

NKS Music Curriculum Map 2021



The purpose of studying music at NKS is to enrich our students' cultural world view by exposing them to a wide range of music whilst equipping them with skills which allow them to participate in music performance and composition to the best of their abilities and to appreciate music in the wider world.

For further information please contact:

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Year 7

Prior to joining NKS: Students will have had a varied experience of music education depending on their primary school provision from the 46 feeder primary schools. Some may also take private lessons, others may not have had any specialist music teaching at all. Music is taught as a practical subject, the physicality of which reinforces theoretical concepts behind the practical. Students begin with studying rhythm and the rudiments of notation, progressing through pitch notation and keyboard skills to more in depth musicology with units on Jazz/Blues, Film and game music and a performance project. Cross curricular links with history, civil rights, maths, science and languages are made in each unit which opens prior knowledge gates and reinforces long term memory links.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Rhythm	Notation	Keyboard Skills	Jazz and Blues	Folk Music	Music for Dance
Content - Knowledge and Understanding	Western classical rhythm notation and note names,	Score reading – part following and identification	Chord construction, Progressions and cadences.	12 bar chord progression building on chords I, IV and V	Intro to compound time, drone bass	Dances from around the world, Syncopation, hemiola, simple and compound time

	subdivisions to semi-quaver Maintainance of steady pulse under more complex rhythm Read basic rhythm patterns, aural dictation of rhythm	solfege signals and pitch definition, rh melody playing without letter additions, singing 2 part, independantly. Development of polyphony as melodic structure.	Drone and melody performing and composing. Solfege and aural dictation skills Keyboard instruments and music through the ages.	Improvisation of melody over 12 bar structure History of jazz and blues and development of 12 bar structure. Jazz as a social movement	Ternary/Binary/Call and Response forms Hemiola Sea Shanties and music for work Instruments for folk music	Playing in 2 or more parts, score reading and analysis
Skills and Concepts	Cross rhythm and polyrhythmic texture performance Ensemble performance Metacognition of rehearsal process 2 and 3 part choral singing, breath technique and voice production	Melody - conjunct and disjunct movement Phrase completion, call and response Development of metacognition of rehearsal process. Breath technique and voice production	Harmony and Chords, I, IV and V chords in basic major keys Introduction of the concept of cadence Keyboard technique and reading of notation Composing and playing using chords.	Identifying 12 bar structure Building keyboard technique with l.h. bass pattern. Reading notation without assistance Composing using 12 bar structure	Identify suitable instrument ensembles aural instrumental identification Tonality/rhythm dictation Building on keyboard skills and notation	Performing on instruments variety of dance melodies, Learning english country dance Aural determination of voice types, instrumentation, pitch dictation
Assessment	Baseline at end of T1	Performance assessment	Performance assessment	Self assessment through PLC	Composition assessment	End of term listening exam
Enrichment and Extension	Participation in drumline offered to Y7 through the year Carol service participation for singers	Carol service participation offered to all.			Year 7 concert participation	Kent Music Orchestra Day for instrumental players.

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Year 8

In year 8 students consolidate concepts and skills from year 7 and earlier and begin to apply them in a range of different contexts. More advanced concepts are introduced, allowing development from prior knowledge. Music technology is introduced, using a DAW and other specialist software. Study skills are emphasized with a greater proportion of independent rehearsal and self determination, culminating in an independently research based composition project. Practically, greater independence is also encouraged, with the Band project being performance based with a public performance goal in T4. Progression through the music curriculum into GCSE is encouraged with all students having opportunities to perform and compose throughout the year.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Tonality	Minimalism	Music Tech	Bass Clef	Band Dojo	Independent project
Content - Knowledge and Understanding	Structure and format of harmonic system, key signatures, major/minor/chromatic/pentatonic/whole tone scales	Minimalism as a reaction to overt Romanticism and 12 tone technique. Use of phase shifting, cells,	Concerto form and cadenza development. Use of retrograde/inversion as composition technique.	Reading bass clef notation, adding bass line to existing melody Basic harmonic progressions Drone, alberti and ground bass	Texture – Homophony/Monophony/Heterophony/Polyphony aural identification and definition. Arrangement techniques	Three mini projects focussing on Listening, Composing and Performing to a brief
Skills and Concepts	Perform, read and write scales in c/G/D major. Chromatic scales. Identify aurally use of scales. Key signatures to 3 sharps/flats.	Listening and appraising skills, metre, tempo, instrumentation, phase	Mixing and scratching, performance and composition of solo section of concerto for	Ensemble work in small groups, rehearsal techniques	Play and perform in ensemble contexts. Improvise and compose music for a range of purposes. Listen with attention to detail and increasing aural memory	Keyboard or other instrumental composition using

		shifting, performing clapping music/Anna Meredith	turntables and orchestra. Music tech operation/DAW	and metacognitive practice. Performing in front of live audience.		techniques and skills from years 7 and 8 incl. Notation, range, periodicity
Assessment	Self assessment via PLC	Listening assessment	Composition	Self assessment via progression through belts	Composition	End of year listening exam
Enrichment and Extension	String group tuition offered to year group	Carol service participation offered to all		Year 8 School of Rock contest		Kent Music Orchestra Day for instrumental players.

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Year 9

Year 9 students continue to develop the skills and knowledge base from years 7 and 8. Topics are covered in more depth, with more challenging concepts being introduced as their experience grows. Performance remains central to music classes, with opportunities to demonstrate skill both in class and in extra curricular activities. Those who choose GCSE music are encouraged to perform as widely as possible in and out of school. Composition skills are expanded from those already developed, students are encouraged to think systematically and independently about compositional techniques. Music technology experience is reinforced with additional DAW and software skills being taught.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content - Knowledge and Understanding	Revision of theory concepts eg: notation, scales, key signatures,	Intro to cadences and composing. 4 bar melody	Bach set work - analysis Baroque music, ensembles, styles,	Pop and Fusion- Techniques and ensembles,	Toto set work - analysis continuation of pop and fusion analysis, harmonic	Film music - foley, mickey mousing, diageitic music,

	time signatures, intervals. Forms and Devices - Intro to music history – Early (plainsong/ cantus firmus/neumes/movable do)	Music for Ensemble – chamber music/vocal ensembles/baroque ensembles Music of the Renaissance – madrigals/chamber music/instrumentation	background and context, instrumentation, ensemble playing of exemplar pieces Expansion of 4 bar melody, forms and variations	structures, context and background Classical music background and context, ensemble playing of exemplar pieces Composition elements, harmonisation of melodies	and structural features Romantic music background and context, ensemble playing of exemplar pieces Composition elements, harmonisation of melodies	Analysis of mood using set schema Twentieth century music, background and context, minimalism, impressionism, nationalism, serialism Composition elements, harmonisation of melodies, composing for film and games from a brief
Skills and Concepts	Performance techniques, modular composition techniques. Introduction to aural dictation techniques.	Cadences, key and time signatures, intervals, conjunct and disjunct movement	Analytical techniques, aural dictation (rhythmic and melodic) Forms and devices of the set work	Analytical techniques, aural dictation (rhythmic and melodic) Cadences, key and time signatures, intervals, conjunct and disjunct movement	Performance techniques, analytical techniques, aural dictation (rhythmic and melodic) Cadences, key and time signatures, intervals, conjunct and disjunct movement	Analytical techniques, aural dictation (rhythmic and melodic) Cadences, key and time signatures, intervals, conjunct and disjunct movement
Assessment	Baseline test	End of term listening	Composition assessment	Composition assessment	Performance assessment	End of year exam
Enrichment and Extension	GCSE mandatory participation in extra curricular ensemble.	Carol service participation offered to all	GCSE mandatory participation in extra curricular ensemble.	GCSE mandatory participation in extra curricular ensemble.	Mozart to Modern concert	Kent Music Orchestra Day for instrumental players.

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Year 10

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content - Knowledge and Understanding	Baroque period characteristics, instrumentation, forms, structures with specific study pieces	Intro to cadences and composing. 4 bar melody Music for Ensemble – chamber music/vocal ensembles/baroque ensembles	Bach set work - analysis Baroque music, ensembles, styles, background and context, instrumentation, ensemble playing of exemplar pieces Expansion of 4 bar melody, forms and variations	Pop and Fusion- Techniques and ensembles, structures, context and background Composition elements, harmonisation of melodies	Toto set work - analysis continuation of pop and fusion analysis, harmonic and structural feature Composition elements, harmonisation of melodies – stylistic composition	Film music - foley, mickey mousing, digetic music, Analysis of mood using set schema Composition elements, harmonisation of melodies, composing for film and games from a brief
Skills and Concepts	Aural dictation for pitch and rhythm. Aural perception, basic harmony and cadences	Cadences, key and time signatures, intervals, conjunct and disjunct movement	Analytical techniques, aural dictation (rhythmic and melodic) Forms and devices of the set work	Analytical techniques, aural dictation (rhythmic and melodic) Cadences, key and time signatures, intervals, conjunct and disjunct movement	Performance techniques, analytical techniques, aural dictation (rhythmic and melodic) Cadences, key and time signatures, intervals, conjunct and disjunct movement	Analytical techniques, aural dictation (rhythmic and melodic) Cadences, key and time signatures, intervals, conjunct and disjunct movement
Assessment	Regular specialist vocabulary testing	Composition assessment	Performance assessment	Listening appraisal		PPE exam
Enrichment and Extension	GCSE mandatory participation in extra curricular ensemble.	Carol service participation offered to all.	GCSE showcase	GCSE mandatory participation in extra curricular ensemble.	Mozart to Modern concert	Kent Music Orchestra Day for instrumental players.

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Year 11

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content - Knowledge and Understanding	Baroque period characteristics, instrumentation, forms, structures with specific study pieces Bach set work	Music for Ensemble – chamber music/vocal ensembles/baroque ensembles	Pop and Fusion- Techniques and ensembles, structures, context and background	Revision of Forms and devices, Bach set work and music for ensembles	Revision of Pop and Fusion, Toto set work and Film music	
Skills and Concepts	Performance of solo work for exam recording. Composition first draft. Exam technique, long answer questions	Aural dictation technique reinforcement. Specialist vocab reinforcement. Appraising techniques for AoS4. Performance metacognition. Composition redrafting after feedback.	Ensemble performance recording. Composition refinement and submission Exam technique comparison questions	Exam technique	Exam technique	
Assessment	Performance submission	PPE exam	Composition submission	PPE exam	Aural dictation assessment	Final exam
Enrichment and Extension	GCSE mandatory participation in	Carol service participation offered to all	GCSE showcase			Kent Music Orchestra Day for instrumental players.

	extra curricular ensemble.					
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