



# The Royal School

*Wolverhampton*

## Curriculum 2024

### MUSIC

# Music

## Music curriculum intent

Whilst following the guidelines of the National Curriculum we aim to offer a broad based curriculum which will result in acquisition of knowledge, develop enjoyment of learning and will equip our pupils for work and leisure as active, confident and responsible members of society.

In particular we aim to:

- Provide a quality, musical experience in which students are inspired to develop a love of music and their talent as musicians.
- Provide opportunity for students to engage in activities which increase their self-confidence, social skills, resilience, creativity and sense of achievement.
- Provide students with varied musical challenges, allowing them to develop skills in composition, performance and critical listening.
- Engage students in the exploration of music from a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.
- Provide students with the opportunity to experience music making in a range of different ways, including through accessing a variety of tasks using different voices, instruments and technology.

## Music curriculum implementation

In music we teach 1 lesson per week at KS3, 2 lessons per week at KS4 and 5 lessons per week at KS5. In order to achieve a good level of depth, most topics are covered for a whole term.

Each lesson follows The Royal lesson structure below:

- Date and learning question.
- Review questions as bell work and answers to be self-assessed or peer assessed.
- Homework set at start of lesson.
- The learning journey shared including lesson objectives and success criteria.
- Challenge tasks set every lesson.
- Review learning objectives at end of lesson.

Our curriculum is implemented in many ways including taught lessons and out of class experiences. In class, our curriculum is structured so that students continually build up skills to lead them not only to a greater level of musicianship but also towards further study at KS4 and 5 which they are fully prepared for. Our KS3 learning is mostly practical and students work to develop the strands of Ensemble, Singing, Chords, Melody and Rhythm as they progress from primary school and through to KS4.

In our department, there is a particular emphasis on extracurricular musical activities which allow students to develop their personal musicianship and ensemble skills alongside their peers. Students are given regular opportunities to perform at a range of events throughout the school year. Similarly, we also aim to offer a range of opportunities for students to experience live, professional performance through trips to concerts, shows and other musical experiences.

## **Music curriculum impact**

The impact of our curriculum can be evaluated in many ways using both quantitative and qualitative information indicating how ready pupils are for the next stage in their learning whether that be transition between key stages or leaving for universities, apprenticeships or work at the end of year 13.

This includes an assessment of

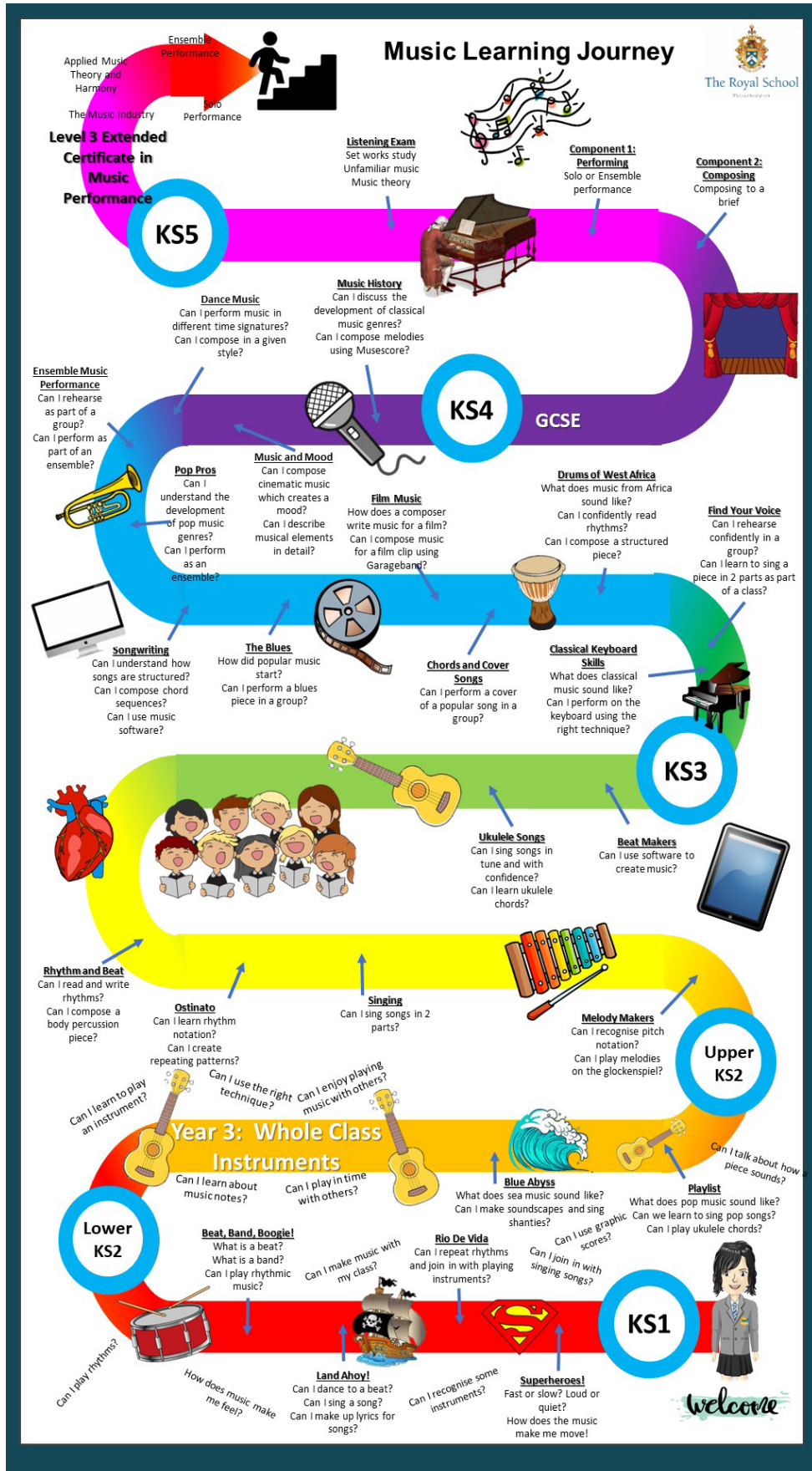
- the number of pupils achieving the national average at the end of their key stage indicating their readiness to move forward with the next stage of their learning journey.
- The number of pupils opting for the subject at GCSE.
- The number of pupils participating in extracurricular activities eg: Performances, P6 activities and non-compulsory field trips.
- The number of pupils receiving instrumental or vocal lessons through our partnerships with private tutors and the Wolverhampton Music Service.
- The number of pupils who have achieved a notable raise in their confidence levels through studying and performing music as part of a group.

Further information that can be used to assess the impact of the curriculum includes:

- The number of pupils gaining places at their first choice colleges and universities.
- The number of pupils gaining entry into their chosen career route including apprenticeships and employment.
- The number of pupils achieving pass grades in music performance examinations.
- The number of pupils continuing to be involved in an active musical life after leaving the school through attending/creating musical groups.

## Music Learning Journey

A graphic should be presented here showing how a pupil progresses in your subject through the primary and then secondary key stages.



## KS3 Curriculum Mapping

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/840002/Secondary\\_national\\_curriculum\\_corrected\\_PDF.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf)

National curriculum content	Year 7	Year 8	Year 9 (GCSE foundation year)
Aims: The national curriculum for music aims to ensure that all pupils:			
perform, listen to, review and evaluate <b>music across a range of historical periods, genres, styles and traditions</b> , including the works of the great composers and musicians	Each year group's programme of study is designed so that pupils explore a wide variety of musical experiences from the realms of classical music, film music, "world music" and popular music. Students listen and respond to examples from the great composers and musicians.	Each year group's programme of study is designed so that pupils explore a wide variety of musical experiences from the realms of classical music, film music, "world music" and popular music. Students listen and respond to examples from the great composers and musicians.	Each year group's programme of study is designed so that pupils explore a wide variety of musical experiences from the aforementioned areas, whilst also developing skills specific to the GCSE course. Students listen and respond to examples from the great composers and musicians.
learn to <b>sing and to use their voices</b> ,	Students study singing explicitly in two projects – Find your Voice and Chords and Cover songs. Students explore different ways of using their voice to create music and perform with other musicians. Students use the voice as a learning tool in all other topics.	Students study singing explicitly in the Winter singing project and also use the voice as a tool for learning in other genres, such as the Blues topic.	Students are encouraged to use their voice as a learning tool in all topics. Some students may specialise as vocalists and use this instrument as their main focus in GCSE study.
learn to create <b>and compose music</b> on their own and with others,	Students develop skills in performance, composition and listening throughout KS3, using practical tasks.  Students explicitly study composition in the Djembe drumming project but are encouraged to develop their own musical ideas in all other topics.	Students develop skills in performance, composition and listening throughout KS3, using practical tasks.  Students explicitly study composition in the Film Music and Songwriting projects, using Garageband to increase their ability to realise more technical pieces with longer structures.	Students develop skills in performance, composition and listening throughout KS3, using practical tasks.  Students explore composition explicitly in the Music and Mood and Baroque and Classical Melodies topics, using Garageband and Muscore to develop their ideas in a solo context.
have the opportunity to <b>learn a musical instrument</b> ,	Each year group's programme of study is designed so that pupils can experience a variety of different instruments and means of making music.	Each year group's programme of study is designed so that pupils can experience a variety of different instruments and means of making music. Students in year 8 use	Each year group's programme of study is designed so that pupils can experience a variety of different instruments and means of making music.

	<p>Students in year 7 use keyboards, Djembes, ukuleles and their own voices.</p> <p>Students are also encouraged, where possible, to use their own instruments (studied with Music Service or private tutors) in curriculum lessons.</p>	<p>keyboards, ukuleles, their voices and technology.</p> <p>Students are also encouraged, where possible, to use their own instruments (studied with Music Service or private tutors) in curriculum lessons.</p>	<p>Students are also encouraged, where possible, to use their own instruments (studied with Music Service or private tutors) in curriculum lessons.</p>
<p><b>use technology appropriately</b> and have the opportunity to progress to the next level of musical excellence</p>	<p>Students use technology as a recording aid to support in their performance development. Students also use high quality listening equipment and recordings of other artists.</p>	<p>Students begin to develop skills on Garageband, using the software to explore composition of longer, more complete pieces.</p>	<p>Students develop their skills on both Garageband and musescore, using the software to compose pieces as an individual.</p>
<p>understand and explore how music is created, produced and communicated, including through the <b>inter-related dimensions</b>: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p>	<p>Students are introduced to the inter-related dimensions of music (Musical elements) at the beginning of year 7 and the development of knowledge and language surrounding these continues throughout the key stage and through to GCSE.</p> <p>Students will also develop skills in music theory as they progress throughout KS3 through in class and homework activities.</p>	<p>Students are introduced to the inter-related dimensions of music (Musical elements) at the beginning of year 7 and the development of knowledge and language surrounding these continues throughout the key stage and through to GCSE.</p> <p>Students will also develop skills in music theory as they progress throughout KS3 through in class and homework activities.</p>	<p>Students are introduced to the inter-related dimensions of music (Musical elements) at the beginning of year 7 and the development of knowledge and language surrounding these continues throughout the key stage and through to GCSE.</p> <p>In year 9 students begin to develop this language even further through increased written listening activity and masterclass lessons/topics on each musical element.</p> <p>Students will also further develop their knowledge of musical notation during this foundation year through analysis and theory tasks.</p>
<p>Pupils should be taught to: play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p>			
<p>“range of solo and ensemble contexts”</p>	<p>Students are encouraged to perform and compose as pairs, small groups, whole classes and soloists throughout the year.</p>	<p>Students are encouraged to perform and compose as pairs, small groups, whole classes and soloists throughout the year.</p>	<p>Students are encouraged to perform and compose as pairs, small groups, whole classes and soloists throughout the year. Students also have the opportunity to begin to perform more often as soloists.</p>
<p>“Using their voice”</p>	<p>Students explore their voice in the following units:</p>	<p>Students explore their voices explicitly in the Winter singing project and</p>	<p>Some students may now be exploring the use of the voice as</p>

	<p>Find Your Voice – exploring different ways of using the voice to make music Chords and Cover Songs – How the voice is used in popular music</p> <p>Students will also use singing as a means of learning in other topics. This can often be used as a tool to break down barriers by learning the sound of a melody before performing it on an instrument.</p>	<p>also as part of their learning in the Blues unit. Students will also use singing as a means of learning in other topics. This can often be used as a tool to break down barriers by learning the sound of a melody before performing it on an instrument.</p>	<p>their main performance instrument. Performance is assessed as 30% of the GCSE curriculum.</p> <p>Students will also use singing as a means of learning in other topics. This can often be used as a tool to break down barriers by learning the sound of a melody before performing it on an instrument.</p>
<p>“playing instruments musically, fluently and with accuracy and expression”</p>	<p>As mentioned above, the curriculum is built to allow students the opportunity to explore a variety of different musical instruments.</p> <p>Students will keep returning to certain instruments – keyboard, vocals, ukulele, percussion – as they move through the Key Stage therefore developing fluency, accuracy and expression as they progress.</p> <p>Similarly, students studying an instrument or voice through peripatetic lessons will develop their own musicality which they can bring to lessons.</p>	<p>As mentioned above, the curriculum is built to allow students the opportunity to explore a variety of different musical instruments.</p> <p>Students will keep returning to certain instruments – keyboard, vocals, ukulele, percussion – as they move through the Key Stage therefore developing fluency, accuracy and expression as they progress.</p> <p>Similarly, students studying an instrument or voice through peripatetic lessons will develop their own musicality which they can bring to lessons.</p>	<p>As mentioned above, the curriculum is built to allow students the opportunity to explore a variety of different musical instruments.</p> <p>Students will keep returning to certain instruments – keyboard, vocals, ukulele, percussion – as they move through the Key Stage therefore developing fluency, accuracy and expression as they progress.</p> <p>Similarly, students studying an instrument or voice through peripatetic lessons will develop their own musicality which they can bring to lessons.</p>
<p>Pupils should be taught to: improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p>			
<p>“improvise”</p>	<p>Improvisation is taught as a key feature during African music</p>	<p>Improvisation is taught as a key feature in Blues music.</p>	<p>Students will be taught to use improvisation as a means of germinating and developing compositional ideas.</p>
<p>“Compose and extend and develop musical ideas”</p>	<p>Students are taught to compose (often using improvisation and experimentation as a basis) during all topics. Specific examples in this year group include: African Music: Composing own rhythms, composing group pieces. Keyboard skills: Extension tasks based around composing music to graphic scores</p>	<p>Students are taught to compose (often using improvisation and experimentation as a basis) during all topics. Specific examples in this year group include: Film Music: Composing own soundtrack to a film scene Songwriting: Composing their own layers for a pop song using Garageband.</p>	<p>Students will further develop their ability to compose, using technology to assist in composing more detailed melodies and longer more developed structures.</p>



<p>“drawing on a range of musical structures, styles, genres and traditions”</p>	<p>As stated above, one of the aims of this department is to allow students to explore as a wide a variety of music as possible.</p> <p>Students will also look at a variety of different structures throughout their programmes of study, including: African/Find your voice – beginning middle and end Find your voice – verse and chorus, strophic Chords and Cover songs – Verse and Chorus.</p>	<p>As stated above, one of the aims of this department is to allow students to explore as a wide a variety of music as possible.</p> <p>Students will also look at a variety of different structures throughout their programmes of study, including: Film – through composed Blues – verse and chorus Songwriting – verse and chorus</p>	<p>Students will explore a wide range of music throughout year 9 to broaden their musical sphere at the outset of GCSE. Students will explore a variety of genres in popular music, dance music and throughout the classical eras.</p>
--	--	---	--

Pupils should be taught to: use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

<p>“staff”</p>	<p>Students will undertake a range of musical theory tasks both in class and as homework to develop their understanding of musical notation and concepts within this.</p>	<p>Students will undertake a range of musical theory tasks both in class and as homework to develop their understanding of musical notation and concepts within this.</p>	<p>Students will undertake a range of musical theory tasks both in class and as homework to develop their understanding of musical notation and concepts within this.</p>
<p>“other relevant notations”</p>	<p>Students will also use Graphic scores, lead sheets and chord diagrams throughout their study.</p>	<p>Students will also use Graphic scores, lead sheets and chord diagrams throughout their study.</p>	<p>Students will also use Graphic scores, lead sheets and chord diagrams throughout their study.</p>

Pupils should be taught to: identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices

<p>“interrelated dimensions of music expressively and with increasing sophistication”</p>	<p>Pupils will be taught the language of the musical elements and will use this language with increasing sophistication in each and every topic.</p>	<p>Pupils will be taught the language of the musical elements and will use this language with increasing sophistication in each and every topic.</p>	<p>Pupils will be taught and expected to use musical vocabulary of increasing sophistication throughout every topic.</p>
<p>“tonalities”</p>	<p>Students will be introduced to music in different keys, using different scales as the basis for melodies. Students will also explore major and minor chords.</p>	<p>Students will be introduced to the concept of major and minor during the film music unit. Students will explore the minor scale and blues scale in more detail.</p>	<p>Students will study key signatures, scales and tonality and will use a variety of different keys to compose and perform with throughout the year.</p>
<p>“different types of scales and other musical devices”</p>	<p>Students will learn about a range of different musical devices to suit each topic including chords, melodies, and specific musical features</p>	<p>Students will learn about a range of different musical devices to suit each topic including chords, melodies, and specific musical features</p>	<p>Students will learn about a range of different musical devices to suit each topic including chords, melodies, and specific musical features</p>

Pupils should be taught to: listen with increasing discrimination to a wide range of music from great composers and musicians

<p>“Listen with increasing discrimination to a wide range of music”</p>	<p>As above, the curriculum is built to allow students to explore a wide range of music from different styles. Students will be encouraged</p>	<p>As above, the curriculum is built to allow students to explore a wide range of music from different styles. Students will be encouraged to listen to</p>	<p>As above, the curriculum is built to allow students to explore a wide range of music from different styles. Students will be</p>
---	--	---	---



	to listen to music both in class and as homework.	music both in class and as homework.	encouraged to listen to music both in class and as homework.
“Great composers”	Students will look at the work of key composers from the Western Classical Tradition particularly within the keyboard skills unit where they will learn to perform various classical pieces.	Students will learn particularly about the Western Classical tradition through the study of key composers of film music.	Students will explore the classical tradition in more detail, looking at composers from the Baroque and Classical eras (with an added mission to include female of POC composers as part of their listening journey).
Pupils will be taught to: develop a deepening understanding of the music that they perform and to which they listen, and its history.			
develop a deepening understanding of the music that they perform and to which they listen, and its history.	Students will explore music from throughout history and will listen to this and develop an understanding of where it has come from.	Students will explore music from throughout history and will listen to this and develop an understanding of where it has come from.	Students will explore music from throughout history and will listen to this and develop an understanding of where it has come from and how they can create their own.

## Curriculum Map KS3, KS4, KS5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Classical Keyboard Skills</b>	<b>Find Your Voice</b>	<b>Djembe Drumming</b>		<b>Chords and Cover Songs</b>	
	Reading treble clef notation. Performing differentiated keyboard pieces Listening to Baroque, Classical and Romantic composers.	Performing vocal pieces as a whole class. Performance in-front of an audience. Simple rounds/harmony lines	Performing on Djembe drums as a whole class drumming circle. Performing African children's chants. Composing an African inspired piece in a group		Learning to perform chords on piano and ukulele. Performing as part of a whole class. Performing in small group bands and experiencing rehearsals and live performance.	
<b>Thread</b>	Melody	Singing, Ensemble, Melody	Rhythm, Ensemble, Singing		Chords, Singing, Ensemble,	
<b>Assessment</b>	Individual Keyboard Performance Notation Test	Ensemble Performance and review	Ensemble (whole class) performance  Ensemble (small group) composition and performance  Listening Test		Ensemble (small group) performance and review	
<b>Homework Opportunities</b>	Teaching Gadget					
<b>Year 8</b>	<b>Film Music</b>	<b>Winter Singing Project</b>	<b>Blues Music</b>		<b>Songwriting</b>	
	Performing Film melodies  Exploring Garageband DAW  Composing music to enhance a given film clip. (Horror music cliches)	Working as a class to rehearse and perform a Christmas themed song with simple harmony.	Performing different iconic parts of the blues – 12 bar blues, walking bass.  Exploring improvisation using a scale. Performing a multi-layered piece as part of a band		Students develop skills using a DAW to create music. Students learn about simple drum patterns, 4 chord sequences, root note basslines and hooks. Students compose a song as part of a group.	
<b>Thread</b>	Melody, Chords	Singing, Ensemble	Ensemble, Chords, Melody		Rhythm, Chords, Ensemble, Melody	
<b>Assessment</b>	Listening Test Garageband Film Composition (Paired)	Class Performance + Rehearsal Observation	Group Performance Listening Exam		Group Composition	
<b>Homework Opportunities</b>	Teaching Gadget					

Year 9	Introduction + baseline  Pop Pros	Pop pros (2 weeks)  Ensemble Music Performance	Dance Music	Music and Mood (MAD T SHIRT)	Baroque and Classical Melodies	DAW Composition
	<p>Introduction: Group brief composition and test Style presentations</p> <p>Pop Pros: Exploring the history of popular music through listening and performance Garageband composition in a popular style</p>	<p>Performing as part of a group Planning and rehearsing together Reviewing a group performance</p>	<p>Introducing different time signatures/rhythms through dance music</p> <p>Waltz, Salsa, Jig, Bhangra</p>	<p>Describing the musical elements used to create mood in music. Exploring the individual elements within MAD T SHIRT in detail, including listening and notation.</p> <p>Film style composition using Garageband in pairs to reflect a certain mood and annotation of composers intentions.</p>	<p>Learning about the music of the baroque and classical eras and understanding their differences.</p> <p>Composing a melody which uses hallmarks of good classical melody writing (including key signatures)</p>	<p>Learning to use DAW software to compose chord sequences, melodies and beats.</p> <p>Learning to use DAW software to compose extended structures and manage multiple layers.</p>
<b>Thread</b>	Chords, Melody, Ensemble (singing)	Melody, Ensemble	Rhythm, Melody	Chords, Melody, Rhythm	Melody, Rhythm	Chords, Melody, Rhythm
<b>Assessment</b>	<p>Introduction: Group brief composition Baseline listening/theory test Style presentation</p>	<p>Pop pros listening test</p> <p>Group ensemble performance</p>	<p>Melody Performance Performance/ Composition</p> <p>Time signature test</p>	<p>Listening Questions</p> <p>Paired composition and annotation</p>	<p>Listening Question</p> <p>Musescore melody composition</p>	<p>Solo Composition</p> <p>Solo performance masterclass if time.</p>
<b>Homework Opportunities</b>	Grade 1, 2 and 3 music theory worksheets throughout the year					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b> Eduqas GCSE (2025 Cohort)	Component 3: Appraising: AOS 3: Film Music - The film industry - the use of musical elements in film music - musical devices and techniques used in film music - appraising film music.  Assessed through: Listening exam style questions Musical dictation exam questions	Component 3: Appraising: AOS 1: Musical Forms and Devices  - The development of music - The Western Classical Tradition - Musical forms and structure - Prepared extract – Bach Badinerie  Assessed through: Listening exam style questions Musical dictation exam questions	Component 3: Appraising: AOS 4: Popular Music  - Rock and pop - Musical features of rock and pop music - Fusion - Bhangra - Prepared extract – Toto Africa  Assessed through: Listening exam style questions Musical dictation exam questions	Component 1: Performing Students practice and learn to perform a solo performance piece thinking about - their instrument and it's range and timbre - the techniques required to play it and any techniques that are specific to it - how it might be used in different genres - what type of ensemble it might be used in - how it's use is influenced by context and culture.  Component 2: Composing Developing initial ideas	Component 2: Composing Students develop their initial ideas, thinking about: - structure - texture -musical development of ideas.  Component 1: Students continue work and practice begun in the Autumn term.	Component 1: Performing: <b>Students complete a formal mock exam of one of their performances, receiving feedback and guidance from staff members for improvement.</b>  Component 2: Composing: <b>Students continue work from the Autumn and Spring terms, completing their free composition to be assessed formally and inline with Eduqas GCSE marking criteria and grade boundaries.</b>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 EDEXCEL GCSE (2024 Cohort)	<p>Component 3: Listening and Appraising</p> <p>AOS 4: Fusions</p> <p>Students study the two set works – Release and Samba Em Preludio – completing score work, musical elements analysis and practice exam questions.</p> <p>AOS 1: Instrumental Music</p> <p>Students study 1 set work – Bach Brandenburg Concerto No.5.</p> <p>Students complete a weekly question and theory task each week for homework.</p>		<p>Component 3: Listening and Appraising</p> <p>AOS 1: Instrumental music</p> <p>Students study the Beethoven Pathetique Sonata set work.</p> <p>Students complete revision on each of the set works</p> <p>Students complete a weekly question and theory task each week for homework.</p>			
	<p>Component 2: Composition</p> <p>Students <b>complete delayed free composition</b> by October half term – to be assessed formally in line with Edexcel marking criteria and grade boundaries.</p>	<p>Component 1: Performance</p> <p>Students complete a <b>mock performance recording</b> for their solo performance and are given advice and feedback by teachers.</p> <p>Component 2: Composition</p> <p>Students begin the Set Brief composition to the Edexcel set briefs for this exam season.</p>	<p>Component 2: Composition:</p> <p>As in the Autumn term. Students continue on this composition.</p> <p>Component 1: Performance:</p> <p><b>Students complete their solo performance recordings</b> which are formally assessed in line with the Edexcel marking criteria and grade boundaries.</p>	<p>Component 2:</p> <p>Students continue and <b>complete their Set Brief composition</b> which is formally assessed in line with Edexcel marking criteria and grade boundaries.</p> <p>Component 1: Performance:</p> <p>Students <b>complete their ensemble performance recordings</b> which are formally assessed in line with Edexcel marking criteria and grade boundaries.</p>		

### Sixth Form: BTEC Music Solo Performance Level 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	<p>Introduction: School wide induction Style presentations (unit 3) Solo Performance Masterclass (unit 6) Ensemble Performance project (unit 3) Mini festival planning project (unit 2) Notation/theory test (unit 1)</p>	<p>Unit 2: The Music Industry Students explore a range of topics within the music industry including: - job roles - event management - developing professional working skills - financial management These are applied to real world briefs.</p> <p>Unit 6: Solo Performance Students develop strategies for effective practice on their instrument or voice. Students develop a 15 minute routine for on stage performance, completing weekly log and video diary entries to support progress.</p> <p>Unit 3: Ensemble Performance: Students complete a weekly ensemble rehearsal session, developing the skills needed for performance in an ensemble.</p>	<p>Unit 2: The Music Industry As in Autumn term.</p> <p>Unit 6: Solo Performance: As in Autumn 2. Students receive feedback at 4 formal assessment points throughout the development of their solo performance routines.</p> <p>Unit 3: Ensemble Performance: Students complete a weekly ensemble rehearsal session, developing the skills needed for performance in an ensemble.</p>	<p>Unit 2: The Music Industry As in the Autumn term. Students complete mock examinations in this unit and receive feedback from teachers.</p> <p>Unit 6: Solo Performance: As before</p> <p>Unit 3: Ensemble Performance: Students complete a weekly ensemble rehearsal session, developing the skills needed for performance in an ensemble.</p>	<p><b>Unit 2: The Music Industry</b> <b>Students are formally assessed in this unit, completing an examination which is marked by Pearson.</b></p> <p><b>Unit 6: Solo Performance</b> <b>Students are formally assessed on their solo performance routine and the development of their performance skill over time.</b> <b>Students hand in a performance video and their completed progress portfolio of evidence.</b></p> <p>Unit 3: Ensemble Performance: Students complete a weekly ensemble rehearsal session, developing the skills needed for performance in an ensemble.</p>	<p>Unit 3: Ensemble Performance Students complete a weekly ensemble rehearsal session, developing the skills needed for performance in an ensemble.</p> <p>Unit 1: Practical Music Theory and Harmony Students look at the basics of music theory, including: - pitch notation - rhythm notation - time signatures - articulation and dynamic markings <b>Students complete LAA – a presentation on the basics of music theory.</b></p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13	<p>Unit 1: Practical Music Theory and Harmony <b>Students submit LAA</b> Students learn the skills needed for LAC – harmonising melodies using chords. Students work to understand DAW software and how this can support their composition process.</p> <p>Unit 3: Ensemble Music: Students work within their ensemble to develop their rehearsal techniques and ensemble skills. Students begin to develop their own arrangements of their song choices, working within a range of styles.</p> <p>Unit 2: The Music Industry: Students prepare for a resit examination of this element of the course if needed.</p>	<p>Unit 1: Practical Music Theory and Harmony <b>Students complete LAC</b> Students work on LAB – melody composition, learning to work with melodies to compose melodies which use a range of musical devices confidently.</p> <p>Unit 3: Ensemble Music As before</p> <p>Unit 2: The Music Industry: Students prepare for a resit examination of this element of the course if needed.</p>	<p>Unit 1: Practical Music Theory and Harmony <b>Students submit LAB – melody composition.</b> Students work to use Musescore and learn to arrange music for wider ensembles, learning to understand harmony, basslines and melodies alongside the notation needed for a range of instruments. Students look at aspects of a professional score and learn how to create these on Musescore software.</p> <p>Unit 3: Ensemble Music As before. Students complete a mock examination in this unit.</p> <p><b>Unit 2: The Music Industry: Students undertake a resit exam in this element of the course in the January academic series.</b></p>	<p>Unit 1: Practical Music Theory and Harmony <b>Students work to complete LAD – score creation.</b> <b>Students full Unit 1 portfolio is assessed and reviewed by the BTEC standards Verification team.</b> Unit 3: Ensemble Music As before</p>	<p>Unit 1: Practical Music Theory and Harmony <b>Unit 3: Ensemble Music Students are formally assessed on this unit and are marked by Pearson.</b></p>	

## Music Assessment

Students across Key Stage 3 will have their work regularly recorded and stored as video files. Students evaluate their recordings as a means of continually improving their musical skills. One final video will be recorded for each of the 5 topics per year. These will be backed up with preliminary recordings where appropriate.

Students will also complete written listening assessments.

Assessment details can be found in the above plan.

### Department Assessment Criteria: Key Stage 3

Pupils in years 7, 8 and 9 will be assessed on their knowledge, understanding and skills of the curriculum. GCSE grades will be used in years 10 and 11. Each assessment should have the following matrix showing exactly where pupils have met each criteria. Please see below (and separate document for Primary criteria)

Year 7	Year 8	Year 9**	Singing	Playing	Composing and Improvising	Listening and Responding	Listening and Applying Knowledge	Notation
		WA	I can sing more challenging parts on my own and with detailed attention to musical expression and some understanding of technique.	I can play more challenging pieces on my own with attention to the detail and expression of the piece and good technique. I can contribute well to a more advanced ensemble performance and show awareness of other performers.	I can compose pieces which sound musical and can manipulate forces, structure and elements to suit my needs as a composer.	I am more confident in describing music using far more detailed musical language and can refer to and describe specific instrumental parts within a piece and the effect that this has on the style, mood and effect of the piece.	I can confidently and accurately repeat longer musical phrases.  I have a clear knowledge of the context of pieces within a wider historical/stylistic range and can explain how pieces fit within a certain context using musical examples from my listening.	I can begin to recognise and use more complicated aspects of treble clef notation (eg: ledger lines, dotted rhythms).  I can begin to use analysis of notation within my listening work (eg: referring to bar numbers)
	WA	WAT	I can sing more challenging parts on my own and with constant attention to musical expression	I can play a more challenging part on my own or in a group with more confidence. I start to show attention to musical detail within the piece. I have reliable technique on the instrument.	I can compose pieces which sound musical and can begin to use detailed changes within the musical elements confidently. I can begin to be more confident in manipulating structure and certain elements to match my goals.	I can begin to focus upon specific parts/detailed features of the music in my descriptions of pieces (eg: conjunct/disjunct melodies) and can begin to describe what specific instrumentalists are playing within a piece. I can comment upon the effect of certain elements upon an audience.	I can accurately repeat longer musical phrases.  I consistently use a range of accurate musical vocabulary to describe pieces that I can hear. I can recognise the context of a piece of music and can give musical reasons for my thoughts with detail.	I can use treble clef notation with more confidence within performance and composition work.

Year 7	Year 8	Year 9**	Singing	Playing	Composing and Improvising	Listening and Responding	Listening and Applying Knowledge	Notation
WA	W AT	WT	I can sing more challenging parts on my own and with musical expression	I can start to play more challenging music on my own or in a group.	I can compose pieces which are starting to sound quite musical and use a range of layers and musical elements to create contrast in my piece.	I am confident in using a range of specific musical vocabulary to comment on a wide range of styles of music, their expressive qualities and how this makes me feel. I can comment on strengths and areas for improvement in my own and other's work and can give thoughtful suggestions for improvement.	I can confidently and accurately repeat musical phrases. I can use a range of musical vocabulary to describe pieces that I hear. I can explain my understanding of the context of music accurately and in detail.	I can use a range of notation (treble clef, graphic score) as a stimulus for musical work eg: writing rhythms to use in a piece.
W AT	WT	WB	I can sing in solo, unison and in parts (eg: rounds) and maintain my part.	I can play and perform parts accurately and fluently, with control and expression. I can maintain my own part in a group.	I can begin to develop my ideas within a structure through using the musical elements eg: texture (layers) and dynamics. I can combine two layers eg: rhythm and melody.	I can describe, compare, contrast and evaluate different types of music using a range of formal musical vocabulary eg: dynamics, texture, tempo. I can evaluate the success of my own and others work and can comment on how this could be achieved.	I can listen, internalise and recall patterns of sounds with accuracy and confidence. I can use musical vocabulary to explain how music can reflect a certain meaning. I can develop an understanding of the history of music from different cultures, traditions, composers and musicians. I can evaluate how venue, occasion and purpose effects the way that music is created and performed.	I can confidently recognise pitches of the treble clef staff. I can begin to write my own rhythms and simple tunes.
WT	WB		I can sing in unison with clear diction, a controlled pitch and some expression.	I can play and perform parts as a solo or part of a group with increasing accuracy and some expression.	I can start to compose short pieces which use a beginning, middle and end structure and use a selection of composed or improvised rhythms and simple melodies.	I can describe, compare and evaluate different types of music using musical words. I can comment on the success of my own and others work and can suggest improvements based on the expected outcomes.	I can listen and recall a range of sounds and patterns easily. I can begin to identify links between sounds and different meanings. I can listen to a range of music from different traditions and can talk about differences and how music may have changed over time.	I can recognise pitches of the treble clef staff and some simple rhythms.
WB			I can sing in unison and be in tune.	I can play parts with an increasing amount of notes and change dynamics.	I can begin to create my own simple rhythms or tunes using a wider range of notes. I start to think about effect in my compositions.	I can recognise differences between different pieces of music and comment on the expressiveness and effect of different pieces. I can comment on the effect of my own work and make improvements based on my intended outcome.	I can listen attentively and recall patterns of sounds with increasing accuracy. I can understand how combinations of elements can be used expressively. I can listen to and talk about a range of high quality live and recorded music from different traditions.	I can begin to understand how to use graphic scores as notation for compositions.

