

Music Curriculum Overview – Year 7 (KS3)

Topic	Elements of Music	Composing Using The Elements (Carnival of the Animals)	Rap Music	Rhythm and Pulse	Reading Music	Samba Music	Harmony and Tonality
Length of topic	6 weeks	5 weeks	4 weeks	6 weeks	6 weeks	5 weeks	6 weeks
Links to National Curriculum	<p>Play and perform confidently in solo and ensemble context, developing instrumental accuracy. Understand musical structures and traditions.</p> <p>Identify interrelated dimensions of music.</p> <p>Develop an understanding of the history of the music that is performed.</p> <p>Listen with discrimination to music from great composers and musicians (<i>Adele</i>).</p>	<p>Listen with discrimination to a range of music from great composers and musicians (<i>Saint-Saëns</i>).</p> <p>Improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</p> <p>Use other relevant notations appropriately in a range of musical styles, genres and traditions (graphic score).</p>	<p>Play and perform confidently in a range of solo and ensemble contexts using voice, with fluency, accuracy and expression.</p> <p>Listen with discrimination to a range of music from great composers and musicians (<i>Will Smith, Stormzy, The Sugar Hill Gang, Run DMC</i>).</p>	<p>Use staff notations appropriately.</p> <p>Play and perform confidently in a solo context.</p> <p>Listen with discrimination to music from great composers and musicians (<i>The Beatles</i>).</p>	<p>Use staff notations appropriately.</p> <p>Play and perform confidently in solo and ensemble context, developing instrumental accuracy, fluency and expression.</p> <p>Listen with discrimination to music from great composers and musicians (<i>Ed Sheeran</i>).</p>	<p>Improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</p> <p>Play and perform confidently in ensemble context, developing instrumental accuracy, fluency and expression.</p> <p>Use relevant notations appropriately and accurately in a range of styles, genres and traditions.</p> <p>Listen with discrimination to music.</p> <p>Develop a deepening understanding of the music that is performed.</p>	<p>Play and perform confidently in solo and ensemble context, developing instrumental accuracy, fluency and expression.</p> <p>Listen with discrimination to music from great composers and musicians (<i>R. City</i>).</p> <p>Identify the interrelated dimensions of music expressively with increasing sophistication, including tonalities and different types of scales.</p>
Assessment Task(s)	Listening analysis and keyboard texture performance of "Frere Jacques".	Listening analysis and keyboard composition for an animal.	Listening analysis and composition/ performance of a piece of rap or grime.	Listening analysis and clapping performance of notated rhythms.	Listening analysis and keyboard performance of "Lego House".	Listening analysis, group performance and composition.	Listening analysis and keyboard harmony performance of "Locked Away".
Key Knowledge	<ul style="list-style-type: none"> -To develop an understanding of the elements of music. -To begin to recognize key instruments and timbres. -To begin to develop keyboard skills and work as a pair. 	<ul style="list-style-type: none"> -To begin to apply the elements of music in performance and composition. -To recognise instruments and be able to correctly place them in their orchestral family. 	<ul style="list-style-type: none"> -To understand what rap and grime music are. -To perform a rap. -To compose suitable lyrics to a brief in a given style. 	<ul style="list-style-type: none"> -To be able to correctly read and perform rhythmic notation. -To be able to identify the rhythmic notation symbols. -To understand and recognise simple time signatures, both aurally and theoretically. 	<ul style="list-style-type: none"> -To be able to correctly read treble and bass clef notation. -To develop keyboard skills and either group work or individual co-ordination between hands. -To understand where notes are on the keyboard. 	<ul style="list-style-type: none"> -To be able to recognise key features and instruments of Samba music. -To be able to perform as a group during solo, unison, call and response and polyrhythm sections. 	<ul style="list-style-type: none"> -To understand what harmony and tonality are. -To identify what a chord is and the difference between major and minor theoretically and aurally. -To perform two parts on the keyboard in time, either individually or as a pair.
Key Skills	<ul style="list-style-type: none"> -Aural identification of elements of music. -Keyboard skills. -Confidence. -Group work. -Co-ordination of hands. -Timing. 	<ul style="list-style-type: none"> -Aural identification of elements of music. -Keyboard skills. -Using dynamics and timbre in composing. -Composing to a brief. 	<ul style="list-style-type: none"> -Aural identification of elements of music. -Confidence. -Group work. -Timing. -Lyric writing. 	<ul style="list-style-type: none"> -Aural identification of elements of music. -Reading rhythms. -Sense of timing and pulse. 	<ul style="list-style-type: none"> -Aural identification of elements of music. -Reading treble and bass notation. -Keyboard skills. -Confidence. -Group work. -Timing. 	<ul style="list-style-type: none"> -Aural identification of elements of music. -Group work. -Confidence. -Following a leader. -Maintaining a part. 	<ul style="list-style-type: none"> -Aural identification of elements of music. -Keyboard skills. -Confidence. -Group work. -Timing.



Music Curriculum Overview – Year 8 (KS3)



	Radio Show	Minimalism and Glockenspiel	Film Music	Musical Futures 1	Reggae Music	Reading Music	The Rowan African Music Learning Trust
Length of topic	7 weeks	6 weeks	6 weeks	6 weeks	3 weeks	4 weeks	7 weeks
Links to National Curriculum	<p>Play and perform confidently in solo and ensemble context using your voice, developing accuracy, fluency and expression.</p> <p>Improvise and compose.</p> <p>Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including cadences.</p> <p>Listen with discrimination.</p>	<p>Play and perform confidently in ensemble context, developing instrumental accuracy, fluency and expression.</p> <p>Improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</p> <p>Identify and use the interrelated dimensions of music including repetition and riffs.</p> <p>Listen with discrimination to music from great composers and musicians (<i>Steve Reich</i>).</p> <p>Develop a deepening understanding of the music that is performed and its history.</p>	<p>Play and perform confidently in solo and ensemble context, developing instrumental accuracy, fluency and expression.</p> <p>Improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</p> <p>Listen with discrimination to music from great composers and musicians (<i>John Williams and Hans Zimmer</i>).</p> <p>Develop a deepening understanding of the music that is performed and listened to and its history.</p> <p>Identify and use the interrelated dimensions of music with increasing sophistication, including leit motif.</p>	<p>Play and perform confidently in ensemble context, developing instrumental accuracy, fluency and expression.</p> <p>Listen with discrimination to music from great composers and musicians (<i>Black Eyed Peas</i>).</p> <p>Identify and use the interrelated dimensions of music with increasing sophistication, including hooks and riffs.</p> <p>Use other relevant notations appropriately and accurately in a range of musical styles, genres and traditions (tab).</p>	<p>Identify and use the interrelated dimensions of music including syncopation.</p> <p>Listen with discrimination to music from great composers and musicians (<i>Bob Marley</i>).</p> <p>Develop a deepening understanding of the music that is performed and its history.</p> <p>Play and perform confidently in ensemble context, developing instrumental accuracy, fluency and expression.</p>	<p>Use staff notations appropriately.</p> <p>Play and perform confidently in solo and ensemble context, developing instrumental accuracy, fluency and expression.</p> <p>Listen with discrimination to music from great composers and musicians (<i>Pachelbel</i>).</p> <p>Develop a deepening understanding of the music that is performed and its history.</p>	<p>Identify and use the interrelated dimensions of music including ostinato and polyrhythms.</p> <p>Listen with discrimination to music from great composers and musicians (<i>Lady Blacksmith Mumbasa</i>).</p> <p>Develop a deepening understanding of the music that is performed and its history.</p> <p>Play and perform confidently in ensemble context, developing instrumental accuracy, fluency and expression.</p> <p>Improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</p> <p>Play and perform confidently in ensemble context, developing instrumental accuracy, fluency and expression.</p>
Assessment Task(s)	Listening analysis and group performance of "Senorita" or "One Dance".	Listening analysis and glockenspiel performance of "Tubular Bells".	Listening analysis and keyboard performance of "James Bond".	Listening analysis and group performance as a band of "I Gotta Feeling".	Listening analysis and ukulele performance of "Three Little Birds".	Listening analysis and keyboard performance of "Pachelbel's Canon".	Listening analysis and group composition of African Drumming.
Key Knowledge	<ul style="list-style-type: none"> -To develop an understanding of the role of music and technology used in one area of the industry. -To develop keyboard or vocal skills and improve timing and listening within a group environment. -To work as an ensemble. -To understand differences between live performances and pre-recorded work. 	<ul style="list-style-type: none"> -To understand and identify key features of Minimalist music. -To improve glockenspiel skills. -To develop composing skills to a brief. -To improve timing in a pair. 	<ul style="list-style-type: none"> -To understand and identify key features of film music. -To develop keyboard skills, particularly with two hands performing independently simultaneously. -To compose to a live stimulus. 	<ul style="list-style-type: none"> -To develop vocal, drum, keyboard, guitar or ukulele skills. -To understand instrument roles in a band. -To develop group skills. -To develop timing in an ensemble. 	<ul style="list-style-type: none"> -To understand and identify key features of Reggae music. -To develop ukulele skills. -To understand what strumming patterns are and apply this to ukulele playing. 	<ul style="list-style-type: none"> -To be able to correctly read treble and bass clef notation. -To develop keyboard skills and either group work or individual coordination between hands. -To understand where notes are on the keyboard. 	<ul style="list-style-type: none"> -To understand and identify key features of African music. -To develop djembe skills. -To work as an ensemble. -To develop timing as an ensemble. -To develop understanding of different textures.
Key Skills	<ul style="list-style-type: none"> -Aural identification of elements of music. -Group work. -Keyboard/singing skills. -Chord and chords sequence building. -Timing. -Confidence. 	<ul style="list-style-type: none"> -Aural identification of elements of music. -Group work. -Confidence. -Timing. -Keyboard skills. -Composing to a brief. -Group work. 	<ul style="list-style-type: none"> -Aural identification of elements of music. -Timing. -Keyboard skills. -Confidence. -Composing to a brief. -Group work. 	<ul style="list-style-type: none"> -Aural identification of elements of music. -Timing. -Group work. -Instrumental skills. -Confidence. -Maintaining an individual part. 	<ul style="list-style-type: none"> -Aural identification of elements of music. -Ukulele skills. -Timing. -Confidence. -Strumming patterns. 	<ul style="list-style-type: none"> -Aural identification of elements of music. -Reading treble and bass notation. -Keyboard skills. -Confidence. -Group work. -Timing. 	<ul style="list-style-type: none"> -Aural identification of elements of music. -Drumming skills. -Timing. -Maintaining an individual part. -Group work. -Confidence.



Music Curriculum Overview – Year 9 (KS3)



Topic	Blues Music	Music Technology	Musical Futures 2	Music and Time	Pop Music Context	Hooks and Riffs
Length of topic	7 weeks	6 weeks	6 weeks	6 weeks	5 weeks	6 weeks
Links to National Curriculum	<p>Improvise and compose, and extended and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</p> <p>Play and perform confidently in solo context, playing fluently, accurately and with expression.</p> <p>Identify and use the interrelated dimensions of music expressively with increasing sophistication, including blues scales.</p> <p>Listen with discrimination to music from great composers and musicians (<i>Robert Johnson</i>).</p> <p>Develop a deepening understanding of the music that is performed and its history.</p>	<p>Improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</p> <p>Use technologies appropriately.</p> <p>Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including loops and technological effects.</p> <p>Develop a deepening understanding to the music that is regularly listened to.</p> <p>Listen with discrimination to music from great composers and musicians (<i>Swedish House Mafia</i>).</p>	<p>Play and perform confidently in ensemble context, developing instrumental accuracy, fluency and expression.</p> <p>Listen with discrimination to music from great composers and musicians (<i>Journey</i>).</p> <p>Identify and use the interrelated dimensions of music with increasing sophistication, including hooks, fills and riffs.</p> <p>Develop a deepening understanding to the music that is regularly listened to.</p> <p>Use other relevant notations appropriately and accurately in a range of musical styles, genres and traditions (tab).</p>	<p>Use technologies appropriately.</p> <p>Use staff notations appropriately.</p> <p>Identify and use the interrelated dimensions of music with increasing sophistication, including time signatures (simple and compound).</p> <p>Listen with discrimination to music from great composers and musicians (<i>Rutter</i>).</p>	<p>Use staff notations appropriately.</p> <p>Develop a deepening understand of the music that is listened to and its history.</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians (<i>Chopin</i>).</p>	<p>Listen with increasing discrimination to a wide range of music from great composers and musicians (<i>John Williams</i>).</p> <p>Play and perform confidently in solo and ensemble context, developing instrumental accuracy, fluency and expression.</p> <p>Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including riffs, ostinato and loops.</p> <p>Develop a deepening understanding of the music that is performed and listened to, and its history.</p>
Assessment Task(s)	Listening analysis and keyboard performance of "I Need A Dollar".	Listening analysis and technology composition on Soundtrap.	Listening analysis and group performance as a band of "Don't Stop Believing".	Listening analysis and technology performance on Cubase.	Listening analysis and presentation about pop music context.	Listening analysis and keyboard performance of "Star Wars Theme".
Key Knowledge	<ul style="list-style-type: none"> -To understand and identify the key features of Blues music. -To develop keyboard skills to two hands working independently. -To develop group work skills. -To understand what improvisation is and how it aids composition. 	<ul style="list-style-type: none"> -To understand what a DAW is and experience different examples. -To compose to a brief. -To understand what makes a good melody and apply this. -To develop justification skills to debate pros and cons of software. -To develop music technology skills. -To develop timing skills. -To understand what different effects are. 	<ul style="list-style-type: none"> -To develop vocal, drum, keyboard, guitar or ukulele skills. -To understand instrument roles in a band. -To develop group skills. -To develop timing in an ensemble. 	<ul style="list-style-type: none"> -To understand and recognise simple and compound time signatures, aurally and theoretically. -To understand grid notation and apply this using a DAW. -To recall rhythmic notation and develop rhythm writing. -To apply different effects using a DAW. 	<ul style="list-style-type: none"> -To understand the five categories of role in the music industry. -To understand contact of pop music and key features of performers. -To develop research skills. -To develop speaking and listening skills. -To understand different careers in the music industry. 	<ul style="list-style-type: none"> -To understand what a hook, riff and ostinato are. -To develop keyboard skills, primarily two hands independently simultaneously. -To develop timing and co-ordination.
Key Skills	<ul style="list-style-type: none"> -Aural identification of elements of music. -Keyboard skills. -Timing. -Group work. -Improvisation. -Confidence. -Maintaining an individual part. 	<ul style="list-style-type: none"> -Aural identification of elements of music. -Use of music technology applications. -Composing to a brief. -Timing. -Use of effects. 	<ul style="list-style-type: none"> -Aural identification of elements of music. -Instrumental skills. -Timing. -Confidence. -Group work. -Maintaining an individual part. 	<ul style="list-style-type: none"> -Aural identification of elements of music. -Reading rhythms. -Use of music technology applications. -Use of effects. 	<ul style="list-style-type: none"> -Aural identification of elements of music. -Presenting to an audience. -Confidence. -Researching a given brief. -Group work. 	<ul style="list-style-type: none"> -Aural identification of elements of music. -Keyboard skills. -Timing. -Group work. -Confidence. -Maintaining an individual part.

The National Curriculum

Meeting	Above
<p>Play and perform confidently in a range of solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical styles, genres and traditions.</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p> <p>Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p>	<p>Listen with increasing discrimination to a wide range of music from great composers and musicians – At KHS, we <i>not only discriminate what elements of music have been used and how, but also insist upon the use of technical and subject specific language for this from the start of Year 7. This is built upon each year.</i></p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history – At KHS, we <i>not only provide opportunities to develop understanding of music that is listened to and performed, but also offer live performances to all KS3 students to experience. We also offer all students in KS3 the opportunity to learn an instrument with a specialist teacher to develop understand of what they perform and how.</i></p>



Music Curriculum Overview – Year 10 (KS4) Exam board: AQA



Topic	Introduction to AQA Specification	Popular Music	Area of Study 2 Set Works (Little Shop of Horrors)	Performance	Area of Study 1 Set Work (Rondo)	Composition
Length of topic (in weeks)	8 weeks	7 weeks	6 weeks	6 weeks	5 weeks	6 weeks
Links to specification	3.1 - Appraising 3.2 - Performance 3.3 - Composition	3.1 – Appraising – 3.14 3.2 - Performance 3.3 - Composition	3.1 – Appraising – 3.14 3.2 - Performance 3.3 - Composition	3.1 – Appraising – 3.15 3.2 - Performance 3.3 - Composition	3.1 – Appraising – 3.12 3.2 - Performance 3.3 - Composition	3.1 – Appraising – 3.16 3.2 - Performance 3.3 - Composition
Assessment Task(s)	Solo performance and written paper.	Solo performance and written paper.	Composition two, solo performance and written paper.	Solo performance and written paper.	Composition two, solo performance and written paper.	Composition two, solo performance and written paper.
Key Knowledge	-To understand, recall and identify the elements of music. -To understand the GCSE specifications. -To develop instrumental/vocals kills. -To understand performance requirements and complete a self assessment of current needs. -To plan initial composition ideas.	-To understand, recall and identify the elements of music. -To understand and recognise features of Popular music. -To develop instrumental and confidence skills. -To develop composing skills.	-To understand, recall and identify the elements of music. -To understand and recognise features of all 3 AoS 2 set works. -To develop essay writing skills, using PEEL. -To develop instrumental skills. -To develop composing skills.	-To understand, recall and identify the elements of music. -To develop performance, instrumental and confidence skills. -To complete a self assessment of current performance needs and work on them in lesson. -To develop composing skills. -To understand and recognise features of Traditional Music (3.15).	-To understand, recall and identify the elements of music. -To understand and recognise features of Western Classical music styles between 1650 and 1910. -To understand and recognise features of AoS 1 set work. -To develop essay writing skills, using PEEL.	-To understand, recall and identify the elements of music. -To develop composition ideas and skills for composition two. -To complete a self assessment of current composing needs and work on them in lesson. -To develop performing skills. -To understand and recognise features of Western Classical Music since 1910 (3.16).
Key Skills	-Aural identification of elements of music. -Instrumental skills. -Confidence. -Timing. -Group work. -Maintaining an individual part.	-Aural identification of elements of music. -Instrumental skills. -Confidence. -Group work. -Timing. -Maintaining an individual part. -Researching to a brief.	-Aural identification of elements of music. -Essay writing to a brief. -Composing to a brief. -Group work. -Timing. -Researching to a brief.	-Aural identification of elements of music. -Essay writing to a brief. -Instrumental skills. -Confidence. -Group work. -Timing. -Maintaining an individual part. -Researching to a brief.	-Aural identification of elements of music. -Essay writing to a brief. -Composing to a brief. -Group work. -Timing. -Researching to a brief.	-Aural identification of elements of music. -Essay writing to a brief. -Composing to a brief. -Group work. -Timing. -Researching to a brief.



Music Curriculum Overview – Year 11 (KS4) Exam board: AQA



Topic	Performance	Composition	Performance	Composition	The Exam	The Exam
Length of topic (in weeks)	8 weeks	7 weeks	6 weeks	6 weeks	5 weeks	1 week
Links to specification	3.1 - Appraising 3.2 - Performance 3.3 - Composition	3.1 - Appraising 3.2 - Performance 3.3 - Composition	3.1 - Appraising 3.2 - Performance 3.3 - Composition	3.1 - Appraising 3.2 - Performance 3.3 - Composition	3.1 - Appraising	3.1 - Appraising
Assessment Task(s)	Written paper and work in progress performance recording.	Written mock exam, work in progress performance grade and work in progress composition grade.	Written exam, final performance grade and work in progress composition grade.	Written exam, final performance grade and final composition grade.	Written exam, final performance grade and final composition grade.	Final GCSE.
Key Knowledge	-To understand, recall and identify the elements of music. -To develop performance, instrumental and confidence skills. -To complete a self assessment of current performance needs and work on them in lesson. -To develop composing skills. -To record performance draft.	-To understand, recall and identify the elements of music. -To develop composition ideas and skills for composition. -To complete a self assessment of current composing needs and work on them in lesson. -To develop performing skills. -To complete composition draft.	-To understand, recall and identify the elements of music. -To develop performance, instrumental and confidence skills. -To complete a self assessment of current performance needs and work on them in lesson. -To develop composing skills. -To record performance final.	-To understand, recall and identify the elements of music. -To develop composition ideas and skills for composition. -To complete a self assessment of current composing needs and work on them in lesson. -To develop performing skills. -To complete composition final.	-To understand, recall and identify the elements of music. -To understand and recognise features of all 3 AoS 2 set works. -To develop essay writing skills, using PEEL. -To understand and recognise features of AoS 1 set work. -To understand and recognise features of all AoS.	-To understand, recall and identify the elements of music. -To understand and recognise features of all 3 AoS 2 set works. -To develop essay writing skills, using PEEL. -To understand and recognise features of AoS 1 set work. -To understand and recognise features of all AoS.
Key Skills	-Aural identification of elements of music. -Instrumental skills. -Confidence. -Group work. -Timing. -Maintaining an individual part. -Researching to a brief. -Essay writing to a brief.	-Aural identification of elements of music. -Essay writing to a brief. -Composing to a brief. -Group work. -Timing. -Researching to a brief.	-Aural identification of elements of music. -Instrumental skills. -Confidence. -Group work. -Timing. -Maintaining an individual part. -Researching to a brief. -Essay writing to a brief.	-Aural identification of elements of music. -Essay writing to a brief. -Composing to a brief. -Group work. -Timing. -Researching to a brief.	-Aural identification of elements of music. -Essay writing to a brief. -Researching to a brief.	-Aural identification of elements of music. -Essay writing to a brief.