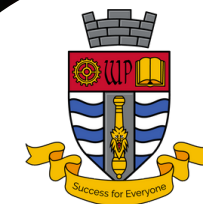


# Music Year 7 Curriculum Map



Woolwich Polytechnic  
School for Boys

| Unit One  | Unit Two   | Unit Three   |
|---|--|--|
| <p><b>Topic:</b> Rhythmic Skills<br/><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>• Internalising Pulse</li> <li>• Rhythmic Improvisation</li> <li>• Structure/storytelling using the '5 ingredients'</li> </ul> <p><b>Assessment:</b> Group/Individual performances using criteris in iDoceo</p>  | <p><b>Topic:</b> Instrumental Skills<br/><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>• Whole class trumpet/Keyboard skills</li> <li>• Improvising with melody (1-3 notes)</li> <li>• Structure/storytelling using the '5 ingredients'</li> </ul> <p><b>Assessment:</b> Individual/group copy-back and performance over backing using iDoceo</p>  | <p><b>Topic:</b> Keyboard Skills focus on melodies<br/><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>• Location of notes/pitch</li> <li>• Improvising melodies 1-5 notes</li> <li>• Structuring improvisations using the '5 key ingredients'</li> </ul> <p><b>Assessment:</b> Improvisations assessed against the '5 key ingredients' using iDoceo</p>   |
| Unit Four   | Unit Five  | Unit Six   |
| <p><b>Topic:</b> Composition 1: Creating Bass Lines/chord sequences<br/><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>• Building compositions from the ground up (bass)</li> <li>• Creating chords from a bass line</li> <li>• Structure/storytelling: '5 ingredients'</li> </ul> <p><b>Assessment:</b> Formative assessment, individual and group rehearsals, performances assessed through use of the 5 ingredients, using iDoceo</p> | <p><b>Topic:</b> Composition 2: Introduce Music Technology<br/><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>• How to use Ableton Live 11 Suite (geography of ableton).</li> <li>• Mini tasks building confidence in software. (Accessing drum rack and learning the basics)</li> <li>• Recording and arranging given content in the 'Session view'</li> <li>•</li> </ul> <p><b>Assessment:</b> Saved projects marked against set criteria in the mini tasks, using iDoceo</p> | <p><b>Topic:</b> Finished Compositions (Pulling together all strands from terms 1 to 5)<br/><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>• Converting a given bassline into chords and adding a drum loop.</li> <li>• Arranging content into finished piece using the session view.</li> <li>• Basic automation, mixing, bounce-down</li> </ul> <p><b>Assessment:</b> Formative assessment against set criteria using iDoceo.</p> |

# Music

## Year 8 Curriculum Map



Woolwich Polytechnic  
School for Boys

| Unit One   | Unit Two   | Unit Three   |
|--|--|--|
| <p><b>Topic:</b> Programming drums using Ableton Live 11</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>• Drum kit anatomy (front of class)</li> <li>• Developing rhythmic awareness</li> <li>• Creating kick, snare, Hi-hat patterns in Ableton</li> <li>• Developing patterns rhythmically/ adding sounds.</li> <li>• Critical listening of 3 different genres that require 3 different drum tracks. These will be covers. (Dance, pop, reggae)</li> </ul> <p><b>Assessment:</b> Saved projects marked against set criteria using iDoceo</p> | <p><b>Topic:</b> Re-visit bass lines and chords using Ableton</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>• Developing bass lines against the '5 ingredients'</li> <li>• Applying bass line to programmed drums from term 1</li> <li>• Converting bass lines to chords</li> </ul> <p><b>Assessment:</b> Formative: Projects marked against set criteria in iDoceo. Summative: Final compositions marked against set criteria in iDoceo</p>  | <p><b>Topic:</b> Re-visit, creating a melody over saved programmed drums, bass, chords from Units 1 and 2</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>• Locating melody notes to fit individual tracks</li> <li>• Applying '5 ingredients' to melodic content</li> <li>• Creating a 'bank of melodic ideas' using the 'Session View' in Ableton</li> </ul> <p><b>Assessment:</b> Formative: Projects assessed against set criteria in iDoceo. Summative: Final rhythm section composition assessed against set criteria in iDoceo.</p>  |
| Unit Four  | Unit Five  | Unit Six   |
| <p><b>Topic:</b> Arranging Challenge!</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>• How to arrange content from Unit 3 to create a finished composition from given material (different genre from unit 1)</li> <li>• How to arrange by moving from 'Session View' to 'Arrangement View' in Ableton.</li> <li>• Creating a 'story' beginning, middle, end to compositions.</li> <li>• Automating parts, panning, mixing, saving as mp3</li> </ul> <p><b>Assessment:</b> Students assessed on a 2-minute finished arrangement.</p>            | <p><b>Topic:</b> Applying more advanced Ableton techniques</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>• Introducing common effects such as reverb through critical listening of specific genres (building on listening in unit 1).</li> <li>• Applying these effects on specific instruments within their arrangement. Exploring the different settings and how they change the sound.</li> <li>• Changing the settings to achieve specific types of sounds so that students understand how to create a specific sound.</li> <li>• Introduction to automation and how to use it to add fades in/out to make the piece sound professional.</li> <li>• Record quantisation may be implemented. Dry backing track will be provided to allow students to experiment using the effects.</li> </ul> <p><b>Assessment:</b> Formative: Techniques assessed against set criteria in iDoceo. Summative: Final composition using techniques, assessed against set criteria in iDoceo.</p> | <p><b>Topic:</b> Composing to a brief</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>• Applying previous knowledge from Units 1-5.</li> <li>• Creating a finished composition working to a brief.</li> <li>• Introduction to the basics of mixing. Provide examples of bad mixing and good mixing and get students to identify the difference.</li> <li>• Provide students with an unmixed track that they must mix correctly.</li> </ul> <p><b>Assessment:</b><br/>Formative: Individual tracks assessed as composition builds, tracked using iDoceo<br/>Summative: Final composition using techniques, assessed against the brief.</p> |

# Music

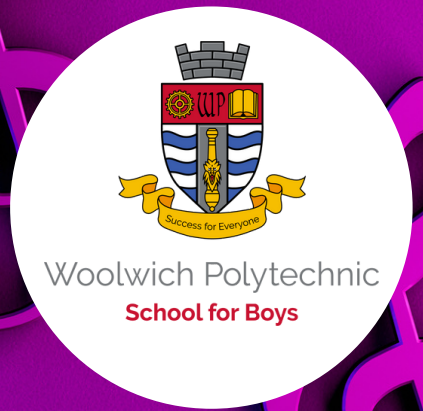
## Year 9 Curriculum Map



Woolwich Polytechnic  
School for Boys

| Unit One  | Unit Two   | Unit Three  |
|---|--|---|
| <p><b>Topic:</b> Ableton Techniques linked to KS4</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Programming a Drum pattern using a drum synth in Ableton (using QuickTime support videos)</li> <li>Creating/saving a Bass Synth Patch (using QuickTime support videos)</li> <li>Creating/saving a chord patch (using QuickTime support videos)</li> </ul> <p>Assessment: Finished drum pattern, bass synth, chord synth coherent and saved correctly in Ableton. Process tracked and assessed using iDoceo</p> | <p><b>Topic:</b> Creating rhythm section parts using Ableton Techniques from Unit 1</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Create a bass line using saved synth patch from Unit 1 (using QuickTime support videos)</li> <li>Create chord sequence using saved chord path from Unit 1 (using QuickTime support videos)</li> <li>Apply above to saved programmed drum track from Unit 1</li> </ul> <p><b>Assessment:</b> Formative: Bass lines, chords, drums assessed against set criteria week to week. Summative: Finished tracks assessed (musical jigsaw) and recorded using iDoceo</p> | <p><b>Topic:</b> Re-visit, creating a melody over programmed drums, bass, chords from Units 1 and 2</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Creating a 'Patch' appropriate to rhythm section parts from Units 1 &amp; 2</li> <li>Applying '5 ingredients' to melodic content</li> <li>Question/Answer phrasing</li> </ul> <p><b>Assessment:</b> Formative: Projects assessed against set criteria in iDoceo. Summative: Final rhythm section composition assessed against set criteria in iDoceo.</p>  |
| Unit Four   | Unit Five  | Unit Six  |
| <p><b>Topic:</b> Recording Audio in Ableton Live 11 + Recorded Sounds Project.</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Setting up an Audio Interface, latency, sample rate...</li> <li>How to record Audio in Ableton</li> <li>How to edit/manipulate audio in Ableton</li> <li>Sampling vocals.</li> </ul> <p><b>Assessment:</b><br/>Steps leading to a successful audio recording</p>  | <p><b>Topic:</b> Planning for end of year 9 original composition</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>How to plan and compose to a GCSE level 2 diploma brief</li> <li>Create a mini Pp planning presentation linked to the brief</li> <li>Create a 'Bank of ideas' in the 'Session View' in Ableton that fit the musical ingredients associated with the chosen genre/style</li> </ul> <p><b>Assessment:</b> How well does the planning document fit the brief. Bank of ideas must aim to mirror the chosen genre in terms of beat, instrumentation, melodic content.</p>               | <p><b>Topic:</b> Creating an original composition based on planning document from Unit 5</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Composing to a brief</li> <li>Implementing parts from the planning in Unit 5</li> <li>Arranging parts from 'Session View' into 'Arrangement View' to create a finished piece at least 2 minutes in length</li> <li>Mixing finished piece, bounce-down to mp3, saved correctly</li> </ul> <p><b>Assessment:</b><br/>Formative: Bass lines, chords, drums assessed against planning in term 5. Summative: Finished composition fits the brief, arranged into a 2-minute finished piece that has a structure, is mixed, bounced down and saved as an mp3</p> |

# Music Year 10 Curriculum Map



## Eduqas Level 2 Diploma in Performing Arts

| Unit One   | Unit Two  | Unit Three   |
|--|---|--|
| <p><b>Topic:</b> Performing to a brief</p> <p><b>Key Learning:</b> Learning skills and techniques needed to produce a successful music technology performance of an existing piece.</p> <p><b>Assessment:</b> Bounce down of the project file as an MP3. Research PowerPoint. Rehearsal Plan PowerPoint Log.</p> | <p><b>Topic:</b> Creating to a brief</p> <p><b>Key Learning:</b> Learning how to create and refine an original piece of music using music technology.</p> <p><b>Assessment:</b> Planning PowerPoint, Development Log (PowerPoint), Finished piece (bounced as an MP3) and Evaluation (PowerPoint)</p> | <p><b>Topic:</b> Performing Arts in Practice</p> <p><b>Key Learning:</b> Considering the arts industry by responding to a commission. Students will need to come up and pitch an idea.</p> <p><b>Assessment:</b> PowerPoint showing evidence of research. PowerPoint explaining the pitch. PowerPoint evaluating and reflecting on this.</p> |