

## Curriculum Overview – Music

### Introduction

This document outlines **the curriculum and key considerations** including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

**We use the National Curriculum as our statutory foundation** and broadly share its principles and aims including:

- ‘To provide students with an introduction to the essential knowledge that they need to be educated citizens. To introduce students to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of students’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

### Numeracy and literacy

Teachers should take opportunities to develop students’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

### Purpose of study

*‘Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging’. ‘A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical world’. Adapted from National Curriculum, DfE, 2013 and 2021.*

### Curriculum Aims

The Winifred Holtby Academy curriculum for music aims to:

- To promote positivity, self-confidence, self-worth and community.

- To foster a life-long interest and awareness of different types of music.
- To develop a learning of the world around you, through music, which is found in every culture across the world.

### **Building on prior learning**

During KS1 pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

### **What can students do by the end of KS2?**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

During KS2 pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

### **What are the skills gaps?**

Most, but not all, pupils leave KS2 with a basic understanding of different musical styles and genres. There are significant differences in pupils' exposure to music, particularly in relation to reading and performance. A very small number of pupils start KS3 with well-developed instrumental performance and reading skills – usually through having received instrumental tuition at primary school or independently. Most pupils have limited ability and experience of composition, performance, and particularly using staff notation.

### **Curriculum Structure**

Our learners build on their previous knowledge and skills through performing, composing and listening. They develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They develop music appreciation and understanding and listen with increasing discrimination and awareness. Pupils use technology where appropriate in Key Stage 3 and increasingly in Key Stage 4. All pupils explore a wide range of musical contexts and styles.

Subject Discipline	Discipline description	Inter-related Dimensions (Dr P Smith)
<b>Performing</b>	Students will be taught to: <ul style="list-style-type: none"> <li>• Perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</li> </ul>	Dynamics <ul style="list-style-type: none"> <li>• How loud or soft the musical sounds are</li> </ul> Rhythm <ul style="list-style-type: none"> <li>• The pattern of music in time</li> </ul> Pitch <ul style="list-style-type: none"> <li>• How high or low a sound is</li> </ul>
<b>Composing</b>	Students will be taught to: <ul style="list-style-type: none"> <li>• Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• Use staff and/or other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</li> </ul>	Structure <ul style="list-style-type: none"> <li>• The organisation of musical elements to form a composition or performance</li> </ul> Metre and Melody. <ul style="list-style-type: none"> <li>• The number of beats in a bar</li> <li>• The succession of pitches and rhythms in a single line, contour of pitches</li> </ul> Instrumentation <ul style="list-style-type: none"> <li>• Identification of instruments, families and sounds and how they are combined</li> </ul>
<b>Listening</b>	Students will be taught to: <ul style="list-style-type: none"> <li>• Identify and use the interrelated dimensions of music (musical elements) expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> </ul>	Harmony <ul style="list-style-type: none"> <li>• Two or more complementary notes played or sung at the same time</li> </ul> Tempo and Texture <ul style="list-style-type: none"> <li>• The speed at which a piece of music is played</li> <li>• Monophonic (single melodic line), polyphonic (two or more melodic lines) and homophonic (an accompanied melodic line), polyrhythm (more than one/multiple rhythms art the same time.</li> </ul>

## Vocabulary

Having a rich, ambitious, broad vocabulary is vital for learners to succeed, both in school and throughout their lives. Tier 1 vocabulary is the simplest. These are the words we use in everyday conversation, such as “put”, “get”, “walk”, etc. Tier 2 vocabulary are challenging, ambitious words that don’t usually crop up in day-to-day conversation. These are the words that allow learners to access academic texts, such as high-level literature, newspaper articles and exam papers.

Tier 3 vocabulary is the subject-specific vocabulary of a particular discipline. These are words that are uncommon outside of the context of a specific subject and enable learners to communicate effectively within the subject. At Winifred Holtby Academy, tier 3 vocabulary is taught across our school curriculum

Much of the vocabulary encountered in the music curriculum can be grouped into the dimensions of music that provide the structure to the curriculum. This provides learners with a structure for categorising new words and linking them to known terms to cumulatively build their music specific disciplinary language. It is also worth noting that Italian, German and French musical terms are also learnt throughout the curriculum.

## Key Subject Skills

Assessment Objective	FOCI
A01 30%	Perform with technical control, expression and interpretation.
A02 30%	Compose and develop musical ideas with technical control and coherence.
A03 30%	Demonstrate and apply musical knowledge
A04 20%	Use appraising skills to make evaluative and critical judgements about music.

## Assessment

Formative assessment is used throughout the year to check learners’ knowledge and understanding, using feedback techniques including exit tickets and end of topic quizzes. Summative assessment is calendared at curriculum end points within each academic year and is conducted more formally.

Year	Assessment Window	Assessment Objectives	Topics to be assessed
7	Half term 1	AO1, AO3, AO4	Baseline Assessment, Elements of Music/initial keyboard skills
	Term	AO1, AO2, AO3, AO4	Ensemble and Instrumental skills Drumming/Guitars/Singing/Keyboard
8	Half Term 1	AO1, AO2.	Keyboard Chords and Riffs/Blues and Jazz
	Term	AO1, AO2, AO3. AO4.	Club Dance Music/ Guitar chords/riffs/ Film Music Composition/Programme music
9	Half Term 1	AO1, AO2, AO3. AO4	Sea shanties/ Pachelbel Canon/Tonality/Melody/Harmony
	Half term 2	AO1, AO2, AO3.AO4	Samba/Rock and Roll Music
10	Autumn	AO2, AO3. AO4	Composing: Ternary Form. Understanding and appraising Beethoven/Queen
	Spring	AO1, AO2, AO3, AO4.	Composing: Variations/Song. Understanding and appraising Spalding/Bartok
	Summer	AO1, AO2, AO3, AO4.	Solo Performance, Composing: Free Composition, Appraising: Mock Exam

11	Autumn	AO1, AO2, AO3, AO4.	Solo/Ensemble Performance, Composing: Set Composition, Appraising: Mock Exam.
	Spring	AO1, AO2, AO3, AO4.	Solo/Ensemble Performance, Composing: Set Composition.
	Spring 2	AO1, AO2, AO3, AO4.	Appraising: Mock Exam.

## Curriculum Sequencing

### Key Stage 3: Year 7 – Long Term Planning

	Half term	Half Term	Half Term
Knowledge	<p><b>Inter-related Dimensions (Dr P Smith) and initial keyboard.</b></p> <p>Exploration and an understanding of our key concepts – the elements of music</p> <p>Use this time to ascertain as much information as possible with regards to the student’s prior musical experience in primary school and outside school</p> <p>Introduction to progressive keyboard tasks, This begins with learning a simple song on the keyboard (Black Note March/ Pentatonic melody) whilst being introduced to music notation.</p>	<ul style="list-style-type: none"> <li>• <b>Drumming and Guitars</b></li> </ul> <p>Music Performance: Guitars</p> <ul style="list-style-type: none"> <li>• Pupils will learn to play songs on the Guitar using the chords of A,D and E.</li> <li>• More able pupils will play songs using a wider range of chords such as A, E, D, B and Bm.</li> </ul> <p>African Rhythm</p> <ul style="list-style-type: none"> <li>• Students will learn the basics of using pulse and beat to create both an individual and group composition</li> <li>• Students will learn how to write down different note values</li> <li>• An understanding of how to play in a large (class) ensemble and smaller group.</li> <li>• Know how to maintain an individual part.</li> <li>• To know about polyrhythms and how to use them.</li> <li>• To understand how to create a structured piece.</li> <li>• To explore how and why rhythms are used in West African drumming music.</li> <li>• To explore the culture and traditions of West African drumming.</li> </ul>	<p><b>Singing and the keyboard</b></p> <p>Singing</p> <p>An understanding of how to perform vocally to an audience</p> <ul style="list-style-type: none"> <li>• An understanding of correct singing technique</li> <li>• Pop songs (Stand By Me)</li> <li>• Singing in unison</li> <li>• 2-3-part harmony for some pupils</li> </ul> <p>Music Performance:</p> <p>Keyboards – Popular/film/tv music</p> <ul style="list-style-type: none"> <li>• Pupils will learn to play two pop songs using melody.</li> </ul> <p>Music is to be selected to reflect what is popular at the time, e.g. what song is currently popular in the charts. This is to make ALL music seem accessible and relatable.</p> <ul style="list-style-type: none"> <li>• They will be introduced to other music notations, piano tutorials and aurally working out melodies</li> </ul>

<p>Skills</p>	<p>Musical skills to be assessed:</p> <ul style="list-style-type: none"> <li>• Timing</li> <li>• Ensemble skills</li> <li>• Listening to and working with others</li> <li>• Self-reflection</li> </ul> <p>New learning: Ability to read music notations (staff notation)</p>	<p>Musical skills to be assessed:</p> <ul style="list-style-type: none"> <li>• Timing</li> <li>• Ensemble skills</li> <li>• Listening to and working with others</li> <li>• Self-reflection</li> </ul> <p>African drumming techniques Fretwork skills New learning: Ability to read music notations</p>	<p>Musical skills to be assessed:</p> <ul style="list-style-type: none"> <li>• Timing</li> <li>• Ensemble skills</li> <li>• Listening to and working with others</li> <li>• Self-reflection</li> </ul> <p>New learning: Ability to write using music notations. New learning: Ability to read music notations.</p> <p>Ensemble skills Listening to and working with others</p>
<p>Subject specific vocabulary and key terms</p>	<ul style="list-style-type: none"> <li>• Tempo</li> <li>• Timing</li> <li>• Beats</li> <li>• Rhythm</li> <li>• Pulse</li> <li>• Beat</li> <li>• Rests</li> <li>• Duration</li> <li>• Dynamics</li> <li>• Forte</li> <li>• Piano</li> <li>• Instrumentation</li> <li>• Families of the orchestra: strings. brass. percussion and woodwind</li> <li>• Harmony</li> <li>• Ostinato</li> <li>• Semitone</li> <li>• Structure</li> <li>• Texture</li> <li>• Timbre</li> <li>• Tonality</li> </ul>	<ul style="list-style-type: none"> <li>• Melody</li> <li>• Pitch</li> <li>• Range</li> <li>• Harmony</li> <li>• Chords</li> <li>• Major</li> <li>• Minor</li> <li>• Instrumentation</li> <li>• Solo</li> <li>• Ensemble</li> <li>• Plectrum/Pick</li> <li>• Strum Instrumentation</li> <li>• Strings – violin, viola, cello, guitar, ukulele</li> <li>• Ostinato</li> <li>• Duration</li> <li>• Pulse</li> <li>• Tempo</li> <li>• Unison</li> <li>• Rest</li> <li>• Crotchet</li> <li>• Quaver</li> <li>• Minim</li> <li>• Semibreve</li> <li>• Time signature</li> <li>• Bar line</li> <li>• Chord chart</li> </ul>	<ul style="list-style-type: none"> <li>• Ascending</li> <li>• Descending Structure</li> <li>• Sections</li> <li>• Verse</li> <li>• Chorus</li> <li>• Sequence</li> <li>• Phrase/Phrasing</li> <li>• Composition Rhythm</li> <li>• Syncopation</li> <li>• Rests</li> <li>• Pauses</li> <li>• Unison</li> <li>• Posture</li> <li>• Breathing</li> <li>• Expression</li> <li>• Technique</li> <li>• Silence</li> </ul>

Key Stage 3: Year 8 – Long Term Planning

	Half term	Half Term	Half Term
Knowledge	<p>Blues and Jazz</p> <p>The history of slavery, looking at the origins of Blues music.</p> <ul style="list-style-type: none"> <li>• How did popular music begin and develop into the music we listen to today?</li> <li>• An understanding of the key features of Blues and recognise the impact that it had on popular music.</li> <li>• Will be able to describe the origins of the genre and explain how they evolved throughout the 20th century.</li> <li>• Will explore the unique characteristics of the Blues, including melody (scales) and harmony (major/minor), and creatively apply this knowledge to performances</li> </ul>	<p>Club Dance Music</p> <p>Keyboard chords and Riffs</p> <p>Guitar chords and Riffs/TAB</p> <p>Club Dance</p> <ul style="list-style-type: none"> <li>• An explorative look into EDM and the variety of different styles it represents.</li> <li>• A look at the history of EDM and the different types of EDM</li> <li>• Analysing the main characteristic musical features of EDM so that students can develop their performance skills.</li> </ul> <p>Keyboards</p> <ul style="list-style-type: none"> <li>• Pupils learn how to play 4 chords in a variety of figurations</li> <li>• Extended chords 7ths Major minor chords</li> <li>• Pupils will learn to play pop songs on the keyboard with chords and melody</li> </ul>	<p>Film/Cartoon Music</p> <p>The use of music technology and composition</p> <p>The exploration of the key stylistic features of film music.</p> <p>Understand how composers have used the leitmotif to represent certain characters and situations within films.</p> <p>How, through the manipulation of the inter-related dimensions of music, leitmotifs can be changed to suit different onscreen situations.</p> <p>Learn about the different musical techniques used to create effects within film music and suit different situations</p>
Skills	<p>Pupils will learn the blues chord sequence walking bass. They will improvise using a blues scale over the top on keyboard.</p> <p>Students will look at structure in a piece and the use of repetition and contrast.</p> <p>Listening to and working with others</p> <p>Self-reflection</p> <p>Performing Composing/Improvising and Listening focusing on the elements of 'The Blues'.</p> <p>Keyboard Skills. One hand, group performance and then two hands independently.</p> <p>Improving keyboard fluency.</p> <p>Working in groups combining different rhythms.</p> <p>Improvising of a melody</p> <p>Listening and analysing skills</p>	<p>Analysis.</p> <p>Performance - melody and bass line on the keyboard.</p> <p>Use of DAW software – using loops.</p> <p>Composition – creating dance music.</p> <p>Evaluation of performance</p> <p>Timing</p> <p>Ensemble skills</p> <p>Listening to and working with others</p> <p>Self-reflection</p> <p>Fretwork skills</p> <p>New learning: Ability to read music notations (chord symbols)</p> <p>New learning: Ability to read music notations (guitar tablature)</p>	<p>Listening</p> <p>identifying key elements of film music.</p> <p>Analysis.</p> <p>Reading notation.</p> <p>Performing film leitmotifs on the keyboard.</p> <p>Performing bass lines or chords as an accompaniment.</p> <p>Ensemble performance in smaller groups.</p> <p>Individual performance.</p> <p>Evaluation of performance.</p> <p>Composition</p> <p>Pupils will compose using a Digital Audio Workstation (DAW): GarageBand.</p>

			Pupils will learn how to add in a movie and synchronise the soundscape.  Creating samples/loops using GarageBand
Subject specific vocabulary and key terms	12 Bar Blues Blues scale Improvising/improvisation Bass line Blues notes Melody Boogie Woogie Head Turnaround Harmony <ul style="list-style-type: none"> <li>Chords Progression</li> </ul> Ensemble Dynamics <ul style="list-style-type: none"> <li>Crescendo</li> <li>Diminuendo</li> </ul> Structure <ul style="list-style-type: none"> <li>AAB</li> </ul>	Notation <ul style="list-style-type: none"> <li>Treble clef</li> <li>Bass Clef</li> </ul> Structure <ul style="list-style-type: none"> <li>Sequence</li> </ul> Composition <ul style="list-style-type: none"> <li>Phrase/Phrasing Articulation</li> <li>Staccato</li> <li>Legato</li> <li>Slurred</li> <li>Accent</li> </ul> Tempo <ul style="list-style-type: none"> <li>Accelerando (getting gradually faster)</li> <li>Rallentando (getting gradually slower)</li> </ul> Articulation <ul style="list-style-type: none"> <li>Pick</li> <li>Strum</li> </ul> Club Dance <ul style="list-style-type: none"> <li>Four to the floor</li> <li>DJ</li> <li>Disco</li> <li>Bass Line</li> <li>BPM</li> </ul>	<ul style="list-style-type: none"> <li>Theme</li> <li>Melody</li> <li>Variation</li> <li>Ostinato</li> <li>Elements words revisited from term 1 of year 7 onwards – pitch (octave) timbre, articulation, tempo, dynamics, rhythm,</li> <li>key</li> <li>pedal</li> <li>drone</li> <li>ostinato (LH),</li> <li>rhythm, chords,</li> <li>sequence,</li> <li>decoration (passing notes)</li> <li>Melody</li> <li>Leitmotif</li> <li>Repetitive</li> <li>Major</li> <li>Minor</li> <li>Sfx</li> </ul>

Key Stage 3: Year 9 – Long Term Planning

	Half term 1 Lesson A	Half term Lesson B	Half Term 2 Lesson A	Half Term 2 Lesson B
Knowledge	Pachelbel's Canon <ul style="list-style-type: none"> <li>Melody/Harmony</li> <li>Tonality</li> </ul>	Vocal composition and performance <ul style="list-style-type: none"> <li>Rhythmic notation</li> </ul>	Rock and Roll of the 1950's and 60's <ul style="list-style-type: none"> <li>Origins and Cultural context of Rock and Roll</li> </ul>	<ul style="list-style-type: none"> <li><u>Samba</u></li> <li>Exploring the history, traditions and culture of Samba.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ground Bass -, a short, recurring melodic pattern in the bass part of a composition that serves as the principal structural element.</li> <li>• Chord progression - A series of chords played in a sequence.</li> <li>• Texture - How layers of sound within a piece of music are put together and interact.</li> <li>• Repetition - When sounds or sequences are used more than once during a piece.</li> <li>• Fluency – How smooth the music flows.</li> </ul>	<ul style="list-style-type: none"> <li>• Lyric writing</li> </ul> <p><u>Sea shanties and Folk songs</u></p> <ul style="list-style-type: none"> <li>• Pupils learn historical aspects about sea shanties and folk songs.</li> <li>• Form and Structure within Folk Music and sea shanty settings.</li> <li>• Oral tradition</li> <li>• Strophic structure</li> </ul>	<ul style="list-style-type: none"> <li>• Vocal and Instrumental Techniques within Rock and Roll</li> <li>• The use of instruments and voices in Rock and Roll</li> <li>• The typical musical characteristics of Rock and Roll</li> </ul> <p>Ukelele</p> <ul style="list-style-type: none"> <li>• Pupils will learn to play songs on the Ukulele using the chords of C, Am, F and G.</li> <li>• More able pupils will play songs using a wider range of chords such as A, E, D, F#m</li> </ul> <p><u>Popular Music</u></p> <ul style="list-style-type: none"> <li>• Pupils will learn to play pop songs on their choice of instrument from the keyboard, ukulele and guitar.</li> <li>• The songs the pupils play will help them develop their independent learning in music.</li> </ul>	<p>Reggae</p> <ul style="list-style-type: none"> <li>• Geography - Caribbean islands.</li> <li>• RE - Rastafarianism and rasta culture.</li> <li>• Understanding of traditions, history and culture of the Caribbean Islands</li> </ul> <p>Gaming Music</p> <ul style="list-style-type: none"> <li>• Know the basic functions of a Digital Audio Workstation (DAW)</li> <li>• An overview of how loop-based pop music is constructed</li> <li>• How to create adaptive music for a game</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Ability to read music notations</li> <li>• Timing</li> <li>• Solo skills</li> <li>• Ensemble skills</li> <li>• Development of musical ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythmic notation</li> <li>• Syllabic composition and notation</li> <li>• Textural layering composition techniques.</li> <li>• Listening</li> <li>• Analysis</li> <li>• Research</li> <li>• Performance of melody</li> <li>• Bassline and chordal performances on various instrumentation</li> <li>• Ensemble performance</li> <li>• Individual performance</li> </ul>	<ul style="list-style-type: none"> <li>• Timing</li> <li>• Ensemble skills</li> <li>• Listening to and working with others</li> <li>• Self-reflection</li> <li>• Performance of Hound Dog</li> <li>• Performance of Twist and Shout</li> </ul> <p>New learning: Ability to read music notations (chord symbols)</p> <ul style="list-style-type: none"> <li>• Fretwork skills</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Analysis</li> <li>• Research</li> <li>• Rhythmic [performance skills</li> <li>• Ensemble performances</li> <li>• Individual performances.</li> <li>• Ensemble leadership</li> <li>• Evaluation of performance and composition</li> </ul>

		<ul style="list-style-type: none"> <li>• Ensemble leadership</li> <li>• Evaluation of performance and composition</li> <li>• Vocal performance (a Capella)</li> </ul>		
Subject specific vocabulary and key terms	<ul style="list-style-type: none"> <li>• Harmony</li> <li>• Chords Melody</li> <li>• Steps and leaps</li> <li>• Ostinato</li> <li>• Dynamics</li> <li>• Fortissimo</li> <li>• Pianissimo</li> </ul>	<ul style="list-style-type: none"> <li>• Structure</li> <li>• Intro/outro</li> <li>• verse</li> <li>• chorus</li> <li>• Instrumental break</li> <li>• Bridge</li> <li>• Crotchet</li> <li>• Quaver</li> <li>• Rests</li> <li>• Dotted rhythms</li> <li>• Triplet rhythms</li> <li>• Semi quavers</li> <li>• Time signatures</li> </ul>	<ul style="list-style-type: none"> <li>• Harmony</li> <li>• Chords Melody</li> <li>• Steps and leaps</li> <li>• Conjunct</li> <li>• Disjunct</li> <li>• Lyrics Structure</li> <li>• Ostinato</li> <li>• Dynamics</li> <li>• Fortissimo</li> <li>• Pianissimo</li> </ul>	<ul style="list-style-type: none"> <li>• Polyrhythms</li> <li>• Beat</li> <li>• Pulse</li> <li>• Cyclic rhythms</li> <li>• Ostinato</li> <li>• Syncopation</li> <li>• Call and response</li> <li>• Dynamics</li> <li>• Structure</li> <li>• Intro/outro</li> <li>• verse</li> <li>• chorus</li> <li>• break</li> <li>• Incidental Music</li> <li>• Motif</li> <li>• Programmatic Music</li> <li>• Adaptive Music</li> <li>• Intro, Groove, Break 1, Groove, Break, Groove, Mid-Section 1, Groove, Break 1, Groove, Coda</li> </ul>

Key Stage 4 Year 10 – Long Term Planning, AQA GCSE Music

	Autumn Half term 1	Autumn Half term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Knowledge	Area of Study 1 - Western Classical Tradition 1650 - 1910 <ul style="list-style-type: none"> <li>• Beethoven Symphony No.1</li> </ul>	Area of Study 2 Popular Music	Area of Study 3 Traditional Music <ul style="list-style-type: none"> <li>• Esperanza Spalding, I Know You</li> </ul>	Area of Study 4 Western Classical Tradition since – 1910	Area of Study 1 - Western Classical Tradition 1650	Area of Study 3 Traditional Music and Area of Study 4

	<ul style="list-style-type: none"> <li>• Listening to unfamiliar music –</li> <li>• Coronation Anthems and Oratorios of Handel</li> <li>• The orchestral Music of Haydn, Mozart and Beethoven</li> <li>• Piano music of Chopin and Schumann - Requiem of the late romantic period</li> </ul> <p>Component 1 (AO3&amp;4) Demonstrate and apply musical knowledge.</p> <p>Component 3 (AO2) Select and use musical elements in composition with perception and insight. An introduction to Muse score notation software</p>	<ul style="list-style-type: none"> <li>• Queen Bohemian Rhapsody</li> <li>• The seven seas of Rhye</li> <li>• Love of my Life</li> <li>• Listening to unfamiliar music</li> <li>• Music of Broadway 1950s-1990s</li> <li>• Rock Music of 1960s and 1970s</li> <li>• Film and computer game music 1990s to present</li> <li>• Pop music 1990s to present</li> </ul> <p>Component 2 (Component 3) (AO2) Composing tasks based on AOS1 Ternary form AOS 2 Blues</p>	<ul style="list-style-type: none"> <li>• Little Fly</li> <li>• I adore you</li> <li>• Listening to unfamiliar music</li> <li>• Blues music from 1920 – 1950 Fusion music inc. African and Caribbean music</li> <li>• Contemporary Latin music</li> <li>• Contemporary folk music of the British Isles</li> </ul> <p>Component 3 (AO2) Composing tasks based on AOS2- writing a chord sequence, popular song structure. Composing a theme and variations AOS1</p>	<ul style="list-style-type: none"> <li>• Bartók: Hungarian Pictures</li> <li>• Movement 1: Evening in the Village</li> <li>• Movement 2: The Bear Dance</li> <li>• Movement 4: Slightly Topsy</li> <li>• Movement 5: Swineherd’s Dance).</li> <li>• Listening to unfamiliar music</li> <li>• The orchestral music of Copland.</li> <li>• British music of Arnold, Britten, Maxwell-Davies and Tavener.</li> <li>• The orchestral music of Zoltán Kodály and Béla Bartók</li> <li>• Minimalist music of John Adams, Steve Reich and Terry Riley.</li> </ul>	<p>- 1910 and Area of Study 2 Popular Music Recap</p>	<p>Western Classical Tradition since – 1910</p>
Skills	<ul style="list-style-type: none"> <li>• To include Reading staff notation,</li> <li>• writing staff notation, I</li> </ul>	<p>To build upon:</p> <ul style="list-style-type: none"> <li>• Reading staff notation,</li> </ul>	<p>To build upon:</p> <ul style="list-style-type: none"> <li>• Reading staff notation,</li> </ul>	<ul style="list-style-type: none"> <li>• To include and develop:</li> <li>• Reading staff notation,</li> </ul>	<p>Exam technique and revision for the</p>	<p>Performance techniques for Performance assessment</p>

	<ul style="list-style-type: none"> <li>identifying chords in aural and written form,</li> <li>Listening and musical analysis, Use correctly musical vocabulary and terminology K</li> <li>now and understand musical elements,</li> <li>Develop compositional and performance skills</li> </ul>	<ul style="list-style-type: none"> <li>Writing staff notation,</li> <li>Identifying chords in aural and written form,</li> <li>Listening and musical analysis,</li> <li>Consolidation of correct musical vocabulary and terminology, Know and understand musical elements,</li> <li>Developing compositional and performance skills.</li> </ul>	<ul style="list-style-type: none"> <li>Writing staff notation,</li> <li>Identifying chords in aural and written form,</li> <li>Listening and musical analysis,</li> <li>Consolidation of correct musical vocabulary and terminology,</li> <li>Know and understand musical elements,</li> <li>Develop compositional and performance skills</li> </ul>	<ul style="list-style-type: none"> <li>Writing staff notation, Identifying chords in aural and written and aural form,</li> <li>Listening and musical analysis,</li> <li>Consolidation of correct musical vocabulary and terminology,</li> <li>Know and understand musical elements,</li> <li>Develop compositional and performance skill</li> </ul> <p>Component 3 (AO2) Beginning composition 1 Free composition Using composition log</p>	Mock assessment  Component 3 (AO2) Creating composition 1- Free Composition Using a composition log	Component 3 (AO2) Creating composition 2- Free Composition  Component 3 (AO2) Beginning composition 2- to a Brief. Planning and preparation/research time using composition log
Subject specific vocabulary and key terms	conjunct, disjunct, triadic, broken chords, scalar, arpeggio intervals within the octave passing notes diatonic, chromatic slide/portamento, ornamentation including acciaccaturas, appoggiaturas ostinato diatonic, chromatic	Riff, pitch bend, melisma, hook slide, glissando, improvisation Ostinato, blue notes. power chords, chord symbols eg. C7	Blue notes, pentatonic, whole tone, modal slide/glissando/portamento, pitch bend, appoggiaturas ostinato, riff melody–scat, melisma improvisation, modal pentatonic,	Ostinato, motifs Melisma, chromatic Dissonant, pedal. Pentatonic, whole tone Modal, tonal ambiguity.	All key vocabulary for AOS1 and 2 as listed previously.	All key vocabulary for AOS3 and 4 as listed previously.

	<p>consonant, dissonant pedal, drone</p> <p>cadences: perfect, plagal, imperfect, interrupted and tierce de Picardie</p> <p>identification of major, minor and dominant seventh chords using chord symbols/roman numerals.</p> <p>major, minor, and their key signatures to four sharps and flats</p> <p>modulation to dominant, subdominant in major or minor keys relative major or minor tonic major or minor.</p> <p>binary and ternary rondo arch-shape</p> <p>through-composed theme and variations, sonata, minuet and trio scherzo and trio call and response ground bass, continuo cadenza.</p> <p>harmonic/homophonic/chordal polyphonic/contrapuntal imitative, canonic, layered antiphonal a cappella monophonic/single melody line melody and accompaniment unison, octaves.</p> <p>simple and compound time regular, anacrusis common Italian tempo terms eg allegro, andante pulse, augmentation, diminution hemiola,</p>	<p>stock chord progressions eg I VI IV V. pentatonic, modal, blues scale.</p> <p>intro/outro, verse, chorus, break twelve-bar blues, drum fill.</p> <p>standard contemporary instrument types eg. electric guitar, synthesisers</p> <p>specific instrument types eg. sitar, dilruba</p> <p>instrumental techniques eg. palm mute (pm), pitch bend, hammer-on (ho), pull-off (po), slide guitar/bottleneck</p> <p>drum kit components and techniques eg. rim shot</p> <p>vocal timbres eg. falsetto, belt, rap, beat-boxing, scat</p> <p>singing specific instrumental techniques eg slap</p> <p>bass</p> <p>specific instrumental effects eg. amplification, distortion</p> <p>specific technological recording techniques</p>	<p>strophic, verse and chorus, cyclic call and response</p> <p>popular song forms structure–12/16 bar blues.</p> <p>generic families of instruments as found in traditional/world music eg steel drums</p> <p>the use of technology, synthesised and computer-generated sounds, sampling and the use of techniques such as reverb, distortion</p> <p>and chorus, drone</p> <p>vocal techniques eg falsetto, vibrato, rap.</p> <p>irregular, free skank, bubble clave (Bo Diddley type beat) augmentation, diminution</p> <p>anacrusis, hemiola</p> <p>bi-rhythm, cross-rhythm, polyrhythm shuffle beat, backbeat syncopation, off-beat</p> <p>bossa nova, samba salsa, tango habanera, danzón merengue, cha-cha-cha rumba.</p>	<p>specific families of instruments</p> <p>use of technology, synthesised and computer-generated sounds instrumental techniques eg vamping.</p> <p>Drones, imitative layered/layering.</p> <p>irregular, free augmentation, diminution anacrusis, hemiola rubato, bi-rhythm, cross-rhythm, polyrhythm syncopation, off-beat.</p>		
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	semibreve, minim, crotchet, quaver, semiquaver dotted rhythms, triplets, scotch snap rubato, pause, tempo. Gradation of dynamics as follows: pp, p, mp, mf, f, ff including the Italian terms, cresc, crescendo, dim, diminuendo including hairpins sfz, sforzando, common signs, terms and symbols	e.g automatic doubletracking (ADT) and direct input transformer (DIT). bpm (beats per minute) mm (metronome marking) groove, backbeat syncopation, off-beat shuffle, swing/swung.				
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Key Stage 4: Year 11 – Long Term Planning, AQA GCSE Music

	Autumn term	Spring term	Summer term
Knowledge	Area of Study 1 Western Classical Tradition 1650 - 1910 recap Area of Study 2 Popular Music recap	Area of Study 3 Traditional Music recap Area of Study 4 Western Classical Tradition since 1910 recap	Revision of all AOS and exam preparation
Skills	To firmly embed: <ul style="list-style-type: none"> <li>• Reading staff notation,</li> <li>• Writing staff notation,</li> <li>• Identifying chords in aural and written form,</li> <li>• Listening and musical analysis, Consolidation of correct musical vocabulary and terminology,</li> <li>• Knowing, understanding and using musical elements,</li> <li>• Developing compositional and performance skills</li> </ul>	To develop mastery: <ul style="list-style-type: none"> <li>• Reading staff notation,</li> <li>• Writing staff notation,</li> <li>• Identifying chords in aural and written form, Listening and musical analysis,</li> <li>• Consolidation of correct musical vocabulary and terminology, Knowing, understanding and using musical elements,</li> <li>• Developing compositional and performance skills</li> </ul>	<ul style="list-style-type: none"> <li>• Developing confidence and mastery:</li> <li>• Reading staff notation,</li> <li>• Writing staff notation,</li> <li>• Identifying chords in aural and written form, Listening and musical analysis,</li> <li>• Consolidation of correct musical vocabulary and terminology,</li> <li>• Know, understand and use musical elements</li> </ul>
Subject specific vocabulary and key terms	All key vocabulary for AOS1 and 2 as listed previously. Component 2 (AO1) complete performances solo and ensemble. First submission Component 3 (AO2) Complete composition 1&2-free and to a brief. First submission.	All key vocabulary for AOS3 and 4 as listed previously. Mock Exam Component 2 (AO1) complete performances solo and ensemble. Final Submission	All key vocabulary, concepts and ideas from course to be revisited, revised and consolidated.  Practice example listening assessments/ exam preparation.

		Component 3 (AO2) Complete composition 1&2-free and to a brief. Final submission.	Final exam June
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