

## **Bamburgh Whole School Music Curriculum Map**

Vision: Raising Achievement to Inspire Independence

**Motto: Aspiration Commitment Manners Enjoyment** 

School Curriculum Intent: To empower pupils to understand and interact positively with the world around them.

## The Pathway through Bamburgh's Curriculum

All class groups are assigned to a different stage each year, forming a pathway through the curriculum which may be either Core, Core+, Core++(in secondary department only) or a mixture of these. Individual pupil pathways are tracked. In this way, a pupil's pathway through the curriculum is sequenced and ordered,

Whilst the unit title may be the same for more than one pathway, the knowledge taught will be different.

|         |        | Half Term 1            | Half Term 2       | Half Term 3         | Half Term 4 | Half Term 5                                   | Half Term 6 |
|---------|--------|------------------------|-------------------|---------------------|-------------|---|-------------|
| Stage 1 | Core   | Singing and Performing |                   | Responding to music |             | Action songs                                  |             |
|         | Core + |                        |                   |                     |             |   |             |
|         |        |                        |                   |                     |             |   |             |
| Stage 2 | Core   | Melody                 | Beat              | Beat                | Tempo       | Rhythm  |             |
|         | Core + |                        |                   |                     |             |   |             |
|         |        |                        |                   |                     |             |   |             |
| Stage 3 | Core   | Singing - unacco       | mpanied melodies. | Simple rhythms      |             | Timbre - melodies with musical accompaniments |             |



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|         | Core +  |   |  |                                      |                                       |   |   |
|---------|---------|---|--|--------------------------------------|---------------------------------------|---|---|
|         |         |   |  |                                      |                                       |   |   |
| Stage 4 | Core    | Singing songs<br>with contrasting<br>pitch    | Composing music<br>with contrasting<br>pitch | Body parts<br>rhythms                | Instrumental<br>rhythms.              | Listening   | Singing   |
|         | Core +  |   |  |                                      |                                       |   |   |
|         |         |   |  |                                      |                                       |   |   |
| Stage 5 | Core    | Singing songs with contrasting                | Composing music with contrasting             | Musical structure - verse and chorus |                                       | Listening to<br>music with<br>contrasting<br>dynamics | Singing melodies<br>with contrasting<br>dynamics. |
|         | Core +  | tempo   | tempo  |                                      |                                       |   |   |
|         |         |   |  |                                      | _                                     |   |   |
| Stage 6 | Core    | Rhythm  | Unison singing                               | Singing - call and response          | Instrumental work - call and response | Listening - 4 / 4 and                                 | Composing - 4 / 4<br>and 3 / 4 time               |
|         | Core +  |   |  | ·                                    |                                       | 3 / 4 time<br>signatures                              | signatures  |
|         |         |   |  |                                      |                                       |   |   |
| Year 7  | Core    | Junk/STOMP Performing and composing ostinatos |  | Rhythm notation                      |                                       | Instruments of the orchestra.                         | Instruments of the orchestra .Peter               |
|         | Core +  |   |  |                                      |                                       | Families of   | and the Wolf/Carnival of the Animals              |
|         | Core ++ |   |  |                                      |                                       |   |   |
|         |         |   |  |                                      |                                       |   |   |



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| Year 8  | Core    | Rhythms of the World-African            | Keyboard Skills                  | Programme /Film Music: Star<br>Wars/Harry Potter |  |  |  |  |
|---|---------|---|----------------------------------|--|--|--|--|--|
|   | Core +  | Music                                   | Reyboard Skills                  |  |  |  |  |  |
|   | Core ++ |   |                                  |  |  |  |  |  |
|   |         |   |                                  |  |  |  |  |  |
| Year 9  | Core    | Blues                                   | Pop Music/Band Skills            | Pop Music Composition.                           |  |  |  |  |
|   | Core +  | Bidds                                   | i op masio/Bana okins            |  |  |  |  |  |
|   | Core ++ |   |                                  |  |  |  |  |  |
| Key Stage 4 ASDAN Expressive Arts/Music Technology Option |         |   |                                  |  |  |  |  |  |
| Year 10   | Core    | ASDAN Expressive Arts                   |                                  |  |  |  |  |  |
|   |         | D-J-ing and electronic music (Module 1) | Recording/Mixing Live (Module 2) | Stop Animation (Module 4)                        |  |  |  |  |
|   |         |   |                                  |  |  |  |  |  |
| Year 11   | Core    | ASDAN E                                 | N/A                              |  |  |  |  |  |
|   |         | Producing a Music/Pro                   |                                  |  |  |  |  |  |