Curriculum Rationale:

Our music curriculum aims to provide all pupils with a high-quality music education which engages and inspires children to be passionate about music, to increase their self-confidence, creativity, and imagination, and provide opportunities for self-expression and a sense of personal achievement. Our curriculum aims to develop students' skills and enthusiasm through singing, playing instruments, composing, and arranging. Listening and Appraising skills are developed by exploring music from different artists and genres and the study of different types of music notation.

Year 7 topics focus on an introduction to instruments: voice, percussion, strings (ukulele), piano and music technology.

Year 8 topics focus on the study of world music genres and extending practical music skills through these styles of music.

Year 9 topics focus on the study of pop music and further extending performing as an individual and within an ensemble and creating using music technology.

Students of Music would benefit from having the following knowledge and skills developed across KS3:

Year 7 (Introduction to the musical element through practical playing)			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn 1	Find your voice – Singing Skills	To explore music through singing, developing accuracy and fluency. To develop professional	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Singing in tune • Singing with correct rhythms • Singing with fluency

		performance skills and teamwork.	• Singing with others in an ensemble • Singing harmonies in an ensemble • Music performance etiquette • Active listening skills (**identifying** musical elements and key concepts in listening examples and performances) ***ie. What speed is the tempo in this piece?*** **Substantive Knowledge** ***Students will need to understand the following concepts:*** Vocal – the voice as an instrument Pitch – Highness and lowness of sound Melody – the main tune Dynamics – the volume of music Harmony – combination of sounds Riff – a short repeated musical pattern Chords – 2 or more notes played at the same time Duration – length of notes Rhythm: patterns of different durations Fluency: performing without pausing Unison – singing as one voice Solo – singing on your own Ensemble – performing as a group Types of voices: Soprano – highest female singing voice Mezzo-soprano – middle-ranged female singing voice Alto – lowest female singing voice Tenor - highest male singing voice Baritone – mid-ranged male singing voice Bass – lowest male singing voice Falsetto – singing higher than soprano that produces an airy sound

Literacy:			
Numeracy:			
Autumn 2	Rhythm Skills	To explore rhythms through drumming to develop accuracy and fluency. To develop professional performance skills and teamwork.	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Performing simple rhythms • Performing more challenging rhythms • Performing in time to a backing-track and with others. • Reading rhythm notation. • Demonstrating Music Performance Etiquette • Active listening skills (**identifying** musical elements and concepts in listening examples and performances) ***ie. What rhythm is being played in the drumbeat?*** **Substantive Knowledge** ***Students will need to understand the following concepts:*** • Pulse – a regular beat felt throughout a piece of music • Duration – how long or short a note sound • Metre – The recurring pattern of beats that you feel • Time Signature - the number of beats in a bar (eg. 4/4) • Rhythm – a pattern of long and short sounds • Tempo – the speed of a piece of music • Polyrhythm – the use of several different rhythms played at the same time • Improvisation – making music up on the spot • Note values: Semibreve (4 beats), minim (2 beats), crotchet (1 beat), quaver (½ beat), semiquaver (¼ beat)
Spring 1	Ukulele Skills	To develop instrument skills through playing the ukulele. To develop	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Demonstration Music performance etiquette

		accuracy of playing 4 chords and fluency of playing chord progressions.	• Caring for an instrument • Forming chords to create a clear sound. • Fluently playing chord progressions • Strumming simple rhythmic patterns • Strumming more complex rhythmic patterns • Accompanying oneself while singing • Performing in a whole class ensemble • Active listening skills (**identifying** musical elements and concepts in listening examples and performances) ***ie. Is this chord a Major of minor chord?*** **Substantive Knowledge** ***Students will need to understand the following concepts:*** • Ukulele - a 4 stringed instrument popular in Hawaii. • Rhythm - A combination of long and short notes that create a pattern • Ensemble - a group of musicians that perform together • Chord - two or more notes played at the same time. • Chord Progression - the movement from one chord to the next such as I - IV - V - I. • Harmony – a combination of notes sounded together to produce chords. • Medley – a piece where the melodies (tunes) of other songs are strung together in one song. • Tab - ukulele tablature, or just tab for short, is a notation system that graphically tells you what string and fret to play. • Tonality - the character of the tones and harmonies of a piece of music. The most common are Major and Minor. • Accompaniment - a musical part which supports an instrument, voice, or group.

Spring 2	Keyboard Skills	To develop instrument skills through playing the keyboard. To develop accuracy of playing notes with correct hand positions and fluency of playing melodies.	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Demonstrate Music performance etiquette • Caring for an instrument • Playing the piano with correct hand positions • Performing simple melodies with correct notes and rhythms • Performing melodies with fluency • Performing a melody and accompaniment together with 2 hands • Active listening skills (**identifying** musical elements and concepts in listening examples and performances) ***ie. Is the melody in this piece ascending or descending?*** **Substantive Knowledge** ***Students will need to understand the following concepts:*** • Pitch - The highness and lowness of a note or sound • Scale - A group of notes that are arranged by ascending or descending order of pitch • Melody - The main tune of a piece of music • Chord - Two or more notes played at the same time • Octave - A space of eight steps between musical notes. • Notation - Music written down using symbols that represent pitch and duration • Middle C - The white note to the left of two black notes found in the centre of a piano or keyboard. • Stave - The five lines where musical notes are written. • Treble Clef – notes to the right side of the piano • Sharp - the black note to the right of the named note • Flat - the black note to the left of the named note
Summer 1	Instruments of the Orchestra	To develop knowledge of the instruments of the orchestra through	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Demonstrating Music performance etiquette

		playing the keyboard and listening to a variety of focused orchestral performances. To further develop accuracy and fluency in keyboard playing.	• Caring for an instrument • Playing the piano with correct hand positions • Performing pieces of music using orchestra instrument sounds to enhance listening skills • Active listening skills (**identifying** musical elements and concepts in listening examples and performances) ***ie. What instrument is playing at the beginning of this piece?*** **Substantive Knowledge** ***Students will need to understand the following concepts:*** • Ensemble – a group of musicians playing together • Orchestra – a large ensemble which is divided into 4 families of musical instruments • Conductor – the leader of an orchestra who indicates the main beats in the music using a baton • Sonority – the unique sound or tone quality of different instruments • Pitch – the highness or lowness of a note or sound • String Family – the family of instruments that sits at the front of the orchestra, including violin, cello and harp • Woodwind Family – the section of the orchestra that includes flute, clarinet and bassoon • Brass Family – the section of the orchestra that includes trumpet, trombone and tuba • Percussion Family – the section of the orchestra that is divided into two categories – pitched percussion (ie xylophone, timpani) and unpitched percussion (ie. Bass drum, cymbal)
Summer 2	Instruments of the Orchestra – Exploring	To further develop knowledge of the instruments of the	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Setting up a project and saving it in an organised folder • Creating an instrumental track

	music technology	orchestra using music technology.	• Choosing appropriate instrument sounds. • Playing and recording into Ableton using a MIDI keyboard • Editing tracks • Active listening skills (using knowledge of keywords and concepts to **describe** what they are hearing and to answer questions in more detail) ***ie. Is the cello playing high or low notes?*** **Substantive Knowledge** ***Students will need to understand the following concepts:*** • See Summer Term 1 • Music Technology – the use of technology to compose or perform music • DAW – digital audio workstation (ie. Ableton, Garageband) • MIDI - Musical Instrument Digital Interface – a widely used standard for connecting electronic instruments, computers and controllers • Arrangement – an artist's own version of an existing song • Synthesizing – creating musical sounds electronically • Ostinato – a short repeated musical pattern • Chord – two or more notes played at the same time • Chord progression – a repeated pattern of chords • Bass line – the bottom line of music played by a bass pitched instrument

Year 8 (Exploring music from around the world)			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**

Autumn 1	West African Drumming	To develop knowledge of the key concepts of West African Drumming. To develop effective djembe drumming techniques.	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Playing djembe drumming techniques (tone/bass/slap) • Playing simple rhythms (on the beat) • Playing polyrhythms (syncopated rhythms). • Performing in a group with accuracy and fluency • Creating a West African drumming piece showing appropriate WAD techniques. • Active listening skills (using knowledge of keywords and concepts to **describe** the music being analysed in listening examples and performances) ***ie. The technique being played by the master drummer is called call and response. What does that mean?*** **Substantive Knowledge** ***Students will need to understand the following concepts:*** • Djembe – a single-headed, goblet-shaped drum played with the hands which can produce different sounds • Bass (B): a low-pitched sound made by striking the middle of the drum • Tone (T): a medium-pitched sound made by striking the drum halfway between the edge and the centre • Slap (S): a short, high-pitched sound made by striking the edge of the drum • Cyclic rhythms – a rhythm that is repeated • Call and response – one person plays or sings a musical phrase, then another person/group responds with a different phrase or copies the first one • Ostinato – a short repeated musical pattern • Polyrhythms – the use of several different rhythms performed at the same time, often overlapping each other to create a thick texture

			• Cross-rhythms – contrasting rhythmic patterns played at the same time • Master Drummer – a person who leads other drummers in playing drum rhythms; known for their playing skill and knowledge • Polyphonic texture – multiple different layers of music which weave in and out of each other
Autumn 2	Reggae	To explore the history of Reggae music and develop techniques and key concepts of Reggae. To be able to perform Reggae music in an ensemble on a variety of instruments.	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Understanding where Reggae music originated from • Playing a reggae chord progression • Playing a riff using correct hand positions. • Playing a riff and accompaniment together with 2 hands • Performing on an additional instrument (includes singing) • Performing a whole class performance of a reggae song accurately and fluently. • Active listening skills (using knowledge of keywords and concepts to **describe** the music being analysed in listening examples and performances) ***ie. What instrument is playing offbeat rhythms? What is an offbeat rhythm?*** **Substantive Knowledge** ***Students will need to understand the following concepts:*** • Melody – the main tune, often sung by the lead singer • Chord – 2 or more notes played together at the same time • Chord progression – the movement from one chord to the next • Riff – a short repeated musical pattern • Bass line – the bottom line of music played by a bass pitched instrument • Rhythm – a pattern of long and short notes

			• Tempo – the speed of a piece of music (usually slow in Reggae) • Time Signature – the number of beats in a bar (ie. 4/4) • Offbeat rhythms – rhythms that emphasise or stress the weaker beats of the bar (beats 2 and 4) • Syncopation – when music is played on the offbeat • Structure – the organisation of a piece of music into different sections (ie. verse and chorus) • Texture– the different layers in a piece of music • Lyrics – the words of a song (in Reggae songs the lyrics are usually about subjects including love, religion and peace) • Typical Reggae instruments (Drum kit, Bass Guitar, Organ/Keyboard, Electric Guitar, Vocals)
Spring 1	The Blues		**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Understanding where Blues music originated. • Playing 7th chords • Playing a 12-bar chord progression • Playing a Blues bassline • Improvising using the blues scale. • Performing a riff and accompaniment together with 2 hands • Create a blues riff using the blues scale. • Performing on an additional instrument (includes singing) • Creating blues lyrics • Active listening skills (using knowledge of keywords and concepts to **describe** the music being analysed in listening examples and performances) ***ie. What is the structure of the 12-bar blues? What instrument is playing the blues chord progression?*** **Substantive Knowledge** ***Students will need to understand the following concepts:***

			• 12 Bar Blues - a chord progression typically used in Blues music which is based on chords I, IV and V. Each chord lasts for one bar. • Blues notes - flattened notes on the 3rd, 5th, and 7th notes of the scale, giving the sound a bluesy sound • Call and response - a melody sung by one singer is responded to or echoed by one or more singers • Chord – two or more notes played at the same time • Chord progression – a repeated pattern of chords • Improvisation - music that is made up on the spot by a performer • Lyrics – the words of a song. Blues lyrics often deal with hardships and frustrations and portray genuine emotions • Riff - a short repeated musical pattern • Seventh chord - a triad with a 4th note added which is seven notes above the tonic • Swung rhythm - when playing quavers, the first quaver is longer than the second quaver to give the music a swinging feel • Syncopation - when music is played on the off-beat • Walking bass line - the bass part in the Blues 'walks' up the notes of a chord creating a 'walking bass' part • Typical blues instruments (drum kit, double bass, guitar, clarinet, saxophone, trumpet, vocals)
Spring 2	The Blues	To create a blues piece appropriately using the techniques and key concepts of blues music. Performing a blues composition in a small ensemble.	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Creating a Blues piece demonstrating blues music techniques. • Performing a small group performance of a Blues song accurately and fluently. • Active listening skills (using knowledge of keywords and concepts to **describe** the music being analysed in listening examples and performances) ***ie. What are the lyrics about in this piece. Which instrument is improvising in this piece?***

			Substantive Knowledge ***Students will need to understand the following concepts:*** • Blues concepts (See Spring 1) • Performance concepts (pulse, pitch, rhythm, tempo, structure, instrumentation)
Summer 1	Sequencing	To explore music technology by playing, recording and editing parts of Pachelbel's Canon using Ableton software.	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Setting up a project and saving it in an organised folder • Creating an instrumental track • Choosing appropriate instrument sounds. • Playing parts into Ableton using a MIDI keyboard • Recording parts into Ableton using a MIDI keyboard • Editing tracks to develop accuracy and timing. • Active listening skills (using knowledge of keywords and concepts to **describe** the music being analysed in listening examples and performances) ***ie. What section of the orchestra is playing in this piece? This piece is played in a Canon. What is a Canon?*** **Substantive Knowledge** ***Students will need to understand the following concepts:*** • Music Technology – the use of technology to compose or perform music • DAW – digital audio workstation (ie. Ableton, Garageband) • MIDI - Musical Instrument Digital Interface – a widely used standard for connecting electronic instruments, computers and controllers • Composition – an original piece of music, either vocal or instrumental, using live instruments or technology • Arrangement – an artist's own version of an existing song • Looping – repeating a pattern over and over again

			• Synthesizing – creating musical sounds electronically • Melody – the main tune in a piece of music • Ostinato – a short repeated musical pattern • Chord – two or more notes played at the same time • Chord progression – a repeated pattern of chords • Bass line – the bottom line of music played by a bass pitched instrument
Summer 2	Arranging	To develop arranging skills by playing, recording and editing Pachelbel's Canon into a genre of choice using Ableton software.	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Setting up a project and saving it in an organised folder • Creating an instrumental track • Choosing appropriate instrument sounds. • Playing parts into Ableton using a MIDI keyboard • Recording parts into Ableton using a MIDI keyboard • Editing tracks to develop accuracy and timing. • Active listening skills (using knowledge of keywords and concepts to **describe** the music being analysed in listening examples and performances) ***ie. List 3 ways this arrangment is different from the original.*** **Substantive Knowledge** ***Students will need to understand the following concepts:*** • Dynamics – the volume of a piece of music • Rhythm – a pattern of long and short sounds • Articulation – the way that individual notes are played, ie. smooth or detached • Tempo – the speed of a piece of music • Structure – the different sections that make up a piece of music (intro, verse, chorus, bridge etc) • Melody – the main tune in a piece of music, usually sung by the lead singer • Texture – the different layers in a piece of music

			• Harmony – more than one note heard together; can be consonant (pleasant sounding) or dissonant (harsh sounding) • Tonality – the overall key of a piece of music; major (happy) or minor (sad) • Sonority – the unique quality of a note or sound • Metre - the number of beats in a bar (most pop songs are in 4/4 time) • Instrumentation – the use of instruments in a piece of music ie. a pop song might use vocals, drum kit, guitars, keyboard

Year 9 (Refining Performing and Creating Skills)			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn 1	Samba	To explore the history of Samba music and develop techniques and key concepts of Samba. To be able to perform Samba music in an ensemble on a variety of samba instruments.	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Understanding where Samba music comes from • Playing samba drumming techniques (call and response/polyrhythms) • Playing simple rhythms (on the beat) in time. • Playing syncopated rhythms fluently. • Playing sections of the Samba structure (into, break, groove) • Performing in a group with accuracy and fluency • Improvising rhythms within a Samba piece. • Active listening skills (using knowledge of keywords and concepts to **explain or describe in detail** the music being analysed in listening examples and performances) ***ie. What samba instruments can you hear in this piece? How is call and response used in this piece?***

			Substantive Knowledge ***Students will need to understand the following concepts:*** • Call and response – a person sings or plays a musical phrase, then another person/group responds by either copying or playing a different phrase • Cross-rhythms – two different rhythms that 'conflict' with each other played at the same time • Cyclic rhythm – a rhythm that is repeated over and over again • Improvisation – making up music on the spot • Ostinato – a short repeated musical pattern (can be rhythmic or melodic) • Percussion – instruments that are mostly hit, scraped or shaken to produce a sound • Polyrhythm – the use of several different rhythms performed at the same time • Pulse – a regular beat that is felt throughout music • Rhythm – a pattern of long and short notes • Sambista – the leader of a Samba band or ensemble • Solo– one person playing on their own • Syncopation – accenting or emphasising the weaker beats of the bar
Autumn 2	What makes a good song?	To explore the concepts of Pop music. To be able to perform the parts that make up Pop music and perform in a large ensemble using a	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Playing a pop 4-chord progression fluently • Playing a pop bassline fluently • Playing a pop riff and accompaniment together with 2 hands. • Performing on an additional instrument (includes singing) in a whole class ensemble

		choice of instruments.	• Active listening skills (using knowledge of keywords and concepts to **explain or describe in detail** the music being analysed in listening examples and performances) ***ie. What is the structure of this piece?*** **Substantive Knowledge** ***Students will need to understand the following concepts:*** • Lyrics – the words of a song • Riff – a short repeated musical pattern • Melody – the main tune of the song, often sung by the lead singer • Hook - the catchy part of a song that you will remember • Texture – the layers in a piece of music • Chord – two of more notes played at the same time • Chord Progression - a repeated pattern of chords used in a song • Bassline - the low-pitched part of a song, usually played by a bass instrument eg bass guitar • Arrangement – an artist's own version of an existing song • Lead sheet – a form of musical notation that consists only the essential elements of a pop song (lyrics, chords, bass line) • Instrumentation – the use of instruments in a piece of music (vocals, keyboard, guitar, bass guitar, drum kit) • Harmony - two or more pitched notes sung or played at the same time • Typical pop song structure (intro, verse, pre-chorus, chorus, bridge, outro
Spring 1	Arranging 1 - Small group live performance	To explore how Pop music can be arranged. To be able to perform the	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Playing a pop 4-chord progression fluently • Playing a pop bassline fluently

		parts that make up Pop music and perform in a small ensemble using a choice of instruments.	• Playing a pop riff fluently • Playing/Singing a pop melody fluently. • Performing on an additional instrument (includes singing) in a small ensemble • Active listening skills (using knowledge of keywords and concepts to **explain or describe in detail** the music being analysed in listening examples and performances) ***ie. What type of voice is singing in this piece. What other instruments can you recognise?*** **Substantive Knowledge** ***Students will need to understand the following concepts:*** • Lyrics – the words of a song • Riff – a short repeated musical pattern • Melody – the main tune of the song, often sung by the lead singer • Hook - the catchy part of a song that you will remember • Texture – the layers in a piece of music • Chord – two of more notes played at the same time • Chord Progression - a repeated pattern of chords used in a song • Bassline - the low-pitched part of a song, usually played by a bass instrument eg bass guitar • Arrangement – an artist's own version of an existing song • Lead sheet – a form of musical notation that consists only the essential elements of a pop song (lyrics, chords, bass line) • Instrumentation – vocals, drum kit, guitars, keyboard • Harmony - two or more pitched notes sung or played at the same time
Spring 2	Arranging 2 – Arranging using	To further develop arranging skills by	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:***

	music technology	playing, recording and editing a pop song into one's own arrangement using Ableton software.	• Setting up a project and saving it in an organised folder • Creating an instrumental track • Choosing appropriate instrument sounds. • Playing parts into Ableton using a MIDI keyboard • Recording parts into Ableton using a MIDI keyboard • Editing tracks to develop accuracy and timing. • Active listening skills (using knowledge of keywords and concepts to **describe** the music being analysed in listening examples and performances ie. ***What genre is this piece of music? Explain how the voice and instruments relate to this genre?*** **Substantive Knowledge** ***Students will need to understand the following concepts:*** • Dynamics – the volume of a piece of music • Rhythm – a pattern of long and short sounds • Articulation – the way that individual notes are played, ie. smooth or detached • Tempo – the speed of a piece of music • Structure – the different sections that make up a piece of music (intro, verse, chorus, bridge etc) • Melody – the main tune in a piece of music, usually sung by the lead singer • Texture – the different layers in a piece of music • Harmony – more than one note heard together; can be consonant (pleasant sounding) or dissonant (harsh sounding) • Tonality – the overall key of a piece of music; major (happy) or minor (sad) • Sonority – the unique quality of a note or sound • Metre - the number of beats in a bar (most pop songs are in 4/4 time)

			• Instrumentation – the use of instruments in a piece of music ie. a pop song might use vocals, drum kit, guitars, keyboard
Summer 1 **Summer 2**	Refining Performing and Creating Skills Preparing for KS4 music.	To consolidate the techniques used to create a piece of music by either: Performing a piece of music using a chosen instrument. OR To arrange a piece of chosen music using music technology.	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Researching showing investigation into their favourite music and how it has influenced their chosen creation. • Solo or small group performance skills • Arrangement created of a chosen piece on Ableton • Composition of a piece inspired by a chosen artist • Active listening skills (using knowledge of keywords and concepts to **describe** the music being analysed in listening examples and performances **ie. What is the mood of this piece? What elements in the music help create this mood?** **Substantive Knowledge** ***Students will need to understand the following concepts:*** • Timing/Pulse • Instrument specific technique • Genre • Structure • Instrumentation • Chord Progression • Melody • Rhythm • Texture • Dynamics • Timbre/Sonority • Metre/Time signature

Year 10			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn 1	Introduction to the course Unit 1 Intro to performance	To rehearse a chosen piece to perform to demonstrate students' bassline for music Performance Unit 1.	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • accuracy throughout the performance • coordination throughout the performance • communication throughout the performance • control throughout the performance • methods of dealing with mistakes; coping very well under pressure • interpretation of the piece • technical control throughout the performance • rhythm and pitch throughout the performance • range of dynamics and balance throughout the performance • expression throughout the performance technical skills on chosen instrument or voice **Substantive Knowledge** ***Students will need to understand the keywords and concepts learned in KS3 music lessons as well as instrument specific terminology (Detail provided at the end of LTP)***
Autumn 2	Unit 2 Exploring Composition technique	To develop the methods used to develop an original piece of composition.	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Creating riffs • Creating melodies • Creating chord progressions • Creating harmonies

			• Choosing appropriate instrumentation (sonority) • Creating parts showing definite structure • Creating rhythmic interest • Understanding scores/lead sheets. • Using music technology • Researching techniques • Create information that shows depth and range of evidence/examples used. • Using effective and precise use of terminology.
Spring 1	Unit 2 Creating	To effectively write a creative brief (Task 1). To produce a development log that records the exploration and development of your ideas in response to the creative brief (Task 2) To create using the methods used to develop an original piece of composition that is suitable for the brief (Task 3)	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Using a wide range of detailed and accurate knowledge and understanding of the components considered. • Showing a fully developed understanding that shows relevance to the demands of the assignment brief • Using well-chosen evidence/examples • Showing depth and range of evidence/examples used. • Using effective and precise use of terminology. • Demonstrating effective communication • Demonstrating creativity (including quality of original ideas) • Developing ideas • Demonstrating appropriate health and safety • Knowledge and use of processes of composition • Demonstrating use of the elements of music • Showing consideration of style • Showing the knowledge and use of instrumental/vocal resources

Spring 2	Unit 2 Creating	To create using the methods used to develop an original piece of composition that is suitable for the brief (Task 3) To evaluate the success of the creative process and final creation (Task 4).	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Undertaking a detailed and effective evaluation of feedback from others • Showing detailed and effective consideration of whether the creation met the creative brief. • Showing detailed and effective consideration of skills that are used and demonstrated • Showing detailed and effective consideration for how work could be developed. • Presenting perceptive and rational judgements on the success of the creation with relevant links between conclusions and evidence
Summer 1	Unit 1 Performing	To research the artists and music genres that will influence students' performance choices (Task 1a). To use research to influence their performance and show what impact students are hoping to achieve in their performance (Task 1b).	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Showing a range of detailed and accurate knowledge and understanding of research and the requirements of their chosen piece(s). • Writing skills to show detailed and effective consideration of how the research will influence their performance choices. • Knowledge of musical elements. • Planning and analysis skills that show full consideration to the intended impact of their piece(s).
Summer 2	Unit 1 Performing	To outline a rehearsal schedule that will enable to	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:***

		be fully prepared for the performance required in the brief (Task 2).	• Researching skills to enable full consideration of different types of rehearsal (technique, stagger though, technical, dress rehearsal). • Planning skills to create a fully developed and effective time plan.

Year 11			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn 1	Unit 1 Performing	To produce a reflective journal that records the practical rehearsal process required to ensure students are fully prepared for the performance required in the brief (Task 3). To rehearse your chosen piece(s) to prepare for a performance (Task 4).	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Action planning skills • Rehearsal preparation away from the rehearsal space • Responding to feedback • Annotation/scores • Refining the process • Observing appropriate health and safety requirements • Knowledge and understanding of performance skills (accuracy, coordination, communication, control, dealing with mistakes; coping under pressure, interpretation, technical control, rhythm and pitch, dynamics and balance, expression, technical skills on chosen instrument or voice)

Autumn 2	Unit 1 Performing	Perform/present your chosen piece(s) to an audience (Task 4). To evaluate the success of your performance including what was learned from undertaking this work and how it will inform future performances.	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Demonstrating the knowledge and understanding gained from the practice into a performance • Demonstrating writing skills that provide a detailed and effective evaluation of feedback from others • Presenting highly effective judgements on the success of the performance with relevant links between conclusions and evidence • Identifying a wide range of strengths and areas for future development • Creating a highly effective action plan for future performances • Making detailed and effective reference to professional working practices, including appropriate health and safety
Spring 1	Unit 3 Performing Arts in Practice	To outline the factors that have influenced the creation of your proposed performance work (Task 1). To produce plans and ideas for the proposed event (Task 2). To outline the timeline, personnel and resources required for the	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Knowledge of social, cultural, political and historical contexts, mood and style/genre, performance space/venue, themes and ideas, purpose, target audience, the work of practitioners who have created performance work, different types of organisations that create performance work • Researching skills to find appropriate information relating to the brief. • Produce a plan that fully responds to the brief

		implementation of your creative proposal (Task 3). To outline how marketing and public relations can be used to promote your event (Task 4).	• Produce a synopsis (set list) appropriate for the event • knowledge and understanding of resources/materials, job roles and responsibilities within organisations that create performance work, the production process, production schedule, and budgeting. • Create a range of accurate knowledge of timelines, personnel and resources required for the creative proposal
Spring 2	Unit 3 Performing Arts in Practice	Produce practical examples that link to your proposed event (Task 5) To produce and pitch a creative proposal, including practical examples, to an audience and gain feedback	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Knowledge and understanding of compositional skills used to develop practical examples that are creative and communicate to the theme of the brief • Demonstrating excellent application of knowledge and understanding of pitching a creative proposal that shows presentation skills, clarity, use of tone, communication, use of practical examples throughout the pitch
Summer 1	Unit 3 Performing Arts in Practice	To evaluate the success of a creative proposal, discussing what has been learnt from undertaking this work and how it will inform future planning of events.	**Disciplinary Knowledge** ***Students will be evaluated on the following criteria:*** • Analysis skills to evaluate the success of the creative proposal, making reasoned judgements, and presenting conclusions • Effective action planning

			• Showing preceptive and rational judgements showing relative links between conclusion and evidence
Summer 2			

Substantive Knowledge for KS4

Unit 1 Performing – Glossary

1) Solo – a performance by one person

2) Ensemble – a group of people performing together, for example a vocal quartet or rock band

3) Accompaniment – a musical part which supports an instrument, voice or group

4) Practice – focusing on specific sections of music to improve your piece

5) Rehearsal – playing through a piece of music that you have already learned

6) Rehearsal schedule – a way of organising rehearsals in the lead up to a performance to make sure that the performers are prepared

7) Rehearsal space – a room used for a rehearsal eg. a practice room

8) Notation – music written down using symbols that represent pitch and duration
9) Score – a written form of a musical composition
10) Lead Sheet – a form of musical notation that contains the essential elements of a song (ie. chords, lyrics, melody)
11) Warm Up – the preparation that a performer does using their instrument or voice to get ready for a rehearsal or performance
12) Accuracy – playing a piece of music correctly without mistakes
13) Fluency – playing a piece of music confidently, accurately and without hesitations
14) Technical Control – the specific techniques used when playing an instrument, for example using two hands and the pedal when playing the piano, using breath control and vibrato when singing
15) Tone – the unique quality and character of a sound
16) Expression and interpretation – how well a piece of music is communicated with an audience and interpreted stylistically
17) Pitch – how high or low a note sounds
18) Rhythm – a pattern of long and short sounds
19) Performance directions – instructions for how a composer intended a piece to be played eg. dynamic markings, phrasing, tempo changes

20) Intonation – the accuracy of pitch in playing or singing
21) Projection – when a performer projects their sound powerfully and clearly
22) Balance – ensuring that a melody can be heard properly over a backing track or accompaniment
Unit 2 Glossary
1) DAW - digital audio workstation (ie. Ableton)
2) MIDI - Musical Instrument Digital Interface. A widely used standard for connecting electronic instruments, computers and controllers
3) Composer - a person who writes music
4) Composition - an original piece of music, either vocal or instrumental, using live instruments or technology
5) Arrangement - an artist's own version of an existing song
6) Genre - the style of a piece of music ie. rock, pop, Classical, RnB
7) Score - a written form of a musical composition
8) Lead sheet - a form of musical notation that contains the essential elements of a popular song (ie. melody, chords, lyrics)

9) Instrumental – a piece of music written only for instruments
10) Vocal – using the voice as an instrument
11) Audience – the group of people who listen to or watch a performance
12) Effect – the impact of the final performance on an audience
13) Occasion – the event or time at which a performance takes place
14) Purpose – the reason for a piece of music being created ie. for a live performance, for a studio recording, to accompany a piece of theatre
15) Venue – the space in which a performance takes place ie. a concert hall, a theatre, a festival, a large music venue like the O2
Musical Elements Glossary
Dynamics – the loudness or quietness of a piece of music
Fortissimo – very loud *Forte* – loud *Mezzo forte* – moderately loud *Mezzo piano* – moderately quiet *Piano* – quiet *Pianissimo* – very quiet *Crescendo* – gradually getting louder *Diminuendo* – gradually getting quieter

Tempo – the speed of a piece of music
Lento – very slow *Adagio* – slow *Andante* – at a walking pace *Moderato* – at a moderate speed *Allegro* – fast/lively *Presto* – very fast *Accelerando* – gradually getting faster *Rallentando* – gradually getting slower
Metre – the number of beats in a bar
Time signature – the number of beats in a bar (ie. 6/8, 4/4)
Pitch – how high or low a note sounds
Octave – a musical interval of eight notes *Sharp/flat* – notes raised / lowered by a semitone
Articulation – the way that individual notes are played
Legato – smooth *Staccato* – short and detached *Pizzicato* – plucked (string instruments) *Accented* – giving a note more emphasis
Structure – the different sections that make up a piece of music

Binary form (AB) *Ternary form* (ABA) *Rondo form* (ABACA) *Intro* – the first section of a song which sets the mood *Verse* – introduces the song's theme and has the same melody but different lyrics for each verse *Link* – an optional section used to join different parts of a song together *Pre-Chorus* – an optional section of a song that occurs before the chorus, preparing the listener for the chorus *Chorus* – the most memorable part of a song which is repeated several times with the same melody and lyrics *Middle 8/Bridge* - a section (often 8 bars long) which provides contrasting musical material, often featuring an instrumental or vocal solo *Outro* – the final section of a popular song which brings it to an end *Strophic* – a song which is made up entirely of verses
Melody – the main tune in a piece of music
Range – the distance between the highest and lowest note *Diatonic* – music written using major or minor keys *Chromatic* – music which uses notes from outside the key *Scalic* – uses the notes of a scale ie. C major *Conjunct* – moves by step *Disjunct* – leaps between notes *Broken chords / arpeggios* – spreading the notes of a chord by playing them individually *Phrasing* – dividing a melody into phrases or shorter units
Rhythm – a pattern of long and short sounds
Triplets – three notes played in the space of two *Dotted rhythms* – a rhythmic pattern which alternates dotted notes with shorter notes *Syncopation* – emphasis on the weaker beats of the bar
Texture – the different layers in a piece of music

Monophonic - one single line of music *Homophonic* – more than one layer moving together ie melody and accompaniment *Polyphonic* – lots of different layers weaving in and out of each other *Doubling* – when a musical line is played by another instrument *Solo* – one person playing or singing on their own *Unison* – everyone playing or singing the same thing together
Harmony - more than one note heard together
Consonant - pleasant sounding *Dissonant* - harsh sounding *Chord* – two or more notes played at the same time *Chord progression* – the movement from one chord to the next *Primary chords* – the main chords used in a piece of music (I, IV, V) *Secondary chords* – the less common chords used in a piece of music (II, III, VI)
Tonality - the overall key of a piece of music
Major – happy *Minor* – sad *Atonal* – no key
Instrumentation - the use of instruments/voices in a piece of music
Strings – violin, viola, cello, double bass, harp, guitar, ukulele *Woodwind* – flute, clarinet, oboe, bassoon *Brass* – trumpet, trombone, French horn, tuba *Percussion* – piano, xylophone, glockenspiel, bass drum, djembe, cymbal *Typical pop instruments* – keyboard, guitar (acoustic, electric, bass), drums *Electronic instruments* – drum machine, synthesiser

Voice types – soprano, alto, tenor, bass
Unit 3 Glossary
Stage Roles - a team of creative, technical, and management personnel
Session Musician - a highly skilled professional hired to perform in recording studios or live, and on tour, rather than being a permanent band member
Singer - a person who sings to entertain a live audience, individually or as an ensemble.
Dancer – someone who dances as a profession, to entertain as a live audience, individually or as an ensemble.
Behind the Scene Roles
Musical Director – ta person who is responsible for the overall creative vision of a production.
Music Producer - oversees the creation of music, acting as a creative director, technical engineer, and project manager to turn an artist's vision into a finished song or album.
Stage Manager – A person who is responsible for the technical details of the production and is fully responsible for the stage during each performance.
Choreographer – creates dance routines for performances.
Lighting director - the senior creative and technical professional responsible for designing, planning, and overseeing the lighting for television, film, theatre, and live events.

Stage Crew – a group of people who work behind the scenes during the show or a live performance.
Music Roles and Venues
Busker – a person who performs music in the street or any public place.
Music studios – locations where music is recorded.
Composer – someone who creates their own music.
Function band – large groups of musicians that perform at events and for special occasions and mostly play covers.
Featured artist – much like a session musician except they are entitled to royalties and often have individual contracts.
Music Publisher – a company that publishes music on behalf of a composer.
Grassroots music venues and pubs – small venues in England and Wales do not need a music licence for live music (The Live Music Act 2012).
Agent/contractors (fixers) - an individual or company that seeks out musicians for session work.
Arranger – someone who rewrites or reimagines existing pieces of music.
Orchestrator – Like an arranger they work with music that already exists or are given an outline of melody and harmonies to create the music.

Conductor – A person who direct a live ensemble and is responsible for the overall sound of the performance.
Songwriter – A person who writes the song. They often write the lyrics, the melody and overall structure of the song.
Lyricist - A person who writes the lyrics to the song.
Producer – The person who is responsible for the overall sound of the recording.
Recording engineer – The person who records and mixes the music in the recording studio.
Mastering engineer – once the music has been recorded and mixed, it is sent for mastering. The mastering engineer will make sure the recording is prepared for publication a CD, vinyl or digital release.
Factors that influence a creation
Social context – the moral values or standards of behaviour seen in society.
Historical context – any global historic event that has happened in society.
Political context – any specific political issues that affect society.
Cultural context – cultural traditions that affect someone in society (community, values, beliefs, opinions).
Target Audience – a certain audience group in which music is aimed at (ie. young people, diverse of minority groups).

Style/genre - a category/type of music.
Venue – Where your event will take place.
Budget – a calculation of all the hard and soft costs of staging an event. Hard costs are the components that have to be paid for. Soft costs are the components so a production that can be negotiated.
Funding/extra investment
Timeline – a schedule of events that will take place so that you can develop the creative vision within a specific timeframe.
Marketing - ways to advertise your event.
Promoting – Strategies to promote an event (posters, billboards, social media, adverts, ticket sales).
Pitching – a short presentation given to ta person or group of people to persuade them to invest in or support an idea.
Instrument Technique
Voice • Intonation • diction including use of melisma and/or syllabic words • articulation including vocal onsets e.g. glottal • breath control and support • vocal techniques including vibrato

Rapping/MC-ing

- diction including clarity
- use of alliteration
- breath control
- combination of technical and vocal skills
- use of call and response

Piano

- right-hand/left-hand co-ordination
- balance between parts
- finger dexterity
- pedal technique
- touch

Electronic Keyboard/Organ

- use of voices/tones/stops
- right hand/left hand coordination
- finger dexterity
- pedal technique
- manual and pedal co-ordination (where appropriate)

Strings

(a) Bowed

- Intonation
- bow control
- right-hand/left-hand co-ordination
- left-hand positions
- finger dexterity
- playing techniques e.g. vibrato, pizzicato

(b) Plucked

- Tuning

- right-hand/left-hand co-ordination
- hand positions
- finger dexterity
- plucking techniques
- use of glissando
- pedal control

Woodwind

- Intonation
- breath control
- use of fingering and finger dexterity
- playing techniques, e.g. glissando, tonguing, slurring

Brass

- Intonation
- breath control
- lip flexibility
- use of techniques, e.g. tonguing, slurring, glissando
- use of mutes

Percussion

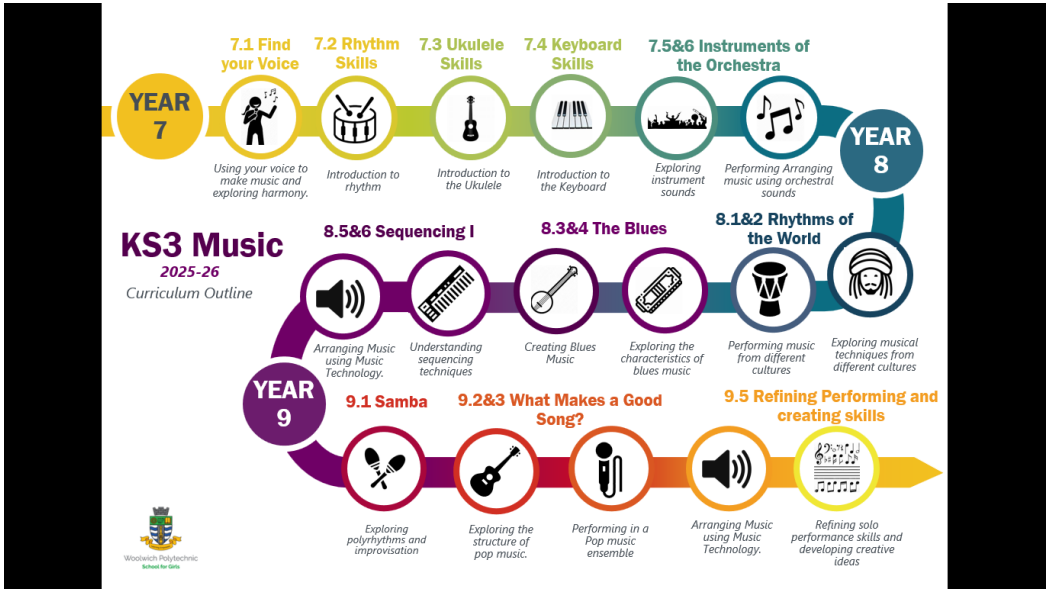
(a) Drum kit

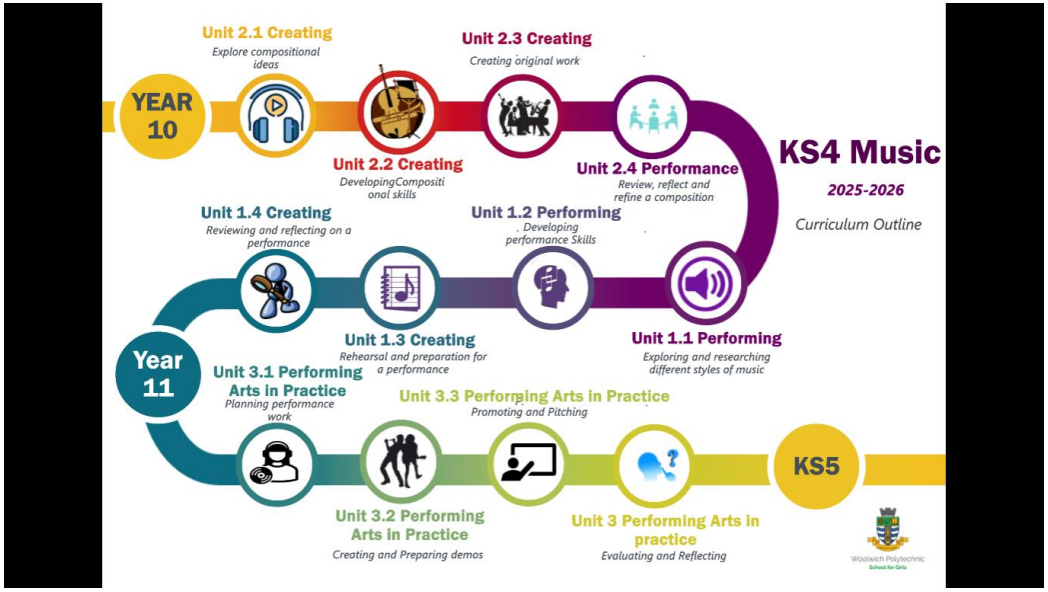
- hand and foot co-ordination
- stick dexterity
- single and double strokes
- Fills
- Paradiddle
- flams and drags
- rim-shots

- Triplet

(b) Orchestral

- stick/mallet dexterity
- control over variety of instruments
- damper/pedal control
- intonation (timpani)
- hand held percussion techniques, e.g. manipulating the pitch, muting, damping


YEAR 7
7.1 Find your Voice
Using your voice to make music and exploring harmony.
7.2 Rhythm Skills
Introduction to rhythm
7.3 Ukulele Skills
Introduction to the Ukulele
7.4 Keyboard Skills
Introduction to the Keyboard
7.5&6 Instruments of the Orchestra
Exploring instrument sounds
Performing Arranging music using orchestral sounds
YEAR 8
KS3 Music
2025-26
Curriculum Outline
8.5&6 Sequencing I
Arranging Music using Music Technology.
Understanding sequencing techniques
8.3&4 The Blues
Creating Blues Music
Exploring the characteristics of blues music
8.1&2 Rhythms of the World
Performing music from different cultures
Exploring musical techniques from different cultures
YEAR 9
9.1 Samba
Exploring polyrhythms and improvisation
9.2&3 What Makes a Good Song?
Exploring the structure of pop music.
Performing in a Pop music ensemble
9.5 Refining Performing and creating skills
Arranging Music using Music Technology.
Refining solo performance skills and developing creative ideas


YEAR 10
Unit 2.1 Creating
Explore compositional ideas
Unit 2.2 Creating
DevelopingCompositional skills
Unit 2.3 Creating
Creating original work
Unit 2.4 Performance
Review, reflect and refine a composition
KS4 Music
2025-2026
Curriculum Outline
Unit 1.4 Creating
Reviewing and reflecting on a performance
Unit 1.2 Performing
Developing performance Skills
Unit 1.3 Creating
Rehearsal and preparation for a performance
Unit 1.1 Performing
Exploring and researching different styles of music
Year 11
Unit 3.1 Performing Arts in Practice
Planning performance work
Unit 3.3 Performing Arts in Practice
Promoting and Pitching
Unit 3.2 Performing Arts in Practice
Creating and Preparing demos
Unit 3 Performing Arts in practice
Evaluating and Reflecting
KS5