City of London Academy Southwark — MUSIC — Long Term Curriculum Map

Key Concepts: Pulse, Metre, Texture, Structure, Pitch, Rhythm, Melody, Harmony

Year 7

Year 7	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Unit Title	Whole Class Instrumental Lessons - WOODWIND/ BRASS / STRINGS					
Knowledge / Skills	All Year 7 students will recieve large group instrumental lessons on either violin, viola, cello, flute, clarinet, saxophone or trumpet There will be two instrumental specialists and a class teacher working with each form group THEORY Developing instrumental playing techniques relating to tone production, posture & hand / finger position Developing understanding of rhythm and pitch notation Developing use of expressive elements in performance such as dynamics, tempo, articulation and timbre					
Unit Title	Singing	Rhythm		Keyboard Skills		Whole Class Ensemble/10 Pieces
Knowledge / Skills	- Vocal Warm ups - Singing techniques - Simple rounds and part songs	- Developing understanding of pulse & metre - Rhythm grids and rhythm notation through performance. - Cyclic music - use of ostinato, polyrhythm, cross rhythm - Body Percussion and Samba drumming -Developing ensemble performance and rehearsal skills THEORY Note names and lengths Metre / time signatures - simple time		- Introduction to the anatomy of the keyboard, correct playing techniques, posture and finger positions - Keyboard fingering including thumb under, fingers over - Using notation to learn, practice and perform keyboard pieces -Introduction to the primary chords - 12 Bar Blues THEORY Treble and bass clef notation Major / Minor Tonality Primary chords and how to label them		Whole Class Ensemble -Developing ensemble performance -Rehearsal skills
Repertoire						
Literacy Numeracy	Reading and interpreting lyrics	Note lengths as fractions				
Enrichment	Choir Instrumental lessons - Vocal Coaching	Drumming Club Possible workshops - African drumming, Taiko, Samba Instrumental lessons - Drum Kit		Keyboard Club Instrumental lessons - Piano		Wind Band String Ensemble Instrumental lessons - Strings, Woodwind & Brass
British Values						
Character	Creativity, Confidence, Teamwork, Ambition	Creativity, Confidence, Teamwork, Ambition				
Careers	Musician - Performer	Musician - Performer				

Year 8

Year 8	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Unit Title	Blues & Jazz Improvisation	Film Composer		Hip Hop/ Producer	Harmony	The Band 1 / The Performer
Knowledge / Skills	- Group performance and Improvisation using scales (major, minor, pentatonic, blues, dorian) and over simple chord progressions e.g. 12 bar blues. - What makes a good melody? - Balancing repetition and variety, phrases and structure THEORY Scales- pentatonic, blues, dorian, minor Intervals	- Conveying narrative - Matching music to action / mood - Composing music for horror films THEORY Compositional devices - drone / pedal, ostinato, dissonance / clusters, dim 7 chords, tremolo / staccato / legato Leitmotif Programme music		- Context of Hip Hop - Conscious Rap - Creating drum patterns - Building layers of ostinatos - Developing IT skills - use of loop, quantize - FX - filters, sweeps, reverb etc - Developing structure and contrast THEORY Using FX in Logic Structures	- Composing using chords - The baroque period - Baroque ground bass composition - Deriving a chord progression from a bass line and melodies from a chord progression - Melodic development using passing / auxiliary notes THEORY Revision of treble and bass clef notation and notating a composition	- Learning / developing instrumental playing technique (Ukulele, Keys, Drum kit) - Anatomy of band instruments - Interpretation of notation/ tab - Developing ensemble playing - Rehearsal skills THEORY Re visit chords - include transposition Chord symbols and diagrams Reading guitar and bass tab Reading drum notation
Repertoire	Robert Johnson - various Duke Ellington - C Jam Blues Miles Davis - Kind of Blue	John Williams - JAWS, Harry Potter			Pachelbel - Canon in D Merula - Ciaccona	
Literacy Numeracy						
Enrichment						
British Values				Rule of law - sampling & copyright / downloading		
Character						
Careers						

Year 9

Year 9	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Unit Title	BAND SKILLS		Stormzy V Mozart		Song Writing	Path to KS4
Knowledge / Skills	- Learning / developing instrumental playing technique (Ukulele, Keys, Drum kit) - Anatomy of band instruments - Developing interpretation of notation and tab - Developing ensemble playing - Rehearsal skills - Seasonal Cover Versions THEORY Re visit chords - include transposition Chord symbols and diagrams Reading guitar and bass tab Reading drum notation		- Context of Classical Music - Score Reading - Developing ensemble performance to include arrangements of classical music - More complex chords / inversions / harmonic rhythm - Making musical comparisons and judgements THEORY Chord extensions - major / minor 7ths, inversions, harmonic rhythm Using notation for rehearsing and performing Analysis of texture, melody, articulation & harmony		- Composing chord progressions - Pop song structures (Verse / Chorus, 32 bar song form etc) - catchy choruses - the 'hook' - building contrast through texture / timbre - orchestral strings etc THEORY Composing effective melodies Recap chords and composing chord progressions Song structures	- GCSE Music composition - Composing to a set brief - popular music or film / gaming styles - Creating a polished and complete composition - Recording vocals / vocal samples
Repertoire			Eine Kleine Nacht Musik, Horn Concerto- Mozart Crown, - Stormzy			
Literacy Numeracy	Understanding / interpreting lyrics Rhythm notation / time signatures					
Enrichment	Band / Ensemble Clubs					
British Values	Philanthropy					
Character						
Careers						

Year 10

Year 10	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Unit Title	Ensemble Performance	Music 101	Film	Dictation	Music For Ensemble	Score Reading
Knowledge / Skills	**Ensemble Performance** - Performance skills - Ensemble skills - Problem solving - Reading TAB, chord diagrams and rhythm notation - Listening skills - developing aural perception - Music based around Area of Study 4 **Theory 101** - Time signature, treble clef, bass clef, dynamics, articulation, major and minor key signature up to four sharps and flats, MADTSHIRT	**Composition 101** - Structure, chord progressions, hooks and riffs, automation, lyric writing, successful recording techniques - Composing to an in-house brief and completing a short composition log to track idea development and overall progress **Solo Performance** - Focusing on suitable repertoire for a chosen instrument. - Encouraging grade 3 and above pieces of music - Practice diary entries - Problem solving - Encouraging resilience through practice - Developing solo performance skills with instrumental teachers. - Performing with an accompaniment (piano/band/backing track).	**Free Composition** - Using skills gained in Composition 101, pupils will now compose a free piece of music in a chosen style. - Composition log is introduced. Pupils will note idea development and overall progress of their composition **Popular Music - AoS4** **Solo Performance** - Practice diary entries - Problem solving - Encouraging resilience through practice - Developing solo performance skills with instrumental teachers. - Performing with an accompaniment (piano/band/backing track).	**Free Composition** - Continue to compose and complete entries in the composition log. - More advanced compositional devices (augmentation and diminution) introduced **Dictation** - Reading treble and bass clef - Identifying note values (including dotted rhythms) - Identifying time and key signatures - Use of exam style questions to embed knowledge **Ensemble Performance** - Ensemble skills, performing and rehearsing with others - Problem solving - Exploring suitable repertoire - Practice Diary entries	**Free Composition** - Continue to compose and complete entries in the composition log. - Automation and mixing **Music for Ensemble** - The meaning of sonority, timbre, and texture - What is meant by the term 'ensemble' - Exploration of musical theatre (history and present day) - The beginnings of jazz and blues - Improvisation - Chamber music **Ensemble Performance** - Ensemble skills, performing and rehearsing with others - Problem solving - Practice Diary entries	**Free Composition** - Final tweaks and mixing to be completed. - Detailed score or lead sheet with annotations/screenshots of work. **Score Analysis** - Understanding score reading - Focussed on AoS 3 and AoS 4 - Understanding dynamic markings, notations, treble and bass clef, tempo markings, repeat signs, key signature, time signature, structure, motif, thematic material, DS/DC/Capo **Film Music** - The origin of film music - How music for film is created and developed - The use of the musical dimensions - Exploring the long answer question - Common compositional devices in film music - Appraising skills **Ensemble Performance** - Ensemble skills, performing and rehearsing with others - Problem solving - Practice Diary entries
Literacy Numeracy	Oracy skills	Practice diary, composition log, oracy skills	Practice diary, composition log, oracy skills	Practice diary, composition log, oracy skills	Practice diary, composition log, oracy skills	Practice diary, composition log, oracy skills
Enrichment	Instrumental lessons, choir, coursework clinic	Instrumental lessons, choir, coursework clinic	Instrumental lessons, choir, coursework clinic	Instrumental lessons, choir, coursework clinic	Instrumental lessons, choir, coursework clinic	Instrumental lessons, choir, coursework clinic
British Values	Respect - broadening minds with music from different cultures	Respect - broadening minds with music from different cultures	Liberty - writing lyrics composition work Respect - broadening minds with music from different cultures	Liberty - writing lyrics composition work Respect - broadening minds with music from different cultures	Liberty - writing lyrics composition work Respect - broadening minds with music from different cultures	Liberty - writing lyrics composition work Respect - broadening minds with music from different cultures
Character	Creativity, confidence, teamwork, ambition	Creativity, confidence, teamwork, ambition	Creativity, confidence, teamwork, ambition	Creativity, confidence, teamwork, ambition	Creativity, confidence, teamwork, ambition	Creativity, confidence, teamwork, ambition
Careers	Artist, composer, copyright assistant, DJ, instrumental teacher, live event technician, music manager, music producer, orchestra musician, royalties assistant, session musician, songwriter	Artist, composer, copyright assistant, DJ, instrumental teacher, live event technician, music manager, music producer, orchestra musician, royalties assistant, session musician, songwriter	Artist, composer, copyright assistant, DJ, instrumental teacher, live event technician, music manager, music producer, orchestra musician, royalties assistant, session musician, songwriter	Artist, composer, copyright assistant, DJ, instrumental teacher, live event technician, music manager, music producer, orchestra musician, royalties assistant, session musician, songwriter	Artist, composer, copyright assistant, DJ, instrumental teacher, live event technician, music manager, music producer, orchestra musician, royalties assistant, session musician, songwriter	Artist, composer, copyright assistant, DJ, instrumental teacher, live event technician, music manager, music producer, orchestra musician, royalties assistant, session musician, songwriter

Year 11

Year 11	Aut1	Aut2	Spr1	Spr2	Sum1
Unit Title	Badinerie	Long Answer	Africa	Exam Prep	Exam Prep
Knowledge / Skills	**Brief Composition** - Using skills gained in Composition 101 and Free Composition, pupils will now compose a piece of music to a brief set by the exam board - Composition log is continued **Set Work - Area of Study 1 - "Badinerie"** - Set listening by the exam board - Exploration of musical dimensions used throughout the piece/MADTSHIRT - Analysing and annotating the score with relevant information **Area of Study 1** - Form and structure - Musical eras (Baroque, Classical, Romantic) - Instruments of the orchestra - Historical perspectives - Musical devices (Ostinato, syncopation, repetition, dotted rhythms, drone, pedal, arpeggio, motif, conjunct, disjunct, scales, tones, semitones, intervals, chord progressions, modulations, cadences, key signatures, counterpoint, leitmotif, anacrusis, canon, contrast, imitation, sequence, ornamentation, alberti bass, suspensions.	**Brief Composition** - Continuation of the brief composition - Composition log entries should be started **Long Answer Prep - AoS 3/AoS 4** - Use of MADTSHIRT - In house essay questions produced to practice. - Understanding the musical dimensions to correctly answer the question **Solo and Ensemble Performance** - Continuation of solo and ensemble performances in class and with peripatetic teachers - Practice diary entries - Encouraging resilience through practice	**Brief Composition** - Continuation of the brief composition - Composition log entries - Screenshots and annotations of work to be continued **Set Work - Area of Study 4 - "Africa"** - Set listening by the exam board - Exploration of musical dimensions used throughout the piece/MADTSHIRT - Analysing and annotating the score with relevant information - History and lyrics explored **Solo and Ensemble Performance** - Continuation of solo and ensemble performances in class and with peripatetic teachers - Practice diary entries - Encouraging resilience through practice	**Area of Study Revision** - Revision of all AoS, set listening, dictation, long answer, dimensions of music/MADTSHIRT - Use of exam style questioning and past papers - Revision tips and tricks **NEA's** - All compositions and performances mixed/recorded. - Composition log completed and submitted - Annotated scores of compositions submitted	**Area of Study Revision** - Revision of all AoS, set listening, dictation, long answer, dimensions of music/MADTSHIRT - Use of exam style questioning and past papers - Revision tips and tricks
Literacy Numeracy	Practice diary, composition log, annotated "Badinerie" score, oracy skills	Practice diary, composition log, long answer question prep, essay writing, organising answers	Practice diary, composition log, annotated "Africa" score, oracy skills	Practice diary, composition log, long answer question, annotated scores/leadsheets	Long answer question, revision notes, theory work, oracy skills
Enrichment	Instrumental lessons, choir, coursework clinic	Instrumental lessons, choir, coursework clinic	Instrumental lessons, choir, coursework clinic	Instrumental lessons, choir, coursework clinic	Instrumental lessons, choir, coursework clinic
British Values	Liberty - writing lyrics composition work Respect - broadening minds with music from different cultures	Liberty - writing lyrics composition work Respect - broadening minds with music from different cultures	Liberty - writing lyrics composition work Respect - broadening minds with music from different cultures	Liberty - writing lyrics composition work Respect - broadening minds with music from different cultures	Liberty - writing lyrics composition work Respect - broadening minds with music from different cultures
Character	Creativity, Confidence, Teamwork, Ambition	Creativity, Confidence, Teamwork, Ambition	Creativity, Confidence, Teamwork, Ambition	Creativity, Confidence, Teamwork, Ambition	Creativity, Confidence, Teamwork, Ambition
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Year 12

Year 12	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Unit Title	B4 - Studio Recording	B4 - Studio Recording	B4 - Studio Recording	B6 - Music Technology and Live Events	B6 - Music Technology and Live Events	B6 - Music Technology and Live Events
Knowledge / Skills	Types of microphones - comparison of condenser and dynamic microphones How to record different instruments / Microphone choice and placement Drumkit - 4 mic set up - spaced pair, xy etc Instruments - Wind & Brass, strings, small percussion Vocals - use of pop shields / refection filters etc Capture using DI - guitars, keyboards etc Choosing and rehearsing appropriate repertoire for the practice recording Planning a recording schedule Writing risk assessments Setting up audio tracks in Logic Intro to the mixing desk - patching to recording booths Capturing the practice recording	Intro to Mixing - EQ, FX, Dynamic processing, Panning etc Organising and cleaning up the recording / Choosing takes Mixing a drum kit - flex time Choosing and using presets and amps etc for guitars Mixing vocals - reverb, auto tune Mixing the practice recording	COURSEWORK Choosing suitable repertoire for final recordings Planning the recording schedule Writing the risk assessment Capture Producing video evidence / completing the log book COURSEWORK Mixing - EQ, FX, Dynamic processing, Panning etc Submission of work	Lessons will include practical workshops that will cover: Revise Microphones - dynamic / condenser, polar patterns, phantom power Front of house (FOH) equipment - speaker types and array design - active and passive systems. Amplifiers, monitors, crossovers, mixers In these workshops, learners will develop techniques in using music technology equipment, including the following. • Planning to use music technology for live events, such as: o preparing and setting up equipment o preparing stage plans o identifying potential issues o creating contingency plans o taking part in or managing a soundcheck	Lessons will continue to include practical workshops that will cover: - EQ and effects, such as -reverb / delay. - DJ equipment - belt-drive turntables / mixers / MIDI turntables / CDJs / laptops and DJ software. In these workshops, learners will develop techniques in using music technology equipment, including the following. Operating music technology for live events, such as: - controlling the mix/balance - selecting and sourcing appropriate musical material - using functions and effects - musicality and audience awareness - responding to issues. Students will assist with live sound for school events such as music show cases, school musical and atrium performances in order to practise and build confidence for final coursework.	COURSEWORK Plans for the contribution to a defined live event, covering equipment preparation and set up, resources, timescales and contingencies. Evidence for this might include video footage, annotated photographs of the set-up, planning documentation, stage diagrams. Final contribution to a live event. Evidence for this might include video footage of live sound operation, performance using technology, monitor operation.
Literacy Numeracy	Composition log, lyric writing, oracy	Composition log, lyric writing, oracy	Composition log, lyric writing, oracy	Composition log, lyric writing, oracy		
Enrichment						
British Values						
Character	Creativity, confidence, teamwork, ambition	Creativity, confidence, teamwork, ambition	Creativity, confidence, teamwork, ambition	Creativity, confidence, teamwork, ambition	Creativity, confidence, teamwork, ambition	Creativity, confidence, teamwork, ambition
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Year 13

Year 13	Aut1	Aut2	Spr1	Spr2	Sum1
Unit Title	B5 - Creating Musical Material Through Production	B5 - Creating Musical Material Through Production	B5 - Creating Musical Material Through Production	B5 - Creating Musical Material Through Production	B5 - Creating Musical Material Through Production
Knowledge / Skills	Composition 101 - Using Logic Pro X - Automation and velocity - Looping and other editing tools - Lyric writing - Composing to moving images - Form and structure	Composition Portfolio - Use of the approved Pearson brief for B5 - Discussions on ways forward and how to compose to the set briefs - Independent work - Regular updates to check in and to present ideas/developments - Composition log entries	Composition Portfolio - Independent work - Regular updates to check in and to present ideas/developments - Composition log entries	Composition Portfolio - Independent work - Regular updates to check in and to present ideas/developments - Composition log entries - Submission of work	
Unit Title	C7 - Planning a Career in the Industry	C7 - Planning a Career in the Industry	C7 - Planning a Career in the Industry		
Knowledge / Skills	Foundations and development of the music industry Learners will take part in practical group sessions, tutorials and research sessions, where they will explore the foundations of the music industry in relation to their own personal interests and specialisms. They will explore the development of the industry in relation to their interests. Including the following: The development of the role of the record label, The evolving costs of releasing music, Royalties and revenue,The rise of file sharing and streaming, Music publishing and copyright	Sectors and employment in the music industry Learners will explore the different sectors of the music industry and how they are linked and the different types of employment in the sectors. Learners will explore sectors and areas of employment suitable to their specialisms and interests, such as the following. Employees or freelancers, Entrepreneurs, Working to commission or brief as a composer or producer, Publishing synchronisation manager – licensing and 'placing' music in TV and film and advertising, Establishing	Future developments and the contemporary industry Learners will explore the current musical industry landscape and potential opportunities for the future. They will explore this in relation to their own interests and specialisms, and include the following as appropriate. The digital music environment, Social media and A&R, Does the modern artist need a record label?, Formats, Revenue streams in the contemporary music industry, Adding value to your product and brand, Live events in the digital age, '360' recording contracts, Digital		
Literacy Numeracy					
Enrichment					
British Values					
Character	Creativity, confidence, teamwork, ambition	Creativity, confidence, teamwork, ambition	Creativity, confidence, teamwork, ambition	Creativity, confidence, teamwork, ambition	Creativity, confidence, teamwork, ambition
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