



AIM AND PURPOSE

Our curriculum balances performing, composing and active listening across group, pair and individual contexts. Students practice, perform and compose using instruments, voices and music technology using Logic Pro software in each year group. Teaching and learning promotes excellent instrumental and vocal skills, technique, self-expression, literacy, theory and oracy of musical language. Students are taught to be active performers, perceptive listeners and ambitious composers that engage and respond with purpose and positive intent. Stave notation is taught alongside a wide musical vocabulary so that students can interpret, articulate and describe music they play and hear.

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

Our curriculum is designed to inspire independent musical thinking and creative, aspirational music-making. Students develop their analytical skills and formulate informed opinions by deconstructing music heard using key vocabulary and formal writing skills. In addition, they apply knowledge and new learning to their own compositions using live instruments and music technology, enabling them to create, edit and refine their work. Students are taught to compose with purpose and an awareness of its impact on the listener through intended exploitation of the Musical Elements. Practice, rehearsal and performance promote instrumental and vocal technique, self-expression, notational knowledge and collaborative skills so that students perform with expression, style and meaning, with an awareness of audience. Students rehearse practical tasks in pairs, small groups and as a whole class. Listening experiences are eclectic and thought-provoking to guide and influence musical decision-making, but to also inform about context and the wider world.





OVERVIEW

In year 7, students are introduced to the 10 Musical Elements through composing, performing and active listening. They use a range of percussion, voices, keyboards and music technology to create and develop their musical ideas, guided by the acronym MADTSHIRTT which steers them use subject-specific vocabulary. Students 'learn by doing' using 'repetitive practise' techniques to build efficient rehearsal behaviours, as well as editing skills when they compose using Logic Pro software on the computers.

Term	Focus	Assessment
Aut 1	MADTSHIRTT – Rhythm, Texture, Structure, Instrumentation <i>Ostinato, call & response</i> <i>Ternary form ABA</i> <i>Families of instruments; pitched and unpitched percussion</i> <i>Notation of rhythm note values and vocalising rhythms</i>	Individual rhythm test
Aut 2	MADTSHIRTT - Polyrhythms <i>Group polyrhythmic composition</i> <i>Ensemble skill; leadership and non-verbal cues</i> <i>Texture; layering, staggered start, call & response, unison</i> <i>Contrast; dynamics, texture, tempo</i>	Group Polyrhythmic composition
Spr 1	MADTSHIRTT – Texture, Dynamics, Structure <i>'Haunted House' music technology composition project in pairs</i> <i>Layering tracks; drones and ostinato</i> <i>Functions and shortcuts of Logic Pro software</i> <i>How to build tension in music</i>	Mid-year written exam
Spr 2	MADTSHIRTT – Texture, Dynamics, Structure <i>Editing tracks using Piano roll</i> <i>Automation to balance tracks</i> <i>Sound Effects; importing and editing audio</i> <i>Binary form AB</i>	Composition: Haunted House pair project
Sum 1	MADTSHIRTT – Melody, Tonality, Pitch <i>Pentatonic scale</i> <i>Musical Alphabet; C is to the left of the 2 black keys/ Middle C</i> <i>Word setting; syllabic/ melismatic</i> <i>Melody; conjunct/ disjunct</i>	End of year written exam
Sum 2	MADTSHIRTT – Melody, Tonality, Pitch <i>Melody; ascending/ descending,</i> <i>Word-painting</i> <i>3-line ABA structure (5/7/5)</i> <i>Rules of Haiku poetry</i>	Using voices expressively in a group

Home Learning:

Students receive a 20-minute homework every lesson using the platform Carousel

Useful resources:

www.musictheory.net

www.musictechteacher.com



OVERVIEW

In year 8, students further build on their knowledge, understanding and skills explored through the study of the 10 Musical Elements and the MADTSHIRTT acronym. Beginning with a focus on Harmony, we explore increasingly complex chords and their formulae, so that students access a wider palette of harmony to aid composition and interpretation of music scores. They learn about the origins and influence of the Blues and improvisation, before a return to music technology and composing for film.

Term	Focus	Assessment
Aut 1	MADTSHIRTT - Harmony; chords and chord progressions - Concord, discord; aural recognition and context - Major, minor; theory, aural recognition and context - Chord formulae 4 chord progression: C-Am-F-G and Keyboard skills	Aural test
Aut 2	MADTSHIRTT - Harmony; chords and chord progressions 12 chord progression – 12 bar blues and Roman Numerals - Context: Jazz & Blues - Walking bass - Improvisation: C blues scale & swung rhythms	Solo improvisation
Spr 1	MADTSHIRTT – Music technology; composing for film – Texture, Structure - Underscores in film music; matching music and the mood - Ostinato & Drone - Piano roll editing - Instrument Library midi / Loops browser audio	Mid-year written exam
Spr 2	MADTSHIRTT – Music technology; composing for film – Texture, Structure - Automation - Synchronisation - Leitmotif - BPM and tempo	Paired composition using Logic Pro software
Sum 1	MADTSHIRTT - Melody - The influence of social media in bringing classical to wider audiences - - Musical phrase - Legato / staccato - From the harpsichord to the piano	End of Year written exam
Sum 2	MADTSHIRTT - Melody - Biography and influence of Beethoven - Classical period of history - Fur Elise practice techniques - Keyboard skills: hand position and fingers 1-5, use of thumb, legato fingering	Individual performance task

Home Learning:

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OVERVIEW

In year 9, students make wider use of the Musical Elements and music technology functions to compose with intended effect. Composition explores both popular song and film music and students consider more advanced analysis of professional musicians whilst creating their own. They practice listening to music critically using music vocabulary to articulate and describe what they hear. Performance tasks build on prior skills using keyboards and a range of available instruments. Notational skills are practised.

Term	Focus	Assessment
Aut 1	MADTSHIRTT – Texture, Structure, Rhythm, Tempo - Logic Pro functions and shortcuts - Verse-chorus structure & arrangement track - Chord sequences and song structures - Genres; BPM & drumbeats	Notation test
Aut 2	MADTSHIRTT – Texture, Melody, Structure, Rhythm - Editing tracks - Contrast in song structures - Automation to balance tracks - Midi and Audio	Paired composition Popular Song using Logic Pro software
Spr 1	MADTSHIRTT- Literacy, Notation, Aural recognition - Instrument families & aural recognition - Identifying textures from unfamiliar music - Analysing music heard from score extracts - Contrast; musical opposites (English & Italian)	Mid Year written exam
Spr 2	MADTSHIRTT- Literacy, Notation, Aural recognition - Keyboard technique and repetitive practise - Phrases and fingers 1-5 - Legato/ staccato - Professional pianists	Individual performance task
Sum 1	MADTSHIRTT- Structure, Texture, Rhythm & Metre, Tonality - Logic Pro functions and shortcuts - Underscore in film music - Drones and ostinato - Binary form AB	End of Year written exam
Sum 2	MADTSHIRTT- Structure, Texture, Rhythm & Metre, Tonality - Risers, sweepers and boomers - Automation - Midi and audio - Synchronisation and Piano roll	Underscore composition in pairs

Home Learning:

Students receive a 20-minute homework every lesson using the platform Carousel

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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% coursework)
- (2) Compose and develop musical ideas with technical control and coherence (30% coursework)
- (3) Recognise contrasting genres, styles and traditions of music and develop as effective and independent learners with enquiring minds (40% written paper).

Furthermore, to engage in extra-curricular music groups and perform at school music events

Term	Focus	Assessment
Aut 1	- Set work: Badinerie by J.S. Bach - Musical Elements; Tonality: keys, modes and circle of 5ths - Ensemble skills - Solo performance 1 and 1a - Composition exercises	Solo performance
Aut 2	- Set work: Badinerie by J.S. Bach - Periods of History; Baroque - Rehearsal techniques and performance skills - Musical Elements; Harmony: chords and cadences - Composition No 1; planning, research and log	Listening test
Spr 1	- Set work: Africa Toto analysis - AoS 4: Popular music and genres; soft rock 1980s - Solo performance 2 - Composition No1; section A - Musical Elements; Tonality and Harmony; key, chords, inversions, cadences	Mid Year exam
Spr 2	- AoS 4: Bhangra & Fusion, wider listening exam questions - Ensemble performance - Composition No1; section B (contrast) - Set work: Africa Toto analysis - Musical Elements; describe and compare	Ensemble performance
Sum 1	- Solo performance 3 - Composition No1 - Set work: Bach Badinerie & Africa Toto - AoS3: Jazz & Blues, wider listening exam questions - Musical Elements; describe and compare	End of Year exam
Sum 2	- Composition No1 full draft - Musical Elements; describe and compare - AoS2: Musical Theatre, wider listening exam questions - Set work: Bach Badinerie & Africa Toto - Sequenced performance or performance planning	Composition No1

Home Learning: Students receive a 1-hour homework every week using two platforms Carousel and Elemental and individual practise on their instrument/ voice

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OVERVIEW	In year 11, students continue studying the two-year Eduqas Music GCSE course. The objectives of the course are: (1) Perform with technical control, expression and interpretation (30% coursework) (2) Compose and develop musical ideas with technical control and coherence (30% coursework) (3) Demonstrate and apply musical knowledge, and use appraising skills to make evaluative and critical judgements about music across 4 Areas of Study (AoS) (40% written paper)	
Term	Focus	Assessment
Aut 1	- Set brief Composition No 2; planning, research and log - AoS3: Minimalism, wider listening and exam questions - Set work 1: Bach Badinerie - Solo performance 1 or Sequenced performance 1 - Musical Elements; describe and compare	Set work questions
Aut 2	- AoS 1: Musical Forms and Devices: Baroque, Classical and Romantic styles. - Set work 2: Africa Toto - Musical Elements; describe and compare - Solo performance 1 or Sequenced performance 1, Ensemble performance - Set brief composition No2 continued – 1st draft and log	1 Performance - Written mock exam paper 1 Composition full draft
Spr 1	- AoS 2: Music for Ensemble, wider listening and exam questions - Composition 1 and log, Composition 2 and log - Solo & Ensemble practical exam mock - Sequenced performance exam mock - Set works; Badinerie and Africa	Solo and Ensemble performance
Spr 2	- AoS 4: Popular Music, wider listening and exam questions - Revision of both set works - Final edits of Composition 1 and 2; score checking and log - Musical Elements; describe and compare - Solo and Ensemble final practical exam, Sequenced performance final exam	Written exam questions
Sum 1	- AoS 1-4: Revision of written paper; wider listening and exam questions - Theory and dictation - Musical Elements; describe and compare - Set works; Badinerie and Africa	Written exam questions
Sum 2	1 hour 15 written examination May 2027	

Home Learning: Students receive a 1-hour homework every week using two platforms Carousel and Elemental and individual practise on their instrument/ voice

Useful resources:

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www.musictechteacher.com



OVERVIEW

In year 12, students perform, compose and appraise. The 4 assessment objectives of the course are:

- 1-Interpret musical ideas through performing, with technical and expressive control and an understanding of style and context
- 2-Create and develop musical ideas with technical and expressive control and coherence
- 3-Demonstrate and apply musical knowledge
- 4-Use analytical and appraising skills to make evaluative and critical judgements about music.

Term	Focus	Assessment
Aut 1	• Ten Musical Elements; Tonality and Harmony • Western Classical Tradition and the development of the symphony • Form and Structure • 1950s Rock and Roll revolution and 1960s-70s Rock and Pop • Composition exercises	• Baseline listening assessments • Solo performance
Aut 2	• Ten Musical Elements; Texture and Harmony • Western Classical Tradition • Set work 1; Haydn Symphony 100 movement 1 • 1970-80s Rock and Pop • Composition planning, research and logbook	• 4 part harmony • Listening test • WCT assignment
Spr 1	• Western Classical Tradition • Set work 1; Haydn Symphony 100 movement 2 • Form and Structure • 1980-90s Rock and Pop • Composition set brief 1	• Mid Year exam
Spr 2	• Classical to Romantic • Set work 1; Haydn Symphony 100 movement 3 • Form and Structure • Development of music technology in rock and pop • Composition set brief 1	• 4 part harmony • Listening test • WCT assignment
Sum 1	• 21st century tonality, harmony, metre and rhythm • Mark-Anthony Turnage – Frieze • Set work 1; Haydn Symphony 100 movement 4 • Funk into Britpop • Composition set brief 1 and logbook	• UCAS exam
Sum 2	• 21st century tonality, harmony, metre and rhythm • Erollyn Wallen- Concerto Grosso movement 2 • Set work 2; Schubert Symphony 5 Movement 1 • Funk into Britpop • Composition set brief 1 and logbook	• Recital • Listening test • WCT assignment

Home Learning: Students receive a 1-hour homework every week using two platforms Carousel and Elemental and individual practise on their instrument/ voice

Useful resources:

www.musictheory.net