



Music

CURRICULUM OVERVIEW – KS3 & KS4 (2023-24)

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Curriculum Overview

Subject: Music

Year group	Topic and length	Key Words	Key Skills	Key Knowledge	Assessments	Cultural Capital	Links to NC and Spec
8	American Music	Rhythm Call and response Time Signature Syncopation Beat Time Signature Ensemble Polyrhythm Chords	-Aural identification of elements of music. -Group work. -Confidence. -Following a leader. -Maintaining a part.	-To be able to recognise key features and instruments of American music. -To be able to perform as a group during solo, unison, call and response and polyrhythm sections.	Listening analysis, identifying features of style. Composition/ performance in the style of one of the Musical genres from America.	The pupils are introduced to various music styles from America with particular focus on the cultural influences and impact of these styles and origins of popular music.	Listening Performing Composing
8	The Lion King	Rhythm Time Signature Pulse Beat Ensemble Syncopation Call and response Polyrhythm	-Aural identification of elements of music. -Drumming skills. -Timing. -Maintaining an individual part. -Group work. -Confidence.	-To understand and identify key features of African music. -To develop djembe skills. -To work as an ensemble. -To develop timing as an ensemble. -To develop understanding of different textures.	Listening analysis. Lion King performance.	Students study the influence of African culture on the visual spectacle of The Lion King production. They will gain the opportunity to see and perform in a live theatrical performance.	Performing

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8	The Planets	Ensemble Timing Programme Music	-Aural identification of elements of music. -Timing. -Group work. -Instrumental skills. -Confidence. -Performing as part of an ensemble. -Composition skills. -Maintaining an individual part.	-To understand the characteristics of programme music.	Group performance of classes own Planets Suite.	Pupils will be exposed the Musical great Holst and gain an appreciation for his Music.	Listening Composing
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9	Music and Media	Media Synthesizer Mickey Mousing Timbre Digital Tone and Semi-tone Chromatic Scale Drone	-Aural identification of elements of music. -Timing. -Keyboard skills. -Confidence. -Composing to a brief. -Group work. -Use of music technology applications. -Composing to a brief.	-To understand and identify key features of film music. -To develop keyboard skills, particularly with two hands performing independently simultaneously. -To compose to a live stimulus.	Film music composition task.	Pupils will experience live performance, composition, awareness of professionals within the field and digital music creation.	Composing

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			<ul style="list-style-type: none"> -Timing. -Use of effects. - To develop justification skills to debate pros and cons of software. -To develop timing skills. 	<ul style="list-style-type: none"> -To understand what a DAW is and experience different examples. -To compose to a brief. -To understand what makes a good melody and apply this. -To understand what different audio effects are. 			
9	Radio Gaga	<ul style="list-style-type: none"> Ensemble Music Industry Instrumental Skills Performing Skills Team work Jingle DJ Commercial 	<ul style="list-style-type: none"> -Aural identification of elements of music. -Timing. -Group work. -Instrumental skills. -Confidence. -Maintaining an individual part. -Performance skills. -Production skills. -Broadcasting skills. 	<ul style="list-style-type: none"> -To understand job roles in the music industry. -To understand the elements of a radio broadcast. -To understand the music and broadcast industry. 	Students will create a radio broadcast.	During the SOL students will develop an understanding of the music industry and broadcasting and the opportunities available for careers in this area on their doorstep at Media City.	Performing Composing

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			-Music technology skills.				
9	Rebellion	Busker Social Political Music Industry License Rap Hip-hop Grime Spitting Profanity Urban	Aural identification of elements of music. -Confidence. -Group work. -Timing. -Lyric writing.	-To understand what rap and grime music are. -To perform a rap. -To compose suitable lyrics to a brief in a given style.	Listening analysis and composition/ performance of a piece of rap/ hip-hop or grime.	The scheme will incorporate a trip to Manchester to see street art and live street performances.	Composing Performing Listening
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KS4	Component 1: Exploring Music Products and Styles 36 GLH	Music styles Music products Musical elements Musical techniques Genre DAW Stylistic features Characteristics	-Instrument skills -Composing skills -Listening skills -Performance skills -Sequencing skills -Music production skills -Music realisation techniques	-Musical styles -Musical elements -Stylistic features -Characteristics -Tonality -Iconic composers	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment. 60 marks.	This unit exposes students to a range musical styles and iconic composers. Students will be able to gain an appreciation for musical styles from different times, styles and cultures.	A Demonstrate an understanding of styles of music B Apply understanding of the use of techniques to create music.
KS4	Component 2:	Music Industry Professional	-Team work	-Health and Safety -Music Industry	Non-exam internal assessment set by	In this unit there are ample	A Demonstrate professional and

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	<p>Music Skills Development 36 GLH</p>	<p>Commercial Skills Performer Producer Creator</p>	<ul style="list-style-type: none"> -Professional skills -Commercial skills -Communicating skills -Planning -Time management -Music performance skills -Personal skills development 	<p>-Role of performer, producer, creator</p>	<p>Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment. 60 marks. Assessment of practical role. Portfolio of planning material. Portfolio of promotional material. Evaluation.</p>	<p>opportunities for students to go on visits to local music venues to develop a greater contextual understanding of the Music Industry. Visits from industry professionals will enable students to understand job roles and possible careers in the industry.</p>	<p>commercial skills for the music industry B Apply development processes for music skills and techniques.</p>
KS4	<p>Component 3: Responding to a Brief 48 GLH</p>	<p>Brief</p>	<ul style="list-style-type: none"> -Performing stylistically -Creating original music -Using DAW software -Musical skills -Organisation skills 	<ul style="list-style-type: none"> -Chords -Chord progression -Musical devices -Musical structures 	<p>There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life scenario. Component 3: Responding to a Music Brief requires learners to apply musical skills</p>	<p>This</p>	<p>AO1 Understand how to respond to a music brief AO2 Select and apply musical skills in response to a music brief AO3 Present a final musical product in response to a music brief AO4 Comment on the creative process and outcome in response to a music brief</p>

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					and techniques in response to a brief to produce a music product.		
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