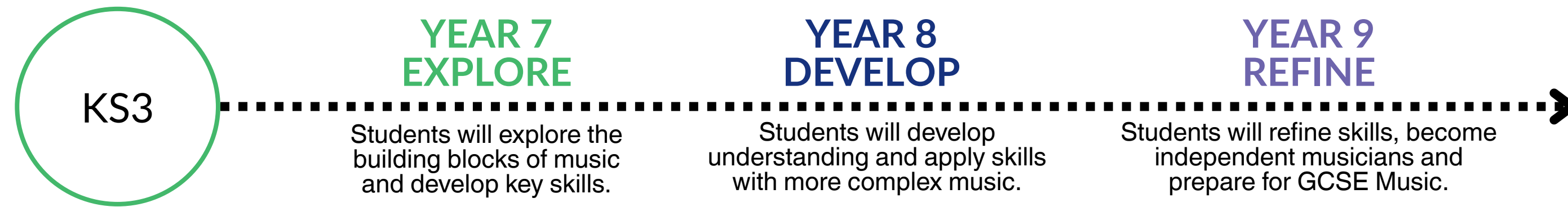




KS3 MUSIC: BUILDING BRICKS



Curriculum Strands

- PERFORM**
Confidently and expressively
- COMPOSE**
Creatively and with intention
- APPRAISE**
Analytically and with understanding

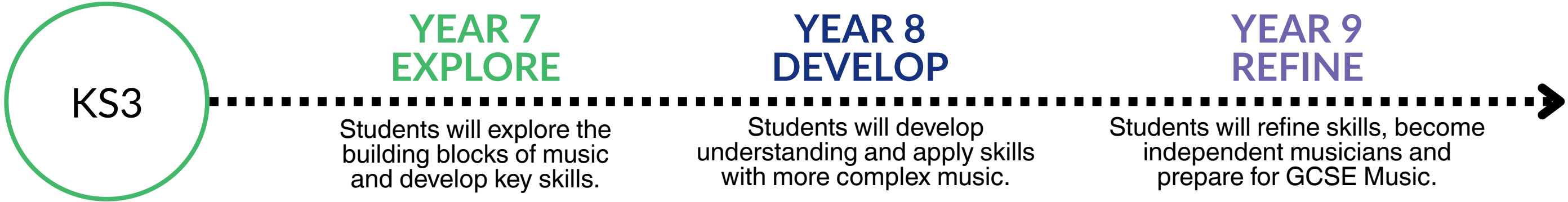
CURRICULUM STRANDS		Performing Develop performance skills, technique, expression and ensemble practice.	Foundation of performance skills, rhythm accuracy, ensemble work and basic notation.	More complex rhythms, harmony, improvisation and independent performance.	Confident performance, stylistic awareness, independent rehearsal and expressive interpretation
		Composing Develop creativity, compositional techniques and use of technology.	Explore creating simple musical ideas, ostinatos, melodies and basic structures.	Develop compositions using harmony, variation, structure and technology.	Create original music with structure, harmony and stylistic understanding for purpose.
		Appraising Develop listening skills, musical understanding and key vocabulary	Identify musical elements, moods and instruments. Understand key vocabulary.	Explain how music works using accurate vocabulary and begin to analyse in detail.	Analyse and evaluate music in depth using confident, subject specific Tier 3 vocabulary.

BUILDING BRICKS OF MUSIC				
	YEAR 7 - EXPLORE	YEAR 8 - DEVELOP	YEAR 9 - REFINE	PREPARATION FOR KS4
RHYTHM & PULSE	Pulse, rhythm, ostinato, tempo, simple time	Syncopation, swing rhythm, polyrhythms, rhythmic variation, groove	Phrasing, augmentation, complex rhythms, rhythmic devices	Rhythmic accuracy in performance and analysis
MELODY & PITCH	Pitch names, melodic shape, reading notation	Scales, hooks, riffs, melodic development and intervals	Leitmotifs, sequencing, melodic embellishment and wider range	Melodic understanding in performance, composition and appraisal
HARMONY & TONALITY	Basic accompaniment, major/minor, key centres	Triads, 12-bar blues, chord progressions, major and minor tonality	Extended chord progressions, harmonic structure and modulation	Harmonic understanding
STRUCTURE & FORM	Ternary form, simple structure, call and response	Theme and variation, verse/chorus, canon and rondo	Song forms, suite form, through-composed and minimalist structures	Understanding of form and structure
PERFORMANCE SKILLS	Sync, following parts, ensemble awareness	Rehearsal techniques, balance, coordination and presence	Independent rehearsal, confident performance and stylistic awareness	Performance skills and confidence
COMPOSING SKILLS	Ostinatos, melodies, simple rhythms	Variation, improvisation, motifs, harmony and texture	Development, layering, dynamics, stylistic techniques	Creative skills and compositional techniques
MUSIC TECHNOLOGY	Introduction to DAW, sequencing and MIDI	Recording, editing, loops, samples and virtual instruments	Advanced sequencing, mixing, foley, and sound design	Technological skills for composition and production
LISTENING SKILLS	Identify instruments, textures, dynamics and mood	Explain musical features and their effect, comparison of pieces	Analyse in detail, justify opinions and evaluate critically	Analytical listening and extended writing
MUSICAL LITERACY	Learn core vocabulary and use in context	Expand vocabulary, use in sentences and written responses	Confident use of terminology in speaking and extended writing	Acquisition of subject specific vocabulary

LEARNING JOURNEY	YEAR 7 - EXPLORE			YEAR 8 - DEVELOP			YEAR 9 - REFINE			LEADS TO KS4 PATHWAYS
	Unit 1 Elements of Music & African Drumming 	Unit 2 Keyboard Skills & Music Technology 	Unit 3 Programme Music 	Unit 1 Blues & Rock 'n' Roll 	Unit 2 Theme and Variation 	Unit 3 Heroes and Villains 	Unit 1 What Makes a Good Song? 	Unit 2 Music in Film 	Unit 3 Video Game Music & Music Festivals 	



KS3 MUSIC: VOCABULARY SPINE

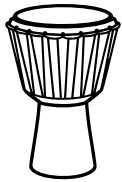
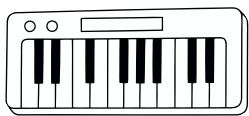
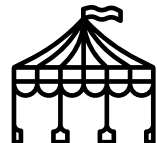


Curriculum Strands

-  **PERFORM**
Confidently and expressively
-  **COMPOSE**
Creatively and with intention
-  **APPRAISE**
Analytically and with understanding

BUILDING BRICKS	YEAR 7 - EXPLORE	YEAR 8 - DEVELOP	YEAR 9 - REFINE
RHYTHM & PULSE	Pulse, Rhythm, Ostinato, Tempo, Beat	Syncopation, Swing Rhythm, Polyrhythm, Groove	Phasing, Augmentation, Diminution, Cross-rhythm, Rhythmic modulation
MELODY & PITCH	Pitch, Melody, Scale, Step, Leap	Interval, Blues Scale, Riff, Hook, Sequence	Leitmotif, Transposition, Range, Melodic development
HARMONY & TONALITY	Chord, Major, Minor, Drone, Tonality	Triad, Chord Progression, 12-Bar Blues, Dominant 7th	Chord Progressions, Harmonic Structure, Relative keys, Cadences, Consonance, Dissonance
STRUCTURE & FORM	Ternary Form, Introduction, Section, Repetition, Chorus	Theme and Variation, Verse/Chorus, Rondo, Call and Response	Song Form, Through-composed, Bridge, Binary Form, Coda, Minimalistic structure
PERFORMANCE SKILLS	Ensemble, Parts, Balance, Timing, Cue, Coordination	Rehearsal, Dynamics, Articulation, Presence	Independent Rehearsal, Leading, Arrangement, Performance Technique, Expression
COMPOSING SKILLS	Motif, Melody, Layers, Texture, Compose, Improvise	Variation, Imitation, Development, Harmony, Improvisation, Question and Answer phrase	Countermelody, Contrast, minimalism, sound design, underscoring
MUSIC TECHNOLOGY	DAW, MIDI, Loop, Sequence, Track, Edit, Record	Virtual Instruments, Mix, Effect, Automation, Sample	Layering, EQ, Panning, Foley, Sound library, Mastering
LISTENING SKILLS	Identify, Describe, Dynamics, Texture, Tempo, Mood	Compare, Contrast, Instrumentation, Context	Analyse, Evaluate, Justify, Audience, Compression
VOCABULARY AND MUSICAL LITERACY	Notation, Staff, Note, Rhythm, Rest, Note Values	Time Signature, Key Signature, TAB, Lyrics	Lead sheet, Chord chart, Rhythmic dictation, extended writing

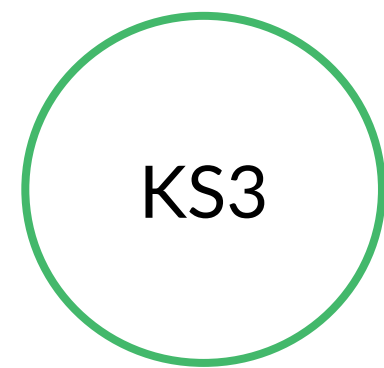
LEARNING JOURNEY

YEAR 7 - EXPLORE			YEAR 8 - DEVELOP			YEAR 9 - REFINE		
Unit 1 Elements of Music & African Drumming 	Unit 2 Keyboard Skills & Music Technology 	Unit 3 Programme Music 	Unit 1 Blues & Rock 'n' Roll 	Unit 2 Theme and Variation 	Unit 3 Heroes and Villains 	Unit 1 What Makes a Good Song? 	Unit 2 Music in Film 	Unit 3 Video Game Music & Music Festivals 

LEADS TO KS4 PATHWAYS



KS3 MUSIC: CURRICULUM MAP



YEAR 7 EXPLORE

Students will explore the building blocks of music and develop key skills.

YEAR 8 DEVELOP

Students will develop understanding and apply skills with more complex music.

YEAR 9 REFINE

Students will refine skills, become independent musicians and prepare for GCSE Music.

Curriculum Strands



PERFORM
Confidently and expressively



COMPOSE
Creatively and with intention



APPRAISE
Analytically and with understanding

CURRICULUM STRANDS	YEAR 7 - EXPLORE			YEAR 8 - DEVELOP			YEAR 9 - REFINE			KS4 ENTRY PATHWAYS
	Unit 1 Elements of Music & African Drumming 	Unit 2 Keyboard Skills & Music Technology 	Unit 3 Programme Music 	Unit 1 Blues & Rock 'n' Roll 	Unit 2 Theme and Variation 	Unit 3 Heroes and Villains 	Unit 1 What Makes a Good Song? 	Unit 2 Music in Film 	Unit 3 Video Game Music & Music Festivals 	
	PERFORM 	- Pulse and rhythm - Ostinato patterns - Ensemble playing - Dynamics	- Playing simple melodies - Reading notation - Basic keyboard technique	- Understanding mood and expression - Performing with awareness	- Syncopation and swing rhythm - Blues performance - Improvisation - Walking bass line	- Performing parts with texture - Balance and blend - Accuracy and control	- Ensemble rehearsal skills - Building a band performance - Stage presence	- Pop performance skills - Song sections - Confidence	- Performing to picture - Awareness of cues and timing - Expressive interpretation	- Independent rehearsal and performance - Layering and control - Confidence and musicianship
	COMPOSE 	- Creating ostinatos - Improvising rhythms - Using percussion	- Composing simple melodies - Using loops and patterns - Sequencing ideas	- Leitmotifs - Creating mood and atmosphere - Structuring musical ideas	- Chord progressions 12-bar blues - Improvising melodies - Hooks and Riffs	- Theme and Variation - Using canon and layering	- Writing for band - Chord sequences - Hooks and Riffs - Arrangement techniques	- Songwriting - Structure - Arrangement	- Composing to moving image - Leitmotifs - Underscoreing	- Environment - Ground theme music - Sound effects - Layering and sound production
	APPRAISE 	- Identifying elements of music - Describing rhythm, dynamics and texture	- Using musical vocabulary - Listening to keyboard pieces	- Understanding programme music - Mood and instrumentation - Structure	- Analysing blues - Harmony and Tonality - Style and Contrast	- Theme and Variation analysis - Structure and Texture - Comparing versions	- Analysing pop songs - Chord Progressions - Lyrics, context and audience	- Analysing song structure - Lyrical meaning - Musical devices	- Analysing film music - Leitmotifs, mood and narrative - Diegetic vs non-diegetic	- Adaptive vs. Linear gameplay - Repetition - Context and purpose

PERFORM

Perform confidently and expressively as a soloist and in an ensemble.

COMPOSE

Compose original music with purpose, using the musical elements.

APPRAISE

Analyse and evaluate music using accurate vocabulary and understanding.

CURRICULUM OUTCOMES

PERFORM	COMPOSE	APPRAISE	Skills and Knowledge
Students will develop their technical skills, ensemble awareness and expressive control.	Students will develop their creative, compositional techniques needed and have a technological understanding.	Students will develop listening skills, musical knowledge of key foundational concepts and acquire analytical tier 3 musical vocabulary.	All students will be able to: - Make musical decisions with confidence - Use accurate musical vocabulary - Work independently and collaboratively - Apply knowledge across different musical styles and genres

CURRICULUM INTENT

To inspire confident, creative and independent musicians who can perform, compose and appraise music with fluency, curiosity and musical understanding.



KS4 GCSE MUSIC: CURRICULUM MAP

KS4
ENTRY

YEAR 10;
DEVELOP AND APPLY

Students will use their musical knowledge and skill to apply to GCSE Music specification

YEAR 11
REFINE AND MASTER

Students will refine their skills and musicianship in preparation for their GCSE Music Qualification

Curriculum Strands



PERFORM
Confidently and expressively



COMPOSE
Creatively and with intention



APPRAISE
Analytically and with understanding

YEAR 10 - DEVELOP AND APPLY								
AUTUMN TERM			SPRING TERM			SUMMER TERM		
AOS4: Popular Music			AOS1: Musical Forms and Devices			AOS3: Film Music / AOS2: Music for Ensemble		
- Pop, Rock, Reggae, Soul, Hip-hop, Fusion - Ensemble performance skills	- Chord Progressions - Melody Writing - Song Structure	- MAD T SHIRT Analysis - Musical Vocabulary	- Stylistic interpretation - Expressive phrasing	- Motif development - Structural writing - Cadences	- Historical context - Score analysis - Western Classical Tradition	- Expressive interpretation - Ensemble awareness	- Leitmotifs - Extended Harmony - Underscoring	- Mood and atmosphere - Contextual listening - Written responses
- Note Values - Cadences - Scales - Key Signatures - Intervals - Score Reading Musical Theory 			- Melody writing - Motif development - Harmonic progression - Phrasing and structure 'What Makes A Good Tune?' 			- Ensemble Leadership - Independent Rehearsal	- Improvisation - Blues Harmony	- Stylistic Analysis - Instrumental identification

YEAR 10 OUTCOMES

- Apply musical knowledge with confidence
- Analyse music using accurate vocabulary
- Compose with purpose and structure
- Perform with fluency and expression

YEAR 11 - REFINE AND MASTER								
AUTUMN TERM			SPRING TERM			SUMMER TERM		
AOS4: Popular Music (Set Works)			AOS1: Musical Forms and Devices (Set Works)			Component 3 Revision		
- Stylistic awareness - Performance refinement	- Free composition - Structural refinement	- Dictation - Textural analysis - Extended responses	- Stylistic accuracy - Technical fluency	- Set brief composition - Develop and refine ideas	- Score analysis - Ornamentation - Modulation - Dictation	- Revise all Areas of Study - Completion of Past Papers and Exam-style questions - Dictation mastery - Extended response practice - Exam technique and timing		
Performance Preparation Rehearsal and refinement of pieces for first recording in Autumn Term. Developing technical control and musical expression. Set Brief Composition Explore the briefs, plan ideas and begin compositions of set brief. First draft deadline - February Half Term.			Composition Completion Improve both compositions. Redraft, edit and complete composing logs with reflection and justification. Final Performance Recordings Recording of final performances. Demonstrating confidence, expression and ensemble precision.			Key Focus: - Extended Writing - Contextual Analysis - Exam Mastery		

GCSE MUSIC QUALIFICATION

Performing - 30%

1 x Ensemble
1 x Solo/Ensemble

Composing - 30%

1 x Free Composition
1 x Brief Composition

Exam - 40%

1 x Appraising Exam



KS4 BTEC MUSIC: CURRICULUM MAP

KS4
ENTRY

YEAR 10;
DEVELOP AND APPLY

Students explore musical styles, develop practical skills and begin creating professional music products.

YEAR 11
REFINE AND MASTER

Students refine technical skills and independently respond to professional music briefs in preparation for further study or employment.

**PERFORM**
Confidently and expressively

**COMPOSE**
Creatively and with intention

**APPRAISE**
Analytically and with understanding

YEAR 10 - DEVELOP AND APPLY								
AUTUMN TERM			SPRING TERM			SUMMER TERM		
Music Technology			Exploring Music Products			Component 1 Completion		
 - Keyboard and performance workshops - Ensemble rehearsal - Stylistic performance tasks	 - MIDI sequencing - Audio recording - Loop creation - Intro to mixing/mastering	 - Listening to genres/styles - Identifying musical features - Evaluating performances	 - Genre-based performances - Rehearsing stylistically	 - Composition tasks in different genres - Developing musical ideas - Creating music products	 - Analysing existing music products - Comparing musical styles - Evaluating own progress	 Recording performance evidence	 - Creating final music products - Producing portfolio work	 - Written evaluation - Reflecting on creative strengths - Reviewing strengths and targets
BUILDING BRICKS								
Performing Ensemble Skills Rehearsal routines Musical fluency Stylistic awareness			Composing/Producing DAW skills MIDI sequencing Song creation Recording techniques			Appraising/Reflecting Genre analysis Musical evaluation Feedback to feed forward Understanding styles		

YEAR 11 - REFINE AND MASTER								
AUTUMN TERM			SPRING TERM			SUMMER TERM		
Component 2: Music Skills Development			Component 3 Preparation			Course Completion		
 - Refine instrumental/vocal skills - Rehearse specialist repertoire - Record performance evidence - Demonstrate professional rehearsal techniques - Evaluate performance progress	 - Complete mandatory composition pathway - Develop and refine musical ideas - Use DAWs/music technology - Produce final recordings - Complete portfolio evidence	 - Evaluate rehearsals and performances - Analyse compositions - Use musical terminology confidently - Reflect on professional practice - Complete written evaluations	 - Prepare music for commercial briefs - Timed rehearsal activities - Collaborative performance - Mock practical assessments	 - Respond to music briefs - Create original music - Develop production skills - Complete mock Component 3	 - Analyse exemplar briefs - Evaluate musical products - Understand client requirements - Reflect on mock assessments	 - Final practical work - Independent rehearsal - Present completed work	 - Complete external assessment - Finalise recordings - Submit evidence	 - Evaluate final product - Reflect on creative process - Review progress and next steps

YEAR 10 OUTCOMES

- Apply musical knowledge with confidence
- Analyse music using accurate vocabulary
- Compose with purpose and structure
- Perform with fluency and expression

BTEC MUSIC QUALIFICATION

Component 1 - 30%

Exploring Music Products and Styles

Component 2 - 30%

Music Skills Development

Component 3 - 40%

Responding to a Music brief