

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content for MUSIC	Elements of Music (Singing & Notation)	Peter & the Wolf (Instruments of the Orchestra)	Major & Minor	World Music	Composing with the Pentatonic Scale (Industry Standard Music Software)	Reggae
Prior knowledge (from previous year/ key stage).	End of Primary School Show	Vocal accuracy How music is put together	Keyboard skills Timbre	Diatonic Music Tonal Music Aural skills	How music is different Percussion skills	Music Software skills Importance of a scales
Key skills	Students will: Developing relationships and knowledge of vocal accuracy and techniques through teamwork/group performance.	Students will: Explore creatively a stimulus to develop a range of musicianship skills along with evaluating own and others performances.	Students will: Aurally identify the differences between Major and Minor in its overall sound and perform these to imbed further.	Students will: Aurally identify what makes certain music from around the world different and perform in a range of styles.	Students will: Learn how to compose and through music industry standard software. Problem solving, making decisions and collaboration.	Students will: Learn to perform offbeat rhythms as a basis for harmony and to appreciate differing styles.
Assessment	Performances and practice are assessed throughout. Peer/self and Teacher Feedback each lesson.	Performances and practice are assessed throughout. Peer/self and Teacher Feedback each lesson.	Performances and practice are assessed throughout. Peer/self and Teacher Feedback each lesson.	Performances and practice are assessed throughout. Peer/self and Teacher Feedback each lesson.	Performances and practice are assessed throughout. Peer/self and Teacher Feedback each lesson.	Performances and practice are assessed throughout. Peer/self and Teacher Feedback each lesson.
How can you help?	Encourage your child to: Practise using different vocal timbres/tones. Practice trying singing with breath marks to ensure smooth flow of melody lines. Use musictheory.net website to further develop notation/sightreading skills.	Encourage your child to: Read Peter and the Wolf the story to help with creativity. Discuss the character they have created. Watch a theatre performance.	Encourage your child to: Practise listening to Major and Minor using EdPuzzle video tutorials. Play Major and Minor chords at home using an instrument.	Encourage your child to: Listen to World Music via online world music platforms/radio stations.	Encourage your child to: To use FREE music software at home – Roland 50 Studio – Band lab etc to develop creative composing skills and musical ideas. To learn how to use further music software features on YouTube.	Encourage your child to: Listen to Reggae music and to practice the left right movement in order to play the chords on beats 2 and 4.

Reading Recommendations	The Elements of Music – Jason Martineau	The Ultimate Guide to Music: A fascinating introduction to music and the instruments of the orchestra: 1 - by Joe Fullman	Major and Minor Scales with Chords and Patterns by Kenneth M. O'Gorman	World Music: A Global Journey - By Terry E. Miller, Andrew Shahriari	Beginners Guide to Music Production by Future Publishing LTD	The Rough Guide to Reggae: Second Edition (Rough Guide Music Guides) by Mr Peter Dalton,
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Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Blues Music	Sticks & Chairs	Baroque Music (Ground Bass & Industry Standard Music Software)	Musicals	Introduction to Film Music	Composing with Industry Standard Music Software (Over a 4 Chord Progression)
Prior knowledge (from previous year/ key stage)	Major & Minor World Music	Rhythm Notation Performing as a group	Composing with music software Instruments of the orchestra	Instruments of the orchestra Ensembles	Instruments of the orchestra Ensembles Themes and Motifs	Composing with music software Instruments of the orchestra and popular modern instruments
Key skills	Students will: Developing knowledge/understanding/listening skills of Blues Music features/ techniques through Keyboard/Guitar performance – also vocal skills.	Students will: Developing knowledge/understanding/listening skills of Rhythmical Music through group performance.	Students will: Developing knowledge/understanding/listening skills of Music from 1600-1750 and an appreciation for what occurred then supported all music after it. Performing a Ground Bass and composing.	Students will: Developing knowledge/understanding/listening skills of Musicals through the 20 th century (and 21 st) specifically aurally identifying KEY FEATURES and MUSICAL DEVICES. Playing/performing key melodies from musical on keyboards/guitars.	Students will: Developing knowledge/understanding/listening skills of Film Music from the 20 th century (and 21 st) specifically aurally identifying KEY FEATURES and MUSICAL DEVICES. Playing/performing key film themes from musical on keyboards/guitars.	Students will: Developing knowledge/understanding/listening skills of Chords through using industry standard music software and continuing to develop an understanding of how music is created and put together using music software.
Assessment	Performances and practice are assessed throughout.	Performances and practice are assessed throughout. Peer/self and Teacher Feedback each lesson.	Performances and practice are assessed throughout. Peer/self and Teacher Feedback each lesson.	Performances and practice are assessed throughout. Peer/self and Teacher Feedback each lesson.	Performances and practice are assessed throughout.	Performances and practice are assessed throughout.

	Peer/self and Teacher Feedback each lesson.				Peer/self and Teacher Feedback each lesson.	Peer/self and Teacher Feedback each lesson.
How can you help?	Encourage your child to: To practice trying singing with breath marks to ensure smooth flow of melody lines. To play the 12 Bar Blues/chords/improvisation at home on an instrument.	Encourage your child to: To pen tap rhythms accurately using EdPuzzle video tutorials. Use musictheory.net website to further develop notation/sightreading skills.	Encourage your child to: To play Baroque parts on an instrument at home. Use musictheory.net website to further develop notation/sightreading skills. To learn how to use further music software features on YouTube.	Encourage your child to: To listen to Musicals via online world music platforms/radio stations. To play melodies from musicals on an instrument at home.	Encourage your child to: To play Film melodies on an instrument at home.	Encourage your child to: To play different chord progressions on an instrument at home. To learn how to use further music software features on YouTube.
Reading Recommendations	The History of The Blues: The Roots, The Music, The People – Francis Davis	Hal Leonard Rhythm and Counting: The Practical Handbook for Mastering Rhythm David Harrison	Baroque Music – Joseph P Swain	Orchestration in Musical Theatre (Topics in Musical Theatre) by Paul R. Laird and Elizabeth Sallinger	Film Music – The Basics – Kenneth Lampl	Beginners Guide to Music Production by Future Publishing LTD

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Film Music	Composing with Music Software (Over a Drum Track)	Band Project	Sticks & Chairs (Time Signatures)	Composing music for Film/TV/Games (Instruments and Industry Standard Music Software)	Rap/Hip-Hop
Prior knowledge (from previous year/ key stage)	Major & Minor Film & World Music Keyboard and Guitar Skills	Composing with music software Instruments of the orchestra	Major & Minor Chords Rhythm Skills	Rhythm Skills Playing in small groups Improving accuracy Band Skills	Composing with music software Instruments of the orchestra	Major & Minor Chords Rhythm Skills Performing Skills

		Major & Minor Chords Rhythm Skills	Playing in small groups Improving accuracy Band Skills		Major & Minor Chords Rhythm Skills	
Key skills/ powerful knowledge	Students will: Developing knowledge/understanding/listening skills of Film Music features/ techniques through Keyboard/Guitar performance.	Students will: Developing knowledge/understanding/listening skills of Chords and Melodies through using industry standard music software and continuing to develop an understanding of how music is created and put together using music software.	Students will: Developing knowledge/understanding/listening skills of playing Music as a band using features/ techniques through Keyboard/Guitar/Drum and Vocal performance.	Students will: Developing knowledge/understanding/listening skills of Rhythmical Music through group performance.	Students will: Developing knowledge/understanding/listening skills of Chords/Melodies/Riffs etc through using industry standard music software and continuing to develop an understanding of how music is created and put together using music software.	Students will: Developing knowledge/understanding/listening skills of playing Rap/Hip-Hop Music using features/ techniques through Keyboard/Guitar/Drum and Vocal performance.
Assessment	Performances and practice are assessed throughout. Peer/self and Teacher Feedback each lesson.	Performances and practice are assessed throughout. Peer/self and Teacher Feedback each lesson.	Performances and practice are assessed throughout. Peer/self and Teacher Feedback each lesson.	Performances and practice are assessed throughout. Peer/self and Teacher Feedback each lesson.	Performances and practice are assessed throughout. Peer/self and Teacher Feedback each lesson.	Performances and practice are assessed throughout. Peer/self and Teacher Feedback each lesson.
How can you help?	Encourage your child to: To play Film melodies on an instrument at home.	Encourage your child to: To learn how to use further music software features on YouTube.	Encourage your child to: To play/perform your musical part on an instrument at home. To listen to your chosen track to better know/understand it and its features/devices.	Encourage your child to: To play/perform your musical part on an instrument at home. To pen tap rhythms accurately using EdPuzzle video tutorials. Use musictheory.net website to further develop notation/sightreading skills.	Encourage your child to: To learn how to use further music software features on YouTube.	Encourage your child to: To play/perform your musical part on an instrument at home. To listen to Rap/Hip-Hop to better know/understand it and its features/devices.

Reading Recommendations	Film Music – The Basics – Kenneth Lampl	Beginners Guide to Music Production by Future Publishing LTD	Music Performance by David Dumais	Hal Leonard Rhythm and Counting: The Practical Handbook for Mastering Rhythm David Harrison	Film Music – The Basics – Kenneth Lampl	The History of Rap and Hip-Hop (Music Library) by Soren Baker
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Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Introduction to the course/Choosing performance/s and Musical Devices	Performing/Composing and AOS 1	Performing/Composing and AOS 2 Performing/Composing and AOS 2/3		Performing/Composing and AOS 3/4	Performing/Composing and AOS 4
Prior knowledge (from previous year/ key stage)	KS3 – Study of The Musical Elements/Melodies/Chords/Rhythm. Performing/Musical Devices.	KS3 – Study of The Musical Elements/Melodies/Chords/Rhythm. Performing/Musical Devices.	KS3 – Study of The Musical Elements/Melodies/Chords/Rhythm. Performing/Musical Devices.	KS3 – Study of The Musical Elements/Melodies/Chords/Rhythm. Performing/Musical Devices.	KS3 – Study of The Musical Elements/Melodies/Chords/Rhythm. Performing/Musical Devices.	KS3 – Study of The Musical Elements/Melodies/Chords/Rhythm. Performing/Musical Devices.
Assessment objectives (specific skills and knowledge students are expected to demonstrate)	AO1 Musical Forms & Devices AO2 Music for Ensemble AO3 Film Music AO4 Popular Music To perform a minimum of two pieces with good accuracy of Pitch, Rhythm and Timing. To compose a Free Composition lasting between 1.30 and 3 minutes.					
Key skills	AO1 AO2 AO3 AO4 Improved performance accuracy and composition	AO1 Improved performance accuracy and composition	AO2 Improved performance accuracy and composition	AO2 AO3 Improved performance accuracy and composition	AO3 AO4 Improved performance accuracy and composition	AO4 Improved performance accuracy and composition

Assessment	Knowledge Test Key Terminology Test Aural Test Performance accuracy	Knowledge Test Key Terminology Test Aural Test Performance accuracy	AOS 1-2 – 20% of overall GCSE Grade Knowledge Test Key Terminology Test Aural Test Performance accuracy and composition		AOS 3-4 – 20% of overall GCSE Grade GCSE Practice questions Knowledge Test Key Terminology Test Aural Test Performance accuracy and composition	AOS 1-4 – 40% of overall GCSE Grade GCSE Practice Questions Knowledge Test Key Terminology Test Aural Test Performance accuracy and composition
How can you help?	Encourage your child to: To play your performance piece/s on your instrument at home. Use musictheory.net website to further develop notation/sightreading skills. To listen to Music via online world music platforms/radio stations. EdPuzzle video tutorials. Teams Sessions for Listening	Encourage your child to: To play your performance piece/s on your instrument at home. Use musictheory.net website to further develop notation/sightreading skills. To listen to Music via online world music platforms/radio stations. EdPuzzle video tutorials. To use MUESCORE/Bandlab and other music software to compose musical ideas. Teams Sessions for Listening	Encourage your child to: To play your performance piece/s on your instrument at home. Use musictheory.net website to further develop notation/sightreading skills. To listen to Music via online world music platforms/radio stations. EdPuzzle video tutorials. To use MUESCORE/Bandlab and other music software to compose musical ideas. Teams Sessions for Listening	Encourage your child to: To play your performance piece/s on your instrument at home. Use musictheory.net website to further develop notation/sightreading skills. To listen to Music via online world music platforms/radio stations. EdPuzzle video tutorials. To use MUESCORE/Bandlab and other music software to compose musical ideas. Teams Sessions for Listening	Encourage your child to: To play your performance piece/s on your instrument at home. Use musictheory.net website to further develop notation/sightreading skills. To listen to Music via online world music platforms/radio stations. EdPuzzle video tutorials. To use MUESCORE/Bandlab and other music software to compose musical ideas. Teams Sessions for Listening	Encourage your child to: To play your performance piece/s on your instrument at home. Use musictheory.net website to further develop notation/sightreading skills. To listen to Music via online world music platforms/radio stations. EdPuzzle video tutorials. To use MUESCORE/Bandlab and other music software to compose musical ideas. Teams Sessions for Listening

	Performing/Musical Devices.	Performing/Musical Devices.	Performing/Musical Devices.	Performing/Musical Devices.	Performing/Musical Devices.	Performing/Musical Devices.
Assessment objectives (specific skills and knowledge students are expected to demonstrate)	AO1 Musical Forms & Devices AO2 Music for Ensemble AO3 Film Music AO4 Popular Music To perform a minimum of two pieces with good accuracy of Pitch, Rhythm and Timing. To compose a Brief Composition lasting between 1.30 and 3 minutes.					
Key skills	AO1 AO2 AO3 AO4 Improved performance accuracy and composition	AO1 AO2 AO3 AO4 Improved performance accuracy and composition	AO1 AO2 Improved performance accuracy and composition	AO3 AO4 Improved performance accuracy and composition	Exam Prep/Revision – knowing, understanding and aurally identifying and recalling a range of music devices and features.	Exam Prep/Revision – knowing, understanding and aurally identifying and recalling a range of music devices and features.
Assessment	AOS 1-4 – 40% of overall GCSE Grade Knowledge Test Key Terminology Test Aural Test Past Paper Mock Listening Performance accuracy and composition	AOS 1-4 – 40% of overall GCSE Grade Knowledge Test Key Terminology Test Aural Test Past Paper Mock Listening Performance accuracy and composition	AOS 1-2 – 20% of overall GCSE Grade Knowledge Test Key Terminology Test Aural Test Past Paper Mock Listening Performance accuracy and composition	AOS 3-4 – 20% of overall GCSE Grade Knowledge Test Key Terminology Test Aural Test Past Paper Mock Listening FINAL RECORDINGS/COMPOSITIONS - COURSEWORK.	AOS 1-4 – 40% of overall GCSE Grade Past Paper Mock Listening	AOS 1-4 – 40% of overall GCSE Grade Past Paper Mock Listening EXAM – 40%
How can you help?	Encourage your child to: To play your performance piece/s on your instrument at home. Use musictheory.net website to further develop notation/sightreading skills.	Encourage your child to: To play your performance piece/s on your instrument at home. Use musictheory.net website to further develop notation/sightreading skills.	Encourage your child to: To play your performance piece/s on your instrument at home. Use musictheory.net website to further develop notation/sightreading skills.	Encourage your child to: To play your performance piece/s on your instrument at home. Use musictheory.net website to further develop notation/sightreading skills.	Encourage your child to: To play your performance piece/s on your instrument at home. Use musictheory.net website to further develop notation/sightreading skills.	Encourage your child to: To revise EdPuzzle video tutorials. Resources on Teams Teams Sessions for Listening

	To listen to Music via online world music platforms/radio stations. To use MUESCORE/Bandlab and other music software to compose musical ideas. EdPuzzle video tutorials. Resources on Teams Teams Sessions for Listening	To listen to Music via online world music platforms/radio stations. To use MUESCORE/Bandlab and other music software to compose musical ideas. EdPuzzle video tutorials. Resources on Teams Teams Sessions for Listening	To listen to Music via online world music platforms/radio stations. To use MUESCORE/Bandlab and other music software to compose musical ideas. EdPuzzle video tutorials. Resources on Teams Teams Sessions for Listening	To listen to Music via online world music platforms/radio stations. To use MUESCORE/Bandlab and other music software to compose musical ideas. EdPuzzle video tutorials. Resources on Teams Teams Sessions for Listening	To listen to Music via online world music platforms/radio stations. To use MUESCORE/Bandlab and other music software to compose musical ideas. EdPuzzle video tutorials. Resources on Teams Teams Sessions for Listening	
Reading Recommendations	Performing Music in the Age of Recording by Robert Philip Working as a Film Composer: The Art and Business of Composing for Film, TV and Games An Introduction to Music Studies Paperback – Illustrated, 15 Jan. 2009 by J P Harper-Scott (Editor)	Performing Popular Music: The Art of Creating Memorable and Successful Performances by David Cashman and Waldo Garrido Working as a Film Composer: The Art and Business of Composing for Film, TV and Games An Introduction to Music Studies Paperback – Illustrated, 15 Jan. 2009 by J P Harper-Scott (Editor)	Music: Why It Matters by Nicholas Cook Working as a Film Composer: The Art and Business of Composing for Film, TV and Games An Introduction to Music Studies Paperback – Illustrated, 15 Jan. 2009 by J P Harper-Scott (Editor)	The Art of Music Production: The Theory and Practice by Richard James Burgess 2 Sept 2013 Working as a Film Composer: The Art and Business of Composing for Film, TV and Games An Introduction to Music Studies Paperback – Illustrated, 15 Jan. 2009 by J P Harper-Scott (Editor)	Music in Cinema (Film and Culture Series) by Michel Chion and Claudia Gorbman 12 Oct 2021 Working as a Film Composer: The Art and Business of Composing for Film, TV and Games An Introduction to Music Studies Paperback – Illustrated, 15 Jan. 2009 by J P Harper-Scott (Editor)	Composing Music: A New Approach by William Russo , Jeffrey Ainis , et al. 1 Oct 1983 Working as a Film Composer: The Art and Business of Composing for Film, TV and Games An Introduction to Music Studies Paperback – Illustrated, 15 Jan. 2009 by J P Harper-Scott (Editor)