

Music Curriculum Map

Intent

The Music curriculum at Lambeth Academy aims to inspire students to become well-rounded musicians that have the knowledge and skills applicable to developing a successful career in Music. The curriculum views music as a subject holistically, allowing students to build upon traditional musical skills such as instrumental performance, composition and appraisal, as well as Music Technology based skills such as music recording, sound design and production. We recognise that our musicians come to us with different musical interests and aspirations, so we have designed a curriculum model that offers bespoke study options to support all students' development throughout their time at Lambeth Academy. From year 7 onwards our students will base their learning on the elements of music, applying this knowledge to a broad range of musical styles, genres, historical contexts and cultures.

Implementation

Term	1	2	3	4	5	6
Year 7	<p style="text-align: center;">Find Your Voice</p> <p>In this first unit, students will build upon the ensemble skills developed at KS2 and apply these to singing contrasting pieces that will challenge their breath control, diction, pitch and rhythmic control.</p> <p>Students will focus on listening to different vocal music performances and gain an understanding of how pitch is notated in the treble clef as well as being able to explain the sections found in an SATB choir.</p>	<p style="text-align: center;">The Snowman</p> <p>For this performance unit all new instrumentalists will learn to perform "Walking In the Air" on the keyboard, developing an understanding of the relationship between melody and harmony. For all those who currently play an instrument, they will then transfer the piece onto their own specialist instrument to perform with the class as a large ensemble.</p> <p>Students will focus on listening to programme music, developing their understanding of pitch notation to the bass clef.</p>	<p style="text-align: center;">Escola de Samba</p> <p>Our music performance will now focus on the development of rhythmic pieces in this fast and furious Brazilian style. Students will focus on developing compositions that contain clear structural and dynamic elements, performing polyrhythms as part of an ensemble.</p> <p>During this unit we will link our learning to the Christian celebration of Easter as well as focussing on how rhythms are notated on simple percussive scores.</p>	<p style="text-align: center;">Minimalism</p> <p>Students will have their first chance to compose through music technology, using a DAW to create music in this iconic experimental style of the 1960s. Students will gain an understanding of how to use music hardware and software to create original compositions.</p> <p>Students will focus on listening to the developmental styles of the 20th century and focus on using technology to develop pieces that utilise ostinato and layering at their heart.</p>	<p style="text-align: center;">Street Beats</p> <p>Students will need to draw on their creative and performance skills as they create original rhythmic compositions using recycled materials. This unit will focus again on ensemble skill with students placing a greater emphasis on gradual changes to elements of music such as dynamics and tempo.</p> <p>Students will gain an understanding of how music has become central to modern culture through studying Bucket Drumming.</p>	<p style="text-align: center;">Class Orchestra</p> <p>In this performance unit, our students will build on all of the knowledge gained through year 7 to become a Classroom Orchestra. Learners will gain an understanding how different textural layers are added gradually to a baroque ground-bass piece and be able to perform them as part of a large ensemble.</p> <p>Students will focus on the development of the orchestral, developing the aural skills to recognise instruments within families when appraising Western Classical Music styles.</p>
Year 8	<p style="text-align: center;">Curtain Up</p> <p>Students will develop upon their singing skills by working towards performing a production number from a musical theatre production. Students will develop a greater understanding of how to control their voice as an instrument, improving the quality of their tone production, breath control and dynamic contrast.</p> <p>Students will focus on listening to a wide variety of musical theatre performances, focussing on the articulation used by vocalists to add interest and emotion to their performances.</p>	<p style="text-align: center;">Shape & Form</p> <p>In this individual assessed performance students will learn a keyboard piece in binary form. They will build upon prior knowledge by transferring written music (pitch and rhythm) to an ongoing practical keyboard task.</p> <p>Students will focus on developing their confidence and fluency when building up to performing with both hands as well as having a better understanding of musical structure.</p>	<p style="text-align: center;">Rock School</p> <p>Students will learn the basic skills every musician learns when picking up a backline instrument for the first time (drums, bass guitar, and electric guitar.) The students will gain a practical insight into the performance techniques required to perform music using contemporary string instruments successfully.</p>	<p style="text-align: center;">Debut Single</p> <p>The students now build upon their learning from the Rock School unit and form bands in which each instrumentalist has a different role. The students will choose to perform one of four songs. This unit is designed to help learners experience a real-life rehearsal situation as they build their own ensemble performance skills.</p> <p>Students will focus on harmony and tonality found within popular music styles.</p>	<p style="text-align: center;">Ewe Drumming</p> <p>African drumming is a fantastic way to explore rhythmic development through performance. As with tradition, music is taught aurally as students then focus on using the elements of music to create their own rhythm performances utilising compositional devices such as a polyrhythms, call & response and imitation.</p>	<p style="text-align: center;">Airs of China</p> <p>Students will continue to explore World Music and create a modern fusion of traditional Chinese music with Western dance music styles. The students will develop an understanding of the pentatonic scale and use this to form balanced melodic phrases using music production software.</p> <p>Students will focus on analysing and using different textures to add variety to their own compositions.</p>

Year 9	<p>License to Thrill</p> <p>Students will be given a short clip from a film which is completely silent. They will need to use Music Technology to bring the film to life by adding sound effects, ambiences and music.</p> <p>Students will develop a greater understanding of how to use Logic Pro software including the controlling of more advanced functions such as automation.</p>	<p>A Kind of Blue</p> <p>Students will explore the origins of Blues Music. Students will work individually to learn the scales and common keyboard performance techniques to improve their ability and confidence when improvising.</p> <p>Students will focus on listening to traditional jazz and blues instrumentation, describing their roles with the ensemble.</p>	<p>Ukulele Challenge</p> <p>This practical unit offers a new instrument to our students as they progress through year 9. Students will learn different chord patterns and strumming techniques to be able to perform using a ukulele confidently.</p> <p>The listening focus for this unit will discuss the roles different instruments have in various musical styles.</p>	<p>Dance Music</p> <p>Students will once again be using Music Technology to create a composition in this modern genre. The students will be given a set chord pattern that they need to turn into a full piece of club dance music.</p> <p>The listening focus for this term will be based on Music Technology effects processing.</p>	<p>Live Lounge</p> <p>In this long unit, the students will perform a cover version of a song of their choice. They will work in small groups to source the music and run rehearsals. This will culminate in a performance of each song to the class. In the first lessons, the teacher will complete this task with students and then they will do this again independently.</p> <p>Students will focus on how musical structure is used in popular music styles.</p>	
Term	1	2	3	4	5	6
Year 10 BTEC	<p>Year One: Term One</p> <p>Unit 1 – The Music Industry Students will develop an understanding of different venues, service agencies and production companies including their responsibilities towards health & safety.</p> <p>Unit 3 – Live Sound (option) Students will learn how to run the sound at a real-life event including planning, set-up, controlling the sound and de-rigging. Health & Safety will be a key consideration throughout. A practice brief will be completed as the students now break into two rival sound engineering companies. Although working as a team, each student will produce evidence of their own input to the success of the final performance.</p> <p>Unit 5 – Music Performance (option) Students will complete a baseline self-assessment on their current instrument/vocal skills and will begin their journey of improvement in this long unit with support from their teacher. A weekly log will be completed as well as “checkpoint” performance opportunities. Students will continue to develop their skills through the assignment “Getting Better”. During this time the students will develop greater technical skill on their chosen instrument and begin working towards pieces they will use as assessment pieces this year.</p>		<p>Year One: Term Two</p> <p>Unit 1 – The Music Industry Students will develop an understanding of unions and other agencies that represent different job roles within the music industry. As we delve deeper into the music industry, students will gain a greater understanding of key job roles found within the companies and agencies that have been explored previously.</p> <p>Unit 3 – Live Sound (option) A formal assignment brief will be set, in which the rival companies now have to create a “live sound product” in the form of a public performance. The students will be in sole-charge of the technical elements of the concert and will need to showcase their knowledge and skills studied throughout unit 3.</p> <p>Unit 5 – Music Performance (option) Students will continue to develop their skills with support from their teacher (and/or instrumental teacher) to prepare pieces ready to perform in a formal public concert. During this term, two assignment briefs will overlap as students show their development journey over time, and present their skills at a final public performance.</p>		<p>Year One: Term Three</p> <p>Unit 2 – Managing a Music Product (Concert) During this final term of the year, our two pathways will combine as we create production companies that consist of performers and technicians. Each company will have the responsibility of creating, planning, promoting, running and evaluating a public performance. Each student will provide evidence against of his or her input against the learning aims. These final concerts will make-up the “Summer Proms” series of concerts.</p>	
Year 10 GCSE	<p>Year One: Term One</p> <p>AOS1: My Music In this module the students will focus on the elements of music to develop a holistic understanding of how to successfully analyse the music we listen to. Students will spend sessions focussing on the individual elements (melody, articulation, dynamics, texture, structure, harmony & tonality, instrumentation, rhythm, tempo & time. Students will also begin to develop aural recognition skills, focussing on pitch and rhythm annotation.</p> <p>Performance Skills Students will understand how to rehearse successfully to develop the confidence needed to work independently as well as accurately assessing</p>		<p>Year One: Term Two</p> <p>AOS2: The Concerto Through Time Students will understand how the concerto evolved from 1600-1900 by focussing on the three key periods of Western Classical music (Baroque, Classical & Romantic.) The students will be able to confidently use MAD T SHIRT to analyse examples of concertos whilst relating their knowledge to the context of each time-period.</p> <p>Performance Skills</p>		<p>Year One: Term Three</p> <p>AOS3: Rhythms of the World Students will explore the musical traditions from a wide variety of World cultures. Students will explore the music of the following places: Africa, India (Indian classical and Punjabi Bhangra), Brazil, Jamaica, Israel, Greece and Palestine.</p> <p>Composition Skills</p>	

	current strengths and areas for development. Students will complete both solo and ensemble performance tasks through regular performance opportunities.		With support from their teacher, the student will select an appropriate piece for their first performance. This performance will be recorded in the first term of year 11. It is expected that much of this rehearsal time will be completed independently outside of scheduled lesson time. Composition Skills Students will complete small composition tasks that will begin to equip them for their free brief composition (starting next term.) Students will develop an understanding of the importance of development of ideas through the creation of melodic motifs and compositional devices.		Students will begin work on their free-brief composition. This can be in any style but must show development using the elements of music (MAD T SHIRT)	
Year 11 GCSE	Year Two: Term One AOS4: Film & Computer Game Music Students will develop an understanding of how music became an integral part of film and computer games in the 20th Century and beyond. A key focus of learning is placed on “how” certain moods and emotions have been recognised musically. Students will explore music from a wide variety of film genres, justifying the composer’s decisions when he/she responded to the brief. Students will continue to develop their aural recognition skills (pitch and rhythm notation.) Performance Skills Students will record and submit their two performances during this term (one solo and one ensemble.)		Year Two: Term Two AOS5: Popular Music Students will develop an understanding of how music became an integral part of film and computer games in the 20th Century and beyond. A key focus of learning is placed on “how” certain moods and emotions have been recognised musically. Students will explore music from a wide variety of film genres, justifying the composer’s decisions when he/she responded to the brief. Students will continue to develop their aural recognition skills (pitch and rhythm notation.) Composition Skills Students will complete their two compositions during this term. The first was started in year 10 and the second will not be completed following the release of the set briefs and stimuli from OCR. This work will be formally submitted for marking following the Easter Holidays.		Year Two: Term Three Exam Revision Each of the Areas of Study will be revisited during these revision sessions as students make their final preparations for the unit 3 exam.	
Term	1	2	3	4	5	6
Year 12	Mock Component 1: Recording* In this introductory unit, students will develop an understanding of audio capture techniques and complete a mock recording project with support from their teacher. The learning for the exam units is taught practically to support this project as students gain an understanding of the development of Music Technology throughout history. Students will develop a solid understanding of modern production standards as each of the contributing factors are taught discreetly through practical tutorial sessions. Key learning foci for this term are effective audio capture through microphone selection and placement, EQ as a corrective and creative effect, dynamic and FX processing, advanced functions of a DAW. Students will also begin to understand how the recording and production process has changed throughout history which forms a large part of their exam. Throughout the course, students will complete a PLC to help guide and shape their learning. This is a working document available online through Google Classroom. *Students undertaking this course will only complete the full A Level course though the AS level specification is covered in year 12 and assessed internally.		Mock Component 2: Technology-Based Composition The students follow the AS set briefs given by Pearson as they use technology to compose a piece of music. The piece must demonstrate solid musical grounding (similar to that of GCSE) but then use Music Technology techniques and processes as creative tools to enhance the sonic qualities of the piece. As with term one, the exam material is taught mainly through practical sessions as students now focus on sound synthesis, audio sampling manipulation and MIDI sequencing. A key feature of the learning this term is the move from analogue to digital audio and the impact that this has had on music production.		Mock Components 3 & 4: Exams Revision Teacher-led tutorials now form the basis for the end of year assessments. Students will sit a paper at AS Level which will be marked internally and contribute to the final grade and predictions for year 12.	
					Component 1: Recording The exam board will release the briefs and stimulus for component one at the end of this academic year. At this time the students will select their brief and begin recording the rhythm section. This NEA work will then be completed and submitted in year 13. Mock Components 3 & 4: PEP Exam	

<p>Year 13</p>	<p>Component 1: Recording</p> <p>Students will complete the instrumental sections of their final multi-track recording project that was started at the end of year 12. Students will be in sole charge of the recording process as outlined in the specification. The tutorials for components 3 and 4 will support this NEA component.</p> <p>Components 3 & 4: Exams</p> <p>Students will extend upon their knowledge of AO3 and AO4 through a series of teacher-led workshops that cover technical elements. Focus for this term is on embedding CIDERS (capture, instrumentation, dynamic processing, effects processing, reasoning, sampling & synthesis) and applying it to all music we listen to. The following production elements will also be focussed on: Music technology calculations of decibels, frequency, sample rate and bit depth Distortion as a creative effect and how it has been achieved throughout history Advantages/ disadvantages of various recording and release mediums The mastering process</p>	<p>Component 1: Recording</p> <p>This project will be finished, mixed and mastered this term which will now include the vocal tracks.</p> <p>Component 2: Technology-based Composition</p> <p>This project will begin in the planning phase as the students select their briefs from the exam board. Students will use the assessment criteria to plan their compositions and begin working on structural, melodic, harmonic and textural ideas.</p> <p>Components 3 & 4: Exams</p> <p>Students will continue to explore Music Technology principles expected in their final exam units. A PEP assessment will be completed. Students will continue to complete exam style questions on key focus areas and understanding will be tracked using individual PLCs.</p>	<p>Component 2: Technology-based Composition</p> <p>Students will continue to complete their composition work using the set brief chosen in module 2. Students will use this as an opportunity to demonstrate their ability to effectively use advanced audio manipulation and automation effects to enhance the sonic qualities of their piece.</p> <p>Components 3 & 4: Exams</p> <p>Students will continue to explore Music Technology principles expected in their final exam units. A PEP assessment will be completed. Students will continue to complete exam style questions on key focus areas and understanding will be tracked using individual PLCs.</p>	<p>Component 2: Technology-based Composition</p> <p>Students will continue to complete their composition work using the set brief chosen in module 2. Students will use this as an opportunity to demonstrate their ability to effectively use advanced audio manipulation and automation effects to enhance the sonic qualities of their piece.</p> <p>Components 3 & 4: Exams Revision</p> <p>Students will re-explore all aspects of Music Technology covered on the course through mini-assessments and further teacher-led tutorial sessions. This will be highly tailored based on the individual PLC of each student.</p>	<p>Components 3 & 4: Exams Revision</p> <p>Students will re-explore all aspects of Music Technology covered on the course through mini-assessments and further teacher-led tutorial sessions. This will be highly tailored based on the individual PLC of each student.</p>	
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Impact:
Our curriculum has been designed in conjunction with the United Learning KPIs to ensure that our students are fully prepared for a GCSE in Music at year 10. We have broadened our curriculum offer at KS4 by introducing two separate pathways. Each year a decision will be made as to the most-appropriate pathway for students wishing to continue their music studies in year 10 and 11. Within the vocational pathway there are two options: Music Performance or Technical routes. This has enabled musicians of all levels to study with us at KS4, maintaining our ethos of inclusivity. This option choice has increased our cohort size at KS4 and will then hopefully continue to build the amount of students completing A Level studies with us. As music is a highly practical subject, formative feedback (usually verbal) is given to students constantly through the programme of study and then formal summative assessments are completed at the end of each unit (these assessments are usually based on practical skill but take students wider understanding of music into account.) More formalised listening assessments are used from year 10 onwards. Knowledge organisers for each unit are provided which contain two focusses: General musical understanding (using the elements of Music) and specific contextual understanding for the unit. Information is explained within the classroom but forms the basis of homework tasks. This knowledge is then assessed during memory platforms at the start of each lesson.

There is a wide variety of opportunities for students to engage with extra-curricular activities. All of our clubs and performances are open to musicians of all abilities. Anyone wishing to study a GCSE in Music (and beyond) is highly encouraged to seek tuition on their chosen instrument or voice. It is then commonplace to see our younger musicians playing their own instruments during practical music lessons at KS3 to further build their skills on their first instrument. Due to the ever-changing nature of the music industry, we have also made a decision to incorporate Music Technology units into our KS3, allowing students to use our resources to create industry-standard music products.