

# Curriculum Overview | KS3 Music



## What will my child learn in Music at KS3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	<b>Community</b> <i>(tempo, rhythm &amp; metre, dynamics &amp; silence)</i>		<b>Art</b> <i>(Melody, timbre/instrumentation, harmony &amp; tonality)</i>		<b>Popular</b> <i>(Structure &amp; texture)</i>	
<b>Unit</b>	<b>Capturing the Spirit of Carnival</b>		<b>What Makes a Great Composer &amp; Instruments of the Orchestra</b>		<b>MWA Glastonbury CabotFest Project</b>	
<b>Concepts</b>	Note values, bars, pulse, keeping a beat, call & response, repetition/ostinato, time signatures 4/4 & 3/4 (Metre), dynamics (strong/soft – cresc/dim)		Staff notations, treble/bass clef, chords, melodic shape, key (major/minor), identifying different timbres / instrument families, keyboard performance techniques.		Performance techniques (drums, ukulele, keyboard, guitar & vocals), texture (layers), pop song structures (verse, chorus), notation (TAB / lead sheets).	
<b>Assessment</b>	Rhythmic performances, short composition / arrangement task, listening test (20 questions)		Solo keyboard performance, listening test (20 questions)		Group 'band' performance, listening test (20 questions)	
<b>Year 8</b>	<b>Community</b>		<b>Art</b>		<b>Popular</b>	
<b>Unit</b>	<b>How has Music Narrated the Struggle for Equality?</b>		<b>What Makes a Great Composer of Baroque, Classical &amp; Romantic Music</b>		<b>MWA Glastonbury 2 CabotFest Project</b>	
<b>Concepts</b>	'Blues' and 'Jazz' history - links to transatlantic slave trade, 12 bar blues chord structure (I, IV, V), blues scale improvisation, walking bass & AAB lyrics.		Context of baroque, classical and romantic music and example composers, arrangement of chords (II, III, VI), intervals and degrees of the scale.		Popular music through the decades (70's – present), stylistic expression (using dynamics, tempo and performance techniques), textural variation, articulation and playing techniques.	
<b>Assessment</b>	12 Bar Blues performance, AAB lyrics composition, listening test (20 questions)		Performance of Pachelbel's Canon arrangement, listening test (20 questions)		Group 'band' performance, listening test (20 questions)	
<b>Year 9</b>	<b>Community</b>		<b>Art</b>		<b>Popular</b>	
<b>Unit</b>	<b>How Can Music Tell My Story?</b>		<b>Bringing Moving Images to Life</b>		<b>Live Lounge CabotFest Project</b>	
<b>Concepts</b>	Lyric writing, 4 chord progression, personal identity profiles, songwriting techniques and masterclasses, alternative music tech pathway.		The power of music in film/TV/games, leitmotifs, compositional techniques, further music technology skill development.		Cover song/remix's, 'Live Lounge' examples, acoustic/electronic sounds, expression and stylistic interpretation, more advanced structure & form.	
<b>Assessment</b>	Composition & performance of own song, listening test (20 questions)		Composition of a piece of film/TV/game music, listening test (20 questions)		Group 'band' performance / Computer based remix composition, listening test (20 questions)	

# Curriculum Overview | KS4 Music



## What will my child learn in Music GCSE (Eduqas)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<b>Ensemble Skills</b>	<b>Ensemble Repertoire Development &amp; Performance</b>	<b>Solo Skills</b>	<b>Solo Repertoire Development &amp; Performance</b>	<b>Solo/Ensemble Skills and Repertoire Development</b>	<b>End of Term Recital Evening Preparation</b>
<b>Component 1: Performing 30%</b>	<p>What makes an effective ensemble performance?</p> <p>Whole class &amp; smaller group performance workshops.</p>	<p>Selecting repertoire and rehearsal/reflection techniques.</p> <p>Band/Ensemble performance for <b>Christmas Concert</b>.</p>	<p>What makes an effective solo performance?</p> <p>Performance workshops, paired coaching sessions and repertoire support.</p>	<p>Selecting repertoire and rehearsal/reflection techniques.</p> <p>Solo/duet/small ensemble performance for <b>Easter Concert</b>.</p>	<p>Target performance development based on feedback from Solo &amp; Ensemble performances throughout the year.</p> <p>Performance workshops, paired coaching sessions and repertoire support.</p>	<p>Continued performance rehearsals with teacher &amp; peer feedback.</p> <p>Solo/duet/small ensemble performance for <b>Summer Recital Evening</b></p>
<b>Component 2: Composing 30%</b>	<b>Approaches &amp; Techniques</b>		<b>Free Composition</b>			<b>Submit Free Composition</b>
	<p>Starting a Compositional 'Sketch Book'. Exploring the creation of music in many different styles/genres.</p> <p>Music theory &amp; technology workshops.</p>		<p>Creating free composition to a brief of your own choice.</p> <p>Updating composition log document, creating score/written description and audio files.</p>			<p>Audio file, score/written description and log completed.</p> <p>Uploaded into secure folder for review/marking.</p>
<b>Component 3: Appraising 40%</b>	<b>Musicianship Skills</b>	<b>AoS 1: Musical Forms and Devices</b>	<b>AoS 2: Music for Ensemble</b>	<b>AoS 3: Film Music</b>	<b>AoS 4: Popular Music</b>	<b>Revision &amp; End of Year PPE Exam</b>
	<p>Building upon listening and appraising skills developed in KS3.</p> <p>DR SMITH elements &amp; Music Theory/score reading exercises.</p>	<p>Context, wider listening &amp; 1<sup>st</sup> set work analysis (J.S Bach Badinerie).</p> <p>Baroque, Classical &amp; Romantic music contextual forms and devices.</p>	<p>Context and wider listening.</p> <p>Jazz &amp; Blues, Chamber Music and Musical Theatre. Textures, forms &amp; voice / instrument groupings</p>	<p>Context and wider listening.</p> <p>Soundtracks for films. Both original scores &amp; pre-existing music used in movies.</p>	<p>Context, wider listening &amp; 2<sup>nd</sup> set work analysis (Toto: Africa).</p> <p>Exploring a range of different musical genres, instrumentation, structure and techniques/technology.</p>	<p>Review AoS 1-4 and undertake <b>1<sup>st</sup> PPE</b>.</p> <p>Revision using knowledge organisers and lesson notes – walking through an example past exam paper.</p>

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What will my child learn in Music GCSE (Eduqas)



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 11</b>						
<b>Component 1: Performing</b> 30%	<b>Ensemble Development</b>  Developing ensemble performances ready for recording and assessment.  Sourcing scores and completing practice performance recordings.	<b>Ensemble Recording, Assessment and Performance</b>  Complete recording and score submission for Ensemble Performance.  Band/Ensemble performance for <b>Christmas Concert.</b>	<b>Solo Development</b>  Developing solo performances ready for recording and assessment.  Sourcing scores and completing practice performance recordings.	<b>Solo Recording, Assessment and Performance</b>  Complete recording and score submission for Solo Performance.  Solo/duet/small ensemble performance for <b>Easter Concert.</b>	<b>Complete and Outstanding Solo/Ensemble Recordings &amp; Assessments</b>  Opportunity to complete any last minute recordings.  <b>External Submission Deadline 5<sup>th</sup> May</b>	
<b>Component 2: Composing</b> 30%	<b>Set Brief Selection</b>  Starting a Compositional 'Sketch Book' to exploring the suitability of each of the set briefs.  Review exemplars for guidance and support.	<b>Set Brief Composition</b>  Creating Set Brief composition to meet a chosen brief from 4 set by Eduqas.  Updating composition log document, creating score/written description and audio files.		<b>Submit Set Brief Composition</b>  Audio file, score/written description and log completed.  Uploaded into secure folder for review/marking.	<b>Submit any Outstanding Compositions</b>  Opportunity to submit any outstanding composition work.  <b>External Submission Deadline 5<sup>th</sup> May</b>	
<b>Component 3: Appraising</b> 40%	<b>Overview of AoS 1-4: Revision Resources &amp; Practice Questions</b>  <b>2<sup>nd</sup> PPE Exam</b>  Developing exam techniques and syllabus knowledge.	<b>Revisiting AoS 1: Musical Forms and Devices</b>  Revision resources, knowledge organisers and practice questions.  Baroque, Classical & Romantic music contextual forms and devices.	<b>Revisiting AoS 2: Music for Ensemble</b>  Revision resources, knowledge organisers and practice questions.  Jazz & Blues, Chamber Music and Musical Theatre. Textures, forms & voice / instrument groupings.	<b>Revisiting AoS 3: Film Music</b>  Revision resources, knowledge organisers and practice questions + <b>3<sup>rd</sup> PPE Exam</b>  Soundtracks for films. Both original scores & pre-existing music used in movies.	<b>Revisiting AoS 4: Popular Music</b>  Revision resources, knowledge organisers and practice questions.  Exploring a range of different musical genres, instrumentation, structure and techniques/technology.	<b>Review of AoS 1-4 – Prep for GCSE Written Paper</b>  Revision resources, knowledge organisers and practice questions.  <b>Exam Mid June</b>

## What will my child learn in BTEC Music (Edexcel)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<p><b>Introduction to BTEC and music skills development.</b></p> <p>Students will study performance and composition skills in preparation to start component 2</p> <p>What makes an effective performance? What makes an effective composition?</p>	<p><b>Component 2:</b></p> <p>Students will be introduced to Component 2: Music Skills Development</p> <p>Students will chose and work on a piece of repertoire for their component 2 performance.</p> <p><u>Coursework required:</u> Regular video logs with detailed written commentary on skills being developed</p>		<p><b>Component 2:</b></p> <p>Students will create their composition for component 2</p> <p><u>Coursework required:</u> Regular logbooks with detailed written commentary on skills being developed</p> <p><b>Component 2 submission: 5-10<sup>th</sup> May</b></p>	<p><b>Component 1:</b></p> <p>Students will be introduced to component 1- exploring music products and styles</p> <p>Component 1 is split into 2 tasks. In Y10 students will complete Task 1. Students will study different genres of music and their key stylistic characteristics.</p> <p><u>Coursework required:</u> in-depth musical analysis of 4 genres of music</p>	
<b>Year 11</b>	<p><b>Component 1:</b></p> <p>Students will complete component 1, Task 2 to a set brief released in September</p> <p><u>Coursework required:</u> 3 musical products created with a detailed written commentary</p>	<p><b>Component 3 Preparation:</b></p> <p>Students will be introduced to Component 3 and will spend lesson time preparing for it.</p>	<p><b>Component 3</b></p> <p>Component 3 acts as the exam part of the course – it must be completed in lesson in exam conditions for much of it.</p> <p>Students are required to create a musical product over 23 guided hours.</p> <p>The brief will contain a series of tasks they need to complete – including a music realisation task in which they must choose 1 of 10 songs and convert it into one of the 4 genres they have provided</p> <p><b>Component 3 submission: 5-10<sup>th</sup> May</b></p>			