



**OVERVIEW**

The year 7 Music curriculum introduces students to a range of instrumental skills and provides a framework through which students can start to engage with musical concepts, devices and traditions. At the end of the first half term, students will take a baseline test, designed to measure their prior musical understanding. This same test will be repeated at the end of the year to measure progress and highlight further areas for development in years 8 and 9.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li>• Hooks and Riffs               <ul style="list-style-type: none"> <li>• <i>Hooks, riffs, ostinato</i></li> <li>• <i>Introduction to keyboard skills</i></li> <li>• <i>Introduction to tuned percussion</i></li> <li>• <i>Introduction to vocal skills</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Baseline test</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li>• Vox               <ul style="list-style-type: none"> <li>• <i>Vocal skills</i></li> <li>• <i>Introduction to notation</i></li> <li>• <i>Introduction to the musical elements</i></li> <li>• <i>Performing skills</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• End of term performance in the Winter Concert.</li> <li>• Listening Paper</li> </ul>
Spr 1	<ul style="list-style-type: none"> <li>• African Drumming               <ul style="list-style-type: none"> <li>• <i>Context</i></li> <li>• <i>Rhythm, structure and texture</i></li> <li>• <i>Drumming technique</i></li> <li>• <i>Solo improvisation and group composition</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Whole-class performance with solo improvisations.</li> </ul>
Spr 2	<ul style="list-style-type: none"> <li>• Theme and Variations               <ul style="list-style-type: none"> <li>• <i>Structure, timbre, melody, tempo, tonality, rhythm</i></li> <li>• <i>Keyboard skills</i></li> <li>• <i>Melodic notation and development</i></li> <li>• <i>Composition skills</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Composition</li> </ul>
Sum 1	<ul style="list-style-type: none"> <li>• Band Skills 1               <ul style="list-style-type: none"> <li>• <i>Constructing major and minor chords</i></li> <li>• <i>Reading lead sheets: chord symbols and rhythmic notation</i></li> <li>• <i>Vocal, keyboard, drumming or guitar skills</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Sum 2	<ul style="list-style-type: none"> <li>• Band Skills 1 (cont.)               <ul style="list-style-type: none"> <li>• <i>Ensemble skills</i></li> <li>• <i>Rehearsing, recording and reviewing group performances.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ensemble performance</li> <li>• Re-sit of the baseline test.</li> </ul>

**Home Learning:**

- Pupils will receive three homework tasks per half term.
- 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 build on the instrumental skills that they have acquired in year 7. However, at this level, they start to specialise in a particular instrument (e.g. voice, piano, guitar). Students begin composing using chord sequences and song form to create music that develops their original ideas. By critically engaging with music from a range of traditions, they build on their understanding of the musical elements.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li>Reggae               <ul style="list-style-type: none"> <li>Context</li> <li>Ensemble skills</li> <li>Rhythm: syncopation, off-beat</li> <li>Keyboard and vocal skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance</li> <li>Listening paper</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li>Scales               <ul style="list-style-type: none"> <li>Set piece: Theme from Swan Lake (Tchaikovsky)</li> <li>Keyboard and tuned percussion skills</li> <li>Melodic writing</li> <li>Tonality: major, minor, pentatonic, chromatic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Solo performance</li> <li>Listening Paper</li> </ul>
Spr 1	<ul style="list-style-type: none"> <li>Blues               <ul style="list-style-type: none"> <li>Context</li> <li>Harmony: 12 bar blues and Roman Numerals</li> <li>Vocal, keyboard, drumming or guitar skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Spr 2	<ul style="list-style-type: none"> <li>Blues (cont.)               <ul style="list-style-type: none"> <li>Improvisation</li> <li>Blues scale</li> <li>Vocal, keyboard, drumming or guitar skills</li> <li>Ensemble skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensemble Composition</li> <li>Listening paper</li> </ul>
Sum 1	<ul style="list-style-type: none"> <li>Band Skills 2               <ul style="list-style-type: none"> <li>Added note chords</li> <li>Reading lead sheets: chord symbols and rhythmic notation</li> <li>Vocal, keyboard, drumming or guitar skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Sum 2	<ul style="list-style-type: none"> <li>Band Skills 2 (cont.)               <ul style="list-style-type: none"> <li>Ensemble skills</li> <li>Cover versions – arranging</li> <li>Rehearsing, recording and reviewing group performances</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance</li> </ul>

**Home Learning:**

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- Peripatetic instrumental lessons are available in school.

**Useful resources:**

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**OVERVIEW**

In year 9, students continue to develop performing skills on their chosen instrument. At this level, they also learn how to lead a group of other performers. Students compose using longer musical forms, verse-chorus structure and cue sheets. Through critical engagement with Music for Stage and Screen, students encounter complex musical devices and concepts.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li>Film Music               <ul style="list-style-type: none"> <li>Context</li> <li>Leitmotifs</li> <li>Themes</li> <li>Structure – cue sheets and story boards</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Group compositions</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li>Film Music (cont.)               <ul style="list-style-type: none"> <li>Set Piece: Main Theme from Star Wars</li> <li>Keyboard skills</li> <li>Melodic and rhythmic devices</li> <li>Melodic development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listening paper</li> </ul>
Spr 1	<ul style="list-style-type: none"> <li>Musicals               <ul style="list-style-type: none"> <li>Set piece: Hamilton</li> <li>Vocal (rap) and instrumental skills</li> <li>Structure, melody, texture, harmony</li> <li>Variation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance</li> </ul>
Spr 2	<ul style="list-style-type: none"> <li>Musical Leadership               <ul style="list-style-type: none"> <li>Students review genres that they have studied during KS3, so that they can develop skills in musical leadership (running rehearsals, giving feedback etc.)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Solo performance</li> </ul>
Sum 1	<ul style="list-style-type: none"> <li>Band Skills 3               <ul style="list-style-type: none"> <li>Chord inversions</li> <li>Reading lead sheets: chord symbols and rhythmic notation</li> <li>Vocal, keyboard, drumming or guitar skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Sum 2	<ul style="list-style-type: none"> <li>Band Skills 3 (cont.)               <ul style="list-style-type: none"> <li>Drumming patterns and fills</li> <li>Composing a pop song</li> <li>Rehearsing, recording and reviewing group performances</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance</li> <li>Group compositions</li> </ul>

**Home Learning:**

- Pupils will receive three homework tasks per half term.
- Peripatetic instrumental lessons are available in school

**Useful resources:**

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



**OVERVIEW**

In year 10, students embark on the Edexcel 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"> <li>• Introduction to GCSE               <ul style="list-style-type: none"> <li>• <i>Consolidation of musical understanding from KS3, study exemplar performances and compositions</i></li> </ul> </li> <li>• Performing: ensemble and solo practice</li> </ul>	<ul style="list-style-type: none"> <li>• Music theory paper</li> <li>• Solo performance</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li>• Appraising: Vocal Music – Music for a While (Henry Purcell)               <ul style="list-style-type: none"> <li>• <i>Analysis of the set work and study of wider listening</i></li> </ul> </li> <li>• Composition: Introduction</li> <li>• Performing: ensemble and solo practice</li> </ul>	<ul style="list-style-type: none"> <li>• Listening paper</li> <li>• Solo performance</li> </ul>
Spr 1	<ul style="list-style-type: none"> <li>• Appraising: Vocal Music – Killer Queen (Queen)               <ul style="list-style-type: none"> <li>• <i>Analysis of the set work and study of wider listening</i></li> </ul> </li> <li>• Composition: ongoing work on free composition</li> <li>• Performing: ensemble and solo practice</li> </ul>	<ul style="list-style-type: none"> <li>• Ensemble performance</li> <li>• Free Composition</li> </ul>
Spr 2	<ul style="list-style-type: none"> <li>• Appraising: Instrumental Music 1700-18200 – Brandenburg Concerto (J. S. Bach)               <ul style="list-style-type: none"> <li>• <i>Analysis of the set work and study of wider listening</i></li> </ul> </li> <li>• Composition: ongoing work on free composition</li> <li>• Performing: ensemble and solo practice</li> </ul>	<ul style="list-style-type: none"> <li>• Listening paper</li> <li>• Solo performance</li> </ul>
Sum 1	<ul style="list-style-type: none"> <li>• Appraising: Instrumental Music: 1700-1820 – <i>Pathetique</i> Sonata (Beethoven)               <ul style="list-style-type: none"> <li>• <i>Analysis of the set work and study of wider listening</i></li> </ul> </li> <li>• Composition: ongoing work on free composition</li> <li>• Performing: ensemble and solo practice</li> </ul>	<ul style="list-style-type: none"> <li>• Ensemble performance</li> </ul>
Sum 2	<ul style="list-style-type: none"> <li>• Appraising: Music for Stage and Screen – Defying Gravity (S. Schwartz)               <ul style="list-style-type: none"> <li>• <i>Analysis of the set work and study of wider listening</i></li> </ul> </li> <li>• Composition: finish free composition</li> <li>• Performing: ensemble and solo practice</li> </ul>	<ul style="list-style-type: none"> <li>• Listening paper</li> <li>• Free Composition</li> </ul>

**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>



**OVERVIEW**

In year 11, students continue studying the Edexcel 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"> <li>• Appraising: Music for Stage and Screen – <i>Main Title/Rebel Blockade Runner</i> (J. Williams)               <ul style="list-style-type: none"> <li>• <i>Analysis of the set work and study of wider listening</i></li> </ul> </li> <li>• Composition: introduction to composition briefs</li> <li>• Performing: ensemble and solo practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo performance</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li>• Appraising: Fusions: Release (Afro-Celt Sound System)               <ul style="list-style-type: none"> <li>• <i>Analysis of the set work and study of wider listening</i></li> </ul> </li> <li>• Composition: ongoing work on composition to a brief</li> <li>• Performing: ensemble and solo practice</li> </ul>	<ul style="list-style-type: none"> <li>• Listening paper</li> <li>• Solo performance</li> </ul>
Spr 1	<ul style="list-style-type: none"> <li>• Appraising: Fusions: Samba Em Preludio (Esperanza Spalding)               <ul style="list-style-type: none"> <li>• <i>Analysis of the set work and study of wider listening</i></li> </ul> </li> <li>• Composition: ongoing work on composition to a brief</li> <li>• Performing: ensemble and solo practice</li> </ul>	<ul style="list-style-type: none"> <li>• Ensemble performance</li> <li>• Composition to a brief</li> </ul>
Spr 2	<ul style="list-style-type: none"> <li>• Appraising: Revision               <ul style="list-style-type: none"> <li>• <i>Revision of all set works, general listening skills and writing essays</i></li> </ul> </li> <li>• Composition: Complete composition to a brief</li> <li>• Performing: Record solo and ensemble performances</li> </ul>	<ul style="list-style-type: none"> <li>• Composition to a brief</li> <li>• Solo and ensemble performance</li> </ul>
Sum 1	<ul style="list-style-type: none"> <li>• Appraising: Revision               <ul style="list-style-type: none"> <li>• <i>Revision of all set works, general listening skills and writing essays</i></li> </ul> </li> <li>• Composition: submit both compositions by 15<sup>th</sup> May</li> <li>• Performing: submit both compositions by 15<sup>th</sup> May</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Sum 2	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	<ul style="list-style-type: none"> <li>• Listening paper</li> </ul>

**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>