

Music Subject Overview

The Appleton School



Music Department Curriculum Overview



Subject: Music

Overall Curriculum Intent - our Visions and Aims (linked to the National Curriculum and specifications)

As a department, we are passionate about our subject. We are all practising musicians continuing our own learning. Through our passion, we aim to engage and inspire students to develop a love of music and their talent as musicians, and so, increase their self-confidence, creativity and sense of achievement. We do not just prepare students for assessments and examinations in Music, but look at developing a lifelong appreciation and love of Music. Through our schemes of work, we develop students' skills in three main areas: performing, composing and listening and appraising.

Performing

The National Curriculum states that students should: *'perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.'*

Our intention is to help students discover a range of styles and composers and to equip them with the knowledge and skills needed to perform an increasingly challenging range of music across genres and subgenres, time periods and cultures. This helps students develop an understanding of how composers create effects and achieve purposes using a range of musical elements. We teach students keyboard skills and throughout KS3 they learn to play the ukulele and some basic drum kit skills. We use performing as a tool to study the theory of music but also to develop our understanding of composing and appraising. Instrumental lessons are available to students if they wish to develop their skills in a particular instrument further.

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Composing

The National Curriculum states that students should: *'create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.'*

Our intention is to develop students' knowledge and understanding of music theory and their understanding of musical elements and how they are used in writing music. Once students have experienced performing in a genre, students are encouraged to compose using key ideas or concepts. In 2023/2024, we introduced composing using technology for the first time at Key Stage 3. This will help to broaden pupils' understanding of music, and the music industry, broaden the range of genres studied and better prepare students for studying Music at GCSE.

Listening and Appraising

The National Curriculum states that we should: *understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.*

Our intention is to broaden students' musical horizons and ability to accurately describe music with reference to how elements of music are used. Students develop and practice their understanding of key musical terms through Do Now activities and develop personal responses to a variety of musical genres of music which we discuss through classroom discussion. We study how and why music is composed and how it can be communicated.

Students' understanding of musical elements is reinforced through online theory and listening homeworks.



How is the curriculum delivered?

At Key Stage 3, the Music curriculum is divided into units which are completed half-termly. Units focus on performing or composition and integrate elements of listening and appraising and the study of music theory. Students have 2 Music lessons per fortnight with each unit developing learning from the preceding unit.

At Key Stage 4 schemes of work extend and develop learning from Key Stage 3, with students applying their knowledge of musical elements to study set works and develop their compositional skills. At Key Stage Four students have six Music lessons per fortnight.

How is the curriculum assessed?

Formative assessment opportunities are integrated into most Music lessons. Students regularly apply the verbal feedback given by teachers to make improvements to their practical work.

At Key Stage 3, all work is assessed against our stepped [Music Assessment Grid](#) with reference to each of the three strands performing, composing and listening and understanding. In each unit, we run mock assessments and undertake end-of-unit assessments. Assessment criteria are shared in advance so that students become familiar with key language and our expectations. Students regularly reflect on their progress through peer and self-assessment. Students respond to written summative assessments setting targets linked to the disciplines studied for the next unit.

At Key Stage 4 students have regular assessments in performing, composing and appraising in lessons as well as three formal summative assessment opportunities each year. We use GCSE grades; level descriptors and grade



boundaries to assess student work. Moderation is undertaken by the department to ensure consistency and when possible, we also carry out moderation with Music teachers from other local schools.

How is the curriculum enriched through clubs, concerts and visits?

We believe that extra-curricular activities and extra opportunities are key to igniting students' passion and enthusiasm for Performing Arts and help to develop a sense of belonging in a performing Arts community.

The Music department offers a timetable of vocal and instrumental extra-curricular opportunities. There are also subject-related extra-curricular clubs which prove very popular throughout the wider faculty of Performing Arts. These take place during lunchtime and after school.

As a faculty, we produce two concerts each year as well as a school musical. We encourage students to attend clubs to develop their passion for performing. The department is beginning to explore additional opportunities to develop pupils' cultural capital with the Essex Music Hub as well as planning trips to see shows in London's West End.



Extra-curricular opportunities

Current extracurricular activities on offer are

- Choir
- Harmonics (advanced vocal group by invitation)
- School Band

We hope to expand our offer with the appointment of a new music specialist joining the department.

Clubs provided by the wider faculty include Dance Club; Dynamics (an elite dance group which students must audition for) and Drama Club. As well as performing, students can also be involved backstage during concerts and the school musical learning stage management, sound and lighting operation.

Visits

Many students have not experienced live music before. In recent years we have taken advantage of Royal Philharmonic Orchestra's school discount tickets. We are also lucky that we are close enough to London to be able to see great performances in the West End. In recent years, we have been to see Wicked, The Lion King and Phantom of the Opera.



What skills and knowledge do students bring with them from Key Stage Two to Year 7?

At Key Stage 2, students have had a varied musical education. Some have had a broad and rich curriculum and arrived with some good subject knowledge, while others have only had the statutory requirement.

Students should be able to:

- read and play rhythmic and simple pitch notation
- play and perform using their voices and playing the piano with increasing accuracy, fluency and control.
- improvise and compose simple forms 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, from great composers and musicians
- develop an understanding of the history of music.



What skills and knowledge do students bring with them from Year 7 to Year 8?

Our Year 7 curriculum is strategically designed to place all students on an equal footing and help to develop or consolidate foundational knowledge. In year 7, pupils develop the following knowledge and skills

In addition to the previous list of skills and knowledge, which will be continually revisited and reinforced, students will:

- Play and perform melody confidently using one hand on the keyboard fluently.
- Sing with accuracy and expression.
- Improvise and Compose melodies extending and developing ideas within a range of structures and styles.
- Be able to read and write using treble clef notation.
- Be able to understand the principle of bass clef notation.
- Listen to a variety of genres with increasing discrimination and describe music using simple music vocabulary.
- Develop a deeper understanding of the music they are performing and listening to within its context and history.

What skills and knowledge do students bring with them from Year 8 to Year 9?

In addition to the previous list of skills and knowledge, which will be continually revisited and reinforced, students will:

- Sing confidently with accuracy and expression using harmony.
- Use treble clef notation confidently and have an understanding of bass clef notation.



- Play and perform melodies and chords with increasing confidence and complexity on the keyboard
- Play chords on the ukulele, being able to accompany a song
- Improvise over a 12-bar Blues chord sequence
- Begin to compose using technology, exploring melodic and textural writing and extending ideas within simple structures
- Listen to and identify key features of a range of musical styles and genres
- Develop a deepening understanding of the music they are performing and listening to and its history, and describe it using more advanced music vocabulary.

What skills and knowledge do students bring with them from Year 9 to Year 10?

In addition to the previous list of skills and knowledge, which will be continually revisited and reinforced, students will:

- Sing confidently with accuracy and expression using harmony.
- Play and perform melodies and chords with increasing confidence and complexity on the keyboard and ukulele
- Use treble clef and bass clef notation with increasing confidence.
- Listen to and identify key features of a range of musical styles and genres
- Develop their understanding of composing with technology, exploring and extending ideas with an awareness of style.
- Develop a deepening understanding of the music they are performing and listening to and its history, and describe it using more advanced music vocabulary.



What skills and knowledge do students bring with them from Year 10 to Year 11?

In addition to the previous list of skills and knowledge, which will be continually revisited and reinforced, students will:

- Perform as a soloist and in an ensemble with increasing confidence, accuracy and musicality.
- Consolidate and extend their knowledge of music theory and elements of music, referring to Dynamics, Rhythm, Pitch, Structure, Melody, Instrumentation/Sonority, Tempo, Texture, Tonality, Harmony.
- Develop their ability to analyse and describe music both from scores and aurally with reference to the elements of music above.
- Consolidate and develop students ability to read and write staff notation including treble-clef, bass-clef and alto-clef.
- Learn to compose and develop musical ideas demonstrating a secure understanding of melodic and harmonic, texture and structure.



What will students study and when?

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 7	<p><u>Music and Voice</u></p> <p><i>How does this unit link from the KS2 curriculum?</i> During KS2 students would have completed a large amount of singing Ensemble performances, including as a group and being able to sing to a steady beat. Students benefit from the familiarity and this will also give staff the ability to develop an understanding of baseline theory knowledge of all students.</p> <p><i>What will they cover within this unit? Why?</i> -Develop and explore key skills required as a performer as a whole within the industry. -Students will be able to develop a passion for singing, which will help to develop the wider ethos of the subject and make the students feel comfortable to perform in front of each other.</p>	<p><u>Rhythm and Beats</u></p> <p><i>How does this unit link from the KS2 curriculum?</i> -Building upon the composition section of KS2 curriculum - students will <i>now</i> be looking at structuring polyrhythmic performance, rather than concentrating on improvisation. -Unit will also give staff the opportunity to make sure basic musical knowledge and understanding is consistent throughout all students.</p> <p><i>What will they cover within this unit? Why?</i> -Develop an understanding of new musical key terms -To compose rhythmic durations with an awareness of bars/phrasing. -Explore musical composition techniques and to understand how melodies are put together.</p>	<p><u>Highs and Lows</u></p> <p><i>How does this unit link from the KS2 curriculum?</i> -Students might not have had the opportunity to play the keyboard, musical instrument before. This unit will excite students and also engage the students into performing within that stagecraft and explore new skills.</p> <p><i>What will they cover within this unit? Why?</i> -Develop a baseline foundation understanding of the keyboard. -To accurately read, write (basic) and perform pitch notation using the treble clef.</p>	<p><u>Exploring Music History</u></p> <p><i>How does this unit link from the KS2 curriculum?</i> -Students will be able to use subject knowledge on any musical genres they would have explored from listening tasks in Ks2. Students will already have some fundamental skills on how music is constructed. During Ks2, students would have already developed knowledge building on genres from cultures around the world, musical traditions. .</p> <p><i>What will they cover within this unit? Why?</i> -Students will expand on knowledge based upon musical performances from around the world. -To develop musical vocabulary. -To explore and expand keyboard skills - stretch and challenge within complexity of performance pieces.</p>	<p><u>Melody Writing</u></p> <p><i>How does this unit link from the KS2 curriculum?</i> -Students will be able to use prior knowledge from Ks2 - based on melody shape and how to pattern musical patterns within compositions. -Students will also complete a theory written exam.</p> <p><i>What will they cover within this unit? Why?</i> -Develop knowledge and understanding on how melody lines are structured and phrased, concentrating on treble clef. -Students will begin to explore how to accurately write/aurally dictate pitch notation -To be able to compose simple melody lines</p>	<p><u>Jazz it up</u></p> <p><i>How does this unit link from the KS2 curriculum?</i> -Students will have the opportunity in this unit to learn a new skill - but use foundation knowledge on musical notation to help develop and explore bass clef.</p> <p><i>What will they cover within this unit? Why?</i> -Explore how society influences the development of music. -To read and play using the bass clef. -How to improvise melody within a given structure. -Group Ensemble performance - stretch and challenge - layering structure on top of each other.</p>

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	<p>What skills will the students develop? -Technical skills linking to warm up -Confidence -Flexibility -Focus -Self/peer feedback skills</p> <p>How do the skills link to the next SOW? Why is the unit sequenced this way? Students will now know each other and have more confidence to perform in front of each other. Students will now continue into the next unit - developing their Ensemble skills, exploring the actual theory elements of musical composition, understanding beats are put together.</p>	<p>-Develop an understanding of how to develop performance techniques using African World Music techniques, group performance using Drumming patterns.</p> <p>What skills will the students develop? -Developing understanding of key music terms and words -Confidence -Focus -Call and response. -Self/peer feedback skills</p> <p>How do the skills link to the next SOW? Why is the unit sequenced this way? Students will now use their developed theory knowledge based on rhythmic notation and implement this into putting this into practise on the keyboard. Students will also be able to start building on a foundation of knowledge of musical notation.</p>	<p>What skills will the students develop? -Keyboard skills -Theory based upon rhythmic and melody notation. -Confidence -Focus -Self/peer feedback skills</p> <p>How do the skills link to the next SOW? Why is the unit sequenced this way? -Students will be able to continue to develop their knowledge based upon the keyboard but will now explore a variety of different styles and genres of music. Students will also have the opportunity to explore other instruments of the orchestra and how these changed over time.</p>	<p>What skills will the students develop? -Pitch notation -Listening skills -Confidence -Focus -Self/peer feedback skills</p> <p>How do the skills link to the next SOW? Why is the unit sequenced this way? -Students will now look at actually how to notate their own melodies. Students will be able to use their knowledge based upon notation, especially linking to prior knowledge of treble clef and rhythmic patterns.</p>	<p>What skills will the students develop? -Pitch/rhythmic notation -Listening skills -Confidence -Focus -Self/peer feedback skills</p> <p>How do the skills link to the next SOW? Why is the unit sequenced this way? -Students will be able to now use subject knowledge based on treble clef and expand on this - exploring how to perform using bass clef.</p>	<p>What skills will the students develop? -Improvisation -Confidence -Understanding musical terms -Musicality -Expression</p> <p>How do the skills link to the next SOW? Why is the unit sequenced this way? -Students will now be able to use knowledge of how to perform within a given structure and explore how to compose within their own structure. Students will also be able to expand on understanding of harmony and how melody/accompaniment is used.</p>
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	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 8	<p><u>Rhythm and Blues</u></p> <p><i>How does this unit link to the Year 7 curriculum?</i> -Students now be able to further develop their improvisation skills. This unit correlates closely especially to the Rhythm and beats and History of Music, with the correlation with the evolution/history of music.</p> <p><i>What will they cover within this unit? Why?</i> -Students will learn how to play chords on the keyboard and also explain their knowledge on how harmony and triads are created. -Students will also further improve keyboard performance and improvisation skills. -They will also have the opportunity to develop composition skills within a given structure.</p>	<p><u>Performance Skills</u></p> <p><i>How does this unit link to the Year 7 curriculum?</i> -Students will continue to build on their foundation skills of the keyboard - especially from their highs and lows keyboard introduction unit from Year 7.</p> <p><i>What will they cover within this unit? Why?</i> -Students will perform on the keyboard with increasing complexity, including accidentals and regular changes in hand position. -Students will have the opportunity to develop subject knowledge based on key musical terms such as treble clef, being able to read and understand the clef notation - exploring understanding linking to how accompaniment is used to assist with harmony throughout musical performances.</p>	<p><u>Cover Versions</u></p> <p><i>What will they cover within this unit? Why?</i> -Students will have the opportunity to engage in songs which are relevant to the modern day of today. -Students will now have the opportunity to develop an understanding of how chords are used within a specific key and how this changes within major and minor songs. -Students will also explore how harmony is used within popular music songs. -Students will also now have the opportunity to continue to develop their keyboard skills but now also perform this alongside singing at the same time, which will increase complexity..</p>	<p><u>Composing with Music Technology</u></p> <p><i>What will they cover within this unit? Why?</i> -Students will get introduced to Musical technology and the logistics of how this is now used within the performance industry within the compositional structure of putting performances together. -Students will be using the Charanga YuMu studio online platform. -Students will have the opportunity to compose and create their own musical technology composition based upon the layering of different musical files, which will assist in helping the students to understand how to effectively create harmony and develop a structure.</p>	<p><u>Ukulele</u></p> <p><i>What will they cover within this unit? Why?</i> -Students will develop a new instrument which students will find engaging. -Students will have a full introduction to the Ukulele instrument, exploring how the instrument is structured but also the technical skills required to play it. -Some students will also get introduced to the tablature of notating instruments such as Ukulele and Guitar. -Students will also have the opportunity to expand on their knowledge of how chords are developed and how this is embedded within the harmony of musical performances. - Students will also complete a theory written exam.</p>	<p><u>Ensemble Performance</u></p> <p><i>What will they cover within this unit? Why?</i> -Students will have the opportunity to further develop their individual performance skills, but within an ensemble setting using now the voice, keyboard and Ukulele. -Within practical exploration students will now also have the opportunity to further develop Ensemble performance, especially looking at making sure students are aware of others and working as a team.</p> <p><i>What skills will the students develop?</i> -Performance skills -Technical skills linking to Ukulele, keyboard and vocal -Singing techniques -Expression -Developing constant dynamics into a performance to match specific emotions and sections of a performance.</p>

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	<p>What skills will the students develop? -Improvisation -Keyboard skills -Confidence -Teamwork -Expression -Dynamics</p> <p>How do the skills link to the next SOW? Why is the unit sequenced this way? -Students will be able to continue to develop their performance skills by linking to the keyboard. Students will also be encouraged to develop more of an understanding of the skills required linking to more of a classical piece of music.</p>	<p>What skills will the students develop? -Keyboard skills -Teamwork - working together effectively -Confidence to give feedback and criticism to peers within peer feedback tasks -Expression within adding in dynamics</p> <p>How do the skills link to the next SOW? Why is the unit sequenced this way? -Students will now have a strong foundation in keyboard skills, students will now be able to expand on this and implement their skills within an Ensemble performance, also introducing these skills whilst looking at cover versions and exploring other genres of music. Students will also now be encouraged to perform on the keyboard and sing collectively.</p>	<p>What skills will the students develop? -Performance skills -Expression -Teamwork -Communication -Immersion -Dynamics</p> <p>How do the skills link to the next SOW? Why is the unit sequenced this way? -Students will now be able to implement the knowledge they now have on composing/ performing, especially linking to layering up on textures into music technology. As students have been looking at modern day pop songs - students would have analysed the techniques of use of synthesisers and other technology techniques to help them compose and be aware of harmony, melody and use of structure within songs.</p>	<p>What skills will the students develop? -Composition skills -Ability to understand technical terminology -ICT skills required to use YuMu system -Communication -Expression -Confidence</p> <p>How do the skills link to the next SOW? Why is the unit sequenced this way? -Students will now be introduced to a new instrument. Students will be able to use the skills such as working independently, but also closely with peers. Students will also be able to develop the knowledge students would have developed of how these new instruments sound within the technology side of things, and actually now practically get to perform with these instruments.</p>	<p>What skills will the students develop? -Tablature notation skills -Confidence -Teamwork -Expression</p> <p>How do the skills link to the next SOW? Why is the unit sequenced this way? -Students will now use the skills and understanding developed of a Ukulele in the Ensemble performance unit. Students will also now be able to use all of the ensemble and group performance skills we have looked at throughout the previous schemes of work and implement this within a whole group practical exploration.</p>	<p>How do the skills link to the next SOW? Why is the unit sequenced this way? -Due to the recovery curriculum we have implemented, students this academic year will be completing the Ensemble unit Year 9 Autumn 1, instead of Year 8 Summer 2. The following academic year students in the place of Year 9 Autumn 1 - students will be completing Soundtrack. This unit involves students analysing music and composing a performance for a film, understanding what an underscore is. Students will be able to use their knowledge on composition and foundation skills which have already been developed on musical terminology.</p>
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	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 9	<p><u>Ensemble Performance</u></p> <p><i>What will they cover within this unit? Why?</i> -Students will have the opportunity to further develop their individual performance skills, but within an ensemble setting using now the voice, keyboard and Ukulele. -Within practical exploration students will now also have the opportunity to further develop Ensemble performance, especially looking at making sure students are aware of others and working as a team.</p> <p><i>What skills will the students develop?</i> -Performance skills -Technical skills linking to Ukulele, keyboard and vocal -Singing techniques -Expression -Developing constant dynamics into a performance to match specific emotions and sections of a performance.</p>	<p><u>Reggae Music</u></p> <p><i>What will they cover within this unit? Why?</i> -Students will be given the opportunity to further develop their understanding of world music. -Within the practical activities students will develop an understanding of how to play a melody pattern. -Students will learn how to play the chord pattern of 'Three Little Birds'. -Students will continue to develop their group/ensemble skills working as a group. -Students will continue to develop an understanding of new key musical terms.</p> <p><i>What skills will the students develop?</i> -Performance skills -Keyboard practical skills -Developing skills linking to understanding the theory behind performance. -Expression</p>	<p><u>Popular Music</u></p> <p><i>What will they cover within this unit? Why?</i> -Students will be able to now read and play using both treble and bass clef. -Students will also explore and further improve keyboard performance skills, but also improvisation skills. -Students will also learn and develop skills linking how to compose within a given structure. -Students will expand on knowledge linking to chord inversions and performing successfully with both the right and left hand.</p> <p><i>What skills will the students develop?</i> -Improvisation -Performance skills -Keyboard practical skills -Developing skills linking to understanding the theory behind performance. -Expression</p>	<p><u>Composing with Music Technology</u></p> <p><i>What will they cover within this unit? Why?</i> -Students will continue to work on their knowledge based upon Musical technology and the logistics of how this is now used within the performance industry within the compositional structure of putting performances together. -Students will be using the Charanga YuMu studio online platform. -Students will have the opportunity to compose and create their own musical technology composition based upon the layering of different musical files, which will assist in helping the students to understand how to effectively create harmony and develop a structure.</p>	<p><u>Musical Theatre</u></p> <p><i>What will they cover within this unit? Why?</i> -Students will develop knowledge based upon music usage of skills and techniques required within the musical theatre genre and style. -Students will develop a knowledge base upon how to use music to set the scene for the stage. -Students will have the opportunity to continue to develop an understanding of keyboard, instrumental and Ensemble skills. -Students will also have the opportunity to develop skills correlating to the BTEC Performing Arts course - showing cross curriculum. -Students will also be able to continue to develop an understanding of chordal harmony and key words and terms required for score analysis.</p>	<p><u>Musical Futures</u></p> <p><i>What will they cover within this unit? Why?</i> -Students will complete an Ensemble performance unit based upon a band project. -Students will be given the opportunity to explore the skills required to work within a band successfully but also the key skills required technically as a performer. -As a group - students will also be encouraged to develop the skills further in a wide variety of instruments. -Students will concentrate on developing their skills analysis techniques, being able to use self, teacher and peer feedback and criticism to develop areas of development for future performances.</p>

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	<p>How do the skills link to the next SOW? Why is the unit sequenced this way? -Students will now be looking at developing their Ensemble skills within a new style/genre of music. Students will be able to use their foundation theory knowledge and expand on this within the genre specific techniques and skills required within Reggae Music. Students will also be able to use these skills and expand on their keyboard skills.</p>	<p>How do the skills link to the next SOW? Why is the unit sequenced this way? -Students will now be able to use the skills they have developed in a new genre of music and implement this within a popular style which they will be more familiar with.</p>	<p>How do the skills link to the next SOW? Why is the unit sequenced this way? -Students will now be able to continue to implement the knowledge they now have on composing/ performing, especially linking to layering up on textures into music technology. As students have been looking at modern day pop songs - students would have analysed the techniques of use of synthesisers and other technology techniques to help them compose and be aware of harmony, melody and use of structure within songs.</p>	<p>What skills will the students develop? --Composition skills -Ability to understand technical terminology -ICT skills required to use YuMu system -Communication -Expression -Confidence</p> <p>How do the skills link to the next SOW? Why is the unit sequenced this way? -Students will now be introduced to the musical theatre genre of music which will combine the knowledge which they have developed linking to underscore and understanding the importance of music and how it is used to portray emotions and set the scene in scenes.</p>	<p>What skills will the students develop? -Treble and Bass clef notation -Performance Skills -Expression -Musicality -Improvisation</p> <p>How do the skills link to the next SOW? Why is the unit sequenced this way? -Students will now be given the opportunity to fully prepare themselves for the GCSE course, with the next unit concentrating on Ensemble performance. Students will be able to use the knowledge and understanding on the style of musical theatre and implement the importance of character into their Ensemble performance section of the next unit.</p>	<p>What skills will the students develop? -Treble and Bass clef notation -Performance Skills -Expression -Musicality -Improvisation</p> <p>How do the skills link to the next SOW? Why is the unit sequenced this way? -Students would have been encouraged within this unit to develop skills and techniques linking to the GCSE Performance unit. Students would have developed the foundation knowledge required for this.</p>
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<p>Year 10 (24/25)</p>	<p>Exploring Elements of Music & Performance Skills</p> <p><i>What will students cover within this unit?</i> Student will</p> <ul style="list-style-type: none"> ● Baseline Assessment ● Consolidate our understanding of music theory, including notation and harmony. ● Develop our ensemble performance skills ● Compose in groups using a range of instruments. <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> ● Understanding of elements of music ● Ensemble performance skills 	<p>Jazz & Blues (Composing using notation)</p> <p><i>What will students cover within this unit?</i> Student will</p> <ul style="list-style-type: none"> ● Develop an understanding of more complex harmonies and how to use them in performance and composition work. ● Compose using notation-based software. (12-bar Jazz / blues composition) ● Perform as a soloist <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> ● Understanding of basic Jazz and Blues from KS3 ● Understanding of harmonic progression from KS3 and Unit 1. ● Understanding of pitch notation from KS3 and unit 1. 	<p>Musical Theatre (Composing using a DAW)</p> <p><i>What will students cover within this unit?</i> Students will</p> <ul style="list-style-type: none"> ● Perform in ensembles ● be introduced to Composing using a DAW (SoundTrap). ● Compose with an increasing awareness of melody and texture. ● Compose in given musical forms. <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> ● Understanding of elements of music ● Study of musicals at KS3. ● understanding of composing with harmony and melody. ● Ensemble performance skills 	<p>Baroque Music</p> <p><i>What will students cover within this unit?</i> Students will</p> <ul style="list-style-type: none"> ● Be introduced to score analysis. ● Develop an understanding of how musical elements were used in the Baroque era. ● Develop an awareness of new musical forms / structures. ● Compose with an increasing awareness of melody and texture. ● Solo performance skills. <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> ● Understanding of elements of music and how music has developed over time. ● Study of musicals at KS3. ● understanding of composing with harmony and melody. 	<p>Set Work 1: Bach</p> <p><i>What will students cover within this unit?</i> Students will</p> <ul style="list-style-type: none"> ● learn to analyse music with increasing awareness of how musical elements are idiomatically used. ● study their first set work in preparation for their listenin and appraising examination. ● consider how musical conventions support performance and composition. <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> ● Understanding of elements of music and how music has developed over time. ● understanding of composing with melody, harmony, structure and texture. 	<p>Film Music</p> <p><i>What will students cover within this unit?</i> Students will</p> <ul style="list-style-type: none"> ● Analyse how elements of music are used to compose music for film and media. ● Further develop musical vocabulary and apply this to listening and appraising questions. ● Apply learning to create effective compositions for use in film, considering how music creates emotion. <p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> ● Understanding of elements of music and how music is uned in films. ● understanding of composing with melody, harmony, structure and texture.
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	How will learning from this unit be developed later?	How will learning from this unit be developed later?	How will learning from this unit be developed later?	How will learning from this unit be developed later?	How will learning from this unit be developed later?	How will learning from this unit be developed later?
	<ul style="list-style-type: none"> Pupils will further develop and begin to apply new vocabulary to listening skills Extend knowledge of music theory Perform in an ensemble with increasing accuracy and musical expression. 	<ul style="list-style-type: none"> Use of musical elements and genre in listening and appraising paper. Use of extended harmony, melody and rhythm in future compositions. Use of notation based software. 	<ul style="list-style-type: none"> Use of musical elements and genre in listening and appraising paper. DAW Composition skills for future composition. Understanding of musical elements to support composition. 	<ul style="list-style-type: none"> Use of musical elements and genre in listening and appraising paper. music analysis skills to be used when studying set works. Understanding of musical elements to support composition. 	<ul style="list-style-type: none"> Use of musical elements and genre in listening and appraising paper. music analysis skills to be used when studying set works. Understanding of musical elements to support composition. 	<ul style="list-style-type: none"> Use of musical elements and genre in listening and appraising paper. Understanding of musical elements to support composition.
Year 11 (24/25)	<p>Set Work 2: Africa</p> <p><i>What will students cover within this unit?</i> Students will</p> <ul style="list-style-type: none"> learn to analyse music from a score with increasing awareness of how musical elements are idiomatically used. Study a set work in preparation for their listenin and appraising examination. Work on their free composition. Give a solo performance 	<p>Classical Music</p> <p><i>What will students cover within this unit?</i> Students will</p> <ul style="list-style-type: none"> Develop an understanding of how musical elements were used in the Baroque and Classical eras. Develop an awareness of new musical forms / structures. Compose with an increasing awareness of melody, texture and structure. Work on their free composition Produce and record a solo performance.. 	<p>Set Work 2: Bach</p> <p><i>What will students cover within this unit?</i> Students will</p> <ul style="list-style-type: none"> Analyse music with increasing awareness of how musical elements are idiomatically used. Study a set work in preparation for their listenin and appraising exam. Consider how musical conventions support performance and composition. Work on their set compositions Produce and record an ensemble performance.. 	<p>Romantic Music</p> <p><i>What will students cover within this unit?</i> Students will</p> <ul style="list-style-type: none"> Develop an understanding of how musical elements were used in the Romantic era. Develop an awareness of new musical scales and tonalities. Compose with an increasing awareness of melody, texture and structure. Work on their set compositions Produce and record an ensemble performance.. 	<p>Revision for GCSE Exam</p> <p><i>What will they cover within this unit? Why?</i> Students will</p> <ul style="list-style-type: none"> Revise music theory, musical elements, genres and key features of set works. 	

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	<p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> • Understanding of elements of music and the key musical features of popular music. . • understanding of composing with melody, harmony, structure and texture. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> • Use of musical elements and genre in listening and appraising paper. • music analysis skills to be used when studying future set works. • Understanding of musical elements to support composition. 	<p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> • Understanding of elements of music and how music has developed over time. • Study of music history at KS3. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> • Use of musical elements and genre in listening and appraising paper. • music analysis skills to be used when studying set works. • Understanding of musical elements to support composition. 	<p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> • Understanding of elements of music and how music has developed over time. • understanding of composing with melody, harmony, structure and texture. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> • Use of musical elements and genre in listening and appraising paper. • music analysis skills to be used when studying set works. <p>Understanding of musical elements to support composition. .</p>	<p>What prior learning is to be revisited?</p> <ul style="list-style-type: none"> • Understanding of elements of music and how music has developed over time. • Study of music history at KS3. <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> • Use of musical elements and genre to listen to and analyse music. 		
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Why has learning been sequenced in this way?

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 7	This unit builds on prior learning from KS2 and establishes foundational knowledge.	Developing performance skills and confidence in performing.	We apply our understanding of rhythm and the basics of pitch to develop music reading and performance skills on a new instrument.	We further develop our music reading and performance skills.	We apply our knowledge of pitch notation and shape to begin to write our own musical ideas.	Developing our understanding of writing melody within given musical structures.
Year 8	This unit develops our knowledge of pitch notation and begins to explore harmony within given structures.	We continue to refine our music reading and performance skills with increasing complexity.	We apply our knowledge performing harmony into different contexts / genres.	To develop our ability to compose using technology, applying our knowledge of melody and harmony.	We begin to apply our knowledge of harmony and performance skills to learn a new instrument.	We begin to explore new instruments, as well as utilising the other performance skills we have developed throughout the curriculum.
Year 9	We begin to explore new instruments, as well as utilising the other performance skills we have developed throughout the curriculum.	In this unit, we continue to refine our music reading and performance skills with increasing complexity, developing better understanding of context and the influence of music.	In this unit, we begin to apply our existing knowledge of harmony to explore new performance techniques.	In this unit, we develop our ability to compose using technology, applying our knowledge of melody and harmony	In this unit, we begin to compose within a new context / genre, applying our knowledge of melody and harmony.	In this unit we further develop our ensemble performance skills.



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<p>Year 10</p>	<p>In this unit, we consolidate and build on the foundational knowledge of musical elements and music theory developed in Key Stage 3</p>	<p>This unit build on pupils knowledge of harmony developed when studying pop music, and encourage students to compose using more complex extensions and progressions.</p>	<p>Students begin to analyse and describe music with increasing proficiency.</p> <p>This unit builds on the composition and listening skills developed through the study of popular and blues music and encourages pupils to explore more complex textures in their composition work.</p>	<p>This unit challenges pupils to begin to analyse musical scores, dissecting harmonies and how melodies move between musical parts.</p>	<p>Pupils will analyse scores with greater confidence and understanding.</p>	<p>This unit is designed to inspire students to think about their own style of composition and to transfer their newly developed analysis skills and subject knowledge to another, stimulating genre.</p>
<p>Year 11</p>	<p>Students will analyse music aurally and through scores.</p> <p>Pupils will apply their knowledge of harmony and structure to support their understanding of the set work.</p>	<p>This unit builds pupils subject knowledge of instrumental music from the Baroque and classical periods in order to prepare students for the next set work analysis.</p>	<p>This unit challenges pupils to analyse musical scores in more detail, dissecting harmonies and how melodies move between musical parts.</p>	<p>This unit challenges pupils to explore alternative tonalities and more complex uses of harmonies.</p>	<p>This unit revises key elements from throughout the course and helps pupils to prepare for their listening and appraising exam.</p>	

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What cross-curricular themes have been identified?

Music is one of the most versatile subjects with links to most other subjects. Music is mathematical (reading notation), music is scientific (pitch), music is historical (historical periods of time), music is geographical (cultures and regions of the world), music is a language (reading music and terms of musical expression), music is art. With this in mind here are some of the areas we focus on in our schemes of work:

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 7	Rhythm and beats Mathematics - numeracy - sequencing	Music and the Voice Drama - performance skills Biology - vocal physiology Literacy - lyrical meaning, communication	Highs and Lows Physics - frequency History - context to composers studied	Exploring Music History History - social influences, key historical events, and context of genres/composers studied Art - links to architecture and design	Melody writing Maths - use of sequence DT - use of structure / form	Jazz it up! History RSHE links to slave trade, human rights, morality.
Year 8	Blues History Geography links to slave trade, human rights, morality.	Performance skills History - social influences, key historical events, and context of genres/composers studied	Cover versions Business, Media links to the music industry, image and promotion.	Exploring Music Technology 1 Computer Science, Media. Use of technology and media. links to the music industry	Learning the ukulele Mathematics - numeracy - sequencing	Ensemble performance skills Drama / Performing Arts = performance skills Literacy - lyrical meaning, communication

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<p>Year 9</p>	<p>Ensemble performance skills Drama / Performing Arts = performance skills</p> <p>Literacy - lyrical meaning, communication</p>	<p>Reggae: History - social influences, key historical events, and context of genres/ composers studied</p>	<p>Popular Music Business, Media links to the music industry, image and promotion.</p>	<p>Music Technology 2 Computer Science, Media. Use of technology and media. links to the music industry</p>	<p>Musical Theatre English - Linking music to storyline / narrative</p> <p>Business, Media links to the music industry, image and promotion.</p>	<p>Musical Futures Drama / Performing Arts = performance skills</p> <p>Literacy - lyrical meaning, communication</p>
<p>Year 10</p>	<p>Exploring Elements of Music & Performance Skills</p> <p>Mathematics - sequencing</p> <p>Physics - frequency</p> <p>History - popular culture</p> <p>literacy - structure of lyrics, literacy techniques.</p>	<p>Jazz & Blues (Composing using notation)</p> <p>History Geography links to the slave trade, human rights, morality</p> <p>Mathematics - sequencing</p>	<p>Musical Theatre (Composing using a DAW)</p> <p>English literacy - storyline development, portrayal of characters.</p> <p>Mathematics - sequencing</p>	<p>Baroque Music History - social influences, key historical events, and context of genres/ composers studied</p> <p>Tudors and Stewarts</p> <p>Art - links to architecture and design</p> <p>Mathematics - sequencing</p>	<p>Set Work 1: Bach History - social influences, key historical events, and context of genres/ composers studied</p> <p>Tudors and Stewarts</p> <p>Art - links to architecture and design</p> <p>Mathematics - sequencing</p>	<p>Film Music English literacy - storyline development, portrayal of characters.</p> <p>i-media - contemporary media</p> <p>Mathematics - sequencing</p>

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Year 11	Set Work 2: Africa Geography - continents and human geography	Classical Music History - social influences, key historical events, and context of genres/ composers studied Tudors and Stewarts Art - links to architecture and design Mathematics - sequencing	Set Work 2: Bach History - social influences, key historical events, and context of genres/ composers studied Tudors and Stewarts Art - links to architecture and design Mathematics - sequencing	Romantic Music History - Modernity / Nationalism Art & literature - links to expressionism Mathematics - sequencing	Revision for GCSE Exam	
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How will each unit be assessed to show that students are making progress?

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 7	Formative Assessment End of unit assessment	Formative Assessment End of unit assessment	Formative Assessment End of unit assessment	Formative Assessment End of unit assessment	Formative Assessment End of unit assessment	Formative Assessment End of unit assessment
Year 8	Formative Assessment End of unit assessment	Formative Assessment End of unit assessment	Formative Assessment End of unit assessment	Formative Assessment End of unit assessment	Formative Assessment End of unit assessment	Formative Assessment End of unit assessment



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Year 9	Formative Assessment End of unit assessment	Formative Assessment End of unit assessment Exam week	Formative Assessment End of unit assessment	Formative Assessment End of unit assessment	Formative Assessment End of unit assessment	Formative Assessment End of unit assessment
Year 10	Formative Assessment Performance Assessment	MoFormative Assessment Performance assessment Composition Assessment	EFormative Assessment Composition Assessment	Formative Assessment Performance Assessment Mock Listening & Appraising Examination	Formative Assessment Composition Assessment	Formative Assessment Performance assessment Composition Assessment
Year 11	Formative Assessment Composition Assessment Performance Assessment	Formative Assessment Composition Assessment Performance Assessment Mock Listening & Appraising Examination	Formative Assessment Composition Assessment	Formative Assessment Composition Assessment Performance Assessment Mock Listening & Appraising Examination	GCSE Examination	

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Are there any extra-curricular opportunities or visits linked with the schemes of work?

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 7	Choir	Choir Christmas concert	KS3 Band	KS3 Band Performing Arts Festival	KS3 Band	KS3 Band School musical
Year 8	KS3 Band Black History Month activities	Choir KS3 Band Christmas concert Christmas concert	Choir KS3 Band	Performing Arts Festival	Choir KS3 Band	Choir KS3 Band School musical
Year 9	Choir KS3 Band	Choir KS3 Band Christmas concert	Choir KS3 Band	Choir KS3 Band Performing Arts Festival	Choir KS3 Band	Choir KS3 Band School musical
Year 10	Band Mixed Chamber group Choir Harmonics	Band Mixed Chamber group Choir Harmonics Christmas concert	Band Mixed Chamber group Choir Harmonics	Band Mixed Chamber group Choir Harmonics Performing Arts Festival	Band Mixed Chamber group Choir Harmonics	Band Mixed Chamber group Choir Harmonics School musical
Year 11	Band Mixed Chamber group Choir Harmonics	Band Mixed Chamber group Choir Harmonics Christmas concert	Band Mixed Chamber group Choir Harmonics	Band Mixed Chamber group Choir Harmonics Performing Arts Festival		

What will students be expected to know and remember?

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 7	<ul style="list-style-type: none"> Rhythm notation 	<ul style="list-style-type: none"> What makes a good performance. 	<ul style="list-style-type: none"> Notes of the treble clef Notes of the keyboard 	<ul style="list-style-type: none"> Notes of the treble clef Notes of the keyboard Musical Genres Great Composers 	<ul style="list-style-type: none"> Notes of the treble clef Notes of the keyboard 	<ul style="list-style-type: none"> Notes of the treble clef and bass clef Notes of the keyboard Blues Scale
Year 8	<ul style="list-style-type: none"> An understanding of chords 12 Bar Blues structure The social context of Blues Music 	<ul style="list-style-type: none"> Notes of the treble clef and bass clef Notes of the keyboard An understanding of accidentals# How Blues music developed 	<ul style="list-style-type: none"> ensemble skills What makes good practice Use of musical elements in performance 	<ul style="list-style-type: none"> types of music technology musical texture 	<ul style="list-style-type: none"> Chords on a Ukulele 	<ul style="list-style-type: none"> ensemble skills What makes good practice Notes of the treble clef and bass clef Notes of the keyboard Use of musical elements in performance
Year 9	<ul style="list-style-type: none"> ensemble skills What makes good practice Notes of the treble clef and bass clef Notes of the keyboard Use of musical elements in performance 	<ul style="list-style-type: none"> Composition skills Music theory Music analysis skills 	<ul style="list-style-type: none"> Solo performance skills Music theory Music analysis skills 	<ul style="list-style-type: none"> Composition skills Music theory Music analysis skills 	<ul style="list-style-type: none"> Ensemble performance skills Music theory Music analysis skills 	<ul style="list-style-type: none"> Solo performance skills Music analysis skills



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<p>Year 10</p>	<ul style="list-style-type: none"> • Key features of popular music. • Music Theory & terms linked to elements of music. 	<ul style="list-style-type: none"> • Key features of Jazz music. • Music Theory & terms linked to elements of music. • How to use extended harmony 	<ul style="list-style-type: none"> • How to analyse music. • Key features of musical theatre. • Music Theory & terms linked to elements of music. 	<ul style="list-style-type: none"> • How to analyse music. • Key features of Baroque Music. • Music Theory & terms linked to elements of music. 	<ul style="list-style-type: none"> • How to analyse music. • Key features of Set Work: Bach. • Music Theory & terms linked to elements of music. 	<ul style="list-style-type: none"> • How to analyse music. • Key features of Music for media. • Music Theory & terms linked to elements of music.
<p>Year 11</p>	<ul style="list-style-type: none"> • How to analyse music. • Key features of Set Work: Africa. • Music Theory & terms linked to elements of music. 	<ul style="list-style-type: none"> • How to analyse music. • Key features of Baroque and classical Music. • Music Theory & terms linked to elements of music. 	<ul style="list-style-type: none"> • How to analyse music. • Key features of Set Work: Bach. • Music Theory & terms linked to elements of music. 	<ul style="list-style-type: none"> • How to analyse music. • Key features of Romantic Music. • Music Theory & terms linked to elements of music. 	<ul style="list-style-type: none"> • How to analyse music. • Music Theory & terms linked to elements of music. 	

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