



## AIM AND PURPOSE

Our diverse and relevant curriculum is designed to inspire, challenge and foster a deep love and appreciation for music. Students build a core musical understanding of concepts, techniques and terminology which provide the tools to 'learn by doing' using instruments, voices and music technology. High quality teaching and learning is embedded through listening and appraising, performing and composing, whilst steering students to be reflective, creative and open-minded. Students are active performers, perceptive listeners and ambitious composers that engage and respond with purpose using a range of resources.

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

Our curriculum is designed to inspire creative thinking and 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 collaboration 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 Musical Elements to build knowledge and understanding of concepts and key words that infiltrate all activities through performing, composing and critical listening. They experience performing in front of an audience through classroom tasks and assessments, as well as wider opportunities such as school concerts, music assemblies and community events.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li><b>The Elements of Music – Pulse &amp; Rhythm</b> <ul style="list-style-type: none"> <li>Call &amp; Response, Unison, Ostinato, Body percussion</li> <li>Percussion; pitched &amp; unpitched</li> <li>Note values and rhythmic notation</li> <li>Ternary form ABA</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Rhythm test</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li><b>The Elements of Music – Polyrhythms &amp; Texture &amp; Timbre</b> <ul style="list-style-type: none"> <li>Group polyrhythmic composition</li> <li>Ensemble skill; leadership and non-verbal cues</li> <li>Texture; layering, staggered start, call &amp; response, unison</li> <li>Contrast; dynamics, texture, timbre</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Group polyrhythmic composition</li> </ul>
Spr 1	<ul style="list-style-type: none"> <li><b>The Elements of Music – Pitch &amp; Melody</b> <ul style="list-style-type: none"> <li>Pentatonic tonality</li> <li>Musical Alphabet and melodic dictation</li> <li>Conjunct, disjunct (melodic movement)</li> <li>Melodic Ostinato &amp; Drone Accompaniment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Pitch test</li> <li>Mid-term assessment (Jan) listening paper</li> </ul>
Spr 2	<ul style="list-style-type: none"> <li><b>The Elements of Music – Melody &amp; Accompaniment</b> <ul style="list-style-type: none"> <li>Vocal skills and Voice types</li> <li>Word setting; Syllabic, melismatic, word painting</li> <li>Texture; melody &amp; accompaniment</li> <li>Accompaniment styles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Group performance</li> </ul>
Sum 1	<ul style="list-style-type: none"> <li><b>The Elements of Music – How music can change the way we feel</b> <ul style="list-style-type: none"> <li>Science behind the music</li> <li>Building tension; ostinato &amp; drone &amp; the Musical Elements</li> <li>Music technology; basic functions</li> <li>Animation &amp; music soundtracks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Paired composition task using music technology</li> </ul>
Sum 2	<ul style="list-style-type: none"> <li><b>The Elements of Music – World Music &amp; Fusion</b> <ul style="list-style-type: none"> <li>Individual practice techniques</li> <li>Ensemble skills &amp; leading/ conducting a group</li> <li>Whole class &amp; group performance</li> <li>Instrumental &amp; vocal technique</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance</li> <li>End of year exam – listening paper</li> </ul>

### Home Learning:

- Pupils will receive one homework twice half termly
- Instrumental & Vocal lessons are available in school.

### Useful resources:

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



### OVERVIEW

In year 8, students build further on their knowledge, understanding and skills explored through the study of the Musical Elements. 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. We consider music across time and place and how it can be played in different contexts to wider audiences, and how different styles across the world can be fused to create new forms and genres.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li><b>The Elements of Music – Harmony; chords and chord progressions</b> <ul style="list-style-type: none"> <li>Concord, discord; theory, aural recognition and context</li> <li>Major, minor; theory, aural recognition and context</li> <li>4 chord progression: C-Am-F-G and Keyboard skills</li> <li>8 chord progression: Pachelbel's Canon; Baroque to Modern</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Solo performance</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li><b>The Elements of Music – Harmony; chords and chord progressions</b> <ul style="list-style-type: none"> <li>12 chord progression – 12 bar blues and Roman Numerals</li> <li>Context: Jazz &amp; Blues</li> <li>Walking bass</li> <li>Improvisation: C blues scale &amp; swung rhythms</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Group performance</li> </ul>
Spr 1	<ul style="list-style-type: none"> <li><b>The Elements of Music – Recycling music; Classical to Modern</b> <ul style="list-style-type: none"> <li>Beethoven; biography and influence across classical, film, social media</li> <li>Fur Elise, Moonlight Sonata, Symphonies 3,5,9</li> <li>Professional pianists; Lang Lang, Yuja Wang</li> <li>Keyboard skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Individual performance</li> </ul>
Spr 2	<ul style="list-style-type: none"> <li><b>The Elements of Music – Programme Music</b> <ul style="list-style-type: none"> <li>Music that tells a story; Romantic to Modern</li> <li>Leitmotifs</li> <li>What the professionals do; H Zimmer, R Portman, J Williams</li> <li>Formal writing using acronyms</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Appraisal task</li> </ul>
Sum 1	<ul style="list-style-type: none"> <li><b>The Elements of Music – Programme Music</b> <ul style="list-style-type: none"> <li>Composing music to a short film clip</li> <li>Synchronization &amp; composing techniques</li> <li>Layering, Ostinato, Drone, Leitmotifs</li> <li>Music Technology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Composition task</li> </ul>
Sum 2	<ul style="list-style-type: none"> <li><b>The Elements of Music – World Music &amp; Fusion</b> <ul style="list-style-type: none"> <li>Individual practice techniques</li> <li>Ensemble skills &amp; leading/ conducting a group</li> <li>Whole class &amp; group performance</li> <li>Instrumental &amp; vocal technique</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance</li> </ul>

### Home Learning:

- Pupils will receive homework twice half termly
- Instrumental & Vocal lessons are available in school.

### Useful resources:

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



### OVERVIEW

In year 9, students write formally about contemporary music linking key music terminology and sound. They compose applying a deeper knowledge of music technology to create pieces with greater textural and dynamic awareness exploiting functions and effects to increase emotional impact. Twentieth century modernism; minimalism – music, art and architecture – makes use of ostinato and drone as a foundation for exploring Avante Garde music. Minimalisms influence and impact on EDM and film music leads to critical discussion about musical rebellion and innovation.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li><b>The Elements of Music – Ostinato &amp; Drone in Film &amp; TV</b> <ul style="list-style-type: none"> <li>Composing with purpose; how music affects the brain and body</li> <li>Formal writing using the acronym WWWF</li> <li>Context: film soundtracks and their use of ostinato, drone, layering, staggered entry, and the Musical Elements and to build tension</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Paired/ group compositions</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li><b>The Elements of Music – Linking audio and visual</b> <ul style="list-style-type: none"> <li>Compose a soundtrack to a film scene</li> <li>Synchronisation of audio and visual</li> <li>Editing using Piano roll</li> <li>Functions and effects; reverb, echo, panning, EQ, automation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Paired composition</li> </ul>
Spr 1	<ul style="list-style-type: none"> <li><b>The Elements of Music – Minimalism &amp; the 20th Century</b> <ul style="list-style-type: none"> <li>Rebellion in music – why did they do it?</li> <li>Context; what went before and what came after</li> <li>Avante Garde – what is music anyway?</li> <li>Aleatoric, Serialism, Experimental</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Appraisal task</li> </ul>
Spr 2	<ul style="list-style-type: none"> <li><b>The Elements of Music – Melody &amp; Texture</b> <ul style="list-style-type: none"> <li>Cover Song Project</li> <li>Practice behaviours in an ensemble</li> <li>Deconstructing what we see and hear</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance assessment</li> </ul>
Sum 1	<ul style="list-style-type: none"> <li><b>Pathways Project – choice of 3 pathways to facilitate individual interests and targeted progress</b> <ul style="list-style-type: none"> <li>Research powerpoint presentation OR</li> <li>Music technology task OR</li> <li>Performance task</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Choice of Assessment</li> </ul>
Sum 2	<ul style="list-style-type: none"> <li><b>The Elements of Music – World Music &amp; Fusion</b> <ul style="list-style-type: none"> <li>Individual practice techniques</li> <li>Ensemble skills &amp; leading/ conducting a group</li> <li>Whole class &amp; group performance</li> <li>Instrumental &amp; vocal technique</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance</li> </ul>

### Home Learning:

- Pupils will receive one homework twice per half term
- Instrumental/ vocal 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 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	<ul style="list-style-type: none"> <li>• Introduction to GCSE set work No1; Badinerie by J.S. Bach</li> <li>• AoS 1: Musical Forms and Devices</li> <li>• Introduction to Ensemble skills and performance</li> <li>• Introduction to Music technology software</li> <li>• Solo performance to the class</li> </ul>	<ul style="list-style-type: none"> <li>• Solo performance</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li>• Group Ensembles and performance to class</li> <li>• Composition tasks using music technology; begin composition No1</li> <li>• AoS 2: Music for Ensemble</li> <li>• Rehearsals for the Winter Show; solos and ensembles</li> <li>• Theory and notation</li> </ul>	<ul style="list-style-type: none"> <li>• Listening paper question</li> <li>• Ensemble performance</li> </ul>
Spr 1	<ul style="list-style-type: none"> <li>• Introduction to GCSE set work No2; Toto</li> <li>• AoS 4: Popular music</li> <li>• Solo performance to the class</li> <li>• Composition No1; individual task – ongoing coursework</li> <li>• Theory and notation</li> </ul>	<ul style="list-style-type: none"> <li>• Solo performance</li> <li>• Listening paper</li> </ul>
Spr 2	<ul style="list-style-type: none"> <li>• AoS 3: Film Music</li> <li>• Ensemble performance</li> <li>• Composition No1</li> <li>• Theory and notation</li> </ul>	<ul style="list-style-type: none"> <li>• Ensemble performance</li> <li>• Listening paper</li> </ul>
Sum 1	<ul style="list-style-type: none"> <li>• Solo performance to class</li> <li>• Composition No1</li> <li>• Periods of History overview: Baroque, Classical and Romantic styles</li> <li>• Theory and notation</li> </ul>	<ul style="list-style-type: none"> <li>• Solo performance</li> <li>• Listening paper</li> </ul>
Sum 2	<ul style="list-style-type: none"> <li>• Ensemble performance to class</li> <li>• Composition No1</li> <li>• Revision of all 4 Areas of Study for listening paper</li> <li>• Theory and notation</li> </ul>	<ul style="list-style-type: none"> <li>• Listening paper</li> <li>• Composition No1</li> </ul>

### 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 (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)

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

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li>• <i>Periods of Musical History and their characteristics</i></li> <li>• <i>Theory and dictation</i></li> <li>• <i>Set work 1: Bach Badinerie</i></li> <li>• <i>Solo performance to the class</i></li> <li>• <i>Set brief composition No2 from the exam board Eduqas</i></li> </ul>	<ul style="list-style-type: none"> <li>• Solo performance</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li>• <i>AoS 1: Musical Forms and Devices: Baroque, Classical and Romantic styles.</i></li> <li>• <i>Set work 1: Bach Badinerie</i></li> <li>• <i>Ensemble performance preparation</i></li> <li>• <i>Solo performance preparation and mock exam</i></li> <li>• <i>Set brief composition No2 continued – 1st draft</i></li> </ul>	<ul style="list-style-type: none"> <li>• Solo performance</li> <li>• Listening paper</li> <li>• (Nov mocks)</li> </ul>
Spr 1	<ul style="list-style-type: none"> <li>• <i>AoS 3: Film Music revision and formal essay writing</i></li> <li>• <i>Set work 2: Africa by Toto revision</i></li> <li>• <i>Solo &amp; Ensemble final preparations for practical exam 30% (February)</i></li> <li>• <i>Return to composition No1 (year 10 coursework)</i></li> <li>• <i>Theory and dictation</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ensemble performance</li> <li>• Listening paper</li> </ul>
Spr 2	<ul style="list-style-type: none"> <li>• <i>AoS 4: Popular Music revision</i></li> <li>• <i>Set work 2: Africa by Toto revision</i></li> <li>• <i>Revise both compositions for submission end of term (30% coursework)</i></li> <li>• <i>Theory and dictation</i></li> <li>• <i>Formal essay writing practice</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ensemble performance recording</li> <li>• Set brief submission</li> </ul>
Sum 1	<ul style="list-style-type: none"> <li>• <i>AoS 1-4: Revision for written paper</i></li> <li>• <i>Theory and dictation</i></li> <li>• <i>Formal essay writing practice</i></li> <li>• <i>Set work revision</i></li> </ul>	<ul style="list-style-type: none"> <li>• In class tests</li> </ul>
Sum 2	<ul style="list-style-type: none"> <li>• <i>1 hour 15 Written examination - June 16th 2025</i></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>