

		Year 10	Year 11
Autumn 1	Content (Why)	Introduce pupils to the GCSE Music course through its three core areas: performing, composing and listening . Pupils will establish an individual performance programme for their chosen instrument, develop foundational composition skills and learn to identify and describe key musical features through focused listening.	Develop GCSE Music skills through Rhythms of the World, a set composition task and performance repertoire . Pupils will begin their first exam-board composition, exploring musical traditions from India, Africa and the Americas while continuing to develop and expand their individual performance repertoire.
	Content (What)	This unit establishes the knowledge, skills and expectations required for successful study at GCSE Music. It provides a strong foundation across performance, composition and listening while helping pupils develop confidence, musical vocabulary and independent practice habits.	This unit develops the three core areas of GCSE Music: composing, listening and performing . Pupils will broaden their understanding of global musical traditions while applying musical elements in their own composition and developing a varied repertoire that strengthens technical control, confidence and musical expression.
	Acquire (Knowledge)	• Successful performance requires a structured and individualised approach, with pupils developing appropriate technical skills, accuracy, fluency and expression on their chosen instrument. • Composition involves developing and organising musical ideas, with pupils learning how melody, rhythm, harmony, structure and other musical elements can be combined to create effective music. • Active listening requires secure musical knowledge and vocabulary, enabling pupils to identify, describe and explain musical elements, techniques, structures and characteristics.	• Musical traditions reflect the cultures and contexts from which they develop, with pupils exploring the distinctive rhythms, instruments, textures and conventions of music from India, Africa and the Americas. • Effective composition requires purposeful development of musical ideas, with pupils learning to structure, refine and notate a complete composition in response to an exam-board brief. • Successful performance requires technical and expressive control, with pupils developing accuracy, fluency, interpretation and confidence across a varied individual repertoire.
	Apply (Skills)	Develop and perform repertoire appropriate to their instrument, compose short musical ideas using the elements of music, and listen critically to a range of repertoire. Apply appropriate musical vocabulary to describe and analyse what they hear, building the skills and confidence required for continued GCSE study.	Analyse and perform music from a range of world traditions, identifying their distinctive musical characteristics. Apply knowledge of musical elements and compositional techniques to develop a complete first draft for the exam-board composition task, while independently rehearsing and refining a diverse performance repertoire.
Autumn 2	Content (Why)	Explore Film and Computer Game Music alongside the development of musical theory and composition skills. Pupils will investigate how professional composers use musical elements to create atmosphere, tension and excitement, while developing their theoretical knowledge and composing original melodies.	Continue exploring Rhythms of the World with a focus on the diverse musical traditions of the Eastern Mediterranean , alongside the development of pupils' individual performing and composing portfolios.
	Content (What)	This unit strengthens pupils' understanding of how music communicates meaning and supports visual media. It develops the theoretical and compositional knowledge required for GCSE Music while giving pupils opportunities to apply musical ideas creatively to film and computer game contexts.	This unit broadens pupils' understanding of global musical traditions while providing sustained opportunities to develop the three core GCSE Music disciplines of listening, performing and composing . Continued portfolio development allows pupils to refine their individual skills and build confidence through increasingly

Werneth Music Curriculum KS4

			independent musical work.
	Acquire (Knowledge)	• Composers use musical elements purposefully to influence an audience, including melody, harmony, rhythm, dynamics, tempo, texture and instrumentation to create atmosphere, tension and emotion. • Music for film and computer games supports narrative and interaction, with composers adapting musical ideas to characters, settings, events and changes in action. • Strong composition is underpinned by secure musical theory, including understanding of melody, harmony, rhythm, structure and notation to develop and communicate effective musical ideas.	• Eastern Mediterranean music reflects diverse cultural traditions, with pupils exploring characteristic rhythms, scales, melodies, instruments, textures and performance practices. • Successful performance requires sustained individual practice and refinement, with pupils developing accuracy, fluency, interpretation, expression and technical control within their chosen repertoire. • Effective composition develops through experimentation, refinement and reflection, with pupils using musical elements purposefully to develop, structure and communicate original ideas.
	Apply (Skills)	Analyse how composers use musical techniques to enhance film and computer game experiences, then apply these techniques when developing original musical ideas. Use secure theoretical knowledge to compose, notate and refine an effective melody, making purposeful decisions about rhythm, pitch, harmony and structure.	Analyse and perform music from the Eastern Mediterranean, identifying and applying its distinctive musical characteristics. Independently rehearse and refine performance repertoire while developing composition projects, responding to feedback and evaluating progress to strengthen individual performing and composing portfolios.
Spring 1	Content (Why)	Explore the development of the Concerto Through Time across the Baroque, Classical and Romantic periods, alongside continued development of musical theory, performance and composition. Pupils will investigate changes in instruments, styles and techniques while developing ensemble performance, improvisation and collaborative composition skills.	Develop Portfolio Work and Revision through the completion of a second composition, continued performance development and focused revision for the GCSE listening examination. Pupils will select a musical style that plays to their individual strengths while setting personal performance goals and revisiting previously taught listening content.
	Content (What)	This unit develops pupils' understanding of how musical styles evolve in response to changing historical and cultural contexts. It strengthens GCSE listening and theoretical knowledge while providing opportunities to apply this knowledge through ensemble performance, improvisation and collaborative composition.	This unit consolidates the knowledge and skills required across the three GCSE Music components. Pupils will work with increasing independence to complete high-quality portfolio work, refine performance skills and identify areas for improvement, while systematic revision strengthens knowledge and exam readiness.
	Acquire (Knowledge)	• Musical styles develop in response to changing historical and cultural contexts, with pupils understanding how the concerto evolved across the Baroque, Classical and Romantic periods. • The concerto demonstrates changing approaches to instruments, virtuosity and musical interaction, with pupils exploring the relationship between soloist and ensemble and how composers use musical techniques to create contrast and development. • Effective music-making requires collaboration and creativity, with pupils	• Effective composition requires purposeful development and refinement of musical ideas, with pupils selecting an appropriate style and applying musical elements to create a coherent and developed composition. • Successful performance depends on targeted practice and reflection, with pupils setting personal goals, responding to feedback and refining technical accuracy, fluency, interpretation and expression. • Strong listening examination performance requires secure knowledge

Werneth Music Curriculum KS4

		developing ensemble skills, improvisation techniques and compositional strategies to create and refine original musical ideas.	and application , with pupils revisiting musical elements, theoretical concepts, genres, traditions and historical styles covered throughout the course.
	Apply (Skills)	Compare the characteristics and development of the concerto across different musical periods, applying appropriate musical vocabulary and theoretical knowledge. Perform collaboratively in small ensembles, develop improvisational ideas and work with others to compose, rehearse and refine original musical material.	Independently develop, structure and refine a second composition in a chosen style, applying appropriate musical techniques to produce a polished portfolio outcome. Set and review personal performance targets through focused rehearsal, while applying knowledge from across the course to analyse unfamiliar music and complete targeted listening examination practice.
Spring 2	Content (Why)	Continue the study of Concerto Through Time , exploring the development of the concerto across the Baroque, Classical and Romantic periods alongside continued development of theory, performance and composition. Pupils will deepen their understanding of changing musical styles, instruments and techniques while developing ensemble performance, improvisation and collaborative composition.	Develop Composition and Listening Skills , with pupils completing their second composition and reviewing their portfolios to refine and improve their work. Pupils will also continue targeted revision in preparation for the GCSE listening examination.
	Content (What)	This continuation allows pupils to deepen and consolidate their historical and theoretical understanding while applying it through practical music-making. It develops collaboration, creativity and musical independence, while strengthening the listening, performing and composing skills required for GCSE Music.	This unit provides an opportunity to consolidate and improve pupils' compositional work while strengthening their ability to evaluate their own musical development. Continued listening revision ensures pupils can recall, apply and analyse the knowledge and skills required for the final examination.
	Acquire (Knowledge)	• The concerto developed significantly across the Baroque, Classical and Romantic periods, with changes in structure, instrumentation, style, virtuosity and the relationship between soloist and ensemble. • Musical ideas are shaped by compositional techniques and theoretical knowledge, with pupils developing their understanding of harmony, melody, rhythm, texture, structure and instrumentation. • Collaborative music-making develops both performance and creative skills, requiring pupils to listen, respond, improvise, rehearse and contribute effectively to ensemble and composition work.	• Effective composition develops through evaluation and refinement, with pupils reviewing existing work and making purposeful changes to improve structure, musical ideas, technique and overall coherence. • Portfolio review supports independent musical development, enabling pupils to identify strengths, respond to feedback and make informed decisions about how to improve their work. • Successful listening examination performance requires secure recall and application of musical knowledge, including musical elements, techniques, genres, traditions and historical styles.
	Apply (Skills)	Compare the development of the concerto across different historical periods, applying theoretical knowledge and appropriate musical vocabulary. Perform collaboratively in small ensembles, experiment with improvisation and work with others to develop, rehearse and refine original compositions, demonstrating increasing musical independence and creativity.	Complete and refine the second composition, reviewing portfolio work critically and making purposeful improvements. Apply knowledge from across the GCSE course when analysing unfamiliar musical extracts and completing targeted listening revision, identifying areas of weakness and adapting revision strategies accordingly.

Werneth Music Curriculum KS4

Summer 1	Content (Why)	Explore Popular Music through the development of Rock 'n' Roll, Rock Anthems, Pop Ballads and contemporary solo artists. Pupils will consolidate their music theory, prepare for an end-of-year performance examination and develop their first original compositions, learning to present their work through notation and studio-style recordings.	Complete the final stages of the GCSE Music coursework and assessment , with pupils undertaking their performance examinations and submitting their completed compositions. Lessons will also include focused revision for the final listening examination.
	Content (What)	This unit develops pupils' understanding of how popular music has evolved while bringing together the core skills of listening, performing, composing and theory . Pupils will apply their knowledge independently to create original music and develop the skills needed to communicate and record their musical ideas professionally.	This unit brings together the knowledge and skills developed throughout the course, ensuring pupils can confidently demonstrate their musical abilities across performing, composing and listening. It provides opportunities to complete, review and submit final work while preparing pupils for their final examination.
	Acquire (Knowledge)	• Popular music has evolved through changing cultural, social and technological influences, with pupils exploring the musical characteristics and development of Rock 'n' Roll, Rock Anthems, Pop Ballads and contemporary popular music. • Effective composition combines musical elements purposefully, with pupils developing melodies, harmonies, rhythms, structures and textures to create original and coherent musical ideas. • Musicians communicate and preserve musical ideas through notation and recording, with pupils developing their understanding of written scores, recording techniques and performance preparation.	• Successful performance requires accuracy, fluency, expression and confidence, with pupils applying developed technical and musical skills under assessment conditions. • Effective compositions demonstrate purposeful use of musical elements and clear development of ideas, with pupils ensuring their final work is complete, refined and presented appropriately for assessment. • Successful listening examination performance requires secure recall and application of musical knowledge, including musical elements, techniques, genres, traditions and historical styles.
	Apply (Skills)	Analyse the characteristics and development of different popular music styles, applying theoretical knowledge to performance and composition. Prepare and refine an individual performance for the end-of-year assessment, while composing original pieces and presenting them through accurate notation and high-quality studio-style recordings.	Perform prepared repertoire under examination conditions, submit completed compositions and apply final refinements where appropriate. Use targeted revision to recall and apply knowledge across the GCSE listening specification, analysing unfamiliar extracts and responding accurately to examination questions.
Summer 2	Content (Why)	Continue exploring Popular Music, Theory, Performance and Composing , examining the development of Rock 'n' Roll, Rock Anthems, Pop Ballads and contemporary popular music. Pupils will consolidate their music theory, prepare for their end-of-year performance examination and complete their first original compositions using written notation and studio-style recording.	Examination Preparation
	Content (What)	This unit allows pupils to consolidate and apply their developing knowledge across listening, performing, composing and theory . Exploring popular music provides a relevant context for applying musical concepts, while composing and recording original work develops independence, creativity and the ability to communicate musical ideas professionally.	Examination Preparation

Werneth Music Curriculum KS4

	Acquire (Knowledge)	• Popular music develops in response to cultural, social and technological change, with pupils identifying the distinctive characteristics and development of Rock 'n' Roll, Rock Anthems, Pop Ballads and contemporary popular music. • Original compositions require purposeful use and development of musical elements, including melody, harmony, rhythm, structure, texture and dynamics. • Musical ideas can be communicated through notation and digital recording, with pupils developing accuracy in written scores and understanding how studio techniques can capture and present a performance.	Examination Preparation
	Apply (Skills)	Analyse and compare different popular music styles, applying theoretical knowledge to performance and composition. Refine an individual performance for assessment and complete original compositions, presenting musical ideas through accurate notation and effective studio-style recordings.	Examination Preparation