**AAN MUSIC CURRICULUM MAP**

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| **Curriculum rationale & design** | At AAN by the end of KS3 all scholars in should have a confident understanding of a range of performance skills, compositional experience in a range of genres and eras and a solid understanding of the elements of music and how these are applied. This model allows for students to enter KS4 with a confident underpinning of the skills and knowledge required for GCSE music. At AAN we aim to provide a curriculum which allows students of all backgrounds to flourish, to experience practical subjects in an enjoyable way which models professional practice and high expectations and equips students with the skills and understanding to move onto careers in the Performing Arts industry or to study subjects at a higher level. |
| **Curriculum aims** | The aim of our curriculum is to:<br>• Expose scholars to music from as many different eras and genres as possible<br>• Give scholars the opportunity to perform and create in a range of styles<br>• Develop techniques and skills on instruments<br>• Develop confident composers in a range of styles and genres<br>• Develop an understanding of musical foundations and be able to apply these in performance and composition tasks |
| **Assessment** | Scholars complete two trust-wide assessments per year. Scholars also complete mastery quizzes each half-term along with regular in class assessments within topics. Each lesson begins with recall questions to quiz, recap, and consolidate scholars' knowledge. |

| 2025<br>2026 | **Autumn 1<br>Unit 1** | **Autumn 2<br>Unit 2** | **Spring 1<br>Unit 3** | **Spring 2<br>Unit 4** | **Summer 1<br>Unit 5** | **Summer<br>Unit 6** |
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| Year 7 | **Rap Music**<br>Scholars will develop composition skills through the composition of their own rap piece and performance skills through the rehearsal, development and performance of their own | **Rhythm & Elements**<br>This unit will introduce scholars to the concept of composition for instruments and check prior knowledge about rhythms and simple notation. It will also introduce scholars to | **Notation & Keyboard**<br>Scholars will develop keyboard skills through the performance of chord structures, the applying of notation and composing their own pieces for keyboard for a solo performance task. | **Guitar & Vocals**<br>Scholars develop instrumental skills on guitar and also vocal performance skills. Scholars develop an understanding of communication as a key musical skill and awareness of performing two different | **Music Technology – Dance 1**<br>Builds on previous understanding of notation and durations and introduces scholars to music software sequencing, creating a composition through | Graphic Scores and Foley<br>Scholars will be introduced to graphic scores and will learn to experiment with sound. Scholars will work in groups creating their own |

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| | piece. Scholars will learn to understand features of lyric writing such as hooklines, stab words and rhyming couplets. *Key knowledge: Structure (AAB), rhyming couplets, stab words, rhythmic devices, hooklines* | performance skills using a range of instruments. This will be done through composing a rhythmic piece of music, listening tasks associated with elements of music and performance of both rhythmic pieces using percussion and singing activities. *Key knowledge: Tempo, texture, timbre, dynamics, pitch, duration, unison, call and response, melody, ostinato, reading from a score* | *Key knowledge: triad chords, staff notation (treble clef), relationships between chords and melodic ideas, note durations (quaver, semiquaver, crotchet, minim, semibreve)* | musical skills within a group situation. *Key knowledge: Chords, key signatures, strumming patterns, TAB, vocal techniques (projection/articulation/ phrasing/use of the diaphragm)* | Cubase, editing their work and mastering the final edit *Key knowledge: Sequencing and the tools needed to sequence (transport bars, editing, quantize), chords and melody, loops, building from monophonic to polyphonic textures* | performances from a variety of stimuli, notations and use of musical clichés. *Key knowledge: Timbres, textures, Foley, applying sounds and elements, musical clichés (low pitch/high pitch/dissonance) in horror film score, reading from a graphic score, soundscapes* |
| Year 8 | **Fusion** Scholars will learn about different genres and styles of music. They will both listen to and create elements from different world musics and create a fusion performance which uses the different styles which they have learned. *Key knowledge: Reggae features (skank, drop beat, riddim), salsa features (clave rhythm, syncopation), African polyrhythmic playing* | **Composition & Arrangement** Scholars develop an understanding of different compositional styles and techniques, putting into practice their own previous learning of chords and triads and learning about Western classical compositional styles and early 20th Century compositional techniques. *Key knowledge: Canon, ground bass, aleatoric, atonal, serialism, chromatic scale, arranging* | **Blues** Scholars develop skills from previous units such as group work skills, songwriting, triads and composing to gain an understanding of the Blues, structures and history. They will develop improvisation skills using the Blues scale and be able to perform independent parts *Key knowledge: 12 Bar Blues structure, AAB vocal structure, improvisation, Blues scale, walking bass line, transposition between key signatures, use of primary chords (I, IV, V)* | **Film Music** Scholars develop an understanding of how to compose using different scales for different effects, develop an understanding of how motifs and leitmotifs are used effectively in composition and how music is used to manipulate feelings and emotions in different contexts. *Key knowledge: Motif, leitmotif, diegetic and non-diegetic music, whole tone scales, major/minor/chromatic scales* | **Pop Song Performance – The Beatles** Scholars perform extended pieces with a sense of direction and shape in melody, rhythm and overall form. Scholars evaluate and justify own judgements thinking about style, genre and traditions. Pupils will learn about the context of current pop music and the development of the genre from the 1960s *Key knowledge: musical communication, fluency, balance,* | **4 Chords** Scholars develop their understanding of primary and secondary chords through the performance of songs in the 4 chords structure. Pupils develop whole class performance skills and group performance skills through the performance of the songs in their own band and arranging for individual specialisms *Key knowledge: primary and secondary chords, pop music* |

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| | | | | | *intonation, time management, independent practice techniques, warm up techniques, learning repertoire, musicality and sensitivity* | *cliches, chord inversions (root, 1st, 2nd), major and minor tonality and structure in modern songs* |
| Year 9 | **Theme & Variations**<br>Scholars explore many musical concepts through a unit on variations in a relatively short space of time including compositional techniques. Pupils develop an understanding of different ways in which a musical idea can be developed and how to apply different musical concepts to the original idea *Key knowledge: melodic variations (inversion, retrograde, retrograde inversions), harmonic variation (chords – dominant, sub-dominant, relative minor), rhythmic variation, textural variation (parallel motion, contrary motion, conjunct motion, countermelody)* | **Cover Versions (genres)**<br>The purpose of this unit is for pupils to apply skills and knowledge developed over previous units and to apply them in a way that contextually applies to what they listen to outside of school and how musicians learn in a professional or semi-professional band situation. Pupils develop the key band skills with more independence *Key knowledge: functional instrumental skills, texture and its effect on the enjoyment of music, independent use of tablature, notation, lyric sheets etc, altering a full range of musical elements within a piece to create a new version of a piece.* | **Pentatonic music**<br>Scholars learn about music from other cultures including Balinese/Javanese Gamelan and Japanese pentatonics building on previous notation and performance skills in a non-Western context *Key knowledge: Pentatonic scale and its applications and use, Haiku, Gamelan orchestral instruments, use of the slendro and pelog scales* | **Pop Song**<br>Scholars develop their understanding of chord theory through the application of primary and secondary chords and develop an understanding of the scale degrees. They develop an understanding of devices such as riffs and lyrical cliches. Pupils develop whole class performance skills and group performance skills through the performance of the songs in their own band and arranging for individual specialisms *Key knowledge: primary and secondary chords, pop music cliches, chord inversions (root, 1st, 2nd), major and minor tonality and structure in modern songs, riffs* | **Computer Game Music**<br>Scholars use music technology techniques to create a piece of music for a computer game. They develop an understanding of the features of computer game music, the importance of the use of music in the current music industry and how to develop their own pieces of music using Cubase *Key knowledge: use of leitmotif, storyboarding techniques and cue sheets, transitions and stinger tags, application of loops and drones in a filmic format, developing soundscapes* | **Composing to a Brief**<br>Scholars use skills that they have learned over the course of KS3 to develop one of 4 briefs – a GCSE composition style task. Scholars will need to demonstrate an understanding of how they apply different features and elements to a piece of music in order to create a structurally sound and effective piece of music *Key knowledge: Binary, ternary, rondo, strophic, pop song* |
| Year 10 | **MADTSHIRT/Key skills**<br>Scholars will need to develop their listening skills through the use of MADTSHIRT listening tasks. This will prepare them for | **Composition – free choice**<br>Scholars need to prepare for the free composition brief which means they will have to develop their | **Composition – free choice**<br>Students will use the compositional skills they have developed in term 1 and develop a composition | **Areas of Study 3&4/Africa**<br>Scholars will develop their understanding of the areas of study in preparation for their listening exam. Scholars will do listening and | **Areas of Study 1&2/Bach**<br>Scholars will develop their understanding of the areas of study in preparation for their listening exam. Scholars | **Performance 1/exam technique**<br>Scholars will complete their first performance (either solo or ensemble) for their |

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| | the upcoming listening exam where they will have to apply and understand the elements of music in different contexts. Scholars will apply this knowledge in a range of compositional, performance and appraisal tasks. *Key knowledge: melody, articulation, dynamics, tempo, structure, harmony, instrumentation, rhythm, texture* | understanding of a range of compositional styles. Scholars will partake in different compositional tasks which will focus on different aspects of composition – the elements, structures, music technology, eras etc before beginning to develop their own pieces. *Key knowledge: melody, articulation, dynamics, tempo, structure, harmony, instrumentation, rhythm, texture, minimalism, serialism, aleatoric* | of their own choosing. This is a final exam piece and will go towards their final grade. *Key knowledge: melody, articulation, dynamics, tempo, structure, harmony, instrumentation, rhythm, texture, minimalism, serialism, aleatoric* | composition work around area of study 3 (film music) and area of study 4 (pop music) *Key knowledge: rock and pop styles (revisiting Blues from KS3), strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms, the relationship between melody and chords* | will do listening and composition work around area of study 1 (form and devices) and area of study 2 (music for ensemble) *Key knowledge: Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody, inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor* | exam. This is a final exam piece and will go towards their final grade. *Key knowledge: specific instrumental techniques* |
| Year 11 | **Composition 2 brief/exam technique**<br>Scholars will receive the composition brief and must then develop their own composition based around the brief. There will be four options on the brief so scholars will work on whichever they believe will demonstrate their skills the best.<br><br>During this term scholars will also complete a mock exam and consistently complete exam style question tasks in preparation for the listening exam. | | **Performance exam 2/exam technique**<br>Scholars must complete their second performance exam (ensemble or solo – one must be an ensemble performance). This will be under exam conditions.<br><br>During this term scholars will also complete a mock exam and consistently complete exam style question tasks in preparation for the listening exam. | | **Listening revision/MADTSHIRT/AoS**<br>Scholars will complete exam revision in preparation for the listening exam | |