

-Live performances planned. -School production.

-Music concerts throughout year.

# 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	Play and perform confidently in solo and ensemble context, developing instrumental accuracy (addressed throughout KS1 and 2, generally in ensemble situations but some students challenged through solos). Understand musical structures and traditions. Identify interrelated dimensions of music. Develop an understanding of the history of the music that is performed. Listen with discrimination to music from great composers and musicians (Adele).	Listen with discrimination to a range of music from great composers and musicians (Saint-Saens).  Improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.  Use other relevant notations appropriately in a range of musical styles, genres and traditions (graphic score).	Play and perform confidently in a range of solo and ensemble contexts using voice, with fluency, accuracy and expression. Listen with discrimination to a range of music from great composers and musicians (Will Smith, Stormzy, The Sugar Hill Gang, Run DMC).	Use staff notations appropriately. Play and perform confidently in a solo context. Listen with discrimination to music from great composers and musicians ( <i>The Beatles</i> ).	Use staff notations appropriately. Play and perform confidently in solo and ensemble context, developing instrumental accuracy, fluency and expression. Listen with discrimination to music from great composers and musicians (Ed Sheeran).	Improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Play and perform confidently in ensemble context, developing instrumental accuracy, fluency and expression. Use relevant notations appropriately and accurately in a range of styles, genres and traditions. Listen with discrimination to music. Develop a deepening understanding of the music that is performed.	Play and perform confidently in solo and ensemble context, developing instrumental accuracy, fluency and expression. Listen with discrimination to music from great composers and musicians (R. City). Identify the interrelated dimensions of music expressively with increasing sophistication, including tonalities and different types of scales.
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	-To develop an understanding of the elements of music (addressed throughout KS1 and 2, specific elements focused on each year)To begin to recognize key instruments and timbresTo begin to develop keyboard skills and work as a pair.	-To begin to apply the elements of music in performance and compositionTo recognise instruments and be able to correctly place them in their orchestral family (addressed mainly throughout KS2).	-To understand what rap and grime music are. -To perform a rap. -To compose suitable lyrics to a brief in a given style.	-To be able to correctly read and perform rhythmic notation (addressed in KS2 – note names and clapping patterns)To be able to identify the rhythmic notation symbolsTo understand and recognise simple time signatures, both aurally and theoretically.	-To be able to correctly read treble and bass clef notationTo develop keyboard skills and either group work or individual co-ordination between handsTo understand where notes are on the keyboard.	-To be able to recognise key features and instruments of Samba musicTo be able to perform as a group during solo, unison, call and response and polyrhythm sections.	-To understand what harmony and tonality areTo identify what a chord is and the difference between major and minor theoretically and aurallyTo perform two parts on the keyboard in time, either individually or as a pair.
Key Skills	-Aural identification of elements of musicKeyboard skillsConfidenceGroup workCo-ordination of handsTiming.	-Aural identification of elements of musicKeyboard skillsUsing dynamics and timbre in composingComposing to a brief.	-Aural identification of elements of musicConfidenceGroup workTimingLyric writing.	-Aural identification of elements of musicReading rhythmsSense of timing and pulse.	-Aural identification of elements of musicReading treble and bass notationKeyboard skillsConfidenceGroup workTiming.	-Aural identification of elements of musicGroup workConfidenceFollowing a leader (addressed in KS1 and 2)Maintaining a part (addressed in KS1 and 2).	-Aural identification of elements of music. -Keyboard skills. -Confidence. -Group work. -Timing.
Enrichment	-Instrumental and voice tuition offered to al -Y7 choir. -MU1 and practice rooms open for lunches.	ll students (HT1 distributed).					



-Music concerts throughout year.

# Music Curriculum Overview – Year 8 (KS3)

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356	Radio Show	Minimalism and Glockenspiel	Film Music	Musical Futures 1	Reggae Music	Reading Music	The Rowan Leisaning Trust
Length of topic	7 weeks	6 weeks	6 weeks	6 weeks	3 weeks	4 weeks	7 weeks
Links to National Curriculum	Play and perform confidently in solo and ensemble context using your voice, developing accuracy, fluency and expression. Improvise and compose. Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including cadences. Listen with discrimination.	Play and perform confidently in ensemble context, developing instrumental accuracy, fluency and expression.  Improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.  Identify and use the interrelated dimensions of music including repetition and riffs.  Listen with discrimination to music from great composers and musicians (Steve Reich).  Develop a deepening understanding of the music that is performed and its history.	Play and perform confidently in solo and ensemble context, developing instrumental accuracy, fluency and expression.  Improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.  Listen with discrimination to music from great composers and musicians (John Williams and Hans Zimmer).  Develop a deepening understanding of the music that is performed and listened to and its history.  Identify and use the interrelated dimensions of music with increasing sophistication, including leit motif.	Play and perform confidently in ensemble context, developing instrumental accuracy, fluency and expression. Listen with discrimination to music from great composers and musicians (Black Eyed Peas) Identify and use the interrelated dimensions of music with increasing sophistication, including hooks and riffs. Use other relevant notations appropriately and accurately in a range of musical styles, genres and traditions (tab).	Identify and use the interrelated dimensions of music including syncopation. Listen with discrimination to music from great composers and musicians ( <i>Bob Marley</i> ). Develop a deepening understanding of the music that is performed and its history. Play and perform confidently in ensemble context, developing instrumental accuracy, fluency and expression.	Use staff notations appropriately. Play and perform confidently in solo and ensemble context, developing instrumental accuracy, fluency and expression. Listen with discrimination to music from great composers and musicians (Pachelbell). Develop a deepening understanding of the music that is performed and its history.	Identify and use the interrelated dimensions of music including ostinato and polyrhythms. Listen with discrimination to music from great composers and musicians (Lady Blacksmith Mumbasa). Develop a deepening understanding of the music that is performed and its history. Play and perform confidently in ensemble context, developing instrumental accuracy, fluency and expression. Improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Play and perform confidently in ensemble context, developing instrumental accuracy, fluency and expression.
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 "Pachelbell's Canon".	Listening analysis and group composition of African Drumming.
Key Knowledge	-To develop an understanding of the role of music and technology used in one area of the industryTo develop keyboard or vocal skills and improve timing and listening within a group environmentTo work as an ensembleTo understand differences between live performances and pre-recorded work.	-To understand and identify key features of Minimalist musicTo improve glockenspiel skillsTo develop composing skills to a briefTo improve timing in a pair.	-To understand and identify key features of film musicTo develop keyboard skills, particularly with two hands performing independently simultaneouslyTo compose to a live stimulus.	-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.	-To understand and identify key features of Reggae musicTo develop ukulele skillsTo understand what strumming patterns are and apply this to ukulele playing.	-To be able to correctly read treble and bass clef notationTo develop keyboard skills and either group work or individual coordination between handsTo understand where notes are on the keyboard.	-To understand and identify key features of African musicTo develop djembe skillsTo work as an ensembleTo develop timing as an ensembleTo develop understanding of different textures.
Key Skills	-Aural identification of elements of musicGroup workKeyboard/singing skillsChord and chords sequence buildingTimingConfidence.	-Aural identification of elements of musicGroup workConfidenceTimingMaintaining an individual partComposing to a brief.	-Aural identification of elements of musicTimingKeyboard skillsConfidenceComposing to a briefGroup work.	-Aural identification of elements of musicTimingGroup workInstrumental skillsConfidenceMaintaining an individual part.	-Aural identification of elements of music. -Ukulele skills. -Timing. -Confidence. -Strumming patterns.	-Aural identification of elements of musicReading treble and bass notationKeyboard skillsConfidenceGroup workTiming.	-Aural identification of elements of musicDrumming skillsTimingMaintaining an individual partGroup workConfidence.
Enrichment	-Instrumental and voice tuition offered -MU1 and practice rooms open for lun -Live performances planned. -School production.	•					



-School production.
-Music concerts throughout year.

# 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	Improvise and compose, and extended and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Play and perform confidently in solo context, playing fluently, accurately and with expression. Identify and use the interrelated dimensions of music expressively with increasing sophistication, including blues scales. Listen with discrimination to music from great composers and musicians (Robert Johnson). Develop a deepening understanding of the music that is performed and its history.	Improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Use technologies appropriately. Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including loops and technological effects. Develop a deepening understanding to the music that is regularly listened to. Listen with discrimination to music from great composers and musicians (Swedish House Mafia).	Play and perform confidently in ensemble context, developing instrumental accuracy, fluency and expression. Listen with discrimination to music from great composers and musicians ( <i>lourney</i> ). Identify and use the interrelated dimensions of music with increasing sophistication, including hooks, fills and riffs. Develop a deepening understanding to the music that is regularly listened to.  Use other relevant notations appropriately and accurately in a range of musical styles, genres and traditions (tab).	Use technologies appropriately. Use staff notations appropriately. Identify and use the interrelated dimensions of music with increasing sophistication, including time signatures (simple and compound). Listen with discrimination to music from great composers and musicians ( <i>Rutter</i> ).	Use staff notations appropriately. Develop a deepening understand of the music that is listened to and its history. Listen with increasing discrimination to a wide range of music from great composers and musicians (Chopin).	Listen with increasing discrimination to a wide range of music from great composers and musicians (John Williams). Play and perform confidently in solo and ensemble context, developing instrumental accuracy, fluency and expression. Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including riffs, ostinato and loops. Develop a deepening understanding of the music that is performed and listened to, and its history.
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	-To understand and identify the key features of Blues musicTo develop keyboard skills to two hands working independentlyTo develop group work skillsTo understand what improvisation is and how it aids composition.	-To understand what a DAW is and experience different examplesTo compose to a briefTo understand what makes a good melody and apply thisTo develop justification skills to debate pros and cons of softwareTo develop music technology skillsTo develop timing skills.	-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.	-To understand and recognise simple and compound time signatures, aurally and theoreticallyTo understand grid notation and apply this using a DAWTo recall rhythmic notation and develop rhythm writingTo apply different effects using a DAW.	-To understand the five categories of role in the music industryTo understand contact of pop music and key features of performersTo develop research skillsTo develop speaking and listening skillsTo understand different careers in the music industry.	-To understand what a hook, riff and ostinato areTo develop keyboard skills, primarily two hands independently simultaneouslyTo develop timing and co-ordination.
Key Skills	-Aural identification of elements of music. -Keyboard skills. -Timing. -Group work. -Improvisation. -Confidence. -Maintaining an individual part.	-Aural identification of elements of musicUse of music technology applicationsComposing to a briefTiming, -Use of effects.	-Aural identification of elements of musicInstrumental skillsTimingConfidenceGroup workMaintaining an individual part.	-Aural identification of elements of musicReading rhythmsUse of music technology applicationsUse of effects.	-Aural identification of elements of musicPresenting to an audienceConfidenceResearching a given briefGroup work.	-Aural identification of elements of musicKeyboard skillsTimingGroup workConfidenceMaintaining an individual part.
Enrichment	-Instrumental and voice tuition offered -Offered to use computers at lunch to c -MU1 and practice rooms open for luncl -Live performances planned.	continue music technology on industry software (particularly	HT2 and 4).			

# The National Curriculum

# 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. Improvise and compose; and extend and develop musical ideas by drawing on a range of musical styles, genres and

traditions.
Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and

traditions.

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.

## Above

Listen with increasing discrimination to a wide range of music from great composers and musicians — 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.

Develop a deepening understanding of the music that they perform and to which they listen, and its history — 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 understand of what they perform and how.

## KIRKBY Music Curriculum Overview – Year 10 (KS4) Exam board: AQA DigoT Introduction to AQA Specification Popular Music Area of Study 2 Set Works Area of Study 1 Set Composition Performance (Little Shop of Horrors) Work (Rondo) Length of topic (in weeks) 8 weeks 7 weeks 6 weeks 6 weeks 5 weeks Links to specification 3.1 - Appraising 3.1 - Appraising - 3.14 3.1 - Appraising - 3.14 3.1 - Appraising - 3.153.1 - Appraising - 3.123.1 - Appraising - 3.163.2 - Performance 3.2 - Performance 3.3 - Composition Assessment Task(s) Solo performance and written paper. Solo performance and written Composition two, solo Solo performance and Composition two, solo Composition two, solo performance and written paper. performance and performance and written written paper. paper. written paper. paper. -To understand, recall and identify the elements of -To understand, recall and identify the -To understand, recall and identify the **Key Knowledge** -To understand, recall and -To understand, recall and -To understand, recall and elements of music. elements of music identify the elements of music. identify the elements of music. identify the elements of -To understand the GCSE specifications. -To understand and recognise features of -To understand and recognise features of all -To develop instrumental/vocals kills. Popular music. 3 AoS 2 set works. -To develop performance, -To understand and recognise music. -To develop essay writing skills, using PEEL. -To understand performance requirements and -To develop instrumental and confidence features of Western Classical instrumental and confidence -To develop composition complete a self assessment of current needs. -To develop instrumental skills. -To plan initial composition ideas. -To develop composing skills. -To develop composing skills. skills. ideas and skills for music styles between 1650 -To complete a self assessment and 1910. composition two. of current performance needs -To understand and recognise -To complete a self assessment of current and work on them in lesson. features of AoS 1 set work. -To develop composing skills. -To develop essay writing composing needs and work on -To understand and recognise skills, using PEEL. them in lesson. features of Traditional Music -To develop performing skills. (3.15).-To understand and recognise features of Western Classical Music since 1910 (3.16). -Aural identification of elements of music. -Aural identification of elements of music. -Aural identification of elements of music. -Aural identification of elements -Aural identification of -Aural identification of **Key Skills** -Instrumental skills. -Instrumental skills. -Essay writing to a brief. of music. elements of music. elements of music. -Confidence. Confidence. -Composing to a brief. -Group work. -Timing. -Group work. -Essay writing to a brief. -Essay writing to a brief. -Essay writing to a brief. -Group work. -Timing. -Timing. -Instrumental skills. -Composing to a brief. -Composing to a brief. -Maintaining an individual part. -Maintaining an individual part. -Researching to a brief. -Researching to a brief -Confidence. -Group work. -Group work. -Group work. -Timing. -Timing. -Researching to a brief. -Researching to a brief. -Timing. -Maintaining an individual part. -Researching to a brief. **Enrichment** -Instrumental and voice tuition expected of all students (HT1 distributed). -Y10 band after school.

6 weeks

<sup>-</sup>MU1 and practice rooms open for lunches.

<sup>-</sup>Live performances planned.

<sup>-</sup>School production.

<sup>-</sup>Music concerts throughout year as mock performances.

<sup>-</sup>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 musicTo develop performance, instrumental and confidence skillsTo complete a self assessment of current performance needs and work on them in lessonTo develop composing skillsTo record performance draft.	-To understand, recall and identify the elements of musicTo develop composition ideas and skills for compositionTo complete a self assessment of current composing needs and work on them in lessonTo develop performing skillsTo complete composition draft.	-To understand, recall and identify the elements of musicTo develop performance, instrumental and confidence skillsTo complete a self assessment of current performance needs and work on them in lessonTo develop composing skillsTo record performance final.	-To understand, recall and identify the elements of musicTo develop composition ideas and skills for compositionTo complete a self assessment of current composing needs and work on them in lessonTo develop performing skillsTo complete composition.	-To understand, recall and identify the elements of musicTo understand and recognise features of all 3 AoS 2 set worksTo develop essay writing skills, using PEELTo understand and recognise features of AoS 1 set workTo understand and recognise features of all AoS.	-To understand, recall and identify the elements of musicTo understand and recognise features of all 3 AoS 2 set worksTo develop essay writing skills, using PEELTo understand and recognise features of AoS 1 set workTo understand and recognise features of all AoS.
Key Skills	-Aural identification of elements of musicInstrumental skillsConfidenceGroup workTimingMaintaining an individual partResearching to a briefEssay writing to a brief.	-Aural identification of elements of musicEssay writing to a briefComposing to a briefGroup workTimingResearching to a brief.	-Aural identification of elements of musicInstrumental skillsConfidenceGroup workTimingMaintaining an individual partResearching to a briefEssay writing to a brief.	-Aural identification of elements of musicEssay writing to a briefComposing to a briefGroup workTimingResearching 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 expe -Y11 revision after school. -MU1 and practice rooms open for l -Live performances planned.	ected of all students (HT1 distributed). unches.	1	1	1	1

-Music concerts throughout year as performances if desired.