



Music curriculum overview KS3

Music Curriculum Overview - Y7

Topic	Machine Music	Pitch & Put	Find your Voice	Texture	Gamelan
Length of Topic	7 weeks	11 weeks	6 weeks	5 weeks	6 weeks
Links to NC	-play and perform confidently, -use staff and other relevant notations -identify and use the inter-related dimensions -improvise and compose;	-play and perform confidently -use staff and other relevant notations -have the opportunity to learn a musical instrument. - playing instruments musically, fluently and with accuracy and expression -develop a deepening understanding of the music that they perform and to which they listen, and its history - identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices	-play and perform confidently in a range of solo and ensemble contexts using their voice, fluently and with accuracy and expression -learn to sing and to use their voices	identify and use the inter-related dimensions of music expressively and with increasing sophistication -use technology appropriately	play and perform confidently, -use staff and other relevant notations -identify and use the inter-related dimensions -improvise and compose; - identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
Assessment Tasks	Compose a Rhythmic piece in Rondo form	Perform 2 pieces on the piano / keyboard in C position. Identify the notes on the stave (treble clef only)	Perform a song in an ensemble context.	Compose a piece of music using music software	Compose & perform a piece inspired by Gamelan focusing on the Pentatonic scale
Key Knowledge	Group work Reading Rhythmic notation Timing Confidence Resilience	Reading the notes of the treble stave C position with the right hand on a piano Reading Rhythm Timing Confidence	Vocal technique Breathing Posture Diction	Names of different musical Textures Timing Layering sounds	Pentatonic scale Timing Notation Rhythm Ensemble skill
Key Skills	Performing, Composing, Appraising				
Enrichment	School Production, Practise Rooms, Instrumental Tuition, Creative Arts Evening, Public Events, Lunchtime club				

Music Curriculum Overview - Y8

Topic	West African Drumming	The Blues	Ukulele Jam	Reggae	Ground Bass	EDM
Length of Topic	7 weeks	7 weeks	6 weeks	6 weeks	5 Weeks	6 Weeks
Links to NC	-play and perform confidently, -use staff and other relevant notations -identify and use the inter-related dimensions -improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions - listen with increasing discrimination to a wide range of music from great composers and musicians	-play and perform confidently -use staff and other relevant notations -have the opportunity to learn a musical instrument. - , playing instruments musically, fluently and with accuracy and expression -develop a deepening understanding of the music that they perform and to which they listen, and its history - identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities. - different types of scales and other musical devices - listen with increasing discrimination to a wide range of music from great composers and musicians	-play and perform confidently -use staff and other relevant notations -have the opportunity to learn a musical instrument. - , playing instruments musically, fluently and with accuracy and expression -develop a deepening understanding of the music that they perform and to which they listen, and its history - identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices - listen with increasing discrimination to a wide range of music from great composers and musicians	-play and perform confidently -use staff and other relevant notations -have the opportunity to learn a musical instrument. - , playing instruments musically, fluently and with accuracy and expression -develop a deepening understanding of the music that they perform and to which they listen, and its history	-listen with increasing discrimination to a wide range of music from great composers and musicians - play and perform confidently -use staff and other relevant notations - playing instruments musically, fluently and with accuracy and expression -develop a deepening understanding of the music that they perform and to which they listen, and its history	-to create and compose music on their own and with others, have the opportunity to use technology appropriately -listen with increasing discrimination to a wide range of music from great composers and musicians
Assessment Tasks	Compose a piece to be performed incorporating key techniques and devices.	Create an arrangement of 3 Blues Riffs in a structure including an improvisation using the Blues scale	Perform a song, along with a backing track, using at least 3 chords on a Ukulele	Perform a Reggae Tune on a keyboard.	Compose a 4 part piece using a ground bass as a starting point	Compose a piece of music using music software in the style of EDM.
Key Knowledge	Group work, Rhythmic notation Timing, Confidence, Resilience Singing	Improvising, Timing, Ensemble Skill Blues Scale 12 Bar Blues Chord Pattern	Basic Chords, Strumming, Timing, Notation Song Structure, The Ukulele	Syncopation, Timing C position , SF Chords	Harmony, Note values, String Quartet, Baroque era Major / minor	BPM, Loops, Samples Drop, Automation Tonality
Key Skills	Performing, Composing, Appraising					
Enrichment	School Production, Practise Rooms, Instrumental Tuition, Creative Arts Evening, Public Events, Lunchtime clubs					

Music Curriculum Overview - Y9

Topic	Soundtracks		What Makes A Good Song	Me Myself & I	Remix
Length of Topic	12 weeks		11 weeks	5 Weeks	6 weeks
Links to NC	-play and perform confidently -use staff and other relevant notations -have the opportunity to learn a musical instrument. -, playing instruments musically, fluently and with accuracy and expression -develop a deepening understanding of the music that they perform and to which they listen, and its history - identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities. different types of scales and other musical devices listen with increasing discrimination to a wide range of music from great composers and musicians Compose		-play and perform confidently -use staff and other relevant notations -have the opportunity to learn a musical instrument. -, playing instruments musically, fluently and with accuracy and expression -develop a deepening understanding of the music that they perform and to which they listen, and its history - identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices listen with increasing discrimination to a wide range of music from great composers and musicians to create and compose music on their own and with others, have the opportunity to use technology appropriately	-listen with increasing discrimination to a wide range of music from great composers and musicians play and perform confidently -use staff and other relevant notations playing instruments musically, fluently and with accuracy and expression -develop a deepening understanding of the music that they perform and to which they listen, and its history	to create and compose music on their own and with others, have the opportunity to use technology appropriately
Assessment Tasks	Perform a piece used in a Horror Film. Compose a piece incorporating key techniques and devices used in Film Music. A variety of Listening tasks		Perform a song using 4 chords on either guitar, ukulele or keyboard. A Variety of Listening Tasks across the genres studied	Perform from a relevant notation a piece of music linked to the composer / artist studied	Create a mix of at least 3 songs focusing on BPM and tonality
Key Knowledge	Group work Reading notation Timing Confidence Resilience	Improvising Timing Ensemble Skill Dissonance Major / minor	Chords Notation Timing Tonality Hand Positions / strumming patterns Vocal technique	Notation Playing by ear Timing Keyboard Technique Vocal Technique	Sampling Timing Automation Tonality BPM
Key Skills	Performing, Composing, Appraising				
Enrichment	School Production, Practise Rooms, Instrumental Tuition, Creative Arts Evening, Public Events, Lunchtime clubs				



Music curriculum overview KS4

Eduqas GCSE Music

Music Curriculum Overview - Y10

Topic	Music Foundations	Forms, Devices and Ensemble (Aos1 & 2)	Film & Popular Music (Aos 3 & 4)
Length of Topic	12 weeks	11 weeks	
Links to Specification	AO 1 / 2 / 3 / 4	AO 1 / 2 / 3 / 4	AO 1 / 2 / 3 / 4
Assessment Tasks	Solo Performance 1 Grade 1 Theory Test 8 bar Composing Task	Ternary composition Ensemble or solo Performance Listening Tasks	Performance 3 Free choice composition C3 Exam
Key Knowledge	• Elements of Music (MAD T - Shirt) • Treble and Bass clef notation • Key signatures to 4 bs and #s • Score reading • Performing standards • Music Theory Basic harmony - Chords I, ii, iii, IV, V, vi	• Musical Forms and Devices: Understand key structures (binary, ternary, rondo, etc.), balanced phrasing, and clear control of melody, harmony, rhythm, and tonality. • Texture and Ensemble: Identify and apply different textures (e.g. monophonic, homophonic, polyphonic) and vary instrumental combinations for contrast and effect. • Ensemble Techniques: Use ensemble devices such as layering, unison, descant, countermelody, imitation, antiphony, and call and response to enrich musical texture. • Control and Contrast: Show understanding through varied timbres, backing ideas, chordal sections, and dynamic contrasts to support musical expression.	• Music and Storytelling • Lyrics and Meaning • Thematic Material • Mood and Contrast • Visual and Emotional Impact • Compositional Techniques • Rock/Pop • Bhangra • Fusion
Key Skills	Performing, Composing, Appraising		
Enrichment	School Production Practise Rooms Instrumental Tuition Creative Arts Evening Public Events Lunchtime clubs		

Music Curriculum Overview - Y11

Topic	NEA & Set Works	NEA & AoS 1 - 4	Component 3
Length of Topic	12 weeks	11 weeks	6 weeks
Links to Specification	AO 1 / 2 / 3 / 4	AO 1 / 2 / 3 / 4	AO 1 / 2 / 3 / 4
Assessment Tasks	Performance 1 Composition 1 Listening Tasks Y11 Mock examination (C3)	Performance 2 Composition 2 Exam Style Listening Questions	GCSE past paper Questions
Key Knowledge	Musical Elements Set Work 2 - Africa Set Work 1 - JS Bach Composing Criteria Performing Criteria Exam Technique	Musical Elements AoS 1 - 4 Composing Criteria Performing Criteria Exam Technique	Musical Elements AoS 1 - 4 Exam Technique
Key Skills	Performing, Composing, Appraising		
Enrichment	School Production Practise Rooms Instrumental Tuition Creative Arts Evening Public Events Lunchtime clubs		