



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.
Enrichment	<ul style="list-style-type: none"> -Instrumental and voice tuition offered to all students (HT1 distributed). -Offered to use computers at lunch to continue music technology on industry software (particularly HT2 and 4). -MU1 and practice rooms open for lunches. -Live performances planned. -School production. -Music concerts throughout year. 					

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 – <i>At KHS, we 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 – <i>At KHS, we 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 understanding 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 skills. -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.
Enrichment	-Instrumental and voice tuition expected of all students (HT1 distributed). -Y10 band after school. -MU1 and practice rooms open for lunches. -Live performances planned. -School production. -Music concerts throughout year as mock performances. -Theatre trip planned to see musical theatre production.					

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.	-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.
Enrichment	-Instrumental and voice tuition expected of all students (HT1 distributed). -Y11 revision after school. -MU1 and practice rooms open for lunches. -Live performances planned. -Music concerts throughout year as performances if desired.					