



# The Royal School

*Wolverhampton*

## Curriculum 2025

### MUSIC

# Curriculum 2025 Subject: 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.



## SUBJECT 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>
<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>			
<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>
<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>			
<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>
<p>Pupils should be taught to: listen with increasing discrimination to a wide range of music from great composers and musicians</p>			
<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.



**Music Department Curriculum Overview  
2025-26 – Senior School**

**5 Threads of Musical Knowledge: Melody, Chords, Rhythm, Singing, Ensemble**

	<b>Autumn 1 7 Weeks</b>	<b>Autumn 2 6 Weeks</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<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  <b>Listening Sheet</b>	Ensemble Performance and review  <b>Listening Sheet</b>	Ensemble (whole class) performance  Ensemble (small group) composition and performance  <b>Listening Sheet</b>		Ensemble (small group) performance and review  <b>Listening Sheet</b>	
<b>Homework Opportunities</b>						

Year 8	Blues Music	Winter Singing Project (3 weeks)	Songwriting	Film Music
	<p>Performing different iconic parts of the blues – 12 bar blues, walking bass.</p> <p>Exploring improvisation using a scale.</p> <p>Performing a multi-layered piece as part of a band.</p>	<p>Working as a class to rehearse and perform a Christmas themed song with simple harmony.</p> <p>Somewhere only we know</p>	<p>Students develop skills using a DAW to create music.</p> <p>Students learn about simple drum patterns, 4 chord sequences, root note basslines and hooks.</p> <p>Students compose a song as part of a group.</p>	<p>Performing Film melodies</p> <p>Exploring Garageband DAW</p> <p>Composing music to enhance a given film clip. (Horror music cliches)</p>
<b>Thread</b>	Ensemble, Chords, Melody	Singing, Ensemble	Rhythm, Chords, Ensemble, Melody	Melody, Chords
<b>Assessment</b>	<p>Group Performance</p> <p><b>Listening Sheet</b></p>	<p>Class Performance + Rehearsal Observation</p> <p><b>Listening Sheet</b></p>	<p>Group Composition</p> <p><b>Listening Sheet</b></p>	<p>Listening Test</p> <p>Garageband Film Composition (Paired)</p> <p><b>Listening Sheet</b></p>
<b>Homework Opportunities</b>				

Year 9	Autumn: TOTO	Spring: Bach		Summer: Elements
<b>LS: Theory and Knowledge</b>	<p>Shared start – Performing Africa by Toto as a whole class (2 weeks) - Using Eduqas provided resources/tweaked for class instruments</p> <p>1 – Baseline Assessment: Musical vocabulary, instrumental recognition, pitch reading, rhythmic dictation, general listening</p> <p>Pop Music History: - Structure of a pop song.</p> <p>-Differences between different genres – stylistic features. (Genre Box idea with performance focus? Change elements of a piece to make a new genre?)</p> <p>- Developments of pop music over time – Blues and RocknRoll/Disco/Britpop/Grime</p> <p>Rhythm Theory – Ostinato and rhythm reading</p>	<p>Badinerie Focus – 2 weeks playing the melody/chords</p> <p>(4) Melodic Analysis – I IV V chords and harmonising. What makes a good melody? Cadences</p>	<p>(5) Classical music history – Baroque/Classical/Romantic</p>	<p>Time signatures – 4/4, ¾, 6/8</p> <p>Music and Mood – Film and Video Game focus (with Programme music too).</p> <p>Musical elements vocabulary and description of music.</p> <p>Long Answer Question</p>
<b>IE: Composition</b>	<p>Shared start – Performing Africa by Toto as a whole class (2 weeks) - Using Eduqas provided resources/tweaked for class instruments</p> <p>Composition Task – Taking 3 chords from Africa (or another stimulus) and using as the basis for composition. Structure</p> <p>Composition Task – Pentatonic Melodies.</p>	<p>Badinerie Focus – 1 week playing the melody/chords</p> <p>Musescore Focus:</p> <ol style="list-style-type: none"> <li>1. Basic input of a melody/bass</li> <li>2. Binary form – piece in two halves with composed melodies. A – Arpeggios B – Conjunct/Sequences</li> </ol>		<p>Theme and Variations HA – Own Theme LA – Given Theme (Spring?)  (8 or 16 bars)</p> <p>Showcase GCSE coursework examples – Ollie, Arthur, Arun, Sean.</p> <p>How to create variation in a piece – key changes (major-minor)</p> <ul style="list-style-type: none"> <li>• Time signature changes</li> <li>• Imitation/texture changes</li> </ul>

	(Including harmony/key if possible).		
<b>Thread</b>	Ensemble, Singing, Melody, Chords, Rhythm	Ensemble, Singing, Melody, Chords, Rhythm	Elements, Melody, Chords
<b>Assessment</b>	<p>Composition: Two mini pieces</p> <p>Listening: Baseline Assessment</p> <p>Listening: 1 Listening Question</p>	<p>Composition: - Muscore input</p> <ul style="list-style-type: none"> <li>• Binary form piece in two halves.</li> </ul> <p>Listening/Theory</p> <ul style="list-style-type: none"> <li>• Harmonisation of melody</li> <li>• Listening Question</li> </ul>	<p>Listening/Theory - Time signatures test</p> <p>End of year listening test - Dictation Musical vocabulary Set works from each AOS Long answer question - bullets</p>
<b>Homework Opportunities</b>	<p>Listening timeline booklet - Popular</p> <p>Grade 1 Rhythm Theory Booklet. - Whole Half Term – checked in last week.</p>	<p>Grade 1 Pitch Theory booklet</p> <p><b>PERFORMANCE PROJECT – DECIDE ON A PIECE TO PERFORM BY FEB ½ TERM – Must submit SCORE and PRR by 1<sup>st</sup> week back (like a BTEC assignment)</b></p> <p>Listening timeline booklet - Classical</p>	<p><b>PERFORMANCE PROJECT – Due after Easter, a work in progress video/audio recording of progress on performance piece.</b></p> <p>Musical Elements – Vocabulary mats/presentation</p> <p>Listening timeline booklet – Film/Game</p>

Eduqas GCSE in Music

	Autumn 1 (7 weeks)	Autumn 2 (6 weeks)	Spring 1 (4 ½ weeks)	Spring 2 (5 weeks)	Summer 1 (6 ½ weeks)	Summer 2 (5 weeks)
<b>LISTENING</b>	Musical Elements Masterclass Reminders	AOS 3: Film Music	AOS 3: Film Music	AOS 1: Musical Forms and Devices	AOS 1: BADINERIE	AOS 2: Popular
<b>COMPOSITION</b>	Mini composition tasks – reminders – Chord Sequence, Melody  October Half Term – Planning Outline Deadline	Composition	Composition	March 9 <sup>th</sup> Mid way Feedback Point	Composition	22 <sup>nd</sup> May Composition Deadline
<b>PERFORMANCE</b>	Performance Masterclass Sessions with ADA throughout the year.				Solo Performance Mock Exams	

Year 11	Autumn 1 (7 weeks)	Autumn 2 (6 weeks)	Spring 1 (4 ½ weeks)	Spring 2 (5 weeks)	Summer 1 (6 ½ weeks)	Summer 2 (5 weeks)
<b>LISTENING</b>	BADINERIE: Play and Analyse + Questions practice	AFRICA: Play and Analyse + Questions practice	Popular music + then AOS 2 – Music for Ensemble	AOS 2 – Music for Ensemble	REVISION	
<b>COMPOSITION</b>	Completion of Year 10 Coursework MUST be done by October 1 <sup>st</sup> .  New composition Briefs given to students	Work on Briefs	End of January Mid term Marking and feedback	<b>STUDENTS HAND IN DEADLINE MARCH 27<sup>th</sup></b>  <b>(Chase week 13<sup>th</sup> April)</b>	5 <sup>th</sup> MAY DEADLINE	
<b>PERFORMANCE</b>	Performance Masterclasses with ADA throughout the year.  <b>MUST Submit performance scores and PRR recordings (AND Ensemble suggestions) by October 24th</b>	<b>Autumn 2 – Solo Performance Recordings with ADA – Completed by December 1st</b>	Spring 1 Ensemble practice sessions  March – Recording Days	<b>STUDENTS HAND IN DEADLINE MARCH 27<sup>th</sup></b>  <b>(Chase week 13<sup>th</sup> April)</b>	5 <sup>th</sup> MAY DEADLINE	

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

Sixth Form Year 1	Initial Theory and practical introduction to the course.	Unit 6: Solo Performance  How to practise and practise techniques  LAA – how to practise on your instrument.	Unit 6: Solo Performance  Beginning of practice log tasks and video diary	Unit 6: Solo Performance  Final performance and submission of practice portfolio	Unit 1: Practical Music Theory and Harmony  LAA – music theory	Unit 1: Practical Music Theory and Harmony  LAA – music theory
	Unit 2: Music Industry  Introduction to the industry.	Unit 2: Music Industry  Exam based content – event planning/legalities	Unit 2: Music Industry  Scenarios and practice	Unit 2: Music Industry  Examination		
Sixth Form Year 2	Unit 1: Practical Music Theory and Harmony  Introduction to Musescore/arrangement of melodies for different groups of instruments.	Unit 1: Practical Music Theory and Harmony  Assignment LAC	Unit 1: Practical Music Theory and Harmony Assignment LAB  Unit 2: Music Industry – Resit examination	Unit 1: Practical Music Theory and Harmony  Assignment LAD	Unit 1: Practical Music Theory and Harmony  Assignment LAA (Year 12 only)  Final submission May 15 <sup>th</sup> – BTEC Standards Verification	
	Unit 3: Ensemble Music Performance  Initial Rehearsals and exploration of musical styles.	Unit 3: Ensemble Music Performance  Rehearsal techniques	Unit 3: Ensemble Music Performance Activity 1 and 2(rehearsal and debrief)	Unit 3: Ensemble Music Performance  Final Performance Activity 3, 4 and 5		

## 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	W AT	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.





# Year XX Learning Cycle review

**Assessment matrix:**

Year X	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations

**Teacher Feedback:**



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**Pupil red pen response:**

**Questions I completed well:**

**Questions I need to develop further:**

**To close the gap/extend my learning I need to:**

Signed (Student): \_\_\_\_\_

Date: \_\_\_\_\_