



KS4 Curriculum: Music

Curriculum Vision

The music teaching programme is planned methodically in order for our students grow in their learning regardless of ability. Students enter our school at year 7 having had mixed musical learning experiences within their primary schools. Some students arrive having taken graded examinations and some have not had such an opportunity. As a result, our KS3 schemes of work are differentiated to accommodate this. We have an ethos of providing a practical based curriculum. This means our students experience performing, composing and listening to music from a wide musical genre including different cultures. Lessons include a variety analytical listening tasks where students can build their confidence in using musical vocabulary to support their learning and through this their performing and composing. The skills learnt at KS3 allow students to move into KS4 with confidence in their own musical understanding.

Our aim is to encourage students of all abilities and culture to extend their knowledge and skills to work with enthusiasm and confidence towards achievement and creative personal growth. We aim to support and maximise the skills of the individual.

GCSE (WJEC/Eduqas)

The Eduqas specification allows students to build on the skills, knowledge and understanding acquired by students at key stage 3. It is expected that the candidates will have developed sufficient understanding and skill for the GCSE to be rewarding and enjoyable in it's own right.

Through music, the CCHS Music Department affirms the school's mission by:

- Providing high quality and ambitious music education for all students regardless of experience and ability.
- Provide the opportunity for challenging and relevant qualifications such as graded musical examinations, GCSE, A Level and Arts Awards.

- Recognising an entitlement to a curriculum that is designed and taught to benefit all students including SEND and disadvantaged children.
- Developing creativity and independence of thought.
- Establishing an educational environment that respects diverse learning styles, performance styles and practices.
- Developing students understanding through learning to be inquisitive towards their appreciation of music regardless of style or genre.
- Providing various musical opportunities for all students to perform e.g. school concerts, assemblies, visits etc.
- Developing and enhancing the practical and leadership skills of all students in all aspects of performance regardless of their starting point or background.
- Developing awareness of music's connection with regional, national, and international cultures.
- Encouraging collaboration and teamwork.
- Continuing to champion the ethos of our Gold Artsmark status, ensuring creativity remains at the heart of our curriculum.
- Providing an outstanding extracurricular provision programme aimed at breadth and quality of music.
- Empower students to lead, rehearse and compose music outside of the more formal curriculum e.g Cantatrici, Gospel Choir, Percussion Ensemble, Rock Bands, Indian ensemble etc.
- Provide a wide range of instrumental/vocal tuition with engaging and experience professionals.

Autumn Term 1	Autumn Term 2
<p style="text-align: center;">Music theory basics 1</p> <p>What will be learnt? 1. Baseline test; treble staff. 2. Grand staff – bass/ Alto clef. 3. Key/ Time Signatures. Why will it be learnt? <u>Main outcome:</u> To develop basic theory skills. <u>Skills developed:</u> • Score reading – rhythm and pitch. How will learning be assessed? • Baseline theory test.</p> <p style="text-align: right;">Classwork and homework</p>	<p style="text-align: center;">Music theory basics 2</p> <p>What will be learnt? 4. Aural dictation. 5. Musical scale. 6. Chords and cadences. 7. Revision and test . Why will it be learnt? <u>Main outcome:</u> To develop basic theory skills. <u>Skills developed:</u> • Understanding of chords progressions/cadences. How will learning be assessed? Classwork and homework.</p>
<p style="text-align: center;">AoS 4: Popular Music</p> <p>What will be learnt? 1. Introduction to set work 2. 2. Set work 2 – analysis of score. 3. Class performance of set work 2 performance. 4. Popular music context and development - Rock n roll (blues influence), 1960's influence, disco/punk (70's), 5. Focus on Guitar techniques. 6. Understanding FX. 7. Listening and appraising questions and analysis.</p>	<p style="text-align: center;">AoS 4: Popular Music + Recap AOS 1</p> <p>What will be learnt? 1. continuation of set work 2. 2. Set work 2 – analysis of score. 3. Popular music context and development - Electronic music (80's), club scene (90's), year 2000 to present day and technological influence.</p>

<p><u>Composition</u> Basic harmony task – PC's (e.g. harmonising a simple given melody using primary chords; use of Sibelius or similar) Basic Melody writing task including balanced phrases.– PC's.</p> <p><u>Performing</u> Solo performances – prepare piece to perform to class.</p> <p>Why will it be learnt? <u>Main outcome:</u> To deepen understanding of popular music (AoS 4) and set work 2 Composition development</p> <p><u>Skills developed:</u></p> <ul style="list-style-type: none"> • Listening skills; recognising styles and features of pop music. • Performing pop music styles. <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Regular listening tests. • Whole class and small group performance. • Individual composition feedback 	<p>4. Listening and appraising questions and analysis.</p> <p><u>Composition</u> 1.Focus on free choice composition brief (Waltz or Elegy) – Listen to pieces from previous years. 2.Begin first steps of composition – harmonic progression/melodic phrases etc.</p> <p>Why will it be learnt? <u>Main outcome:</u> To deepen understanding of popular music (AoS 4) and set work 2 Composition development</p> <p><u>Skills developed:</u></p> <ul style="list-style-type: none"> • Listening skills; recognising styles and features of pop music. • Performing pop music styles. <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Regular listening tests. • Whole class and small group performance. • Individual composition feedback.
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Spring Term 1	Spring Term 2
<p style="text-align: center;">Music theory 1</p> <p>What will be learnt? 1. Circle of Fifths. 2. Maj/ min key signatures. 3. Relative keys. 4. Aural dictation 2.</p> <p>Why will it be learnt? <u>Main outcome:</u> To develop basic theory skills. <u>Skills developed:</u></p> <ul style="list-style-type: none"> • Key signatures and relations. <p>How will learning be assessed? Classwork and homework.</p>	<p style="text-align: center;">Music theory 2</p> <p>What will be learnt? 5. Degrees of the scale. 6. Chords and cadences. 7. Theory revision/test.</p> <p>Why will it be learnt? <u>Main outcome:</u> To develop basic theory skills. <u>Skills developed:</u></p> <ul style="list-style-type: none"> • Chords and cadences. <p>How will learning be assessed? Classwork and homework.</p>
<p style="text-align: center;">Introduction to WCT (AoS 1): <i>History and development</i></p> <p>What will be learnt? 1. Instruments of the orchestra. 2. Orchestral families. 3. Historical periods – listening (Baroque, Classical, Romantic). Identifying key features.</p> <p><u>Composition</u> 1. Free choice composition brief development (Waltz or Elegy) – Understand mark scheme. 2. Structural development of piece.</p> <p>Why will it be learnt? <u>Main outcome:</u> To deepen understanding of the development of Western Art Music including the orchestra. To develop skills in approaching composing.</p>	<p style="text-align: center;">AoS 1: Introduction to Forms and Devices</p> <p>What will be learnt? 1. Introduction/ form & structure. 2. Identifying structures. 3. Listening practice – exam style questions. 4. Introduction to set work 1 (JS Bach). Study/mark up score. 5. Class performance of Set work 1.</p> <p><u>Composition</u> 1. Free choice composition brief development (Waltz or Elegy). Aural and written feedback for all.</p> <p>Why will it be learnt? <u>Main outcome:</u> To introduce musical forms and devices (AoS1) and set work 1.</p> <p><u>Skills developed:</u></p> <ul style="list-style-type: none"> • Listening skills; recognising structures in music. • Analysing a piece of music.

<p>Skills developed:</p> <ul style="list-style-type: none"> • Listening – identifying instruments/structures/periods of music/ DR SMITH approach. • Solo performance skills. • Composition skills – harmonising a melody and writing a melody. <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Class performance and composition tasks. <p>Listening tasks in class and for homework</p>	<ul style="list-style-type: none"> • Composing within a structure/style/genre. <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Regular listening tests. • Whole class and small group performance. • Individual composition feedback.

Summer Term 1	Summer Term 2
<p style="text-align: center;">Music theory 5</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 1. Scales continued. 2. Intervals. 3. Intervals in set works and beyond. <p>Why will it be learnt?</p> <p>Main outcome: To develop basic theory skills.</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Scales and intervals. <p>How will learning be assessed? Classwork and homework.</p>	<p style="text-align: center;">Music theory 2</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 4. Degrees of the scale. 5. Chords and cadences. 6. Theory revision/test. <p>Why will it be learnt?</p> <p>Main outcome: To develop theory skills.</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Chords and cadences. <p>How will learning be assessed? Classwork and homework.</p>
<p style="text-align: center;">AoS 1: Going Deeper into Forms and Devices</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 1. Revise WCT. 2. Key words and features. 3. Listening practice. 4. Detailed revision of set work 1 – analysis/ cadences. 5. Free composition. 6. Revision/ consolidation. <p>Why will it be learnt?</p> <p>Main outcome: To deepen understanding of AoS 1 and set work 1.</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Listening skills; recognising musical periods and features. • Harmonic analysis of set work 1. • Performing as a soloist. • Composing in free style. <p>Composition</p> <ol style="list-style-type: none"> 1. Free choice composition brief final development stages (Waltz or Elegy). Aural and written feedback for all. <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Regular listening tests. • Solo and small group/ ensemble performance. • Individual composition feedback. 	<p style="text-align: center;">AoS 2 & 4: Music for ensemble and Pop Revision</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 1. Recap key words & styles. 2. Fusion music – Bhangra/Celtic influence/South American influence/Jazz. 3. Listening practice. 4. Set work 2 revision. <p>Why will it be learnt?</p> <p>Main outcome: To deepen understanding of AoS 4 and set work.</p> <p>Main outcome: Consolidate AoS 4/ set work 2.</p> <p>Skills developed: Listening skills; styles and features; exam practice.</p> <p>Performance</p> <ol style="list-style-type: none"> 1. Solo performance pieces chosen ready for recordings in Sept/Oct. <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Regular listening tests. • Solo and small group/ ensemble performance. • Individual composition feedback.

Year 11

Autumn Term 1	Autumn Term 2
<p style="text-align: center;">AoS 3: Introduction to Film Music</p> <p>What will be learnt?</p>	<p style="text-align: center;">AoS 3: Going Deeper into Film (2) + Mock revision</p>

<ol style="list-style-type: none"> 1. Introduction/ musical elements. 2. Motif and leitmotif. 3. Analysing and performing motifs. 4. Listening practice. 5. Composing for film. 6. Listening test and revision. <p>Why will it be learnt? Main outcome: To introduce the key features of film music (AoS 3).</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Listening skills; use of musical elements in film music. • Performing film music motifs as a whole class. <p>Composition Composition 2: Set brief task. Discuss published briefs. Tips on all/ Students choose brief.</p> <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Regular listening tests. • Whole class and small group performance. • Individual composition feedback. 	<p>What will be learnt?</p> <ol style="list-style-type: none"> 1. Film music techniques. 2. Listening practice. 3. Motif development techniques. 4. Revision for Year 11 mock examination. <p>Why will it be learnt? Main outcome: To revise film music (AoS 3). To develop composition techniques (set brief composition).</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Listening skills; use of musical elements in film music; extended answers. • Developing musical motifs. • Set brief composition. <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Regular listening tests including dictation. • Individual composition feedback given.
<p>Coursework component: Solo Performance recorded and moderated</p>	

Spring Term 1	Spring Term 2	
<p style="text-align: center;">AoS 2: Going deeper into Music for Ensemble</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 1. Musical ensembles key works. 2. Chamber music. 3. Musical theatre. 4. Jazz/ Blues. 5. Coursework completion . <p>Why will it be learnt? Main outcome: To revise forms & devices (AoS 2). To complete composition 2 (set brief composition).</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Listening skills; musical forms and devices; set work 1 detailed analysis and revision. • Composing to a brief. • Brief composition. <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Regular listening tests including dictation. 	<p style="text-align: center;">REVISION: Aos 1: Forms and devices</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 1. Devices and features. 2. Set work 1 revision. 3. Dictation practice. <p>Why will it be learnt? Main outcome: Revision and exam practice.</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Listening skills. • Exam technique. <p>Assessed? Listening tests – classwork and homework.</p>	<p style="text-align: center;">REVISION: AoS 2: Music for Ensemble</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 1. Chamber music. 2. Musical theatre. 3. Listening practice. <p>Why will it be learnt? Main outcome: Revision and exam practice.</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Listening skills. • Exam technique. <p>Assessed? Listening tests – classwork and homework.</p>

Both compositions, scores and composition log completed.		
<p>Coursework component:</p> <ol style="list-style-type: none"> 1. Set Brief composition submission. <p>Coursework component:</p> <ol style="list-style-type: none"> 1. Set Brief composition submission. 2. Composition logbook complete 	<p>REVISION: AoS 3: Film Music</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 1. Motifs/ melodies. 2. Extended answers. 3. Extended answers. <p>Why will it be learnt?</p> <p>Main outcome: Revision and exam practice.</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Listening skills. • Exam technique. <p>Assessed? Listening tests – classwork and homework.</p>	<p>REVISION: AoS 4: Pop</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 1. Chords and cadences. 2. Set work 2 revision. 3. Fusion identification. <p>Why will it be learnt?</p> <p>Main outcome: Revision and exam practice.</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Listening skills. • Exam technique. <p>Assessed? Listening tests – classwork and homework.</p>

Summer Term 1	Summer Term 2
<p>REVISION <i>(final few weeks before study leave)</i></p> <ol style="list-style-type: none"> 1. Practice listening and appraising questions. 2. Address any student concerns. 	Public Examinations

Please note that this timeline may be subject to change.

Assessment and Feedback

All students will:

- Have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight).
- Receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in students' work.
- Be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

Resources to support learning beyond the classroom

https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments Links to relevant websites/online resources

www.focusonsound.com - Students have their own individual logins for this detailed resource