

# 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><br><i>(tempo, rhythm &amp; metre, dynamics &amp; silence)</i>  |        | <b>Art</b><br><i>(Melody, timbre/instrumentation, harmony &amp; tonality)</i>  |        | <b>Popular</b><br><i>(Structure &amp; texture)</i>  |        |
| <b>Unit</b>       | <b>Spirit of Carnival</b>   |        | <b>Great Composers &amp; Instruments of the Orchestra</b>  |        | <b>MWA Glastonbury 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>Blues &amp; Jazz Music</b>   |        | <b>Great Composers of Baroque, Classical &amp; Romantic Music</b>  |        | <b>MWA Glastonbury 2 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 chosen Baroque, Classical or Romantic era set work, 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 Music Can Help Me Tell My Story?</b>   |        | <b>Music for Media – Film &amp; TV</b>   |        | <b>Live Lounge 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> | What makes an effective ensemble performance?<br><br>Whole class & smaller group performance workshops.  | Selecting repertoire and rehearsal/reflection techniques.<br><br>Band/Ensemble performance for <b>Christmas Concert</b> .                                   | What makes an effective solo performance?<br><br>Performance workshops, paired coaching sessions and repertoire support.                               | Selecting repertoire and rehearsal/reflection techniques.<br><br>Solo/duet/small ensemble performance for <b>Easter Concert</b> . | Target performance development based on feedback from Solo & Ensemble performances throughout the year.<br><br>Performance workshops, paired coaching sessions and repertoire support.   | Continued performance rehearsals with teacher & peer feedback.<br><br>Solo/duet/small ensemble performance for <b>Summer Recital Evening</b>                       |
| <b>Component 2: Composing 30%</b>  | <b>Approaches &amp; Techniques</b>   |   | <b>Free Composition</b>  |   |  | <b>Submit Free Composition</b>   |
|                                    | Starting a Compositional 'Sketch Book'. Exploring the creation of music in many different styles/genres.<br><br>Music theory & technology workshops. |   | Creating free composition to a brief of your own choice.<br><br>Updating composition log document, creating score/written description and audio files. |   |  | Audio file, score/written description and log completed.<br><br>Uploaded into secure folder for review/markings.   |
| <b>Component 3: Appraising 40%</b> | <b>Musicianship Skills (3 Weeks)</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>   |
|                                    | Building upon listening and appraising skills developed in KS3.<br><br>DR SMITH elements & Music Theory/score reading exercises.                     | Context, wider listening & 1 <sup>st</sup> set work analysis (J.S Bach Badinerie).<br><br>Baroque, Classical & Romantic music contextual forms and devices. | Context and wider listening.<br><br>Jazz & Blues, Chamber Music and Musical Theatre. Textures, forms & voice / instrument groupings                    | Context and wider listening.<br><br>Soundtracks for films. Both original scores & pre-existing music used in movies.              | Context, wider listening & 2 <sup>nd</sup> set work analysis (Toto: Africa).<br><br>Exploring a range of different musical genres, instrumentation, structure and techniques/technology. | Review AoS 1-4 and undertake <b>1<sup>st</sup> PPE</b> .<br><br>Revision using knowledge organisers and lesson notes – walking through an example past exam paper. |

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

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