



AIM AND PURPOSE

Our rich and diverse music curriculum is designed to inspire, challenge and create a deep love and appreciation for music in all its forms. Students build a core musical understanding which gives them the tools to 'learn by doing'. This takes the form of listening and appraising, performing and composing, fostering curiosity at every stage, encouraging students to be reflective, creative and open-minded.

We want our curriculum to enable every child to enjoy music as a performer, listener or composer.

HOW DOES THE CURRICULUM INDUCT STUDENTS INTO THE DISCIPLINE OF THE SUBJECT?

Students who study music here are given the opportunity to explore music critically. The 7-year journey is one that starts with inspiration, building upon curiosity, personal preference and moving into a deeper understanding of context. Students are given the opportunity to develop their analytical skills and formulate informed opinions about music. They are also supported to apply their learning to their own composition and performance so that by the end of their journey, they have a clear understanding of the elements of a broad range of music, they can confidently create and perform music and they are passionate about the value of music in the world in which we live, cognisant of the many different roles and forms it takes.





OVERVIEW

In year 7, students are introduced to the main elements of music through 4 skills: Keyboard, Ukulele, Percussion and Singing. They experience performing in front of an audience at the winter concert, and experience ensemble performance in the 'Band Breakout' project.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> The Elements of Music – The Keyboard <ul style="list-style-type: none"> Introduction to pitch, tempo, dynamics, rhythm, timbre, melody Introduction to rhythmic notation (Treble Clef, Bass Clef) Notes on the keyboard Keyboard technique 	<ul style="list-style-type: none"> Baseline test
Aut 2	<ul style="list-style-type: none"> The Elements of Music – Textures <ul style="list-style-type: none"> Vocal skills Introduction to notation Introduction to the musical elements through singing Performing skills 	<ul style="list-style-type: none"> End of term performance in the Winter Concert
Spr 1	<ul style="list-style-type: none"> The Elements of Music - Rhythm <ul style="list-style-type: none"> Body Percussion Introduction to pulse, tempo, rhythm Introduction to rhythmic notation Polyrhythms 	<ul style="list-style-type: none"> Solo performance on keyboard Listening assessment
Spr 2	<ul style="list-style-type: none"> The Elements of Music - Harmony <ul style="list-style-type: none"> Ukulele technique Introduction to tablature Major and minor chords Chord sequences 	<ul style="list-style-type: none"> Class performance assessment on ukulele
Sum 1	<ul style="list-style-type: none"> Band Breakout <ul style="list-style-type: none"> Introduction to drum kit Reading lead sheets Performing pop songs in groups 	<ul style="list-style-type: none"> N/A
Sum 2	<ul style="list-style-type: none"> Band Breakout <ul style="list-style-type: none"> Ensemble skills Rehearsing, recording and reviewing group performances 	<ul style="list-style-type: none"> Ensemble performance assessment Listening assessment

Home Learning:

- Pupils will receive one homework each fortnight.
- Peripatetic instrumental lessons are available in school.

Useful resources:

- BBC Bitesize on Music:
<https://www.bbc.com/bitesize/subjects/zmsvr82>



OVERVIEW

In year 8, students broaden their understanding of the elements of music through further performance on percussion instruments, keyboard, ukulele, guitar and lots of singing. They encounter a range of genres including but not restricted to: West African drumming, Samba, Soul, Reggae, Blues, Jazz, Motown.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> The Elements of Music - Rhythms of the World <ul style="list-style-type: none"> <i>Samba drumming</i> <i>West African drumming</i> <i>Rhythm: syncopation, off-beat, polyrhythm</i> <i>Rhythmic notation</i> 	<ul style="list-style-type: none"> Ensemble performance
Aut 2	<ul style="list-style-type: none"> The Elements of Music - Keyboard <ul style="list-style-type: none"> <i>Introduction to major and minor</i> <i>Set piece</i> <i>Keyboard skills</i> <i>Tonality: major, minor, pentatonic, chromatic</i> 	<ul style="list-style-type: none"> Solo performance assessment
Spr 1	<ul style="list-style-type: none"> The Elements of Music - Harmony <ul style="list-style-type: none"> <i>Context: Jazz and Blues</i> <i>Harmony: 12 bar blues and Roman Numerals</i> <i>Vocal, keyboard, drumming or guitar skills</i> 	<ul style="list-style-type: none"> Class performance assessment
Spr 2	<ul style="list-style-type: none"> The Elements of Music - Melody and Harmony <ul style="list-style-type: none"> <i>Improvisation</i> <i>Blues scale</i> <i>Vocal, keyboard, drumming or guitar skills</i> <i>Ensemble skills</i> 	<ul style="list-style-type: none"> Ensemble performance assessment
Sum 1	<ul style="list-style-type: none"> Band Breakout <ul style="list-style-type: none"> <i>Added note chords</i> <i>Reading lead sheets: chord symbols and rhythmic notation</i> <i>Vocal, keyboard, drumming or guitar skills</i> 	
Sum 2	<ul style="list-style-type: none"> Band Breakout – Reggae <ul style="list-style-type: none"> <i>Ensemble skills</i> <i>Context</i> <i>Reading lead sheets</i> <i>Rehearsing, recording and reviewing group performances</i> 	<ul style="list-style-type: none"> Ensemble performance

Home Learning:

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OVERVIEW

In year 9, students choose an instrument on which they will hone their performance skills. This is to enable them to reach a GCSE-level by the end of the year. They will continue to focus on the elements of music, now through a range of different genres which inform their learning.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> The Elements of Music – Melody <ul style="list-style-type: none"> <i>Soundtracks - Context</i> <i>Leitmotifs</i> <i>Themes</i> <i>Structure – cue sheets and story boards</i> 	<ul style="list-style-type: none"> Group compositions and performance of a film score
Aut 2	<ul style="list-style-type: none"> The Elements of Music – Rhythm <ul style="list-style-type: none"> <i>Rap and Hip hop</i> <i>Composing/ writing lyrics</i> <i>Keyboard skills</i> <i>Melodic and rhythmic devices/ Melodic development</i> 	<ul style="list-style-type: none"> Performance and recordings of their hip hop track
Spr 1	<ul style="list-style-type: none"> The Elements of Music – Form and Structure <ul style="list-style-type: none"> <i>Set piece:</i> <i>Vocal (rap) and instrumental skills</i> <i>Structure, melody, texture, harmony</i> <i>Variation</i> 	<ul style="list-style-type: none"> Composition of a fusion piece
Spr 2	<ul style="list-style-type: none"> The Elements of Music - RECAP <ul style="list-style-type: none"> <i>Students review genres that they have studied during KS3, so that they can develop skills in musical leadership (running rehearsals, giving feedback etc.)</i> 	<ul style="list-style-type: none"> Ensemble performance assessment
Sum 1	<ul style="list-style-type: none"> Band Breakout – The Bass Guitar <ul style="list-style-type: none"> <i>Parts of the Bass Guitar</i> <i>Technique</i> <i>Reading tabs</i> <i>Vocal, keyboard, drumming or guitar skills</i> 	
Sum 2	<ul style="list-style-type: none"> Band Breakout <ul style="list-style-type: none"> <i>Drumming patterns and fills</i> <i>Composing a pop song</i> <i>Rehearsing, recording and reviewing group performances</i> 	<ul style="list-style-type: none"> Ensemble performance Group compositions

Home Learning:

- Pupils will receive one homework each fortnight. .
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Useful resources:

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OVERVIEW

In year 10, students embark on the Eduqas Music GCSE course. The objectives of the course are:

- (1) Perform with technical control, expression and interpretation (30%)
- (2) Compose and develop musical ideas with technical control and coherence (30%)
- (3) Recognise contrasting genres, styles and traditions of music and develop as effective and independent learners with enquiring minds (40%)

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> • Introduction to the pop music GCSE set work • Introduction to ensemble performance • Introduction to pop music composition using software 	<ul style="list-style-type: none"> • Music listening paper • Ensemble performance
Aut 2	<ul style="list-style-type: none"> • Introduction to the classical music GCSE set work • Continuing with ensemble performance • Completion of first pop song composition 	<ul style="list-style-type: none"> • Listening paper • Solo performance
Spr 1	<ul style="list-style-type: none"> • Music for Ensemble: Baroque trios, Classical quartets, Jazz bands, pop bands, musical theatre. • Introduction to solo performance. • Introduction to minimalist composition. 	<ul style="list-style-type: none"> • Solo performance • Listening paper
Spr 2	<ul style="list-style-type: none"> • Musical Forms and Devices: Baroque, Classical and Romantic music. • Solo performance • Minimalist composition 	<ul style="list-style-type: none"> • Mid-year assessment • Solo performance
Sum 1	<ul style="list-style-type: none"> • Film Music • Ensemble performance • Minimalist composition 	<ul style="list-style-type: none"> • Ensemble performance
Sum 2	<ul style="list-style-type: none"> • Appraising: Music for Stage and Screen – Defying Gravity (S. Schwartz) <ul style="list-style-type: none"> • <i>Analysis of the set work and study of wider listening</i> • Composition: finish free composition • Performing: ensemble and solo practice 	<ul style="list-style-type: none"> • Listening paper • Minimalist Composition

Home Learning:

- Pupils at KS4 will usually receive one homework task per week. They should practise on their instrument daily.

Useful resources:

- BBC Bitesize on Music:
<https://www.bbc.com/bitesize/subjects/zpf3cdm>



OVERVIEW

In year 11, students continue studying the Eduqas Music GCSE course. The objectives of the course are:

- (1) Perform with technical control, expression and interpretation
- (2) Compose and develop musical ideas with technical control and coherence
- (3) Demonstrate and apply musical knowledge
- (4) Use appraising skills to make evaluative and critical judgements about music

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none">• Popular music: Rock, Soul, Hip Hop, Modern Pop and Bhangra.• Popular music: set work revision.• Solo performance• Set brief composition	<ul style="list-style-type: none">• Solo performance• Listening paper
Aut 2	<ul style="list-style-type: none">• Musical Forms and Devices: Baroque, Classical and Romantic styles.• Musical Forms and Devices: set work revision.• Solo performance• Set brief composition	<ul style="list-style-type: none">• Solo performance final recording• Listening paper
Spr 1	<ul style="list-style-type: none">• Music for Ensemble: revision• Ensemble performance• Set brief composition	<ul style="list-style-type: none">• Ensemble performance• Listening paper
Spr 2	<ul style="list-style-type: none">• Film Music: revision• Ensemble performance• Set brief composition	<ul style="list-style-type: none">• Ensemble performance recording• Set brief submission
Sum 1	<ul style="list-style-type: none">• Listening: Revision<ul style="list-style-type: none">• <i>Revision of both set works, general listening skills and writing essays</i>	<ul style="list-style-type: none">• N/A
Sum 2	<ul style="list-style-type: none">• Written examination	<ul style="list-style-type: none">• Listening paper

Home Learning:

- Pupils at KS4 will usually receive one homework task per week. They should practice on their instrument daily.

Useful resources:

- BBC Bitesize on Music:
<https://www.bbc.com/bitesize/subjects/zpf3cdm>