

Curriculum Plan: Music

Key Stage 3 Music

All students have 2 lessons a fortnight, with lessons either in our main Music classroom (B6) or our computer room (B14)

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Unit 1 Introduction to Keyboard Skills	Unit 2 (in B6) Ostinato	Unit 3 (in B14) Introduction to DAW software and sequencing	Unit 4 (in B6) The Elements of Music	Unit 5 (in B14) Roles and multi-track recording	
Key Concepts	Understanding of Pitch, Rhythm and Tempo Playing with a beat and partner Performing and composing melodic phrases	Playing and composing rhythmic and melodic ostinatos Performing together as a group West African Djembe drumming	Basic features of Cubase: Recording MIDI tracks Quantising and editing tracks Using MIDI controllers	Understanding of Timbre, Texture, Dynamics and Tonality Controlling multiple elements – planning and composing a group piece titled “The Zoo”	Playing different roles - chords, bass lines and melodies Creating an arrangement using Cubase	

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Unit 1 Introduction to ensemble performing	Unit 2 (in B6) Film Music	Unit 3 (in B14) Bhangra	Unit 4 (in B6) World rhythms – Samba/“Stomp”	Unit 5 (in B14) Audio recording and editing	
Key Concepts	Performing different roles in an ensemble Rehearsing and performing as a group Performing songs from different genres and traditions	Use of music to tell a story, create a setting, or describe a character Use of underscore, Mickey-Mousing, Leitmotifs and diegetic music	Performing Chaal rhythms and Bhangra melodies Composing and sequencing Bhangra melodies. Combining music from different traditions to create a “fusion”	Performing Samba, using call-and-response, groove, breaks Composing group pieces using everyday objects as percussion instruments	Recording audio in Cubase Using studio techniques such as compression, reverb and autotune to create a sound collage	

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Unit 1 Riffs and Chord Sequences	Unit 2 (in B6) Popular Music performance	Unit 3 (in B14) Remix	Unit 4 (in B6) Song Writing	Unit 5 (in B14) Music and the moving image	
Key Concepts	Performing well-known riffs and common chord sequences Composing riffs and chord sequences, exploring different styles/genres of music	Groups learn to play a song of their choosing, working independently and using any resources available to them	Using Cubase to sample and edit audio from existing songs Combining ideas to create a remix, showing understanding of Dance Music structures and conventions	Groups work independently to write a song, combining all the techniques explored in this year	Students use Cubase software to compose soundtracks to fit with video clips from well-known films	

GCSE Music – OCR Specification

Students choosing Music at GCSE follow a highly practical course, with 60% NEA Coursework (30% Performance/30% Composition) and a 40% Listening Test Exam

There are 5 Areas of Study: AoS1 My Music, AoS2 The Concerto Through Time, AoS3 Rhythms of the World, AoS4 Music for Film, TV and Computer Games, AoS5 Popular Music in Context

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content 1	AoS5 – 1950s/60s Rock and Roll	AoS3 – Latin America and the Caribbean	AoS3 – India	AoS2 – the Baroque Solo Concerto	AoS2 – the Concerto Grosso	AoS5 – 1980s/90s Pop Ballads
Content 2	AoS4 Describing Music/ the origins of film music	AoS4 Film and Computer Game Music	AoS5 – 1970s/80s Rock Anthems	AoS3 – Africa	AoS3 – Eastern Mediterranean	AoS2 – The Classical Concerto
Practical assessments	Y10 Performance 1 Composition – Rock n Roll	Y10 Performance 2 Composition – Film	Composition – Calypso	Y10 Performance 3 Composition – Concerto	Begin NEA – Free Composition	Y10 Performance 4 Complete NEA – Free Composition

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Content	AoS5 – Solo Artists 2000-present	AoS2 – The Romantic Concerto	Revision of all Areas of Study	Revision of all Areas of Study and question types	Revision
Practical assessments	Begin NEA – Brief Composition	Complete NEA – Brief Composition NEA Solo Performance	Redraft and improve all NEA composition work	NEA Ensemble Performance	

A Level Music – Eduqas Specification

As with the GCSE, the A Level is 60% practical and a 40% exam, but allows students to specialise in either Performing (Option A) or Composing (Option B), with a 35%/25% split between the two

There are 3 Areas of Study, AoSA The Symphony 1750-1900, AoSE Into the 20th Century, and a choice of either AoSB Rock and Pop, AoSC Musical Theatre or AoSD Jazz

Year 12 A Level Music (Eduqas)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content 1	AoSC – Musicals of Richard Rogers	AoSC – Musicals of Steven Sondheim	AoSE Impressionism AoSE Set Work, Debussy “Nuages”	AoSE Expressionism and Serialism AoSE Neoclassicism	AoSA – the Symphony 1800-1830	AoSA – Set work, Mendelssohn Symphony #4 “Italian”
Content 2	AoSA – The Symphony 1750-1795	AoSA – Set Work, Haydn Symphony #104	AoSC – Musicals of Leonard Bernstein	AoSC – Musicals of Andrew Lloyd Webber	AoSE Set Work, Poulenc Trio for Oboe, Bassoon and Piano	AoSC – Musicals of Claude-Michel Schoenberg and Steven Schwartz
Practical assessments	-Performance 1 -Sonata Form orchestration task	-Performance 2 -Classical Variations composition	-AoS E composition	-Performance 3 -Vocal Composition	Begin Free Composition	Finish Free Composition Performance 4 – Mock Recital

Year 13 A Level Music (Eduqas)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Content 1	AoSA – the Symphony 1830-1900	AoSA – Essay Writing	AoSA and E – Set Work revision	Revision of all Areas of Study and Set Works	Revision of all Areas of Study and Set Works
Content 2	AoSA – Detailed study of chosen set work	AoSE – study of related works AoSC – Revision	AoSE and C – revision and further listening		
Practical assessments	Begin Composition to an exam board brief	Finish Brief Composition (option B only – begin Composition 3)	Redraft compositions Recital preparation	Submit all compositions Performance Recital (visiting examiner)	