



Year 7 Music

Subject: Music	Year Group: 7	Key Stage: 3
Links to prior learning Builds on from their experiences of Music in Key Stage 2. Students will apply skills from the styles they have explored and apply them to explorations in the elements of Music, notation, rhythm and triads. Skills in collaboration, problem solving, teamwork, oracy and refining.	Retrieval Practice Regular use of Mini Whiteboards for retrieval activities, starters and peer feedback with the use of Music specific vocabulary. Integration of a range of Music specific vocabulary covered Key Stage 2. Regular practice of understanding Music notation and aspects of Music such as melody and tempo.	Adaptive teaching strategies Use of visual aids, such as images and clips of performance material to establish clear understanding of Musical concepts. Chunked instructions with tasks set to support all learners achieve success. Regular formative assessment through differentiated questioning and discussions to enable specific feedback to assess gaps. Pair / group projects are incorporated to provide a varied learning experience as well as promoting the development of soft skills and team working.
Literacy Vocabulary:	Oracy Discussions on pieces of Music	Numeracy Use of timing when playing Music.

Use of a range of Music specific vocabulary in analysis and feedback e.g. Crotchets, Time signature, melody Reading: Lyrics to songs. Music Notation (Note Values and Stave) Analysis of Music. Written: Retrieval tasks. Peer Feedback. Analysis of pre-existing Music.	Collaborative Musical Performances Class discussions based on pre-existing performance material. Focusing on Drama specific skills. Peer feedback on Musical work rehearsed.	Counting the beats in a bar. Understanding the noted values of notation. Adding notes together to create accurate Musical rhythms suitable to the time signature, e.g. 4/4 Counting in before performing their pieces of Music.
Careers across the Curriculum Direct links made to professional roles in the Music industry such as Musicians, Producers, DJ's, Songwriters.	Wider Curriculum opportunities Engagement in the School Concert as either a performer or as part of the technical support team. Engagement in performances for School events such as Awards evenings, open evenings. Engagement in outreach performances in the local community.	Super Curriculum <u>The Performing Arts Super Curriculum Document</u>
Assessment and feedback Formative Assessment: Mini whiteboards, questioning, peer assessment, Musical performances/productions Summative Assessment: At the end of key units of study, students will create and / or perform a short musical piece demonstrating the Musical skills they have developed in that style. Students will also complete Musical theory tests. Students will receive 2 marks in a band 1-4 (1 being the highest) for their attainment in performance and theory.		



Year 8 Music

Subject: Music	Year Group: 8	Key Stage: 3
Links to prior learning Builds on from the Year 7 Music curriculum. Students will apply skills from the styles they have explored and apply them to explorations in Blues, Reggae, Hip-Hop and Composition. Skills in collaboration, problem solving, teamwork, oracy and refining.	Retrieval Practice Regular use of Mini Whiteboards for retrieval activities, starters and peer feedback with the use of Music specific vocabulary. Integration of a range of Music specific vocabulary covered in Year 7. Regular practice of understanding Chord Progressions and use of rhyme in lyric writing.	Adaptive teaching strategies Use of visual aids, such as images and clips of performance material to establish clear understanding of Musical concepts. Chunked instructions with tasks set to support all learners achieve success. Regular formative assessment through differentiated questioning and discussions to enable specific feedback to assess gaps. Pair / group projects are incorporated to provide a varied learning experience as well as promoting the development of soft skills and team working.
Literacy Vocabulary:	Oracy Discussions on pieces of Music	Numeracy Use of timing when playing Music.

Use of a range of Music specific vocabulary in analysis and feedback e.g. Rap, Rhyming structure, Composition Reading: Lyrics to songs. Analysis of Music. Written: Retrieval tasks. Peer Feedback. Lyrics for their own Compositions. Analysis of pre-existing Music.	Collaborative Musical Performances Class discussions based on pre-existing performance material. Focusing on Drama specific skills. Peer feedback on Musical work created.	Counting the beats in a bar. Understanding the noted values of notation. Adding notes together to create accurate Musical rhythms suitable to the time signature, e.g. 4/4 Counting in before performing their pieces of Music.
Careers across the Curriculum Direct links made to professional roles in the Music industry such as Musicians, Producers, DJ's, Songwriters.	Wider Curriculum opportunities Engagement in the School Concert as either a performer or as part of the technical support team. Engagement in performances for School events such as Awards evenings, open evenings. Engagement in outreach performances in the local community.	Super Curriculum <u>The Performing Arts Super Curriculum Document</u>
Assessment and feedback Formative Assessment: Mini whiteboards, questioning, peer assessment, Musical performances/productions Summative Assessment: At the end of key units of study, students will create and / or perform a short musical piece demonstrating the Musical skills they have developed in that style. Students will also complete Musical theory tests. Students will receive 2 marks in a band 1-4 (1 being the highest) for their attainment in performance and theory.		



Year 9 Music

Subject: Music	Year Group: 9	Key Stage: 3
Links to prior learning Builds on from Year 7 and 8 Music curriculum. Students will apply skills from the styles they have explored and apply them to rhythms and creating Music on Music Software. Skills in collaboration, problem solving, teamwork, oracy and refining.	Retrieval Practice Regular use of Mini Whiteboards for retrieval activities, starters and peer feedback with the use of Music specific vocabulary. Integration of a range of Music specific vocabulary covered in Year 7 and 8. Regular practice of understanding Musical Notation.	Adaptive teaching strategies Use of visual aids, such as images and clips of performance material to establish clear understanding of Musical concepts. Chunked instructions with tasks set to support all learners achieve success. Regular formative assessment through differentiated questioning and discussions to enable specific feedback to assess gaps. Pair / group projects are incorporated to provide a varied learning experience as well as promoting the development of soft skills and team working.
Literacy Vocabulary:	Oracy Discussions on pieces of Music	Numeracy Use of timing when playing Music.

Use of a range of Music specific vocabulary in analysis and feedback e.g. Tempo, Dynamics, Chord Progressions Reading: Lyrics to songs. Analysis of Music. Written: Retrieval tasks. Peer Feedback. Analysis of pre-existing Music.	Collaborative Musical Performances Class discussions based on pre-existing performance material. Focusing on Drama specific skills. Peer feedback on Musical work created.	Counting the beats in a bar. Understanding the noted values of notation. Adding notes together to create accurate Musical rhythms suitable to the time signature, e.g. 4/4 Use of timings in the use of Music Software and aspects of MIDI functions with platforms such as Soundtrap.
Careers across the Curriculum Direct links made to professional roles in the Music industry such as Musicians, Producers, DJ's, Songwriters.	Wider Curriculum opportunities Engagement in the School Concert as either a performer or as part of the technical support team. Engagement in performances for School events such as Awards evenings, open evenings. Engagement in outreach performances in the local community.	Super Curriculum <u>The Performing Arts Super Curriculum Document</u>
Assessment and feedback Formative Assessment: Mini whiteboards, questioning, peer assessment, Musical performances/productions Summative Assessment: At the end of key units of study, students will create and / or perform a short musical piece demonstrating the Musical skills they have developed in that style. Students will also complete Musical theory tests. Students will		

receive 2 marks in a band 1-4 (1 being the highest) for their attainment in performance and theory.



KS4 Music

Subject: BTEC Level 1/2 in Music Practice	Year Group: 10-11	Key Stage: 4
Links to prior learning Builds on from the Key Stage 3 Years 7, 8 and 9 Music curriculum. Students will apply skills from the styles they have explored and apply them to rhythms and creating Music on Music Software. Skills in collaboration, problem solving, teamwork, oracy and refining.	Retrieval Practice Regular use of Mini Whiteboards for retrieval activities, starters and peer feedback with the use of Music specific vocabulary. Integration of a range of Music specific vocabulary covered in Key Stage 3 Years 7, 8 and 9. Regular practice of understanding Musical Notation.	Adaptive teaching strategies Use of visual aids, such as images and clips of performance material to establish clear understanding of Musical concepts. Chunked instructions with tasks set to support all learners achieve success. Regular formative assessment through differentiated questioning and discussions to enable specific feedback to assess gaps. Pair / group projects are incorporated to provide a varied learning experience as well as promoting the development of soft skills and team working.
Literacy	Oracy	Numeracy

Vocabulary: Use of a range of Music specific vocabulary in analysis and feedback e.g. Tempo, Dynamics, Chord Progressions Reading: Lyrics to songs. Analysis of Music. Written: Retrieval tasks. Peer Feedback. Analysis of pre-existing Music.	Discussions on pre-existing pieces of Music Collaborative Musical Performances Class discussions based on pre-existing performance material. Focusing on Drama specific skills. Peer feedback on Musical work created.	Use of timing when playing Music. Counting the beats in a bar. Understanding the noted values of notation. Adding notes together to create accurate Musical rhythms suitable to the time signature, e.g. 4/4 Understanding of timings when recording with MIDI functions on Music Software such as Soundtrap.
Careers across the Curriculum Direct links made to professional roles in the Music industry such as Musicians, Producers, DJ's, Songwriters.	Wider Curriculum opportunities Engagement in the School Concert as either a performer or as part of the technical support team. Engagement in performances for School events such as Awards evenings, open evenings. Engagement in outreach performances in the local community. Attendance to Music trips to see concerts and/or Musicals.	Super Curriculum <u>The Performing Arts Super Curriculum Document</u>
Assessment and feedback		

Formative Assessment: Mini whiteboards, questioning, peer assessment, Musical performances/productions

Summative Assessment: In Year 10, at the end of the Winter Term and early Summer Term students will complete Components 1 and 2 of the BTEC specification. Students will receive feedback in line with the guidance from Pearson followed by external moderation. In Year 11, students will complete a mock of Component 3 in the Winter Term followed by the real externally assessed Component 3 in the Spring and early Summer Terms.

PERFORMING ARTS (MUSIC) CURRICULUM MAP - 2025-26

YEAR 7 MUSIC SOW (Carousel 2-1 split)			
Term 1 (Part 1)	Term 1 (Part 2)	Term 2 (Part 1)	Term 2 (Part 2)
Element of Music (Orchestral Instruments)	Notation & Rhythm & The Clefs	Triads (Major/Minor) & Accidentals	Playing Songs
LO: Pitch, Tempo, Dynamic, Silence, Texture, Timbre, Articulation. Building Music vocabulary and understanding the role of key elements of music and how to describe them. The elements of music will be experienced on a practical level using mainly singing and listening. The writing tasks in class or homework, will focus on the correct use of music vocabulary and how to use it in listening activities.	The unit focuses on rhythm. Knowledge of notes duration, rhythm reading and dictation. Ability to compose a rhythm. LO: Ability to understand and use different rhythm devices such as: Note values - Semibreve, Minim, Crotchet, Quaver and equivalent rests Instruments used: Percussions and body Percussion	This unit introduces the student to standard music notation. LO: Note names on the treble clef. How to find notes and play a simple melody on the keyboard; names of essential elements of music notation such as stave, clef, ledger line, middle C, lines and spaces and the different rules that apply when writing music. Students will start writing (copying) music melodies, to familiarise with the use of the music stave. Those who are already proficient can be challenged by being asked to perform on a different instrument or being given a more difficult task/piece of music to work on. Depending on the class response, other elements such as Triads or intervals can also be introduced.	Students reinforce the concept of Major and minor and learn how to build Triads. LO: To understand the concept of triad and to be able to play triads in major and minor form on the keyboard starting from any key. To fluently perform a simple triad progression on the keyboard.

Assessment: - Knowledge based written task or multiple choice quiz task - Practical formative assessment throughout the unit	Assessment: - Rhythm dictation in 4/4 and 3/4 - Practical: Sight reading Rhythm performance using flash cards or rhythm clocks	Assessment: - Knowledge based written task or multiple choice quiz task - Practical: sightread and perform a short melody on the keyboard	Assessment: - Knowledge based written task or multiple choice quiz task - Practical: Students are able play any major and minor triad on the keyboard
Builds Upon: Knowledge from KS2	Builds Upon: - Tempo - BPM - Note values and duration - Music vocabulary	Builds Upon: - Note names (values) - Rests - Tempo - Music vocabulary	Builds Upon: - Note letter names - Music vocabulary - Keyboard knowledge
Introduces: Music vocabulary and some elements of music	Introduces: - Note duration - Note names (values) from semibreve to quaver - Rests - count-in	Introduces: - Major scale - Keyboard basic knowledge - Treble clef - Music notation - Music letter names - Performing in time	Introduces: - New music vocabulary - Intervals - Basic harmony

YEAR 8 MUSIC SOW (Carousel 2-1 split)

Term 1 (Part 1)	Term 1 (Part 2)	Term 2 (Part 1)	Term 2 (Part 2)
Reggae (Off Beat)	Blues	Hip Hop + Rap	Composition Skills
This unit explores the origins of Reggae music from Mento, Ska and Rock Steady and looks at the famous Reggae musician, Bob Marley and his influence on a worldwide audience. The unit uses Reggae songs as case studies to explore the musical features of the genre. New vocabulary: Reggae, Mento, Ska, Rock Steady, Rastafarianism, Lyrics, Offbeat, Strong Beats, Weak Beats, Syncopation, Primary Triads, Texture Layers, Chords, Call and Response Use of keyboards and percussion (opportunity for other instruments as well) LO: The different textural elements that make up a Reggae song - bass line riffs, melodic hooks, offbeat chords, syncopated rhythms	This Unit introduces students to The blues. The unit addresses the historical context in which blues developed. Students are introduced to blues through singing short extracts from work songs or spirituals (wade in the water). Listening activities throughout the unit where students will be exposed to influential Blues artists (Ray Charles, B.B.King, Bessy Smith and others). Students use mainly keyboards. LO: 12 bar blues; Blues scale, Improvisation, Walking bass, chords.	Students learn about the geographical context as well as the political relevance of the music phenomenon which is the most popular among the young generation to this day. Students use rhythm backing tracks and keyboards, as well as singing/rapping in small groups LO: History and features, Differences, what is hip hop ? Rhyming, songwriting, rapping putting words on a simple 4/4 beat	Students will learn about the different approaches used to compose Lyrics, Chords and Melody in the style of Popular Music in the 20th and 21st century. Students will also analyse structural aspects of songs such as AABA, ABAA in melody writing for variations. Use of the C major scale to compose melody and diatonic chords to form chord progressions that will aid in composing a song in the style of Popular Music. Students will work collaboratively in groups to compose an original piece of Music around a given theme e.g. Happy Memories or Celebration LO: To learn how to compose lyrics, chords and melody to create a song.

Assessment: Summative - written assessment on stylistic conventions of Reggae music and the understanding of syncopation (multiple choice and open questions) Practical assessment: In pairs, to perform a short section of a reggae song displaying an understanding of syncopated rhythm, played with a main melody.	Assessment: Summative - written knowledge based assessment (multiple choice and open questions) Practical assessment: In pairs, to perform a 12 bar blues in the key of C, with accompaniment and main melody, using also improvisation using the C blues scale Formative assessment throughout the unit - students learn how to improvise using the c blues scale. They are given the opportunity to perform in a safe environment and with the teacher's support.	Assessment: Practical assessment - Students are to write a short RAP lyric based on a given theme. They do this using features of Hip hop (abbreviation, rhyming, slang, story form, emphasis). Students work in groups and perform on a rhythm backing track Formative assessment throughout the unit with teacher's support - learning and rapping onto Rappers delight by Sugarhill Gang	Assessment: Summative - Performance of a verse and chorus of a song in their group. Formative practical assessment throughout the unit - Ongoing development in writing lyrics with rhyming structure and storytelling. Ongoing development of application of skills in keyboard/ukulele playing of the diatonic chords in C. Ongoing development of melody in conjunction with lyrics.
Builds Upon: • Music notation • Keyboard knowledge • Rhythm knowledge • Music vocabulary from Y7 (texture, Structure) • Syncopation	Builds Upon: • Bass line • Music notation • Rhythm • Performing in time • Structure • Triads/chords • Primary triads	Builds Upon: • Off beat • Personal and cultural expression • Performing in time with others • Group singing	Builds Upon: • Keyboard / Ukulele knowledge • Diatonic Chords • Major/minor triads • Performing in time with others
Introduces: • Syncopation • Primary Triads (I, IV & V) • Global Context: Personal and Cultural Expression	Introduces: • 12-Bar Blues • Improvisation solos	Introduces: • Writing lyrics with intention through rhyme and storytelling. • Songwriting	Introduces: • Composing Melody • Use of collaboration with multiple aspects of Music composition (lyrics, chords and melody)

YEAR 9 MUSIC SOW (Carousel 2-1 split)

Term 1 (Part 1)	Term 1 (Part 2)	Term 2 (Part 1)	Term 2 (Part 2)
I've got the Rhythm	Noteflight	DAW	Music for Film
This unit Reinforces students' knowledge on rhythm. Extends knowledge of notes duration, rhythm reading and dictation. Introduction of more complex beat divisions Simple and compound time Ability to compose a polyrhythm. Ability to understand and use different rhythm devices. Instruments used: Percussions and body Percussion	Students learn how to use the notation software noteflight, which allows them to write music quicker and in a more professional way. Students will build on their knowledge of diatonic chords and cadences to conclude compositions. Students will be guided throughout Tasks Include: how to input a melody into the software, learning keyboard shortcuts, adding parts and transposing to a different key signature	In This unit, students learn about the music recording process, while gaining some basic knowledge about the tools and elements in the process such as Audio interface, DAW, Audio and Midi. Students will start using the software Soundtrap and start inputting/recording music, approaching the task in different ways and always applying their theory knowledge to enhance the quality of their work. This unit involves both the recognition and reproduction of pre-existing music as well as using creativity. Students will also learn how to program rhythm using a sampler built in Soundtrap.	In this unit, students will learn about musical devices that are used in music for film. The unit will give students the opportunity to use their creativity and their knowledge of recording sound on a DAW to compose music that fits a visual element. Students will learn about Leitmotif, Main Theme, dissonance, diegetic v nondiegetic music, background music, transitional music and more.

Assessment: Summative - Rhythm dictation, simple and compound time Practical Sight reading Rhythm performance using flash cards or rhythm clocks	Assessment: Summative - written knowledge based assessment (multiple choice and open questions) Practical: - To be able to use Noteflight notation software to write music (treble clef, bass clef, chords, articulations and drum notation) - To input different parts for different instruments - To be able to create music using a notation software	Assessment: Summative - written knowledge based assessment (multiple choice and open questions) Practical: - To input a rhythm on Soundtrap using the beat maker and to be able to notate this correctly on the stave. - To input multiple tracks and program a chord progression using different instruments for Root, third and fifth - To add a bass line and be able to notate it correctly on the stave. - No use of loops	Assessment: Practical - To score the music of a 007 trailer video, using soundtrap software as well as noteflight notation software - To create a cue sheet for their composition To successfully use 007 leitmotiv and action themes
Builds Upon: - Y7 Rhythm essential - Previous knowledge of note values - Previous knowledge of music notation	Builds Upon: - Previous music theory knowledge - Keyboard knowledge	Builds Upon: - Previous music theory knowledge - Keyboard knowledge	Builds Upon: - DAW - Noteflight - Previous theory knowledge
Introduces: - More complex divisions - Compound time - New music vocabulary	Introduces: - Noteflight - Drum standard notation	Introduces: - DAW - how to record music - Midi v analog - Soundtrap music software	Introduces: - Leitmotiv - Diegetic - Non-diegetic - Background music - Scoring to picture

YEAR 10 BTEC MUSIC SOW

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component 1	Component 1	Component 2	Component 2 Coursework	Component 2 Performance	Component 3 Introduction
Component 1 focuses on demonstrating an understanding of different styles of music based on understanding the features that are used to typify the different styles.	Component 1 focuses on applying the understanding and knowledge learnt in Half Term 1 and using the techniques to create music on different DAW softwares.	Demonstrating professional skills within the music industry by creating a logbook to record their progress and development plans. All leads to a short performance at the end of the half term to also build confidence in performing	Coursework- Task 1: Complete a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme. Task 2: compose or perform 3 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques.	Coursework- finishing the coursework and resubmitting coursework using comments given by the teacher Planning for a performance using different technical exercises to help them get better at a specific piece of music and on their chosen instrument. Using a logbook to plan their rehearsals and write up their progress each week. Using professional and commercial skills in the writ-ups.	Understand how to respond to a music brief Select and apply musical skills in response to a music brief Present a final musical product in response to a music brief Comment on the creative process and outcome in response to a music brief

Assessment: Component 1 Task 1 + 2 Coursework Internal	Assessment: Component 1 Task 1 + 2 Coursework Internal	Assessment: Component 2 Task 1 Coursework Internal	Assessment: Component 1 Task 1 + 2 Coursework Internal	Assessment: Component 1 Task 1 + 2 Coursework Internal	Assessment: Component 3 Task 1 Coursework External
Builds Upon: - Knowledge covered over KS3 - Focusing in on the different elements of music and what they mean and what they sound like in different styles of music	Builds Upon: - Knowledge covered on features used to typify styles of music - Using Noteflight and Soundtrap in KS3 and adding more ideas of how they can be used to create music	Builds Upon: - Performance skills - Organising and relying on group members	Builds Upon: Different styles of music and how elements of music have been used to typify the style	Builds Upon: Performance skills and rehearsal techniques	Builds Upon: Unit 1 ideas of realisation techniques and how to compose and use production techniques.
Introduces: Stylistic features of different genres of music	Introduces: - Using software to create music for a specific brief - Answering a given brief	Introduces: - Professional skills needed within the music industry - How to communicate and share with others using different social platforms	Introduces: - Time-frame work - Working in controlled conditions	Introduces: Keeping a logbook and self reflected on their own progress and what they need to improve on	Introduces: Keeping a logbook and self reflected on their own progress and what they need to improve on

YEAR 11 BTEC MUSIC SOW

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component 3	Component 3	Component 3	Component 3	Finishing Component 3	N/A
Understand how to respond to a music brief Select and apply musical skills in response to a music brief Present a final musical product in response to a music brief Comment on the creative process and outcome in response to a music brief	Understand how to respond to a music brief Select and apply musical skills in response to a music brief Present a final musical product in response to a music brief Comment on the creative process and outcome in response to a music brief	Understand how to respond to a music brief Select and apply musical skills in response to a music brief Present a final musical product in response to a music brief Comment on the creative process and outcome in response to a music brief	Comment on the creative process and outcome in response to a music brief	Addressing and responding to feedback given for final submissions. Re-submissions where applicable.	N/A - Study leave - No examination
Assessment: Component 3 Task 1 Coursework External	Assessment: Component 3 Task 1 Coursework External	Assessment: Component 3 Task 1 Coursework External	Assessment: Component 3 Task 1 Coursework External	Assessment: Component 3 Task 1 Coursework External	Assessment: N/A - Study leave - No examination

Builds Upon: Component 3 - responding to a brief Component 1 - applying musical skills to produce a music product	Builds Upon: Component 3 - responding to a brief Component 1 - applying musical skills to produce a music product	Builds Upon: Component 3 - responding to a brief Component 1 - applying musical skills to produce a music product	Builds Upon: Component 3 - responding to a brief Component 1 - applying musical skills to produce a music product	Builds Upon: Component 3 - responding to a brief Component 1 - applying musical skills to produce a music product	Builds Upon: N/A - Study leave - No examination
Introduces: Composing music to suit a specific brief	Introduces: Composing music to suit a specific brief	Introduces: Composing music to suit a specific brief	Introduces: Composing music to suit a specific brief	Introduces: Composing music to suit a specific brief	Introduces: N/A - Study leave - No examination