






Key Stage 3 Curriculum Journey:

The curriculum in Year 7 Music will enable students to understand, appreciate and become practiced in music.

THE YEAR 7 CURRICULUM JOURNEY

	Rotation 1	Rotation 2	Rotation 3
Topic and learning focus			
	Exploring the Voice	Keyboard Skills	World Music
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> How to use the voice The Musical Elements 	<ul style="list-style-type: none"> The notes of the keyboard The Musical Elements The importance of rehearsing and warming up 	<ul style="list-style-type: none"> The main features of Gamelan, Samba and Hindustani classical music. The correct technique for a variety of instruments. How to rehearse as part of a variety of groups
Core Knowledge and skills	<ul style="list-style-type: none"> How to correctly use the voice Singing accurately How to follow a conductor How to perform to an audience Knowledge of influential singers and song composers 	<ul style="list-style-type: none"> How to use the correct technique for the keyboard How to correctly warm up. The notes of the treble clef Playing in time 	<ul style="list-style-type: none"> How to follow a conductor The notes of the treble clef Playing in time How to improvise rhythms How to compose short melodies
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Understand how to recognise the musical elements in heard music Performing with a vocal range over 8ve Performing confidently Maintain own part when singing in 2 parts. 	<ul style="list-style-type: none"> Understand how to recognise the musical elements in heard music How to correctly rehearse Performing confidently 	<ul style="list-style-type: none"> The context surrounding the creation of three styles of music Understand how to read a variety of music notations Performing confidently How to improvise short melodies
Complex Knowledge	<ul style="list-style-type: none"> How to recognise discreet changes in the musical elements in heard music Performing with a controlled and considered tone when singing Performing as a soloist Individually maintain own part when singing in 2 or more parts 	<ul style="list-style-type: none"> How to recognise discreet changes in the musical elements in heard music Playing two hands together 	<ul style="list-style-type: none"> How to recognise discreet changes in the musical elements in heard music How to play complex, syncopated rhythms Improvising confidently
Links with the National	<ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble contexts using their voice 	<ul style="list-style-type: none"> Playing instruments musically, fluently and with accuracy and expression 	<ul style="list-style-type: none"> Playing instruments musically, fluently and with accuracy and expression



Curriculum	<ul style="list-style-type: none">• 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• Develop a deepening understanding of the music that they perform and to which they listen, and its history.	<ul style="list-style-type: none">• Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions• Listen with increasing discrimination to a wide range of music from great composers and musicians• Develop a deepening understanding of the music that they perform and to which they listen, and its history.	<ul style="list-style-type: none">• Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions• Use staff and other relevant notations appropriately and accurately in a range• 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• Develop a deepening understanding of the music that they perform and to which they listen, and its history.
Literacy (including reading)	<ul style="list-style-type: none">• Performing from lyric sheets• Responding in full sentences• Extended writing• Subject specific vocabulary such as rhythm, melody and metre	<ul style="list-style-type: none">• Responding in full sentences• Extended writing• Subject specific vocabulary, for example tempo, sonority, pitch, texture and harmony	<ul style="list-style-type: none">• Student booklets and slides presentation• Responding in full sentences• Extended writing• Subject specific vocabulary, for example from the Gamelan music context
Cultural Capital	<ul style="list-style-type: none">• Listening to a variety of musical styles• The importance of singing in British and global cultures• Performing to an audience as part of a large vocal ensemble, or as a soloist	<ul style="list-style-type: none">• Listening to a variety of musical styles, including classical• Learning to play an instrument	<ul style="list-style-type: none">• Listening to a variety of musical styles from a variety of different cultures• Learning to play a variety of instruments• Appreciating and understanding music on a higher level• Performing as part of an ensemble
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none">• Imagination when applying song lyrics• Participation in singing• Appreciation of cultural experiences such as singing	<ul style="list-style-type: none">• Respect for others and developing self-confidence through participation• Imagination• Reflectiveness on own performance and the performance of others	<ul style="list-style-type: none">• Respect for others and developing self-confidence through participation• Reflectiveness• Participation through playing as part of an ensemble• Appreciation of world music
Fundamental British Values	<ul style="list-style-type: none">• Mutual respect and tolerance for the performance of others• Individual liberty: students are encouraged to participate in musical performances designed to increase their self-confidence	<ul style="list-style-type: none">• Mutual respect and tolerance for the performance of others and those from other cultures and traditions• Rule of Law: understanding and exploring rules and codes of behaviour involving students performing music together	<ul style="list-style-type: none">• Mutual respect and appreciation for the music of other cultures
Assessment	<ul style="list-style-type: none">• Knowledge test on how to follow a conductor and how to perform to an audience• Listening test on recognising the musical elements	<ul style="list-style-type: none">• Knowledge Test on how to recognise the musical elements in heard music• Musical Elements Listening test	<ul style="list-style-type: none">• Knowledge Test on the context surrounding the creation of three styles of music• Musical Elements Listening test



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	<p>in heard music</p> <ul style="list-style-type: none">• Performance assessment on singing accurately	<ul style="list-style-type: none">• Performance test (based on accuracy and timing) on playing simple melodies, recognising and responding to musical notations	<ul style="list-style-type: none">• Performance test as part of an ensemble: play in time with their partner, use musical elements to improve the quality of their piece, playing more complex parts accurately and following the conductor.
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Key Stage 3 Curriculum Journey:

The curriculum in Year 8 Music will enable students to consolidate their understanding, appreciate and become practiced in music.

THE YEAR 8 CURRICULUM JOURNEY

	Topic 1	Topic 2	Topic 3
Topic and learning focus			
	The Blues (Tradition and Influence)	Music Technology (Live Sound Recording and Mixing)	Stand By Me (Rhythmic Features and Ensemble)
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> The notes of the keyboard and treble clef The Musical Elements How to rehearse and warm up correctly 	<ul style="list-style-type: none"> Create a project and save ideas effectively Include appropriate samples in a project Understand the importance of health and safety when using music technology. 	<ul style="list-style-type: none"> The notes of the keyboard and treble clef The Musical Elements How to rehearse and warm up correctly Playing primary chords from chord symbols and/or letter names
Core Knowledge and skills	<ul style="list-style-type: none"> How to use the correct technique for the keyboard Playing two hands together (homophony) Playing in time How to recognise the musical elements in heard music Understand the origins of Blues music and the influence society had on its creation Know about key Blues musicians and composers and how these have shaped the music genre 	<ul style="list-style-type: none"> Place samples in a project ensuring they are in time Know the main vocabulary used in music production Understand the main features of electronic dance music (EDM) Recognising the main composer and performer influences and its effect on the genre and on other genres 	<ul style="list-style-type: none"> How to use the correct technique for the keyboard Playing two hands together (homophony) Playing in time How to recognise the musical elements in heard music How pitch relates to the notes on the stave
Developmental Knowledge and Skills	<ul style="list-style-type: none"> How to correctly rehearse Performing confidently Playing primary chords from chord symbols. 	<ul style="list-style-type: none"> Create a project with a variety of textures and a coherent structure. Be able to apply correct vocabulary when writing about EDM Understand the context around the creation of EDM 	<ul style="list-style-type: none"> How to correctly rehearse Performing confidently The notes of the bass clef Playing primary chords from music notation
Complex Knowledge	<ul style="list-style-type: none"> How to recognise discreet changes in the musical elements in heard music The notes of the bass clef 	<ul style="list-style-type: none"> How to recognise discreet changes in the musical elements in heard music Create a project which contains the use of automation. 	<ul style="list-style-type: none"> How to recognise discreet changes in the musical elements in heard music Reading treble and bass clefs simultaneously



Links with the National Curriculum	<ul style="list-style-type: none">• Play instruments musically, fluently and with accuracy and expression• Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions• Listen with increasing discrimination to a wide range of music from great composers and musicians• Develop a deepening understanding of the music that they perform and to which they listen, and its history.	<ul style="list-style-type: none">• Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, 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 inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices	<ul style="list-style-type: none">• Play instruments musically, fluently and with accuracy and expression• Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions• 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• Develop a deepening understanding of the music that they perform and to which they listen, and its history.
Literacy (including reading)	<ul style="list-style-type: none">• Subject specific vocabulary such as improvisation, seventh chord, front line, 12 bar Blues	<ul style="list-style-type: none">• Responding in full sentences in the knowledge organiser• Subject specific vocabulary such as audi and midi, sampling, effects	<ul style="list-style-type: none">• Student booklets and slides presentation• Subject specific vocabulary such as tonality, temp and dynamics
Cultural Capital	<ul style="list-style-type: none">• Listening to a variety of musical styles• Learning to play an instrument• Appreciating and understanding music on a higher level	<ul style="list-style-type: none">• Listening to a variety of musical styles• Using music technology to create music• Appreciating and understanding music on a higher level	<ul style="list-style-type: none">• Listening to a variety of musical styles from a variety of different cultures• Learning to play a variety of instruments• Appreciating and understanding music on a higher level• Performing to an audience
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none">• Respect for others when listening to their performance• Understanding of oppressed peoples and how this can be revealed in music and composition• Appreciation of cultural experiences and influences behind the Blues (such as oppression and slavery)	<ul style="list-style-type: none">• Appreciation of cultural experiences and performances associated with electronic dance music• Understanding how popular dance music is culturally significant and influential	<ul style="list-style-type: none">• Respect for others when listening to their performance• Appreciation of different cultural experiences
Fundamental British Values	<ul style="list-style-type: none">• Mutual respect for the music from others• Rule of Law: understanding and exploring rules and codes of behaviour involving students performing music together	<ul style="list-style-type: none">• Mutual respect when listening to the performance and contribution of others• Individual liberty: students are encouraged to participate in musical performances designed to increase their self-confidence	<ul style="list-style-type: none">• Mutual respect from the music from other cultures, styles and traditions• Freedom of expression – recognising that performing music is a creative process of self-expression but is also a reflection of community, tradition and cultural values






Assessment	<ul style="list-style-type: none">• Knowledge Test on how to recognise the musical elements in heard music• Hound Dog Listening test• Performance test (keyboard or guitar): demonstrate the correct instrumental technique and read and respond to music notation - perform the 12 bar blues chord sequence on the keyboard/guitar by reading music notation.	<ul style="list-style-type: none">• Knowledge Test on the main vocabulary used in music production and the main features of electronic dance music (EDM)• Musical Elements Listening test• Submission of music composition – manipulate and arrange loops in order to produce a piece of dance music	<ul style="list-style-type: none">• Notational length test• Theory test• Performance test: perform with accuracy, fluency and confidence as a soloist
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Key Stage 3 Curriculum Journey:

The curriculum in Year 9 Music will enable students to deepen their understanding, appreciate and become practiced in music.

THE YEAR 9 CURRICULUM JOURNEY

	Topic 1	Topic 2	Topic 3
Topic and learning focus			
	Composition	Performance Studies	Music Project (Individual Choices)
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> Create musical ideas to represent a program Notate their musical ideas State how the musical elements can be used to represent a program 	<ul style="list-style-type: none"> The notes of the keyboard or guitar and treble clef and/or TAB The Musical Elements How to warm up and rehearse Make straight forward judgements about their own performance 	<ul style="list-style-type: none"> Setting deadlines Setting targets Creating a piece of music/research document Make straight forward judgements about their own performance
Core Knowledge and skills	<ul style="list-style-type: none"> Create appropriate musical ideas to represent a program Clearly and accurately notate their musical ideas Identify how the musical elements have been used to represent a program 	<ul style="list-style-type: none"> Why we warm up and rehearse Selecting appropriate music to play Setting targets for rehearsals How to use the correct technique for their instrument Playing in time How to recognise the musical elements in heard music Reflect on and evaluate own performance, consider how to make improvements 	<ul style="list-style-type: none"> Setting deadlines and adhering to them Setting targets which aid progression Using relevant notation when creating/reading music Using the musical elements to enhance the piece of music/analysis you have created. Reflect on and evaluate own performance, consider how to make improvements
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Create a piece with a variety of textures and a coherent structure. To perform the piece they have written To use the correct technique for their instrument. 	<ul style="list-style-type: none"> Why we warm up and rehearse Setting appropriate targets for rehearsals Playing confidently and in time 	<ul style="list-style-type: none"> Setting targets which drive progression Effectively using the musical elements to enhance the piece of music/analysis you have created. Critically evaluate own performance and apply to own performance
Complex Knowledge	<ul style="list-style-type: none"> How to recognise discreet changes in the musical elements in heard music To accurately perform the piece they have written 	<ul style="list-style-type: none"> How to recognise discreet changes in the musical elements in heard music Performing confidently to an audience 	<ul style="list-style-type: none"> Creating detailed and informative plans and schedules which lead to excellent progress Creating an inventive and stylistic piece of music or



			<p>analysis which demonstrates in-depth understanding of musical conventions and theory.</p> <ul style="list-style-type: none"> • Make insightful evaluations; test, practice and apply
Links with the National Curriculum	<ul style="list-style-type: none"> • Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions • Play instruments musically, fluently and with accuracy and expression • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions • 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 	<ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions • Develop a deepening understanding of the music that they perform and to which they listen, and its history. 	<ul style="list-style-type: none"> • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions • 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 • Develop a deepening understanding of the music that they perform and to which they listen, and its history.
Literacy (including reading)	<ul style="list-style-type: none"> • Student booklets and slides presentation • Responding in full sentences • Subject specific vocabulary such as base clef, triads, 8 bar chord, semi-breve 	<ul style="list-style-type: none"> • Responding in full sentences • Opportunity for extended writing • Subject specific vocabulary such as grand stave, time signatures 	<ul style="list-style-type: none"> • Student booklets and slides presentation • Responding in full sentences • Extended writing • Subject specific vocabulary
Cultural Capital	<ul style="list-style-type: none"> • Listening to a variety of musical styles • Develop skills in learning to play a chosen instrument • Appreciating and understanding music on a higher level 	<ul style="list-style-type: none"> • Appreciation for a variety of musical styles • Using music technology to create music • Appreciating and understanding music on a higher level • Performing to an audience 	<ul style="list-style-type: none"> • Listening to a variety of musical styles from a variety of different cultures • Learning to play a variety of instruments • Appreciating and understanding music on a higher level • Performing to an audience
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> • Creative composition drawing a range of influences, styles and traditions • Imaginative self-expression (develop skills in emotional intelligence and sensitivity) • Develop increasing confidence to play music 	<ul style="list-style-type: none"> • Respect for others when listening to and responding to their performance • Appreciation of cultural experiences • Self-confidence in playing music and performing to others 	<ul style="list-style-type: none"> • Appreciation of cultural experiences • Creative composition drawing a range of influences, styles and traditions • Imaginative self-expression (develop skills in emotional intelligence and sensitivity)
Fundamental British Values	<ul style="list-style-type: none"> • Mutual respect and tolerance for the performance of others 	<ul style="list-style-type: none"> • Mutual respect and tolerance for the performance of others • Rule of Law: understanding and exploring rules and codes of behaviour involving students performing music together 	<ul style="list-style-type: none"> • Mutual respect for the music of other cultures • Individual liberty: students are encouraged to participate in musical performances designed to increase their self-confidence



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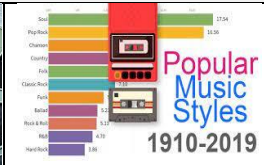
Assessment	<ul style="list-style-type: none">• Written exam on how the musical elements have been be used to represent a program and creating appropriate musical ideas to represent a program• Composition submission – compose music to creatively represent a river	<ul style="list-style-type: none">• Knowledge test on how to recognise the musical elements in heard music• Written test• Performance test – to perform a solo piece on either a keyboard or their chosen musical instrument; use the correct technique for the instrument; perform with fluency, accuracy and confidence	<ul style="list-style-type: none">• Theory test on key vocabulary, knowledge of composers and performers, music styles, influences and traditions• Planning a performance from own composition• Project submission – perform accurately (in time, with style and with confidence) to an audience on chosen instrument
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Key Stage 4 Curriculum Journey:

The curriculum in Year 10 Music will enable learners to strengthen their understanding and skills in listening to and in performing music in a wide range of genres and forms

THE YEAR 10 CURRICULUM JOURNEY - GCSE

	Throughout Year 10	Throughout Year 10	Half Term 1 and 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic and learning focus							
	01 Performing	02 Composing	03 Musical Elements	04 Intro to Musical Forms and Devices (AOS1)	05 Intro to Music for Ensemble (AOS2)	06 Intro to Film Music (AOS3)	07 Intro to Popular Music (AOS4)
Foundation al Knowledge Prior learning needed	<ul style="list-style-type: none"> Selecting appropriate repertoire Performing as a soloist Performing as part of an ensemble Using the Musical Elements to enhance their performance 	<ul style="list-style-type: none"> Music notation How to generate musical ideas How to structure ideas Composing in response to a brief 	<ul style="list-style-type: none"> Music notation Musical Elements Primary and Secondary Chords Recognising written key signatures 	<ul style="list-style-type: none"> Music notation Primary and Secondary Chords Aurally recognise musical forms 	<ul style="list-style-type: none"> Music notation Recognising basic musical textures Performing in a variety of styles. 	<ul style="list-style-type: none"> Music notation Recognising motifs and Leitmotifs Performing motifs. 	<ul style="list-style-type: none"> Music notation Chord progressions Music technology used in the recording of music
Core Knowledge and skills	<ul style="list-style-type: none"> Reading from notation Performing to an audience Rehearsing effectively Performing accurately and in time 	<ul style="list-style-type: none"> Understanding and exploitation of the chosen instruments How to generate a musical score. Including performance directions in a score Use of melodic devices 	<ul style="list-style-type: none"> Writing chord progressions Aurally identifying differences in tonality Understanding scales 	<ul style="list-style-type: none"> Aurally identifying musical forms and devices Using music technology in the composition process Performing as part of an ensemble 	<ul style="list-style-type: none"> Recognising more complex musical textures Competently performing in a variety of styles Performing as part of an ensemble 	<ul style="list-style-type: none"> Analysing motifs and Leitmotifs Understanding the key features of film music Performing as part of an ensemble 	<ul style="list-style-type: none"> Performing as a soloist and as part of an ensemble. Understanding the key features of popular music Analysing music from a score and a recording
Developme ntal Knowledge	<ul style="list-style-type: none"> Performing expressively and with musicality 	<ul style="list-style-type: none"> Correct use of harmonic devices such as modulation 	<ul style="list-style-type: none"> Understanding specific intervals Rhythmic dictation 	<ul style="list-style-type: none"> Aurally identifying musical features Using music 	<ul style="list-style-type: none"> Aurally identifying musical features Understanding the 	<ul style="list-style-type: none"> Aurally identifying the key features of film music 	<ul style="list-style-type: none"> Aurally identifying the key features of popular music



and Skills	<ul style="list-style-type: none"> Adjusting ones part to fit with the ensemble Having an awareness of balance 	<ul style="list-style-type: none"> Composing with a varied and interesting texture Developing musical ideas 	<ul style="list-style-type: none"> Understanding and aurally recognising cadences 	<ul style="list-style-type: none"> technology to manipulate and develop musical ideas. 	<ul style="list-style-type: none"> process of composing more complex textures Composing in a variety of textures 	<ul style="list-style-type: none"> Understanding the process of composing for film Analysing a piece of film music and presenting their findings. 	<ul style="list-style-type: none"> Understanding the process of composing popular music Understanding the history and development of popular music.
Complex Knowledge	<ul style="list-style-type: none"> Demonstrating attention to detail when performing Connecting with an audience Playing more advance music 	<ul style="list-style-type: none"> Writing music which is both innovative and stylistic Producing a detailed score Producing an accurate and interpretive recording 	<ul style="list-style-type: none"> Aurally recognising chord progressions Melodic dictation Effectively structuring responses to extended writing questions 	<ul style="list-style-type: none"> Aurally identifying musical features in accordance with traditions and conventions Using music technology to effectively manipulate and develop musical ideas. 	<ul style="list-style-type: none"> Aurally identifying musical features in accordance with traditions and conventions Competently composing in a variety of textures 	<ul style="list-style-type: none"> Composing a short piece of music for film. Aurally recognising the musical elements and traditions when analysing film music. 	<ul style="list-style-type: none"> Composing a piece of popular music. Aurally recognising the musical elements and traditions when analysing popular music.
Links with the National Curriculum	<ul style="list-style-type: none"> Engage actively in the process of music study Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used Develop knowledge, understanding and skills needed to communicate effectively as musicians Develop awareness of a variety of 	<ul style="list-style-type: none"> Develop composing skills to organise musical ideas and make use of appropriate resources Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music Develop awareness of a variety of instruments, styles and approaches to 	<ul style="list-style-type: none"> Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development. Engage actively in the process of music study Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology Develop as effective 	<ul style="list-style-type: none"> Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology Develop awareness of music technologies and their use in the creation and presentation of music Engage actively in the process of music study Develop composing skills to organise 	<ul style="list-style-type: none"> Develop performing skills individually and in groups Reflect upon and evaluate their own and others' music Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music Broaden musical experience and interests, develop imagination and 	<ul style="list-style-type: none"> Develop composing skills to organise musical ideas and make use of appropriate resources Develop awareness of a variety of instruments, styles and approaches to performing and composing Develop awareness of music technologies and their use in the creation and presentation of music 	<ul style="list-style-type: none"> Develop compositional and performing skills individually and in groups to communicate musically with fluency Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology Develop awareness of a variety of instruments, styles and approaches to



	instruments, styles and approaches to performing	composing	and independent learners with enquiring minds	musical ideas and make use of appropriate resources	foster creativity <ul style="list-style-type: none"> Reflect upon and evaluate their own and others' music 	<ul style="list-style-type: none"> Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development. 	performing and composing
Literacy (including reading)	<ul style="list-style-type: none"> Student work books and slides presentation Responding in full sentences 	<ul style="list-style-type: none"> Responding in full sentences Subject specific vocabulary associated with composition 	<ul style="list-style-type: none"> Responding in full sentences Extended writing Subject specific vocabulary of musical elements 	<ul style="list-style-type: none"> Responding in full sentences Extended writing 	<ul style="list-style-type: none"> Student work books and slides presentation Responding in full sentences Extended writing 	<ul style="list-style-type: none"> Student work books and slides presentation Responding in full sentences Research articles on film music and its influences 	<ul style="list-style-type: none"> Responding in full sentences Case study reading on popular music Extended writing Subject specific vocabulary in analysing and evaluating popular music
Cultural Capital	<ul style="list-style-type: none"> Listening to and appreciating the cultural significance of a variety of musical styles Learning to play an instrument 	<ul style="list-style-type: none"> Using music technology to create music Performing to an audience 	<ul style="list-style-type: none"> Learning to play a variety of instruments Appreciating and understanding music on a higher level 	<ul style="list-style-type: none"> Appreciating and understanding music on a higher level Performing to an audience 	<ul style="list-style-type: none"> Learning to play a variety of instruments 	<ul style="list-style-type: none"> Listening to a variety of musical styles Appreciating and understanding music on a higher level 	<ul style="list-style-type: none"> Listening to a variety of musical styles Using music technology to create music
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> Creative performance drawing a range of influences, styles and traditions Imaginative self-expression (develop skills in emotional intelligence and sensitivity) 	<ul style="list-style-type: none"> Creative composition drawing a range of influences, styles and traditions Respect for others when listening to and responding to their performance Appreciation of cultural experiences 	<ul style="list-style-type: none"> Appreciation of cultural experiences Creative composition drawing a range of influences, styles and traditions 	<ul style="list-style-type: none"> Imaginative self-expression (develop skills in emotional intelligence and sensitivity) 	<ul style="list-style-type: none"> Appreciation of a range of different cultural experiences, influences and traditions Develop self-confidence Respond creatively and with confidences 	<ul style="list-style-type: none"> Creative performance drawing a range of influences, styles and traditions Imaginative self-expression (develop skills in emotional intelligence and sensitivity) 	<ul style="list-style-type: none"> Creative composition drawing a range of influences, styles and traditions Respect for others when listening to and responding to their performance Appreciation of








							cultural experiences
Fundamental British Values	<ul style="list-style-type: none">• Mutual respect for the performance of others• Freedom of expression and liberty – realisation that music is a creative form of self-expression	<ul style="list-style-type: none">• Rule of Law: understanding and exploring rules and codes of behaviour involving students performing music together	<ul style="list-style-type: none">• Mutual respect for the music of other cultures	<ul style="list-style-type: none">• Mutual respect for the music of other cultures and traditions	<ul style="list-style-type: none">• Mutual respect for the music of other cultures and traditions• Mutual respect and tolerance for the performance of others	<ul style="list-style-type: none">• Mutual respect for the performance of others• Individual liberty: students are encouraged to participate in musical performances designed to increase their self-confidence	<ul style="list-style-type: none">• Mutual respect and tolerance for the performance of others• Rule of Law: understanding and exploring rules and codes of behaviour involving students performing music together
Assessment	<ul style="list-style-type: none">• Performance coursework submission – one solo and one ensemble performance (performers choose their own genre) and these are recorded	<ul style="list-style-type: none">• Composition coursework submission – one is an individual choice and one is a set by the examination board	<ul style="list-style-type: none">• 3 x written assessment covering writing chord progressions, aurally identifying differences in tonality and understanding scales• 2 x appraising papers	<ul style="list-style-type: none">• Written assessment covering aurally identifying musical forms and devices using music technology• Appraising paper	<ul style="list-style-type: none">• Written assessment covering recognising more complex musical textures• Appraising paper	<ul style="list-style-type: none">• Written assessment on analysing motifs and leitmotifs, and understanding the key features of film music• Appraising paper	<ul style="list-style-type: none">• Written assessment on understanding the key features of popular music, analysing music from a score and a recording• Appraising paper



Key Stage 4 Curriculum Journey:

The curriculum in Year 11 Music will enable learners to strengthen their understanding and skills in listening to and in performing music in a wide range of genres and forms

THE YEAR 10 CURRICULUM JOURNEY - RSL

	Half Term 1 and 2	Half Term 1 and 2	Half Term 1 and 2	Half Term 3 and 4	Half Term 5 and 6
Topic and learning focus					
	01 Performing	02 Composing	03 Musical Elements	201ta Music Knowledge Development	204ta Instrumental Study
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> Selecting appropriate repertoire Performing as a soloist Performing as part of an ensemble Using the Musical Elements to enhance their performance 	<ul style="list-style-type: none"> Music notation How to generate musical ideas How to structure ideas Composing in response to a brief 	<ul style="list-style-type: none"> Music notation Musical Elements Primary and Secondary Chords Recognising written key signatures 	<ul style="list-style-type: none"> Recognising instrumentation Interpreting lyrics 	<ul style="list-style-type: none"> Selecting appropriate repertoire Performing as a soloist Using the Musical Elements to enhance their performance
Core Knowledge and skills	<ul style="list-style-type: none"> Reading from notation Performing to an audience Rehearsing effectively Performing accurately and in time 	<ul style="list-style-type: none"> Understanding and exploitation of the chosen instruments How to generate a musical score. Including performance directions in a score Use of melodic devices 	<ul style="list-style-type: none"> Writing chord progressions Aurally identifying differences in tonality Understanding scales 	<ul style="list-style-type: none"> Recognising the impact of tempo on a performance/recording Recognising production techniques 	<ul style="list-style-type: none"> Assess the day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally Describe personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Performing expressively and with musicality Adjusting ones part to fit with the ensemble Having an awareness of 	<ul style="list-style-type: none"> Correct use of harmonic devices such as modulation Composing with a varied and interesting texture Developing musical ideas 	<ul style="list-style-type: none"> Understanding specific intervals Rhythmic dictation Understanding and aurally recognising cadences 	<ul style="list-style-type: none"> Understanding techniques of combining musical ideas Completing own research and presenting findings 	<ul style="list-style-type: none"> Give clear and detailed assessment of day-to-day maintenance requirements of their instrument and identify those which may be



	balance				<ul style="list-style-type: none"> undertaken personally Give clear and detailed description of personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument
Complex Knowledge	<ul style="list-style-type: none"> Demonstrating attention to detail when performing Connecting with an audience Playing more advance music 	<ul style="list-style-type: none"> Writing music which is both innovative and stylistic Producing a detailed score Producing an accurate and interpretive recording 	<ul style="list-style-type: none"> Aurally recognising chord progressions Melodic dictation Effectively structuring responses to extended writing questions 	<ul style="list-style-type: none"> Recognising and understanding tonality Effectively completing own research and presenting findings 	<ul style="list-style-type: none"> Comprehensively assess the day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally Comprehensively describe personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument
Links with the National Curriculum/Specification	<ul style="list-style-type: none"> Engage actively in the process of music study Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used Develop knowledge, understanding and skills needed to communicate effectively as musicians Develop awareness of a variety of instruments, styles and approaches to performing 	<ul style="list-style-type: none"> Develop composing skills to organise musical ideas and make use of appropriate resources Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music Broaden musical experience and interests, develop imagination and foster creativity Develop awareness of a variety of instruments, styles and approaches to composing 	<ul style="list-style-type: none"> Engage actively in the process of music study Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music Broaden musical experience and interests, develop imagination and foster creativity Develop knowledge, understanding and skills needed to communicate effectively as musicians 	<ul style="list-style-type: none"> Demonstrate knowledge of theoretical and contextual issues relating to music style, audience and the music industry Rehearse and display musicianship skills in a number of professional scenarios initiate and develop repertoire; Understand relevant aspects of music technology 	<ul style="list-style-type: none"> Demonstrate knowledge of theoretical and contextual issues relating to music style, audience and the music industry Perform effectively on their instrument/voice Rehearse and display musicianship skills in a number of professional scenarios initiate and develop repertoire Understand relevant aspects



	<ul style="list-style-type: none"> Develop as effective and independent learners with enquiring minds Reflect upon and evaluate their own and others' music 	<ul style="list-style-type: none"> Develop awareness of music technologies and their use in the creation and presentation of music Develop as effective and independent learners with enquiring minds 	<ul style="list-style-type: none"> Develop awareness of a variety of instruments, styles and approaches to performing and composing Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology 	<ul style="list-style-type: none"> Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development 	<ul style="list-style-type: none"> of music technology. Reflect upon and evaluate their own and others' music
Literacy (including reading)	<ul style="list-style-type: none"> Student work books and slides presentation Knowledge of subject terminology associated with performing (particularly in terms of reading expression) 	<ul style="list-style-type: none"> Reading research into composition influences Extended writing Apply music specific vocabulary associated with composing 	<ul style="list-style-type: none"> Responding in full sentences Extended writing Subject specific vocabulary 	<ul style="list-style-type: none"> Case study reading (own research and presenting findings) Reading research on production techniques Extended writing opportunity 	<ul style="list-style-type: none"> Student work books and slides presentation Extended writing opportunity Music specific vocabulary specific to the study of the chosen instrument and how it is played and performed
Cultural Capital	<ul style="list-style-type: none"> Listening to and appreciate a variety of musical styles Learning to play an instrument 	<ul style="list-style-type: none"> Using music technology to create music Listening to a variety of musical styles from a variety of different cultures 	<ul style="list-style-type: none"> Learning to play a variety of instruments Learning to play a variety of instruments 	<ul style="list-style-type: none"> Listening to a variety of musical styles from a variety of different cultures Performing to an audience 	<ul style="list-style-type: none"> Learning to play a variety of instruments Appreciating and understanding music on a higher level Performing to an audience
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> Creative performance drawing a range of influences, styles and traditions Imaginative self-expression (develop skills in emotional intelligence and sensitivity) 	<ul style="list-style-type: none"> Respect for others when listening to and responding to their performance Appreciation of cultural experiences 	<ul style="list-style-type: none"> Appreciation of cultural experiences Creative composition drawing a range of influences, styles and traditions 	<ul style="list-style-type: none"> Imaginative self-expression (develop skills in emotional intelligence and sensitivity) 	<ul style="list-style-type: none"> Appreciation of a range of different cultural experiences, influences and traditions Develop self-confidence Respond creatively and with confidence
Fundamental British Values	<ul style="list-style-type: none"> Mutual respect for the performance of others Individual liberty: students are encouraged to participate in musical performances designed to increase their self- 	<ul style="list-style-type: none"> Mutual respect and tolerance for the performance of others Rule of Law: understanding and exploring rules and codes of behaviour involving students performing music together 	<ul style="list-style-type: none"> Mutual respect for the music of other cultures Freedom of expression and liberty – realisation that music is a creative form of self-expression 	<ul style="list-style-type: none"> Mutual respect for the music of other cultures and traditions 	<ul style="list-style-type: none"> Mutual respect for the music of other cultures and traditions Mutual respect and tolerance for the performance of others



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	confidence				
Assessment	<ul style="list-style-type: none">Performance (solo or ensemble) coursework submission - perform confidently, expressively, with musicality and with style to an audience	<ul style="list-style-type: none">Composition coursework submission (one individual choice and the other specified by the examination board)	<ul style="list-style-type: none">3 x written assessments on writing chord progressions, identifying differences in tonality and understanding scales2 x appraising papers	<ul style="list-style-type: none">Coursework Submission: one solo performance (genre is chosen by each student) and then recorded.	<ul style="list-style-type: none">Coursework Submission: one ensemble performance (genre is chosen by the performing students) and then recorded.






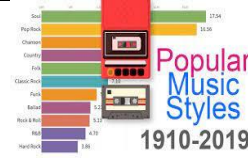


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Key Stage 4 Curriculum Journey:

The curriculum in Year 11 Music will enable learners to deepen their understanding and skills in listening to and in performing music in a wide range of genres and forms

THE YEAR 11 CURRICULUM JOURNEY - GCSE

	Throughout Year 11	Throughout Year 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4
Topic and learning focus						
	01 Performing	02 Composing	08 Musical Forms and Devices (AOS1)	09 Music for Ensemble (AOS2)	10 Film Music (AOS3)	11 Popular Music (AOS4)
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> Selecting appropriate repertoire Performing as a soloist Performing as part of an ensemble Using the Musical Elements to enhance their performance 	<ul style="list-style-type: none"> Music notation How to generate musical ideas How to structure ideas Composing in response to a brief 	<ul style="list-style-type: none"> Learning Vocabulary Understanding devices, forms and features 	<ul style="list-style-type: none"> Vocabulary Recognising and understanding musical textures Performing as part of a small ensemble 	<ul style="list-style-type: none"> Vocabulary Recognising and understanding orchestration techniques Performing as part of a small ensemble 	<ul style="list-style-type: none"> More complex chord progressions Understanding the key features of popular music Analysing music from a score and a recording
Core Knowledge and skills	<ul style="list-style-type: none"> Reading from notation Performing to an audience Rehearsing effectively Performing accurately and in time 	<ul style="list-style-type: none"> Understanding and exploitation of the chosen instruments How to generate a musical score. Including performance directions in a score Use of melodic devices 	<ul style="list-style-type: none"> Aurally recognising devices, forms and features such as sequence, minuet and trio, and instrumentation Explaining devices, forms and features 	<ul style="list-style-type: none"> Recognising more complex musical textures Understanding the role of the chamber ensemble in the history of the Western Classical Tradition Analysing chamber music, musical theatre and Jazz/blues 	<ul style="list-style-type: none"> Recognising more complex musical textures and devices Understanding the role of music in films and how it contributes to atmosphere Analysing film music 	<ul style="list-style-type: none"> Understanding the key features of popular music Deeper analysis of music from a score and a recording Music technology in the development of popular music
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Performing expressively and with musicality Adjusting ones part to fit with the ensemble Having an awareness of balance 	<ul style="list-style-type: none"> Correct use of harmonic devices such as modulation Composing with a varied and interesting texture Developing musical 	<ul style="list-style-type: none"> Aurally recognising more complex devices, forms and features such as modulation, sonata form and polyphony Explaining more 	<ul style="list-style-type: none"> Understanding the context and conventions of small ensembles in a variety of styles Identifying features of small ensembles in a variety of styles 	<ul style="list-style-type: none"> Understanding the context and conventions of film music Identifying features of film music in relation to key composers Competently performing as 	<ul style="list-style-type: none"> Aurally identifying more complex features of popular music Understanding the history and development of popular music. Applying knowledge to



		ideas	complex devices, forms and features	<ul style="list-style-type: none"> Competently performing as part of a small ensemble 	<ul style="list-style-type: none"> part of a small ensemble Music dictation 	<ul style="list-style-type: none"> targeted questions Music dictation
Complex Knowledge	<ul style="list-style-type: none"> Demonstrating attention to detail when performing Connecting with an audience Playing more advance music 	<ul style="list-style-type: none"> Writing music which is both innovative and stylistic Producing a detailed score Producing an accurate and interpretive recording 	<ul style="list-style-type: none"> Composing using more complex devices and forms and features such as modulation, sonata form and polyphony 	<ul style="list-style-type: none"> Identifying features of small ensembles in a variety of styles and explaining how this relates to context and conventions. Competently composing a piece for small ensemble which contains features which are typical of the conventions of the chosen style Demonstrating musicality and an awareness of the conventions of the chosen style when performing as part of a small ensemble 	<ul style="list-style-type: none"> Identifying features of film music from a variety of composers and explaining how this relates to context and conventions. Competently composing a piece for small ensemble which contains features which are typical of the conventions of the chosen style/composer Demonstrating musicality and an awareness of the conventions of the chosen style of film music when performing as part of a small ensemble 	<ul style="list-style-type: none"> Aurally recognising the musical elements and traditions when analysing popular music. Demonstrating musicality and an awareness of the conventions of the chosen style when performing as part of a small ensemble
Links with the National Curriculum/Specification	<ul style="list-style-type: none"> Engage actively in the process of music study Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used Develop awareness of a variety of instruments, styles and approaches to performing and composing Reflect upon and evaluate their own and 	<ul style="list-style-type: none"> Develop composing skills to organise musical ideas and make use of appropriate resources Develop knowledge, understanding and skills needed to communicate effectively as musicians Reflect upon and evaluate their own and others' music Develop as effective and independent 	<ul style="list-style-type: none"> Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used Broaden musical experience and interests, develop imagination and foster creativity Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical 	<ul style="list-style-type: none"> Develop composing skills to organise musical ideas and make use of appropriate resources Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music Develop awareness of music technologies and their use in the creation and presentation of music Engage with and appreciate the diverse heritage of music, in order 	<ul style="list-style-type: none"> Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music Broaden musical experience and interests, develop imagination and foster creativity Develop awareness of a variety of instruments, styles and approaches to performing and composing Develop awareness of music technologies and their use in the creation 	<ul style="list-style-type: none"> Develop awareness of a variety of instruments, styles and approaches to performing and composing Develop awareness of music technologies and their use in the creation and presentation of music Reflect upon and evaluate their own and others' music Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.



	others' music	learners with enquiring minds	chronology	to promote personal, social, intellectual and cultural development.	and presentation of music	
Literacy (including reading)	<ul style="list-style-type: none"> Student work books and slides presentation Subject specific vocabulary related to performing – following sheet music 	<ul style="list-style-type: none"> Extended writing explaining ideas and influences Subject specific vocabulary related to composition and the different influences of composition 	<ul style="list-style-type: none"> Developing fluent sentences which explain and analyse Subject specific vocabulary on musical forms and devices 	<ul style="list-style-type: none"> Developing a coherent and fluent line of argument Reading research and reading articles on history of the Western Classical Tradition, chamber music, musical theatre, Jazz and blues 	<ul style="list-style-type: none"> Student work books and slides presentation Research articles on film music and its influences 	<ul style="list-style-type: none"> Case study reading on popular music Developing writing which is evaluative and critical Subject specific vocabulary in analysing and evaluating popular music
Cultural Capital	<ul style="list-style-type: none"> Listening to a variety of musical styles Learning to play an instrument 	<ul style="list-style-type: none"> Listening to a variety of musical styles Using music technology to create music Appreciating and understanding music on a higher level 	<ul style="list-style-type: none"> Listening to a variety of musical styles from a variety of different cultures Appreciating and understanding music on a higher level Performing to an audience 	<ul style="list-style-type: none"> Listening to a variety of musical styles from a variety of different cultures Learning to play a variety of instruments Appreciating and understanding music on a higher level Performing to an audience 	<ul style="list-style-type: none"> Listening to a variety of musical styles from a variety of different cultures Appreciating and understanding music on a higher level Performing to an audience 	<ul style="list-style-type: none"> Listening to and appreciating the cultural significance of a variety of musical styles Learning to play an instrument
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> Appreciation of cultural experiences Creative composition drawing a range of influences, styles and traditions 	<ul style="list-style-type: none"> Imaginative self-expression (develop skills in emotional intelligence and sensitivity) 	<ul style="list-style-type: none"> Appreciation of a range of different cultural experiences, influences and traditions Develop self-confidence Respond creatively and with confidence 	<ul style="list-style-type: none"> Respond creatively and with confidences Creative performance drawing a range of influences, styles and traditions 	<ul style="list-style-type: none"> Creative performance drawing a range of influences, styles and traditions Imaginative self-expression (develop skills in emotional intelligence and sensitivity) 	<ul style="list-style-type: none"> Appreciation of a range of different cultural experiences, influences and traditions Develop self-confidence Respond creatively and with confidences
Fundamental British Values	<ul style="list-style-type: none"> Mutual respect for the performance of others Individual liberty: students are encouraged to participate in musical performances designed 	<ul style="list-style-type: none"> Mutual respect and tolerance for the performance of others Rule of Law: understanding and exploring rules and 	<ul style="list-style-type: none"> Mutual respect for the music of other cultures 	<ul style="list-style-type: none"> Mutual respect for the performance of others Individual liberty: students are encouraged to participate in musical performances designed to increase their self- 	<ul style="list-style-type: none"> Mutual respect for the music from other influences 	<ul style="list-style-type: none"> Mutual respect for the performance of others Freedom of expression and liberty – realisation that music is a creative form of self-expression





	to increase their self-confidence	codes of behaviour involving students performing music together		confidence		
Assessment	<ul style="list-style-type: none">• Performance coursework submission – one solo and one ensemble performance (performers choose their own genre) and these are recorded	<ul style="list-style-type: none">• Composition coursework submission – one is an individual choice and one is a set by the examination board	<ul style="list-style-type: none">• Written assessment on recognising devices, forms and features such as sequence, minuet and trio, and instrumentation, and explaining devices, forms and features• Appraising paper	<ul style="list-style-type: none">• Written assessment on recognising more complex musical textures, understanding the role of the chamber ensemble in the history of the Western Classical Tradition, and analysing chamber music, musical theatre and Jazz/blues• Appraising paper	<ul style="list-style-type: none">• Written assessment including recognising more complex musical textures and devices, understanding the role of music in films and how it contributes to atmosphere, analysing film music• Appraising paper	<ul style="list-style-type: none">• Written assessment on understanding the key features of popular music, deeper analysis of music from a score and a recording, and music technology in the development of popular music• Appraising paper



Key Stage 4 Curriculum Journey:

The curriculum in Year 11 Music will enable learners to deepen their understanding and skills in listening to and in performing music in a wide range of genres and forms

THE YEAR 11 CURRICULUM JOURNEY - RSL

	Pathway 1 - Performing	Pathway 2 - Technology
Topic and learning focus		
	202ta Live Music Performance	203ta Music Sequencing and Production
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> How to plan for a performance. Performing as a soloist Performing as part of an ensemble 	<ul style="list-style-type: none"> Learning how to use a Daw
Core Knowledge and skills	<ul style="list-style-type: none"> Plan for a live performance Rehearse for a live performance Perform a set in a live performance Reflect on their performance 	<ul style="list-style-type: none"> Setting targets and planning ones time and ideas Use DAW software to create a project Reviewing own project
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Create a clear and detailed plan for a live performance Rehearse effectively for a live performance Perform an effective set in a live performance Produce a clear and reflective review of their performance 	<ul style="list-style-type: none"> Creating a clear and detailed plan Use DAW software to create a project showing well developed skills Giving a clear and reflective review of own project
Complex Knowledge	<ul style="list-style-type: none"> Create comprehensive plan for a live performance Rehearse very effectively for a live performance Perform an engaging set in a live performance Produce an astute and wide encompassing review of their performance 	<ul style="list-style-type: none"> Creating a rigorous plan Use DAW software to create a project showing accomplished skills Giving an astute and wide encompassing review of own project
Links with the National Curriculum/Specification	<ul style="list-style-type: none"> Demonstrate knowledge of theoretical and contextual issues relating to music style, audience and the music industry; Perform effectively on their instrument/voice; Rehearse and display musicianship skills in a number of professional scenarios; 	<ul style="list-style-type: none"> Demonstrate knowledge of theoretical and contextual issues relating to music style, audience and the music industry; Perform effectively on their instrument/voice; Rehearse and display musicianship skills in a number of professional scenarios;





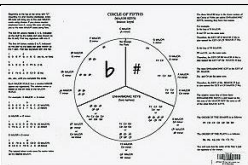



	<ul style="list-style-type: none">• initiate and develop repertoire;• Understand relevant aspects of music technology.	<ul style="list-style-type: none">• initiate and develop repertoire;• Understand relevant aspects of music technology.
Literacy (including reading)	<ul style="list-style-type: none">• Student work books and slides presentation• Responding in full sentences• Extended writing• Subject specific vocabulary supporting learners in understanding about live music performance	<ul style="list-style-type: none">• Student work books and slides presentation• Reading extract articles exploring the techniques and influences of music technology• Extended writing• Subject specific vocabulary relating to music technology
Cultural Capital	<ul style="list-style-type: none">• Listening to and appreciating the cultural significance of a variety of musical styles• Learning to play an instrument• Using music technology to create music	<ul style="list-style-type: none">• Knowledge of culturally significant composers and performers and how these have influenced culture and tradition• Listening to a variety of musical styles from a variety of different cultures• Learning to play a variety of instruments• Appreciating and understanding
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none">• Creative performance drawing a range of influences, styles and traditions• Imaginative self-expression (develop skills in emotional intelligence and sensitivity)	<ul style="list-style-type: none">• Appreciation of a range of different cultural experiences, influences and traditions• Develop self-confidence• Respond creatively and with confidences
Fundamental British Values	<ul style="list-style-type: none">• Mutual respect for the performance of others• Individual liberty: students are encouraged to participate in musical performances designed to increase their self-confidence• Freedom of expression and liberty – realisation that music is a creative form of self-expression	<ul style="list-style-type: none">• Mutual respect and tolerance for the performance of others• Rule of Law: understanding and exploring rules and codes of behaviour involving students performing music together• Mutual respect for the music of other cultures and traditions
Assessment	<ul style="list-style-type: none">• Coursework Submission: one ensemble performance (genre is chosen by the performing students) and then recorded.	<ul style="list-style-type: none">• Coursework Submission: one solo performance (genre is chosen by each student) and then recorded.



Key Stage 5 Curriculum Journey:

The curriculum in Year 12 Music will enable learners to extend their understanding and skills in listening to and in performing music in a wide range of genres and forms

THE YEAR 12 CURRICULUM JOURNEY - A Level

	Throughout Year 12	Throughout Year 12	Unit 1	Unit 2	Unit 3	Unit 4
Topic and learning focus						
	Performing	Composing	Theory and Aural Skills	Listening and Appraising Exercises	Instrumental Music of Haydn, Mozart and Beethoven - AOS1	Popular Song: Blues, Jazz, Swing and Big Band - AOS 2
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> Play or singing solo, or in ensemble, or realising music using music technology Practice a variety of pieces that develop their skills as a soloist, part of an ensemble, accompanying or realising using music technology Demonstrate an understanding of performing with accuracy and fluency 	<ul style="list-style-type: none"> Make use of musical elements, techniques and resources to create and develop musical ideas by responding to a brief. 	<ul style="list-style-type: none"> State the musical elements and the devices used to create and develop music 	<ul style="list-style-type: none"> Respond to questions based on musical extracts Apply the musical elements to answers 	<ul style="list-style-type: none"> The characteristics and principles of instrumental music in the Classical period The forms and style of the Classical period as found in the music of Haydn, Mozart and Beethoven. Dynamics and expressive devices 	<ul style="list-style-type: none"> Song structure State vocal techniques e.g. belt, use of register, articulation, vibrato Dynamics and expressive techniques and devices Organisation of pitch, melodically and harmonically Musical vocabulary and terminology related to the Area of Study
Core Knowledge and skills	<ul style="list-style-type: none"> Perform fluently showing critical understanding of the overall shape, direction and style of the music chosen Demonstrate an understanding of performing with technical control across 	<ul style="list-style-type: none"> Make use of musical elements, techniques and resources to create and develop musical ideas with technical control and expressive understanding, by responding to a brief 	<ul style="list-style-type: none"> Recognise the musical elements in the music they hear Understand how the musical elements are combined to create effective music 	<ul style="list-style-type: none"> Accurately respond to questions based on musical extracts Demonstrate an in depth knowledge of the musical elements when answering directed questions 	<ul style="list-style-type: none"> The use of instrumental techniques including articulation the orchestra and instruments of the Classical period Musical vocabulary and terminology related to instrumental music e.g. Harmonic change and 	<ul style="list-style-type: none"> Performing techniques e.g. improvisation recognising vocal techniques e.g. belt, use of register, articulation, vibrato Organisation of pitch, melodically and harmonically The historical and social



	<ul style="list-style-type: none"> a range of techniques Perform music with control and continuity using appropriate tempo 				<ul style="list-style-type: none"> melodic and harmonic devices The reading and writing of associated staff notation Working conditions for musicians. 	context of the songs in this Area of Study
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical and expressive control and an understanding of style and context. Be able to perform confidently Demonstrate understanding of interpretation and communication through realisation of relevant performance markings and performing conventions Make informed musical choices that demonstrate styles and techniques as found in idiomatic repertoire 	<ul style="list-style-type: none"> Compose music that develops musical ideas and shows understanding of musical devices and conventions in relation to the chosen genre, style and tradition Compose music that makes creative use of musical ideas and shows understanding of musical devices and conventions in relation to the chosen genre, style and tradition 	<ul style="list-style-type: none"> Recognise the complexities of the musical elements in the music they hear Understand how the musical elements are combined to create and develop effective music Understand how musical traditions and contexts can impact on the creation and development of music 	<ul style="list-style-type: none"> Provide answers which demonstrate an understanding of style and content when responding accurately to questions based on musical extracts Recognise precise changes in the musical elements Structure your answers effectively 	<ul style="list-style-type: none"> Techniques of melodic construction Phrasing and structure The historical and social context of the music of the Classical period Instrumentation and texture 	<ul style="list-style-type: none"> Delivery and expression of lyrics Use of accompaniment Working conditions for musicians.
Complex Knowledge	<ul style="list-style-type: none"> Show critical understanding of the music chosen Be able to perform confidently and stylishly 	<ul style="list-style-type: none"> Compose music that is musically convincing and shows a sophisticated use of musical elements in combination 	<ul style="list-style-type: none"> Use the musical elements and their knowledge of musical traditions and contexts to make critical judgements about the 	<ul style="list-style-type: none"> Provide answers which demonstrate a clear understanding of style and content when responding accurately and precisely to questions based on 	<ul style="list-style-type: none"> The use of harmonic language including inversions, cadences and harmonic progressions The effect of purpose and intention on how music is 	<ul style="list-style-type: none"> Application and treatment of the melody and lyrics Relationship of voice and accompaniment the effect of audience, time and place on how the



	<ul style="list-style-type: none"> Develop and demonstrate stylistic understanding of the music performed and their interpretation of it. Develop and demonstrate an in depth understanding of repertoire idiomatic to their chosen instrument 		music they hear music	musical extracts <ul style="list-style-type: none"> Recognise subtle and precise changes in the musical elements Structure your answers effectively 	created and developed	songs are created, developed, performed and recorded including developments in recording and technology
Literacy (including reading)	<ul style="list-style-type: none"> Student work books and slides presentation Subject specific vocabulary applicable to performance Discussion and debate 	<ul style="list-style-type: none"> Student work books and slides presentation Subject specific vocabulary related to composition and compositional influences 	<ul style="list-style-type: none"> Reading case study examples on different musical influences and traditions Extended writing Subject specific vocabulary related to different musical influences 	<ul style="list-style-type: none"> Listening and responding Developing more fluent and structured writing Subject specific vocabulary 	<ul style="list-style-type: none"> Reading research on named composers and on the historical and social context of their works Developing a line of argument when writing Topic-specific vocabulary related to the classical tradition of music composition and performance 	<ul style="list-style-type: none"> Reading research and case study on the different styles and influences Being critical and evaluative when writing Subject specific vocabulary associated with the different styles and traditions of each music genre
Cultural Capital	<ul style="list-style-type: none"> Listening to a variety of musical styles Learning to play an instrument Appreciating and understanding music on a higher level Performing to an audience 	<ul style="list-style-type: none"> Listening to a variety of musical styles Using music technology to create music Appreciating and understanding music on a higher level Performing to an audience 	<ul style="list-style-type: none"> Listening to a variety of musical styles from a variety of different cultures Learning to play a variety of instruments Appreciating and understanding music on a higher level Performing to an audience 	<ul style="list-style-type: none"> Listening to a variety of musical styles from a variety of different cultures Learning to play a variety of instruments Appreciating and understanding music on a higher level Performing to an audience 	<ul style="list-style-type: none"> Listening to a variety of musical styles from a variety of different cultures Appreciating and understanding music on a higher level 	<ul style="list-style-type: none"> Listening to a variety of musical styles from a variety of different cultures Appreciating and understanding music on a higher level
Social, Moral, Spiritual and Cultural	<ul style="list-style-type: none"> Appreciation of cultural experiences Creative composition 	<ul style="list-style-type: none"> Imaginative self-expression (develop skills in emotional 	<ul style="list-style-type: none"> Appreciation of a range of different cultural experiences, influences 	<ul style="list-style-type: none"> Respond creatively and with confidences Creative performance 	<ul style="list-style-type: none"> Creative performance drawing a range of influences, styles and 	<ul style="list-style-type: none"> Appreciation of a range of different cultural experiences, influences







Development	drawing a range of influences, styles and traditions	intelligence and sensitivity)	and traditions <ul style="list-style-type: none">• Develop self-confidence• Respond creatively and with confidence	drawing a range of influences, styles and traditions	traditions <ul style="list-style-type: none">• Imaginative self-expression (develop skills in emotional intelligence and sensitivity)	and traditions <ul style="list-style-type: none">• Develop self-confidence• Respond creatively and with confidences
Fundamental British Values	<ul style="list-style-type: none">• Mutual respect for the performance of others• Individual liberty: students are encouraged to participate in musical performances designed to increase their self-confidence	<ul style="list-style-type: none">• Mutual respect and tolerance for the performance of others• Rule of Law: understanding and exploring rules and codes of behaviour involving students performing music together	<ul style="list-style-type: none">• Mutual respect for the music of other influences	<ul style="list-style-type: none">• Individual liberty: students are encouraged to participate in musical performances designed to increase their self-confidence	<ul style="list-style-type: none">• Mutual respect for the music of other cultures and traditions	<ul style="list-style-type: none">• Freedom of expression and liberty – realisation that music is a creative form of self-expression
Assessment	<ul style="list-style-type: none">• Performance coursework submission (set by the exam board)	<ul style="list-style-type: none">• Composition coursework submission (set by the exam board)	<ul style="list-style-type: none">• Written assessment on how the musical elements are combined to create effective music	<ul style="list-style-type: none">• Appraising paper (set by the exam board)	<ul style="list-style-type: none">• Appraising paper (set by the exam board)	<ul style="list-style-type: none">• Appraising paper (set by the exam board)



Key Stage 5 Curriculum Journey:

The curriculum in Year 13 Music will enable learners to extend and enrich their understanding and skills in listening to and in performing music in a wide range of genres and forms

THE YEAR 13 CURRICULUM JOURNEY - A Level

	Throughout Year 13	Throughout Year 13	Unit 5	Unit 6
Topic and learning focus				
	Performing	Composing	Programme Music 1820 - 1910	Innovations in Music 1900 - Present Day
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> • Play or singing solo, or in ensemble, or realising music using music technology • Practice a variety of pieces that develop their skills as a soloist, part of an ensemble, accompanying or realising using music technology • Demonstrate an understanding of performing with accuracy and fluency 	<ul style="list-style-type: none"> • Make use of musical elements, techniques and resources to create and develop musical ideas by responding to a brief. 	<ul style="list-style-type: none"> • Analyse developments in styles of programme music • Understand development of dynamics and articulation • Study the conditions and context in which programme music was created and performed 	<ul style="list-style-type: none"> • Analyse, explain and compare developments in Twentieth and Twenty First Century styles • Exploration of sonority, timbre, textures, instrumental and vocal techniques and resources, percussion, technology • Understanding dynamics, contrast, extreme range • Study the conditions and context in which music of this period was created and performed
Core Knowledge and skills	<ul style="list-style-type: none"> • Perform fluently showing critical understanding of the overall shape, direction and style of the music chosen • Demonstrate an understanding of performing with technical control across a range of techniques • Perform music with control and continuity using appropriate tempi 	<ul style="list-style-type: none"> • Make use of musical elements, techniques and resources to create and develop musical ideas with technical control and expressive understanding, by responding to a brief 	<ul style="list-style-type: none"> • Analyse and compare developments in styles of programme music • Understand and recognise instrumental resources, e.g. expansion of the orchestra, improvements in piano technology, instrumental technique, virtuoso soloists, the conductor • Study and understand to some extent the conditions and context in which programme music was created and performed, 	<ul style="list-style-type: none"> • Analyse and compare developments in Twentieth and Twenty First Century styles • Understand Irregular rhythm, metre, polyrhythm, polymetre, organisation of time • Exploration of sonority, timbre, textures, instrumental and vocal techniques and resources, percussion, technology • Study and understand to some extent the conditions and context in which music of this period was created and performed



Developmental Knowledge and Skills	<ul style="list-style-type: none">• Make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical and expressive control and an understanding of style and context.• Be able to perform confidently• Demonstrate understanding of interpretation and communication through realisation of relevant performance markings and performing conventions• Make informed musical choices that demonstrate styles and techniques as found in idiomatic repertoire	<ul style="list-style-type: none">• Compose music that develops musical ideas and shows understanding of musical devices and conventions in relation to the chosen genre, style and tradition• Compose music that makes creative use of musical ideas and shows understanding of musical devices and conventions in relation to the chosen genre, style and tradition	<ul style="list-style-type: none">• Analyse, explain and compare developments in styles of programme music,• Harmony and tonality, e.g. expressive effects of dissonance, chords and modulation• Development of dynamics, expression, articulation, complex textures, dramatic contrast and other effects.• Study and understand the conditions and context in which programme music was created and performed	<ul style="list-style-type: none">• Analyse, explain and compare developments in Twentieth and Twenty First Century styles• Understand structure, form, notation, improvisation, aleatoric.• Study and understand the conditions and context in which music of this period was created and performed
Complex Knowledge	<ul style="list-style-type: none">• Show critical understanding of the music chosen• Be able to perform confidently and stylishly• Develop and demonstrate stylistic understanding of the music performed and their interpretation of it.• Develop and demonstrate an in depth understanding of repertoire idiomatic to their chosen instrument	<ul style="list-style-type: none">• Compose music that is musically convincing and shows a sophisticated use of musical elements in combination	<ul style="list-style-type: none">• Integrating structural principles and expressive freedom, e.g. melodic writing, rhythm, adaptations of sonata form• Study and comprehensively understand the conditions and context in which programme music was created and performed	<ul style="list-style-type: none">• Study and comprehensively understand the conditions and context in which music of this period was created and performed• Understand pitch, dissonance, harmony, tonality, modality, atonality
Wider Skills	<ul style="list-style-type: none">• Engage actively in the process of music study• Develop performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation and expression• Develop as effective, independent learners and as critical and reflective thinkers with enquiring minds• Engage with, and extend appreciation of, the diverse heritage of music in order to promote personal, social, intellectual and cultural development	<ul style="list-style-type: none">• Develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions• Broaden musical experience and interests, develop imagination and foster creativity• Develop as effective, independent learners and as critical and reflective thinkers with enquiring minds• Recognise the interdependence of musical knowledge, understanding and skills, and make links between the integrated activities of performing,	<ul style="list-style-type: none">• Reflect critically and make personal judgements on their own and others' music• Develop and extend the knowledge, understanding and skills needed to communicate effectively as musicians• Develop knowledge and understanding of a variety of instruments and styles, and of relevant approaches to both performing and composing	<ul style="list-style-type: none">• Engage with, and extend appreciation of, the diverse heritage of music in order to promote personal, social, intellectual and cultural development• Develop knowledge and understanding of a variety of instruments and styles, and of relevant approaches to both performing and composing• Appraise contrasting genres, styles and traditions of music, and develop understanding of musical contexts and a coherent awareness of musical chronology.



		composing and appraising underpinned by attentive listening		
Literacy (including reading)	<ul style="list-style-type: none"> Student work books and slides presentation Subject specific vocabulary related to performing – following sheet music 	<ul style="list-style-type: none"> Extended writing Subject specific vocabulary related to composition and the different influences of composition 	<ul style="list-style-type: none"> Responding in full sentences Extended writing Subject specific vocabulary 	<ul style="list-style-type: none"> Responding in full sentences Extended writing Reading research and reading articles on history of the Western Classical Tradition, chamber music, musical theatre, Jazz and blues
Cultural Capital	<ul style="list-style-type: none"> Listening to a variety of musical styles Using music technology to create music 	<ul style="list-style-type: none"> Listening to a variety of musical styles from a variety of different cultures Performing to an audience Using music technology to create music 	<ul style="list-style-type: none"> Listening to a variety of musical styles from a variety of different cultures Learning to play a variety of instruments Appreciating and understanding music on a higher level 	<ul style="list-style-type: none"> Listening to a variety of musical styles from a variety of different cultures Appreciating and understanding music on a higher level Performing to an audience
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> Imaginative self-expression (develop skills in emotional intelligence and sensitivity) 	<ul style="list-style-type: none"> Appreciation of a range of different cultural experiences, influences and traditions Develop self-confidence Respond creatively and with confidence 	<ul style="list-style-type: none"> Respond creatively and with confidences Creative performance drawing a range of influences, styles and traditions 	<ul style="list-style-type: none"> Creative performance drawing a range of influences, styles and traditions Imaginative self-expression (develop skills in emotional intelligence and sensitivity)
Fundamental British Values	<ul style="list-style-type: none"> Mutual respect for the performance of others Individual liberty: students are encouraged to participate in musical performances designed to increase their self-confidence 	<ul style="list-style-type: none"> Mutual respect and tolerance for the performance of others Rule of Law: understanding and exploring rules and codes of behaviour involving students performing music together 	<ul style="list-style-type: none"> Mutual respect for the music of other cultures 	<ul style="list-style-type: none"> Mutual respect for the music of other cultures and traditions
Assessment	<ul style="list-style-type: none"> Performance coursework submission 	<ul style="list-style-type: none"> Composition coursework submission 	<ul style="list-style-type: none"> Written assessment on Programme Music 1820 - 1910 	<ul style="list-style-type: none"> Written assessment on innovations in music 1900 - Present Day