> <p>Revision: all topics</p> <p>EXAM</p>	<p>Focus on Bhangra and Fusion</p> <p>Tasks chosen to address common misconceptions and gaps in knowledge.</p>	