





|  |                             |   |   |  |   |  |  |
|--|-----------------------------|---|---|--|---|--|--|
|  | Curriculum                  | <p>project with Coventry Music.</p> <p>All students have the opportunity to take part in extracurricular activities and the School Production</p>   | <p>project with Coventry Music.</p> <p>All students have the opportunity to take part in extracurricular activities and the School Production</p>   | <p>project with Coventry Music.</p> <p>All students have the opportunity to take part in extracurricular activities and the School Production</p>  | <p>project with Coventry Music.</p> <p>All students have the opportunity to take part in extracurricular activities and the School Production</p>   | <p>project with Coventry Music.</p> <p>All students have the opportunity to take part in extracurricular activities and the School Production</p>                                  | <p>project with Coventry Music.</p> <p>All students have the opportunity to take part in extracurricular activities and the School Production</p>  |
|  | How can I support my child? | <p>Use the following link to access the Oak Academy online resources on African music, rhythm and instruments.</p> <p><a href="https://classroom.thenationalacademy/units/west-african-music-373e">https://classroom.thenationalacademy/units/west-african-music-373e</a></p> | <p>Use this link to find out more about the Ukulele and its cultural significance.</p> <p><a href="https://www.youtube.com/watch?v=gK5DwzO27UA">https://www.youtube.com/watch?v=gK5DwzO27UA</a></p> | <p>Use this link to discover more about the renaissance and Baroque periods in music.</p> <p><a href="https://www.youtube.com/watch?v=otpFHNpC290">https://www.youtube.com/watch?v=otpFHNpC290</a></p> | <p>Use this link to discover more about Russia and the music of Prokofiev.</p> <p><a href="https://www.youtube.com/watch?v=4k9kWc7LybA">https://www.youtube.com/watch?v=4k9kWc7LybA</a></p> | <p>Watch this short video on the development of music technology.</p> <p><a href="https://www.youtube.com/watch?v=0NTarK_dMpE">https://www.youtube.com/watch?v=0NTarK_dMpE</a></p> | <p>Use the following link to the Oak Academ lessons on musicianship and song writing.</p> <p><a href="https://classroom.thenationalacademy/units/band-musicianship-1-the-four-chord-trick-3b3f">https://classroom.thenationalacademy/units/band-musicianship-1-the-four-chord-trick-3b3f</a></p> |



| Year 8 Curriculum Map Music |  | Halfterm1  | Halfterm2  | Halfterm3  | Halfterm4  | Halfterm5   | Halfterm6  |  |
|-----------------------------|--|--|--|--|--|---|--|--|
| 2 hrs per fortnight         | Music  | Curriculum Content inc Knowledge, Skills & Cultural Capital  | The 12 Bar Blues 1- Harmony 2<br><br>I IV V progression in the 12-bar blue structure.<br>Chord extension – 7ths<br>Guitar Tab and chord grids.<br>Blues Scale and improvisation<br>Q&A<br>Individual/ pair performance                                 | The 12 Bar Blues 2/ Melody 2<br><br>Guitar/ Ukulele Blues chords<br>Simple Bass Guitar and Bass Tab<br>Blues scale improvisation – Q&A<br><br>Optional – Multi Track recording.        | Music Technology 2<br>Dance Music<br><br>Melody/ motif construction<br>Harmony<br>Drum programming- grid input   | Song Writing / Ground Bass<br>Harmony 3<br><br>Pachelbel goes Pop/ Ground Bass<br>Song Structure – V/C Mid 8/ instrumental.<br>Melody shape<br>Extended chords 6 <sup>th</sup> /7 <sup>th</sup>   | Reggae and Ska<br>Song structure 3<br>Off Beat- Syncopation<br>Bass hooks and riffs<br>Class performing  | Reggae and Ska/ Melody 3<br><br>Song structure<br>Off Beat- Syncopation<br>Bass hooks and riffs<br>Band performance<br>Composing own lyrics/ melody                                    |
|                             | Assessment   | Individual performance of the 12 bar blue chord pattern and walking Bass line  | Group performance of the 12 Bar Blues instrumental with improvised sections.<br>Assessment 1 & 2 can be taken together in the group performance<br><br><b>Milestone</b>  | Pair assessment on the production of a Popular song sequenced track. Harmonic structure input with additional Bass line composed<br><br><b>Milestone</b>                               | Pair performance of Pachelbel Goes Pop layers- Keyboard. Explore structure and form to sequence the performance. Notated structure- graphic of performance.  | Assessment in ½ term 6  | Group assessment<br>Performing in a reggae/ ska style<br>Composition of lyrics- protest song<br><br><b>Milestone</b>   |  |
|                             | Literacy Links   | Key music concepts and vocabulary. The language of Music.  | Key music concepts and vocabulary. The language of Music.  | Key music concepts and vocabulary. The language of Music.  | Key music concepts and vocabulary. The language of Music.  | Key music concepts and vocabulary. The language of Music.<br>Song Structure- Rhyme  | Key music concepts and vocabulary. The language of Music.<br>Song Structure- Rhyme   | Key music concepts and vocabulary. The language of Music.<br>Writing Lyrics in a Verse/ Chorus structure.  |
|                             | Curriculum Links   | <ul style="list-style-type: none"> <li>History- the impact of gospel music on the development of the 12 Bar Blues from Slave times.</li> <li>The social and economic climate in the USA that influenced the development of the 12 Bar Blues</li> </ul> | <ul style="list-style-type: none"> <li>History- the impact of gospel music on the development of the 12 Bar Blues from Slave times.</li> <li>The social and economic climate in the USA that influenced the development of the 12 Bar Blues</li> </ul> | <ul style="list-style-type: none"> <li>Mathematics and ICT<br/>Drum programming<br/>Editing tracks<br/>Inputting music data</li> </ul>   | <ul style="list-style-type: none"> <li>History – The Baroque period. The role of the Aristocracy in the patronage of composers.</li> <li>DT- the development of musical instruments in the 1600s allowing music to be accessible to more of the population.</li> </ul> | <ul style="list-style-type: none"> <li>History- the impact of gospel music on the development of Reggae from Slave times.</li> <li>The social and economic climate in the Coventry that influenced the development of the SKA style and 2 tone movement.</li> </ul> | <ul style="list-style-type: none"> <li>History and English</li> <li>Writing songs of protest to reflect time, culture and social issues.</li> </ul>                                    |  |
|                             | Outside of the Curriculum  | All students in year 8 have the opportunity to extend their musical experience by attending extracurricular activities and taking part in the school production as cast or stage crew.   | All students in year 8 have the opportunity to extend their musical experience by attending extracurricular activities and taking part in the school production as cast or stage crew.   | All students in year 8 have the opportunity to extend their musical experience by attending extracurricular activities and taking part in the school production as cast or stage crew. | All students in year 8 have the opportunity to extend their musical experience by attending extracurricular activities and taking part in the school production as cast or stage crew.   | All students in year 8 have the opportunity to extend their musical experience by attending extracurricular activities and taking part in the school production as cast or stage crew.  | All students in year 8 have the opportunity to extend their musical experience by attending extracurricular activities and taking part in the school production as cast or stage crew. | All students in year 8 have the opportunity to extend their musical experience by attending extracurricular activities and taking part in the school production as cast or stage crew. |
| How can I support my child? | Explore resources on The Oak Academy on the 12 Bar Blues Music Unit<br><br><a href="https://classroom.thenational.academy/units/band-musicianship-2-the-blues-6049">https://classroom.thenational.academy/units/band-musicianship-2-the-blues-6049</a> | Explore resources on The Oak Academy on the 12 Bar Blues Music Unit<br><br><a href="https://classroom.thenational.academy/units/band-musicianship-2-the-blues-6049">https://classroom.thenational.academy/units/band-musicianship-2-the-blues-6049</a> | Explore resources on the Oak Academy on EDM and Music Technology.<br><br><a href="https://classroom.thenational.academy/units/using-technology-musically-edm-1013">https://classroom.thenational.academy/units/using-technology-musically-edm-1013</a> | YouTube link – Why is Pachelbel's canon so popular?<br><br><a href="https://www.youtube.com/watch?v=y0h1v1c2DGI">https://www.youtube.com/watch?v=y0h1v1c2DGI</a>                       | Watch the documentary link on the 2 tone movement in the UK<br><br><a href="https://www.youtube.com/watch?v=AGV6i8kiOHw&amp;t=2s">https://www.youtube.com/watch?v=AGV6i8kiOHw&amp;t=2s</a>   | Visit the 2 Tone exhibition in the Music museum in Coventry City Centre<br><br><a href="http://www.covmm.co.uk/2016/">http://www.covmm.co.uk/2016/</a>  |  |  |



| Year 9 Curriculum Map Music |   | Halfterm1   | Halfterm2   | Halfterm3   | Halfterm4   | Halfterm5   | Halfterm6   |
|-----------------------------|---|---|---|---|---|---|---|
| 2 hrs per fortnight         | Music   | <p>Music Tech – 4 chord song remix</p> <p>Students explore structure, Rhythm , Bass, Harmony and Melody using Logic Pro to create a 4 chord song remix- I IV V VI Learning and demonstrate the following:</p> <ul style="list-style-type: none"> <li>Sequencing</li> <li>Quantisation</li> <li>Use of piano roll to edit MIDI Data</li> <li>Drum programming</li> </ul> | <p>The Great British Song Book/ Harmony 3/ Melody 4</p> <p>Study of the Genre and its influences up to the present day</p> <p>Song and Harmonic Structure Harmonic chord progression- 4 chord songs I IV V VI Guitar/ Bass/ Ukulele / Keyboard skill Band Skills- Group Performance</p> | <p>Music Tech – 4 chord song remix</p> <p>Students explore structure, Rhythm , Bass, Harmony and Melody using Logic Pro to create a 4 chord song remix- I IV V VI Learning and demonstrate the following:</p> <ul style="list-style-type: none"> <li>Sequencing</li> <li>Quantisation</li> <li>Use of piano roll to edit MIDI Data</li> <li>Drum programming</li> </ul> | <p>The Great British Song Book</p> <p>Study of the Genre and its influences up to the present day</p> <p>Song and Harmonic Structure Harmonic chord progression- 4 chord songs I IV V VI Guitar/ Bass/ Ukulele / Keyboard skill Band Skills- Group Performance</p>                                  | <p>Film Music</p> <p>Performance Rotation/ Melody 3</p> <ul style="list-style-type: none"> <li>Study of Great Film Composers- Williams, Zimmer, Eflmann.</li> <li>Analysis of Film Theme- Musical Elements , consonance / dissonance etc</li> <li>Creation of Theme ideas linked to character and scene board.</li> </ul> | <p>Film Music</p> <p>Tech Rotation</p> <ul style="list-style-type: none"> <li>Tech Composition Film Soundtrack to a Film Scene</li> <li>Enhanced use of Logic Pro sequencing.</li> </ul>      |
|                             | Assessment  | <p>Assessment in pairs on the produced MIDI sequence/ remix.</p> <p><b>Significant Marked Piece</b></p>   | <p>Band assessment – Ensemble performance of a Pop Song</p> <p><b>Significant Marked Piece</b></p>  | <p>Assessment in pairs on the produced MIDI sequence/ remix.</p> <p><b>Significant Marked Piece</b></p>   | <p>Band assessment – Ensemble performance of a Pop Song</p> <p><b>Significant Marked Piece</b></p>  | <p>Individual performance mid way assessment.</p>   | <p>Assessment in Pairs – the success of creating score for a film clip using Logic</p> <p><b>Milestone Assessment</b></p>   |
|                             | Literacy Links  | <p>Key music concepts and vocabulary. The language of Music.</p>  | <p>Key music concepts and vocabulary. The language of Music.</p>  | <p>Key music concepts and vocabulary. The language of Music.</p>  | <p>Key music concepts and vocabulary. The language of Music.</p>  | <p>Key music concepts and vocabulary. The language of Music.</p>  | <p>Key music concepts and vocabulary. The language of Music.</p>  |
|                             | Curriculum Links  | <ul style="list-style-type: none"> <li>Mathematics and ICT Drum programming Editing tracks Inputting music data</li> </ul>  | <ul style="list-style-type: none"> <li>Sociology –</li> <li>Britian in the 1990s. North/ South divide The era after Punk.</li> <li>The Northern Powerhouse for Brit Pop</li> <li>English – Song lyrics and structure.</li> </ul>  | <ul style="list-style-type: none"> <li>Mathematics and ICT Drum programming Editing tracks Inputting music data</li> </ul>  | <ul style="list-style-type: none"> <li>Sociology –</li> <li>Britian in the 1990s. North/ South divide The era after Punk.</li> <li>The Northern Powerhouse for Brit Pop</li> <li>English – Song lyrics and structure.</li> </ul>  | <ul style="list-style-type: none"> <li>Media/Film studies</li> <li>The development of Film Music from Silent Movies to stand alone signifiannt soundtracks to the present day.</li> <li>Careers- The rise of the Film Composer as a valuable career pathway</li> </ul>  | <ul style="list-style-type: none"> <li>Mathematics and ICT Drum programming Editing tracks Inputting music data</li> </ul>  |
|                             | Outside of the Curriculum   | <p>All students in year 9 have the opportunity to extend their musical experience by attending extracurricular activities and taking part in the school production as cast or stage crew.</p>   | <p>All students in year 9 have the opportunity to extend their musical experience by attending extracurricular activities and taking part in the school production as cast or stage crew.</p>   | <p>All students in year 9 have the opportunity to extend their musical experience by attending extracurricular activities and taking part in the school production as cast or stage crew.</p>   | <p>All students in year 9 have the opportunity to extend their musical experience by attending extracurricular activities and taking part in the school production as cast or stage crew.</p>   | <p>All students in year 9 have the opportunity to extend their musical experience by attending extracurricular activities and taking part in the school production as cast or stage crew.</p>   | <p>All students in year 9 have the opportunity to extend their musical experience by attending extracurricular activities and taking part in the school production as cast or stage crew.</p> |
| How can I support my child? | <p>Use the Oak Academy resources on Music Technolgy to extend knowledge of Music Technology.</p> <p><a href="https://classroom.thenational.academy/units/using-technology-musically-edm-1013">https://classroom.thenational.academy/units/using-technology-musically-edm-1013</a></p> | <p>Brit Pop Forever – documentary on You Tube.</p> <p><a href="https://www.youtube.com/watch?v=vJ4xW4UNjnQ">https://www.youtube.com/watch?v=vJ4xW4UNjnQ</a></p>   | <p>Use the Oak Academy resources on Music Technolgy to extend knowledge of Music Technology.</p> <p><a href="https://classroom.thenational.academy/units/using-technology-musically-edm-101">https://classroom.thenational.academy/units/using-technology-musically-edm-101</a></p>     | <p>Brit Pop Forever – documentary on You Tube.</p> <p><a href="https://www.youtube.com/watch?v=vJ4xW4UNjnQ">https://www.youtube.com/watch?v=vJ4xW4UNjnQ</a></p>   | <p>Use the OAK Academy resources to further your understanding and experience of Film Music.</p> <p><a href="https://classroom.thenational.academy/units/using-technology-musically-film-music-2371">https://classroom.thenational.academy/units/using-technology-musically-film-music-2371</a></p> | <p>Danny Elfman documentary</p> <p><a href="https://www.youtube.com/watch?v=cvZe9ZJKJCI">https://www.youtube.com/watch?v=cvZe9ZJKJCI</a></p>  |   |

