

MUSIC CURRICULUM MAP - Possible links to Careers in Purple			
A. FORMAL KEY STAGE FIVE MUSIC ADVANCED LEVEL CURRICULUM			
Core Threads	By the end of key stage FIVE we want all students of Music to know and do the following key things: analyse scores closely, recall and evaluate musical contexts, aurally recognise musical features, construct extended written responses to examination, compose to a brief, perform chosen repertoire.		
Prior Knowledge	In KS5, students of Music will build on the following prior learning : GCSE aural recognition, musical analysis, musical and historical contexts, performance, composition using IT, subject specific language.		
Future Knowledge	The Curriculum in KS5 Music will prepare students for the following future learning : How to be a well-rounded musician, study the Arts at under-graduate level; perform outside of education; and research independently.		
Year 12	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED, AND LEARNT	Common Assessment End Points
	T1	Listening Paper: Instrumental <i>Music of Haydn</i> inc. historical & musical context, score analysis, extended written responses. Popular Song (Blues and Jazz) inc. historical/musical context. Music Theory inc. complex chords, melodic dictation, cadential formulas, keys and relationships Composition inc. independent research, developing compositional	Listening Paper: Section A and B Careers – working in the music industry and how do become a composer within a set genre.
	T2	Listening Paper: Instrumental <i>Music of Haydn</i> inc. historical & musical context, score analysis, extended written responses. Popular Song (Swing & Big Band) inc. historical/musical context, artist repertoire, performing techniques. Application of Music Theory to Listening Exam: Section A and B Composition inc. independent research, developing compositional techniques. Careers – working as a performer	Listening Paper: Section A and B
	T3	Listening Paper: Instrumental Music of Mozart inc. historical/musical context, score analysis, extended written responses. Programme Music inc. historical/musical context, score analysis, extended written responses. Application of Music Theory to Listening Exam: Section A, B and C Composition inc. independent research, compositional techniques. Preparation for A Level recital inc. repertoire and instrument mastery	Listening Paper: Section A and B Listening Paper: Section C
	T4	Revision of Listening Paper Sections A,B and C Listening Paper: Instrumental Music of Mozart inc. historical & musical context, score analysis, extended writing. Programme Music inc. historical/musical context, score analysis, extended writing. Application of Music Theory to Listening Exam: Section A, B and C Composition inc. independent research. Preparation for A Level recital inc. repertoire and instrument mastery	Year 12 Interim Examination: Adapted Listening Paper NEA MS 1 - Performance Recital
	T5	Listening Paper: Instrumental <i>Music of Beethoven</i> inc. historical & musical context, score analysis, extended written responses and the exam board set work Listening Paper: Programme Music inc. historical & musical context, chosen set works, score analysis, extended written responses Application of Music Theory to Listening Exam: Section A, B and C Composition inc. independent research, compositional techniques	Listening Paper: Section A and B Listening Paper: Section C
	T6	Listening Paper: Instrumental <i>Music of Beethoven</i> inc. historical/musical context, score analysis, extended written responses and the exam board set work. Listening Paper: Programme Music inc. historical/musical context, chosen set works, score analysis, extended writing Application of Music Theory to Listening Exam: Section A, B and Composition inc. independent research, developing compositional techniques	Listening Paper: Section A and B Listening Paper: Section C NEA MS 2 – Draft of free choice composition
Year 13	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED, AND LEARNT	Common Assessment End Points
	T1-3	Listening Paper: <i>Instrumental Jazz</i> inc. historical & musical context, chosen set works, artist repertoire, performing techniques Listening Paper: Programme Music inc. historical/musical context, chosen set works, score analysis, extended writing Application of Music Theory to Listening Exam: Section A, B and C Composition to OCR set brief inc. independent research, developing compositional techniques	Listening Paper: Section A and B Listening Paper: Section C Careers – music production.
	T4	Revision of Listening Paper Sections A,B and C Preparation for A Level recital inc. repertoire and achieving instrumental mastery	Year 13 Mock: Whole Listening Paper NEA MS 3 - Performance Recital
	T5	Revision of Listening Paper Sections A,B and C. Application of Music Theory to Listening Exam: Section A, B and C. Completion and recording of Compositions . Recording of Performance Recital	Listening Paper: Section A, B, C NEA MS 4 – Performance exam NEA MS 5 - Composition deadline NEA MS 6 – Recording of compositions
B. WIDER KEY STAGE FIVE MUSIC CURRICULUM			
- Involvement in school performances and rehearsals: with opportunities for students develop leadership skills and lead extra-curricular clubs and arrange own music for performances - Links with the local musical community, participating in concerts and recitals - Cross-curricular links with History, Art, MFL and Maths - Students will hear a live performance, such as instrumental jazz and classical works			

MUSIC CURRICULUM MAP

A. FORMAL KEY STAGE FOUR MUSIC GCSE LEVEL CURRICULUM

Core Threads	By the end of key stage FOUR we want all students of MUSIC to know and do the following key things: analyse written music; understand music theory; recall musical contexts; aurally recognise musical features; construct extended written responses to examination; compose to a brief; perform chosen repertoire.
Prior Knowledge	In KS4, students of Music will build on the following prior learning : Composition using IT, ensemble performance; listening and appraising, utilising subject specific language learnt in key stage three.
Future Knowledge	The Curriculum in KS4 Music will prepare students for the following future learning : Studying Music at A Level or in Music college; performing outside of school.

Year 10	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED, AND LEARNT	Common Assessment End Points
	T1	Composition inc. Music Theory, developing use of IT. Careers - composer Listening Paper: <i>Film Music</i> inc. aural recognition, application of musical vocabulary, extended written response	Listening Paper Questions Composition
	T2-4	Listening Paper: <i>Film Music</i> inc. aural recognition, application of musical vocabulary, extended written response. Concerto Through Time (<i>Baroque</i>) inc. aural recognition, application of musical vocabulary, extended writing and score reading. Composition inc. independent research. Solo Performance inc. repertoire selection, performance techniques	Listening Paper Questions Solo Performance
	T5	Listening Paper: <i>Rhythms of the World</i> inc. historical & musical context, aural recognition, application of musical vocabulary, extended written response. Concerto Through Time (<i>Baroque, Classical & Romantic</i>) inc. aural recognition, application of musical vocabulary, extended writing and score reading. Composition inc. independent research	Year 10 End of Year Examination: Listening Paper
	T6	Developing the knowledge and skills covered in Term 5. Embedding vocabulary, written skills, aural recognition. Ensemble Performance inc. repertoire selection, performance techniques.	Listening Paper Questions Ensemble Performance NEA MS 1: Composition (free choice) draft
Year 11	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED, AND LEARNT	Common Assessment End Points
	T1	Listening Paper: Knowledge of Rhythms of the World inc. historical & musical context, aural recognition, application of musical vocabulary, extended written response Listening Paper: Conventions of Pop inc. historical & musical context, aural recognition, vocal techniques, use of music technology, application of musical vocabulary, extended written response Composition inc. independent research performance: Recording of Solo Performance and selection of repertoire for Ensemble Performance	Listening Paper Questions Careers – becoming a professional performer
	T2	Revision of Listening topics. Embedding knowledge of <i>Rhythms of the World</i> , context, aural recognition, application of musical vocabulary, writing skills. Knowledge of Pop Genre. Composition inc. independent research	Year 11 Mock Examination: Listening Paper NEA MS 2 – Solo Performance
	T3	Further revision and embedding of <i>Rhythms of the World</i> , context, aural recognition, application of musical vocabulary, writing skills. Recording of Ensemble Performance	Listening Paper Questions NEA MS 3 – Ensemble Performance
	T4	Revision of all Listening topics. Honing skills and core knowledge. Finalisation of Composition and submission	Listening Paper Questions NEA MS 4 - Final Draft of both compositions NEA MS 5 - Recording of both compositions
	T5	Revision of Listening topics, including music theory and the four Areas of Study. Recording of the two NEA compositions required by OCR.	Listening Paper Questions

B. WIDER KEY STAGE FOUR MUSIC CURRICULUM

- Involvement in school performances and rehearsals - Cross-curricular links with History, Geography, MFL and Art - Students will visit a live performance, such as a classical concert or a theatre trip

MUSIC CURRICULUM MAP

A. FORMAL KEY THREE MUSIC CURRICULUM

Core Threads	By the end of key stage THREE we want all students of MUSIC to know and do the following things: Demonstrating ensemble performance skills; aural recognition; appraising the work of others; composing using technology
Prior Knowledge	In KS3, students of MUSIC will build on the following prior learning : Mathematics and Literacy in KS2; knowledge of musical instruments and artists studied
Future Knowledge	The Curriculum in KS3 MUSIC will prepare students for the following future learning : Study at GCSE; performing confidently in a group; developing an understanding of music genres and their conventions and contexts.

Year 7	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED, AND LEARNT	Common Assessment End Points
	T1	Keyboard Skills: Exploring the instrument and learning to play. Learn and identify music notation. Careers – becoming a musician.	Class Performance
	T2	Clarinet: Exploring the instrument and developing ensemble performance using the trombone. Working with peers to achieve a common musical goal. Planning and evaluation skills.	Class Performance
	T3	Programme Music: recognising orchestral instruments both visually and aurally. Exploring the elements of music through listening work. Continuing to learn to identify music notation, ensemble performance, appraisal the work of others	Written Project and Performance Assessment Appraisal Assessment
	T4	Programme Music: composition task and performance, aural recognition and developing understanding and use of musical vocabulary, such as starting to use Italian terms to describe the elements of music.	Composition Assessment Listening Assessment Appraisal Assessment
	T5	Exploring the elements and components of what makes a good song. Analysing the structure and compositional elements of songs. Creating own lyrics to develop artistic and independent study skills. Careers – Singer/song writer.	Written Project
	T6	Developing and embedding knowledge of the elements and components of what makes a good song. Honing analytical skills and further understanding the structure and compositional elements of songs. Careers – music industry	Compositional and Performance Assessment Appraisal Assessment
Year 8	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED, AND LEARNT	Common Assessment End Points
	T1	Chords I, II, IV & V: focusing on <i>1950s Rock n Roll Music</i> inc. historical & musical context; introduction to chords, ensemble performance and appraising the work of others, offering peer feedback on Careers – Music technology.	Written Project Performance and Appraisal Assessment
	T2	Embedding and consolidating the core skills and knowledge learnt in term 1. Preparing for the end of term Compositional assessment, with a focus on creating a melody from chords that included the use of auxiliary and passing notes.	Listening Assessment Compositional Assessment
	T3	Rondos and Recurring structures: Focusing on the music of <i>Francis Poulenc</i> inc. historical & musical context. Introduction to the structure of a range of pieces. Exploring the performance of an ensemble. Careers – instrument makers	Written Project
	T4	Rondos and Recurring structures: aural recognition of the form and improvisation of a Rondo piece of music over a series of chords.	Performance Assessment
	T5	Film Music: investigating the historical & musical context of this genre of music. Analysis of film scenes and composition prep. Careers – composing for films	Written Project: inc. evolution of film music.
	T6	Film Music: aural recognition, composition, ensemble performance and appraising the work of others.	End of Year Examination
Year 9	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED, AND LEARNT	Common Assessment End Points
	T1	Ground Bass Variations: Focusing on Michael Nyman and A Zed and Two Noughts inc. Historical/musical context, analysis of film scenes, ensemble performance and written appraisal. Careers – composing for films using technology	Written Project Performance Assessment
	T2	Ground Bass Variations: aural recognition and composing using music software.	Listening and Compositional Assessment
	T3	Motifs: focusing on Beethoven inc. historical/musical context and performance preparation.	Written Project
	T4	Motifs: aural recognition of how they are used in music, ensemble performance and appraising the work of others.	Performance Assessment
	T5	Making Arrangements: performance and technology techniques, aural recognition and performance of an original song. Arrangement of the original song, experimenting with new instruments. Careers – Singer/song writer/arranger.	
	T6	Making Arrangements: Performance Project, research suitable genres and arrange personalised performances.	

B. WIDER KEY STAGE THREE MUSIC CURRICULUM

Involvement in school performances and rehearsals, such as school concerts and house events, such as House Choir - Cross Curricular links with History, Geography and MFL and Art.
Individual Music lessons offered to students who wish to learn and instrument