



Music Curriculum – Year 7 **2024/25**

Big Ideas & Purpose	Autumn Term Pupils join OLSB from very different starting points as their primary music experience is vastly different. The Autumn term SoW are designed for pupils to develop their listening skills and begin to understand how to analyse music with a focus on orchestral instruments. Each orchestral family is studied and listening tasks linking to that family helps to embed pupils' understanding. This knowledge is further developed by exploring the Elements of Music. These are the building blocks of music, both written and performed. Pupils will begin to read and write music (rhythm notation) and also how to read the Treble / Bass clefs. This new knowledge will aid in pupils' practical skills, developed throughout the later programmes of study.	Spring Term Term 2's "Solos & Duets" guides the pupils to focus on their own pieces of music, using some of the skills gained during their work as part of an ensemble. In both their solos and duets, pupils will hone their keyboard skills with the aim of being able to play with both hands by the end of the year. Theory knowledge is developed as pupils are introduced to key signatures. Time will be spent recapping some of the basic theory in Term 1 – due to time constraints on the timetable this will need embedding more than usual this year.	Summer Term Music Passport is an opportunity for pupils to develop their knowledge of the wider world of music – not just from a 'Western' perspective. As a department, we wanted to expose pupils to a number of different musical cultures and deepen their understanding of musical devices and different cultural approaches to music. Time will be spent working on a number of performance pieces which, again, will further develop the pupils' practical ensemble skills. The skills and new knowledge developed in Y7 will be revisited and developed upon during every year of KS3 and is a vital step in their progression to KS4.
	Programme of Study	Term 1 7.1 Introduction to Music <ul style="list-style-type: none"> • The Orchestra [& Tempo] • The String Family [& Dynamics] • The Brass & Woodwind Families • The Percussion Family [& Rhythm] • Rhythm [Notation] • End of Unit Assessment 	Term 2 7.2 Solos & Duets <ul style="list-style-type: none"> • Keyboard Skills • Soloists • Duets • The Performance • Developing the Performance • End of Unit Assessment
Key Assessments	<ul style="list-style-type: none"> ✓ POP Task ✓ End of Unit Assessment 	<ul style="list-style-type: none"> ✓ POP Task ✓ End of Unit Assessment 	<ul style="list-style-type: none"> ✓ POP Task ✓ End of Unit Assessment
Y7 Key Skills	<ul style="list-style-type: none"> • Music Appraising Skills (listening and analysing music) • Reading music notation • Writing music notation • Basic performance skills (playing with one hand, in time) • Playing as an ensemble 		
	Links to Careers <ul style="list-style-type: none"> • Discussion of a number of roles within the orchestra (conductor) • Looking at a number of roles within the Performing Arts industry 		



Music Curriculum – Year 8 **2024/25**

Big Ideas & Purpose	<p>Autumn Term</p> <p>Pupils will spend the first half term of Y8 looking at Film Composers and the variety of techniques they use to change the sound/feel of their music. These techniques link to the Elements of Music explored in Y7, but Y8 pupils will develop their knowledge of the Leitmotif, Ostinato and Foley.</p> <p>Pupils will compose their own leitmotif and will use the new iMacs to compose a score for a short video scene.</p>	<p>Spring Term</p> <p>At this halfway point of KS3, pupils have covered a range of musical styles and will now spend time exploring Broadway Musicals. Pupils will develop their understanding of the wider Performing Arts industry (with links to careers for non-performing roles) and will take a look at the financial side of the industry.</p> <p>This will feed into the practical element of the course as pupils begin to perform number of well-known musical hits.</p>	<p>Summer Term</p> <p>Pupils will explore the music from a number of UK cities giving pupils an understanding of the various musical cultures around the British Isles.</p> <p>Each lesson will be focussed on a different area of the UK and pupils will perform a piece of music from linked to that city. Musically, the pieces have been chosen to build upon their practical skills with a focus on primary chords, slashed chords, bass part, melody and riff.</p> <p>The summer term is a key time for reflection on the year and for reviewing a lot of the key ideas that pupils have learned, particularly their practical skills. These practical skills will further be developed in Year 9.</p>
Programme of Study	<p>Term 1 8.1 Film Music</p> <ul style="list-style-type: none"> • Intro to Film Music [John Williams] • Using the Orchestra [Randy Newman] • Leitmotifs [Hans Zimmer] • Composing [Michael Giacchino] • AoS3 Film Music • End of Unit Assessment 	<p>Term 2 8.2 Broadway Musicals</p> <ul style="list-style-type: none"> • The Broadway Musical • Storytelling through Music • Types of Song • The Mega Musical • The Modern Musical • Finale/End of Unit Assessment 	<p>Term 3 Music from the City</p> <ul style="list-style-type: none"> • Belfast • Glasgow • Liverpool • Manchester • Sheffield • London
Key Assessments	<ul style="list-style-type: none"> ✓ POP Task ✓ End of Unit Assessment 	<ul style="list-style-type: none"> ✓ POP Task ✓ End of Unit Assessment 	<ul style="list-style-type: none"> ✓ POP Task ✓ End of Unit Assessment
Key Skills	<ul style="list-style-type: none"> • Musical analysis • Working as an ensemble • Composing • Performance skills • Music Theory – key terms/definitions • How to rehearse as a band / individually <p>Links to Careers</p> <ul style="list-style-type: none"> • The film industry (composers / musicians / foley artists) • Non-performance related careers are explored during the Summer term (linked with performances – sound / lighting / roadie etc) 		



Music Curriculum – Year 9 **2024/25**

	Autumn Term	Spring Term	Summer Term
Big Ideas & Purpose	Pupils will explore the progression of British 'Pop' Music from the 1960s through to present day. Each week will focus on the music of a particular decade and pupils will analyse music of that era. Each lesson has a practical element, and this will be the work of a famous band from each decade. Pupils will develop their performance/ensemble skills throughout the term with each practical piece further enhancing their musical understanding.	Y9 pupils will begin the term with a look at the Music / Performing Arts industry and how the various (non-performing) roles contribute to it. Pupils will then focus on how Copyright works within the music industry and (most importantly) how money is generated. This understanding is crucial to their ability to place some value on music, both as a subject and as an art form. In HT4, pupils will explore a number of musical styles and will look at how to remix and 'mash up' a number of songs.	As the final unit of KS3, pupils will explore a number of musical styles and will look at how to remix and 'mash up' a number of songs. Pupils will create their final pieces on GarageBand or can create a piece as part of an ensemble, using all of their skills and knowledge learnt over the entire KS3 syllabus. Groups have the option of working with a larger ensemble (so they're not limited to 3 or 4 musicians) and final performances will take place at the end of this unit of work.
Programme of Study	Term 1 British Pop Music (60s-80s) <ul style="list-style-type: none"> • 1960s [The Beatles] • 1970s [The Who] • 1980s [Queen] • 1990s [Oasis] • 2000s [Coldplay] • 2010s [Adele] • End of Unit Assessment 	Term 2 Copyright Law & The Music Industry <ul style="list-style-type: none"> • Intro to Copyright Law • Marvin Gaye vs. • Ed vs Ed • The Court Room • The Performing Arts Industry • End of Unit Assessment 	Term 3 Remixes & Arrangements <ul style="list-style-type: none"> • Intro to Disco • Remixes • Remixes II • Mash Ups • Developing the Ensemble • The Final Mix • End of Unit Assessment
Key Assessments	<ul style="list-style-type: none"> ✓ POP Task ✓ End of Unit Assessment 	<ul style="list-style-type: none"> ✓ POP Task ✓ End of Unit Assessment 	<ul style="list-style-type: none"> ✓ POP Task ✓ End of Unit Assessment
Key Skills	<ul style="list-style-type: none"> • Practical skills (solo and ensemble) • Music History (how music has developed) • Confidence in performance • Musical Analysis 		Links to Careers <ul style="list-style-type: none"> • Studying a wide variety of musicians/bands in Term 1 • A look at the Performing Arts industry and possible career options (Term 2) • Careers lesson delivered to Y9 before Options deadline – emphasis on non-performing jobs within the music industry (it's not all about playing the music!)

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Music Curriculum – Year 10



Big Ideas & Purpose	Autumn Term	Spring Term	Summer Term
	<p>Component 1: Performing Pupils record an early short performance on their chosen instrument/voice to gauge their current level. Performance in smaller groups of Set Work 1/2 to draw out key teaching points.</p> <p>Component 2: Composing No formal composition in first term.</p> <p>Component 3: Appraising Three SoW will be taught in the first term:</p> <p>10.1 Musical Forms & Devices: Pupils explore the WCT (orchestra & timeline), musical structures and Set Work 1</p> <p>10.3 Film Music: Analysis of how MADTSHIRTS are used in films, use of leitmotifs and how to answer the 10 Mark Question.</p> <p>10.5 Theory: Pupils use this time to recap/learn key concepts (key signatures, notation, chords, cadences etc). 10.5 continues throughout the term.</p>	<p>Component 1: Performing Linked to AoS2, pupils will develop their ensemble skills. Individual progress will be made in the pupils' own time and through private music tuition.</p> <p>Component 2: Composing Pupils will spend time this term composing a short piece of music (homophonic texture) which will then be developed as homework.</p> <p>Component 3: Appraising Three SoW will be taught in the second term:</p> <p>10.2 Music for Ensemble: Pupils explore texture, harmony, musical theatre, revisit the WCT and rhythmic/melodic dictation.</p> <p>10.4 Popular Music: Intro to Set Work 2 (with performance) and SW2 analysis.</p> <p>10.5 Theory: This term pupils focus on MADTSHIRTS, Cadences in Set Work 1 & 2</p>	<p>Component 1: Performing By the end of this term, pupils will have recorded a mock performance (including solo and <i>at least</i> 1 min of ensemble).</p> <p>Component 2: Composing Using some of the compositional ideas created this year, pupils will write their 'Free Composition'. This can be based on anything they want and will form part of their final GCSE composition portfolio.</p> <p>Component 3: Appraising Four SoW will be taught in the third term:</p> <p>10.1 Musical Forms & Devices: Pupils revisit the WCT and Set Work 1, GCSE style questions on a number of listening extracts.</p> <p>10.3 Film Music: Recap of film music with GCSE Style questions</p> <p>10.5 Theory: Consolidation of MADTSHIRTS and rhythm/pitch dictation practice.</p> <p>10.4 Popular Music: Revisit Set Work 2 with GCSE Style questions.</p>
Programme of Study	<ul style="list-style-type: none"> • 10.1 Musical Forms & Devices • 10.3 Film Music • 10.5 Theory 	<ul style="list-style-type: none"> • 10.2 Music for Ensemble • 10.4 Popular Music • 10.5 Music Theory • 10.C2 Composing 	<ul style="list-style-type: none"> • AoS1,2,3 & 4 revisited through a variety of listening exercise and question papers • 'Free composition' to be completed • Mock Performance to include solo and at least 1 min of ensemble.
Key Assessments	Solo (and ensemble, if possible). Assessment of melody and use of chords. Short listening test (including basic pitch/rhythms) and recognition of devices	Ensemble/Solo performance to the class/invited audience. Composition (linked to AoS3) using the C2 marking scheme. Listening activities throughout the programme of study.	Y10 Mock Performance (ensemble & solo) Free Composition completed by end of Term 3 Y10 Mock Exams
Key Skills	<ul style="list-style-type: none"> • Performance and Composition skills • Musical appraisal skills developed 		<p style="text-align: center;">Links to Careers</p> <ul style="list-style-type: none"> • A variety of roles & sub-industries looked at within the Music Industry • Joint visit with GCSE Drama to a live performance



Music Curriculum – Year 11

	Autumn Term	Spring Term	Summer Term
Big Ideas & Purpose	<p>Component 1: Performing Building on the progress made in Y10, pupils will spend this term honing their performance skills (both solo and ensemble). By Christmas of Y11, pupils will record their Final Performance (4-6 mins in length).</p> <p>Component 2: Composing Eduqas release their GCSE Brief on 1st Sept so pupils will choose their chosen brief. Time will be spent building on the composing skills from Y10 and developing a piece that fits the chosen brief. Deadline for this will be Easter (Term 2)</p> <p>Component 3: Appraising Revisit AoS1 (Musical Forms & Devices) and AoS4 (Popular Music) with a look at more advanced topics such as Variation / strophic form. Pupils will gain a recognition of the features of Baroque, Classical and Romantic periods and will revisit Harmonic feature (pedal / imitation / alberti bass etc) Revisit Set work 1 and 2, building a knowledge bank of key words (score analysis)</p>	<p>Component 1: Performing Final performance recorded before Christmas, but this time is available to complete / re-record any performances.</p> <p>Component 2: Composing Continuation of 'composing to a brief'. Pupils develop their compositions throughout the term (mainly outside of lesson time). Feedback given throughout using Teams. Final Composition portfolio to be handed in by Easter of Y11 (2x compositions: your Y10 Free Comp. and your Y11 Composition to a brief)</p> <p>Component 3: Appraising Revisit AoS2 and AoS3, with a focus on the 10 mark question (AoS3). Time will be spent throughout this term developing exam practice and extending listening skills / musical analysis. Any areas of weakness (as shown in the Mock exam) to be covered and focussed on during revision sessions.</p>	<p>Component 1: Performing Completed.</p> <p>Component 2: Composing Completed.</p> <p>Component 3: Appraising With the exam in mind, pupils will complete a wide range of listening activities linked to each Area of Study and will answer practice questions for each area, too. Knowledge will be tested (particularly the use of MADTSHIRTS) right up to the exam and revision sessions will focus on the areas that pupils are least confident in. GCSE Exam during the summer exam period (1 hr 15 min written paper)</p>
Programme of Study	<ul style="list-style-type: none"> • AoS1 Musical Forms & Devices • AoS4 Popular Music • Set Work 1 and 2 • Final Performance recorded by Christmas • Composing to a brief – composition started 	<ul style="list-style-type: none"> • AoS2 Music for Ensemble • AoS3 Film Music • Composition – final submission • Set Work 1 and 2 	<ul style="list-style-type: none"> • Exam GCSE practice questions • AoS1, 2, 3 & 4 revisited, with pupils retrieving their knowledge on these areas • Musical analysis tasks to a wide range of musical content, all designed to use MADTSHIRTS for exam practice.
Key Assessments	Final Performance recorded. Ongoing composition assessment/feedback. Y11 November Mock Exam	Final composition portfolio (Y11 Easter). Series of listening and written tasks on each AoS set during class and for homework.	Series of smaller written / listening tasks. Final GCSE Exam.
Key Skills	<ul style="list-style-type: none"> • Performance and Composition skills • Musical appraisal skills developed 		<p>Links to Careers</p> <ul style="list-style-type: none"> • A variety of roles & sub-industries looked at within the Music Industry • Joint visit with GCSE Drama to a live performance