

Curriculum Plan: Music

YEAR 7	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key Terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas 1	Elemental: Earth, Wind, Fire and Air	<ul style="list-style-type: none"> - The basics of music composition in relation to a given stimuli - The concept of timbre and how it is defined by factors like size and material of the instrument. - The meaning and use of ostinato - The texture of music (monophonic, homophonic, polyphonic), and how different layers interact - How music is structured (binary, theme and variation, rondo) - How dynamics control the volume of music and terms such as crescendo and diminuendo. 	<ul style="list-style-type: none"> - Recognise and describe the timbre of different instruments. - Identify and compose an ostinato in compositions - Analyse and differentiate between various musical textures. - Compose a piece of music using specific structures like binary and rondo - Apply dynamic changes to a composition and understand their emotional effects - Compose a short piece based on the elements Earth, Wind, Water, and Fire, incorporating multiple elements of music. 	<ul style="list-style-type: none"> - Timbre: The sound quality of an instrument, influenced by size and material. - Ostinato: A repeated musical pattern. - Texture: The layering of sounds (monophonic, homophonic, polyphonic). - Structure: The arrangement of sections in music (e.g., binary, theme and variation, rondo). - Dynamics: The volume in music, including terms like crescendo (getting louder) and diminuendo (getting quieter). 	<p>A practical assessment based on a music composition</p> <p>A written assessment based on key terminology and listening skills</p>
Michaelmas 2	Find Your Voice	<ul style="list-style-type: none"> - The timbre of their own voice and how to control it. - The key voice types (soprano, alto, tenor, bass). 	<ul style="list-style-type: none"> - Sing in tune and with correct pitch - Pronounce words clearly while singing (diction). 	<ul style="list-style-type: none"> - A cappella: Singing without instrumental accompaniment. - Tuning: Singing with the correct pitch. 	<ul style="list-style-type: none"> - Practical Task: An individual grade based on participation in a group a cappella performance.

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		<ul style="list-style-type: none"> - A cappella singing and its techniques. - How to prepare the voice using warm-up exercises. - Key vocal techniques like tuning, diction, and use of the diaphragm. 	<ul style="list-style-type: none"> - Perform as part of an a cappella group. - Use their diaphragm to control breath and sustain notes. - Differentiate between and use various vocal registers, including falsetto (for males). - Participate in group singing activities to strengthen their vocal skills. 	<ul style="list-style-type: none"> - Diction: Clear pronunciation of words while singing. - Falsetto: A higher vocal register, particularly used by male singers. - Diaphragm: The muscle used for controlling breath while singing. - Soprano, Alto, Tenor, Bass: The four main voice types. - Warmup: Exercises to prepare the voice for singing. 	<ul style="list-style-type: none"> - Written Task: A written test to assess listening, analytical skills, and knowledge of singing techniques.
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Lent 1 & 2	Keyboard Skills	<ul style="list-style-type: none"> - How the piano is classified as both a string and percussion instrument. - Musical notes (C, D, E, F, G, A, B, C) and solfege syllables (Do, Re, Mi, Fa, Sol, La, Ti, Do). - How to read music using mnemonics such as "F.A.C.E in the Space" and "Every Good Boy Deserves Football." - Basic music theory concepts like tones (whole steps) and semitones (half steps). 	<ul style="list-style-type: none"> - Play basic melodies on the keyboard using proper finger positioning for both hands. - Be able to play basic chords and scales - Read music notation using the treble clef - Differentiate between tone and semitone intervals. - Apply the solfege system (Do, Re, Mi, etc.) to singing and playing. - Identify and play musical notes on the keyboard based on sheet music. 	<ul style="list-style-type: none"> - Scale: A sequence of notes ordered by pitch - Chord: 2 or more notes sounded together to create harmony - Tone (Whole Step): A full step between two musical notes (e.g., C to D). - Semitone (Half Step): The smallest interval in Western music, the distance between two adjacent notes (e.g., C to C#). - Treble Clef: A clef used to notate higher-pitched instruments and voices. 	<ul style="list-style-type: none"> - Practical Task: Playing 'Fur Elise' on the keyboard to demonstrate mastery of finger placement, note reading, and correct interpretation of musical notation. - Written Task: A test on music theory, including identifying notes, intervals (tones and semitones), solfege syllables, and the history of the piano.
Trinity 1 & 2	Video Games	<ul style="list-style-type: none"> - The history of video game music and its evolution - The roles and functions of music in video games - How composing music for video games may differ to other genres of music 	<ul style="list-style-type: none"> - Analysing music compositions and understanding the role of music in enhancing gameplay. - The ability to use GarageBand to compose music to a video 	<ul style="list-style-type: none"> - Ostinato: a repeating musical idea - Sequence: when the same melody is repeated but at a higher or lower pitch/starting point - Fanfare: a piece of entrance music, often played by the brass - Mickey mousing: when the music is synchronised exactly with actions or movement 	<ul style="list-style-type: none"> - Practical Task: A composition on GarageBand based on a fictional fantasy game called 'Tunic'

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YEAR 8	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key Terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas 1	Blues	By the end of the unit, students will know about the structure of the 12 Bar Blues, the Blues Scale, the concept of improvisation, and the significance of dominant 7th chords.	Students will have developed skills in improvisation, understanding and performing the 12 Bar Blues structure, both on keyboard and ukulele and playing a walking bassline.	<ul style="list-style-type: none"> • 12 Bar Blues • Blues Scale • Improvisation • The Head • Dominant 7ths • Walking bass line 	<p>- Practical Task: A paired task which involves aspects of performance and composition</p> <p>- Written Task: A listening and written test</p>
Michaelmas 2	Film Music	The roles of key composers in film music, such as Richard Wagner, Max Steiner, and John Williams. They will understand the concepts of leitmotif, diegetic and non-diegetic music, and how these elements contribute to the storytelling in films. Additionally, students will learn how major and minor tonalities influence the emotional context of music in film.	Students will have developed skills in composing music that aligns with narrative themes, particularly through the practical assignment based on "The Lord of the Rings." They will also improve their analytical skills by examining how music influences audience perception and emotional response in film scenes.	<ul style="list-style-type: none"> ☐ Major and Minor ☐ Leitmotif ☐ Diegetic Music ☐ Non-Diegetic Music ☐ Counterpoint ☐ Mickey-Mousing 	<p>- Practical Task: A paired task where students must create a film composition based on Lord of the Rings</p> <p>- Written Task: A listening and written test including several excerpts from film scores and movie scenes</p>
Lent 1	Pop Music	By the end of the unit, students will know about the structure and characteristics of pop music, including the common chord sequences, particularly the I V vi IV sequence.	Students will have developed practical skills in performing pop songs, specifically through group performances. They will also enhance their analytical skills by examining the structure and components of pop music, improving their listening skills, and understanding the	<ul style="list-style-type: none"> • Chord Sequence • I V vi IV Sequence • Hook • Verse-Chorus Form • Syllabic • Melismatic 	Students will be assessed through a practical group performance of "Everybody" by The Backstreet Boys. Additionally, there will be a written assessment that evaluates their knowledge of pop music,

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			emotional impact of melodies and lyrics.		listening skills, and ability to analyze typical pop song structures.
Lent 2	Hip Hop	The origins and cultural significance of hip-hop, including its roots in Black communities. Additionally, students will explore the social messages embedded in hip-hop lyrics and the lifestyle associated with the genre.	Students will have developed practical skills in creating and performing hip-hop music, specifically through group performances that include rapping and keyboard skills. They will also enhance their technical skills by experimenting with music production software, utilising techniques such as looping, reverb, and sampling.	<ul style="list-style-type: none"> ☐ Riff ☐ Sample ☐ Culture ☐ Diction ☐ Rapping ☐ Braggadocio ☐ Rap Battle 	A practical task involving a group performance of "Gangsta's Paradise," which will include their own rap and keyboard skills. Evaluation will focus on accuracy, timing, and confidence in performance. Additionally, there will be a written task that includes a listening test designed to assess their ability to recall knowledge, identify typical features of hip-hop, and analyse various tracks.
Trinity 1 & 2	Around the World	Students will know about various music styles from around the world, specifically focusing on regions such as West Africa, China, Indonesia, India, and South America. They will understand the main instrumental families associated with each culture and the unique musical techniques and features, including polyrhythms, call and response, and the pentatonic scale.	Students will be exposed to a range of composing techniques and processes from different countries and cultures. They will also be able to apply these processes to a range of different instruments.	<ul style="list-style-type: none"> ☐ Polyrhythm ☐ Ostinato ☐ Legato ☐ Pentatonic Scale ☐ Raga ☐ Drone ☐ Improvisation 	Students will be assessed through a final composition challenge set to a brief, where they will create a piece of music that reflects the style they have explored.

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YEAR 9	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key Terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas 1	Rock	Students will understand key elements that define rock music, such as riffs, power chords, distortion, and the concept of the backbeat. Additionally, students will gain insight into the cultural significance of rock music and its historical context.	Students will have developed practical skills through group performances, specifically in playing rock songs and understanding band dynamics. They will enhance their analytical skills by critiquing and various rock songs	<ul style="list-style-type: none"> ☐ Riff ☐ Power Chords ☐ Distortion ☐ Backbeat ☐ Guitar Solo 	A practical group performance of "Sweet Child O' Mine," where they will be evaluated on their musical accuracy and collaboration. Additionally, there will be a written test designed to assess their ability to analyse, critique, and summarize the characteristics and history of various rock songs.
Michaelmas 2	Music for TV	Students will understand how different TV genres influence musical composition and will be familiar with the characteristics of theme music from various shows.	Students will have developed skills in composing and recording music using software like GarageBand or MuseScore. They will learn how to create memorable musical patterns, apply different compositional devices, and adapt their music to fit specific TV genres. Additionally, they will enhance their analytical skills by comparing musical features of various TV theme tunes.	<ul style="list-style-type: none"> ☐ Ostinato ☐ Genre ☐ Synthesiser ☐ Scalic ☐ Conjunct ☐ Disjunct ☐ Sequence 	Students will be assessed through a practical composition task where they will create music for a chosen TV genre. This will involve using the skills and concepts learned throughout the unit. Additionally, there will be a written assessment that includes listening and analysis of various TV music pieces.
Lent 1 & 2	Classical	Students will know the historical timeline of classical music,	Students will be able to apply their keyboard skills to a	<ul style="list-style-type: none"> ☐ Ground Bass ☐ Alberti Bass 	Students will be assessed through

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		spanning from the Medieval period through to the 20th and 21st centuries. They will understand key musical forms such as ground bass, alberti bass, binary form, and ternary form. Students will also learn about the characteristics of different musical eras	range of classical music. They will also be able to compose musical themes that demonstrate form, structure and contrast	<input type="checkbox"/> Binary Form <input type="checkbox"/> Ternary Form <input type="checkbox"/> Musical Eras <input type="checkbox"/> Musical Contrast <input type="checkbox"/> Balance	practical tasks that involve composing music using the techniques learned during the unit, as well as a written assessment that evaluates their understanding of classical music history, terminology, and analysis of musical works.
Trinity 1 & 2	MuseScore	In order to prepare for GCSE, students will know how to effectively use MuseScore for music composition and notation. They will understand the functionality of different tools within MuseScore	Students will have the ability to input notes, rhythms, performance markings and dynamics on MuseScore. In doing this, they will also improve their music reading skills and ability to create and edit musical scores.	<ul style="list-style-type: none"> • Toolbar • Palette • Performance markings • Inversions • 16-bar 	Students will compose a 16-bar piece of music that showcases basic competency in MuseScore

YEAR 10	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key Terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas 1	The Basics of Composition	Students will know the key elements necessary for composing music at a GCSE level, including the importance of developing ideas and how to create a cohesive and finished piece. They will understand various compositional techniques, such as the use of	Students will have developed practical skills in music composition, particularly in using software like MuseScore and GarageBand effectively. They will learn how to create and manipulate melodies, harmonies, and rhythms,	<ul style="list-style-type: none"> • Chord Sequence • Conjunct and Disjunct Melodies • Phrasing (4-bar and 8-bar) • Dominant 7ths 	Students will submit an interim composition

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		chord sequences, phrasing, melody construction, and the significance of instrumentation.	ensuring that their compositions are realistic and playable.	<ul style="list-style-type: none"> • Major and Minor Keys • Programme Note • Articulation 	
Michaelmas 2	GCSE Terminology and Written Exam	Students will know a comprehensive range of musical terminology that encompasses melody, rhythm, harmony, structure, texture, dynamics, and instrumentation. Students will become familiar with aural training techniques and how to apply these terms in musical analysis and composition.	Students will have developed analytical skills that enable them to identify and describe musical elements in compositions. They will enhance their listening skills through essential aural training, allowing them to recognise different musical terms and concepts in practice.	<ul style="list-style-type: none"> ? Conjunct ? Disjunct ? Scalic ? Triadic ? Chromatic ? Sequence ? Staccato ? Legato ? Syncopation ? Cadence ? Monophonic ? Homophonic ? Polyphonic ? Pianissimo ? Fortissimo 	This may include written tests, listening tests, practical demonstrations, and analyses of musical pieces where they will need to identify and explain the use of various terms in context.
Lent 1 & 2	Mozart's Clarinet Concerto	Students will know the key elements of Mozart's <i>Clarinet Concerto in A</i> , specifically focusing on the structure, melody, rhythm, instrumentation, harmony, and texture of the piece. They will understand the Rondo form and its components, including how themes are developed and varied throughout the piece. Additionally, students will be familiar with specific musical techniques used by Mozart, such as the use of	Students will have developed analytical skills in music, enabling them to dissect and discuss the various components of Mozart's compositions. They will enhance their ability to write structured responses that articulate their understanding of musical elements and techniques.	<ul style="list-style-type: none"> ? Rondo form ? Antecedent and Consequent Phrases ? Chromatic Scale ? Allegro Tempo ? Call and Response ? Neapolitan 6th Chord ? Perfect and Imperfect Cadence 	Students will be assessed via factual recall tests, listening tests and 8-mark essays

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		ornamentation and the interplay between the clarinet and orchestra.			
Trinity 1 & 2	Solo Performance	By the end of the unit, students will know the key components necessary for a successful performance in music, including the importance of technical control, expression, and interpretation.	Students will enhance their ability to practice effectively, including breaking down difficult sections of music and improving their overall fluency and accuracy. Additionally, students will learn to communicate effectively with their instrumental tutors and collaborate in ensemble performances	<input type="checkbox"/> Expression and Interpretation <input type="checkbox"/> Technical Control <input type="checkbox"/> Fluency <input type="checkbox"/> Accuracy of Pitch <input type="checkbox"/> Dynamics <input type="checkbox"/> Ensemble <input type="checkbox"/> Level of Demand <input type="checkbox"/> Sensitivity <input type="checkbox"/> Confidence <input type="checkbox"/> Conviction	Students will be assessed on termly solo performances, adhering to the mark scheme

YEAR 11	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key Terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas 1	Ensemble Performance	By the end of the unit, students will know the key components necessary for a successful performance in music, including the importance of technical control, expression, and interpretation.	Students will enhance their ability to practice effectively, including breaking down difficult sections of music and improving their overall fluency and accuracy. Additionally, students will learn to communicate effectively with their instrumental tutors and collaborate in ensemble performances	<input type="checkbox"/> Expression and Interpretation <input type="checkbox"/> Technical Control <input type="checkbox"/> Fluency <input type="checkbox"/> Accuracy of Pitch <input type="checkbox"/> Dynamics <input type="checkbox"/> Ensemble <input type="checkbox"/> Level of Demand <input type="checkbox"/> Sensitivity <input type="checkbox"/> Confidence <input type="checkbox"/> Conviction	Students will be assessed on termly ensemble performances, adhering to the mark scheme
Michaelmas 2	Styles of Music	Students will understand the defining characteristics of each style, such as common instrumentation, rhythmic	Students will have developed analytical skills to identify and compare different musical styles, utilising their listening	<input type="checkbox"/> Virtuosoic <input type="checkbox"/> Rubato <input type="checkbox"/> Scalic, conjunct <input type="checkbox"/> Polyphonic	Students will be assessed through a combination of written

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		patterns, melodic features, and harmonic structures. Students will also be familiar with notable composers and pieces associated with these styles, as well as the context in which they were developed.	skills to distinguish between them. They will enhance their ability to articulate their observations and insights regarding music's elements, such as melody, harmony, rhythm, and dynamics.	<ul style="list-style-type: none"> ☐ 12-bar blues ☐ Syncopation ☐ Dissonance ☐ Call and response ☐ Ostinato ☐ Motif 	tests and practical demonstrations.
Lent 1 & 2	Little Shop of Horrors	By the end of the unit, students will know the plot, characters, and themes of <i>Little Shop of Horrors</i> . They will understand the musical elements, including songs and their significance, as well as the context in which the musical was created. Students will also be familiar with the origins of the story, its adaptation from film to stage, and its cultural impact.	They will enhance their ability to analyze musical scores and scripts, as well as improve their teamwork and collaboration skills through group performances.	<ul style="list-style-type: none"> ☐ Musical Theatre ☐ Characterization ☐ Score ☐ Libretto ☐ Chorus ☐ Motif 	Written assessments will include character analyses, thematic explorations, and reflections on the music and its impact.

A LEVEL	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key Terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas 1	Performing	Students will know the essential criteria for achieving high marks in A Level performance assessments, including the importance of practice, technical control, expression, and interpretation. They will understand the evaluation components, such as performance quality, attention to detail, and the level of demand for chosen pieces.	Students will have developed practical performance skills, including technical proficiency on their instrument. Students will refine their skills in self-assessment and receive constructive feedback to improve their performance quality.	<ul style="list-style-type: none"> ☐ Expression and Interpretation ☐ Technical Control ☐ Level of Demand ☐ Performance Quality ☐ Fluency 	Students will be assessed on termly solo performances, adhering to the mark scheme

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		Students will also be familiar with the expectations regarding the length and recording of their performances.			
Michaelmas 2	Composing	Students will understand how the leap from GCSE to A Level can be managed and what examiners are looking for at A Level music. Students will analyse a range of model compositions.	Students will have developed practical composition skills, allowing them to create original works that demonstrate a wide range of musical techniques	<ul style="list-style-type: none"> ☐ Musical journey ☐ Pivot chords ☐ Harmonic Rhythm ☐ Idiomatic Writing ☐ Articulation ☐ Rhythmic Interest 	Students will submit several interim compositions for written feedback
Lent 1	Solo Baroque Concerto	Students will know the essential characteristics and forms of the Baroque solo concerto, including its structure and the key composers associated with this genre, such as Purcell, Bach, and Vivaldi.	Students will have developed analytical skills to dissect and discuss musical works from the Baroque period, focusing on form, harmony, and thematic development. Students will be able to independently analyse music scores and then put this analysis into extended writing.	<ul style="list-style-type: none"> ☐ Ritornello Form ☐ Bariolage ☐ Cadential Trills ☐ Auxiliary Notes ☐ Circle of Fifths ☐ Gigue ☐ Siciliana Style ☐ Tierce de Picardie ☐ False Ritornello ☐ Phrygian Cadence 	Students will be assessed through 10-mark essays, listening questions and score analyses on specific elements of music.
Lent 2	Pop Music	Students will study the stylistic characteristics of Stevie Wonder, Beyonce and Daft Punk in the context of their respective genres (Soul, Jazz, Pop, EDM)	Students will gain analytical skills to dissect and discuss the musical elements within Pop Music compositions, fostering a deeper understanding of how composers convey emotion and narrative through music. Students will also gain skills in writing extended responses (30 mark essays)	<ul style="list-style-type: none"> - Low pass and high pass filters - Vocal fry, melisma, text setting - 4 to the floor - Chord extensions, slash chords, augmented chords 	Students will be assessed through 30-mark essays, 10-mark essays, listening questions and score analyses on specific elements of music.
Trinity 1	Romantic Piano Music	By the end of the unit, students will know the defining	Students will gain analytical skills to dissect and discuss	<ul style="list-style-type: none"> ☐ Rubato ☐ Appoggiatura 	Students will be assessed through 10-

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		characteristics and stylistic features of Romantic piano music, with a focus on key composers such as Chopin, Grieg, and Brahms. They will understand important musical terms such as rubato, appoggiatura, suspension, and motif, as well as how these concepts are applied in compositions.	the musical elements within Romantic compositions, fostering a deeper understanding of how composers convey emotion and narrative through music.	<ul style="list-style-type: none"> ☐ Suspension ☐ Motif ☐ Inversion ☐ Retrograde ☐ Substructure ☐ Chromatic Harmony ☐ Non-Diatonic Chords ☐ Cross Rhythms 	mark essays, listening questions and score analyses on specific elements of music.
Trinity 2	Music for Media	Students will know the roles, purpose and stylistic characteristics of Music for Media. They will look at the key composers associated with this genre, such as Hans Zimmer, Thomas Newman and Bernard Herrmann.	<p>Students will gain analytical skills to dissect and discuss the musical elements within Music for Media compositions, fostering a deeper understanding of how composers convey emotion and narrative through music.</p> <p>Students will also gain skills in writing extended responses (30 mark essays)</p>	<ul style="list-style-type: none"> -Modal music -Underscore and soundtrack -Con sordino, col legno -Lydian and Dorian -Character songs -Narrative songs 	Students will be assessed through 30-mark essays, 10-mark essays, listening questions and score analyses on specific elements of music.