

Ark Music Programme – Curriculum Map

Year 7	Unit 1	Unit 2	Unit 3
EMPHASIS	Rhythm	Melody (Folk)	Harmony (Popular)
PURPOSE	In this unit, students will be performing (using their bodies and voices as instruments), composing and notating a Stomp inspired whole class piece and one in smaller ensembles. Students will also explore how the voice can be fully utilised through performance and composition. Students will compose within a given structure using 4 beat rhythmic patterns as their building blocks. Students will learn how to notate their rhythmic patterns using staff notation.	Students are introduced to pentatonic and major scales and learn the secrets of effective melody writing whilst acquiring a good and sustainable keyboard technique. They learn staff notation in the treble clef.	Students develop an understanding harmony, chords and chord relationships whilst developing keyboard and guitar/ukulele skills. They develop ensemble skills that support connected playing and learn about chord charts and rhythm grids.
UNIT	STOMP AND SING	THE POWER OF THE PENTATONIC	BAND MUSICIANSHIP 1 (Four-chord songs)
Resources	<i>(no instruments required)</i>	<i>(class set of keyboards/technology opportunities)</i>	<i>(selection of keyboards, ukuleles/guitars)</i>
Year 8	Unit 4	Unit 5	Unit 6
EMPHASIS	Melody, harmony and texture (Classical)	Rhythm, texture and structure (World)	Melody and harmony (Popular)
PURPOSE	Students develop their keyboard skills and their ability to play an independent line within a polyphonic texture by playing a piece of Baroque music as part of a small ensemble. They deepen their understanding of the relationship between melody and harmony by composing short original melodies to fit a given ground bass.	Students work with increasingly complex rhythms, textures and structures as they develop a secure djembe playing technique. They drive forward their ability to improvise, perform independent parts and create new music that embraces the traditions of West African drumming.	Students settle on an instrumental ‘specialism’ and look to progress their technical and ensemble skills as they perform and improvise within a band. They consolidate and extend their knowledge of harmony and improve their musical literacy as they work from staff notation, chord charts, rhythm grids and tablature.
UNIT	THE BEAUTY OF BAROQUE MUSIC	WEST AFRICAN MUSIC	BAND MUSICIANSHIP 2 (The Blues)
Resources	<i>(class set of keyboards/computer suite with sequencing software)</i>	<i>(class set of djembe drums, and tuned and untuned percussion)</i>	<i>(selection of keyboards, ukuleles/guitars and drums)</i>
Year 9	Unit 7	Unit 8	Unit 9
EMPHASIS	Melody, harmony and rhythm (World/Jazz)	Harmony, texture and timbre (Popular)	Melody, harmony and rhythm (Popular)
PURPOSE	In this unit, students will explore to the musical ideas in different styles and traditions through performance and analysis, and listening and appraising. Students will also deepen their technical skills on their ‘specialist’ instrument and engage with more complex melodic, rhythmic and harmonic material by fusing two contrasting musical styles/traditions.	Students apply their knowledge of melody, rhythm and harmony to the world of electronic dance music, learning how to manipulate texture and exploit technology within a stylistic creative project.	Students draw on their knowledge of musical elements, specialist instrumental skills and creativity to compose and perform an original song.
UNIT	FUSIONS	ELECTRONIC DANCE MUSIC	BAND MUSICIANSHIP 3 (Songwriting)
Resources	<i>(selection of keyboards, ukuleles/guitars and drums)</i>	<i>(class set of keyboards/computer suite with sequencing software)</i>	<i>(selection of keyboards, ukuleles/guitars and drums)</i>