

Music Curriculum Overview

Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Dance – Technical Skills	Dance Styles	Dance Motion House	Introduction to the Elements of Music	Introduction to Keyboards	Ladders
Topic Objectives	To understand the core skills required for safe and accurate dance practice.	To explore and participate in dance styles from around the world.	To allow students to focus on one dance from a choreographer and use this to develop their own choreography.	To identify how the elements of music form the building blocks in music making. To identify and perform using rhythms. To explore different ways of scribing music.	To explore the functions of the keyboard Introduce lines and spaces of the treble clef. To identify and locate the notes on the keyboard to play pieces using the correct finger technique.	To identify the difference between a major and minor scale. To use patterns to identify the notes in different scales. To compose a piece reflecting a mood using either a major or minor scale.
Acquired Knowledge/ Skills	Develop an understanding of how to participate in a safe and well-designed dance lesson. Be able to demonstrate basic skills when performing to an audience.	Develop and understanding and practical application of several different dance styles from around the world.	Be able to work in groups to choreography a piece of dance based on a stimulus. They must be able to show transferable skills such as: • Communication skills • Teamwork • Organisational skills	Develop an understanding of: Pitch, dynamics, tempo, duration, texture, silence, ostinato, graphic score.	• Finger exercises • Learn the functions of a keyboard • Playing using appropriate hand position • Basic notation • Play a basic melody • Composing and performing pieces in a range of structures.	• Scales including Major, Minor, Pentatonic and Chromatic • Tones and semitones and how they are used to create the scales • Use of black notes and white notes • Composing Tonality

			• Focus • Self-control and discipline as there will be a requirement to do a lot of independent work.			
Assessments	Practical assessment looking at the following KPIs: • Action content • Spatial content • Relationship in performance • Dynamics • Safe dance practise • Teamwork and rehearsal	Practical assessment looking at the following KPIs: • Movement memory • Projection • Eyeline and focus • Action content • Dynamics • Representing the selected dance style in a high-quality performance	Practical assessment looking at the following skills: • Choreographic process • Choreographic intention • Choreographic devices • Technical skills (RADS) • Performance skills • Links between movement choices and the stimulus	Identify the elements of music. Create a piece of music using voice or percussion showing an awareness of how the elements are used for effect.	Identifying the notes on the keyboard to perform a simple melody using the correct finger technique.	Students identify major or minor scale listening tasks explaining the difference in sound. Use the patterns of tones and semitones to figure out the notes of a range of scales. Compose a melody using the notes of a major or minor scale.
Other Links (e.g. SMSC, FBV, Greener Curriculum)	SMSC: Developing transferable skills, teamwork and communication.	SMSC: Exploring and appreciating different cultures and their movement and dances.	SMSC: Students will look at their impact on the world and their moral choices surrounding this.	SMSC: Social development. Working in groups to create pieces of music	SMSC: Moral – Being given responsibility for expensive instruments and trusted to keep them safe.	SMSC: Creative opportunity to compose their own music.

Music Curriculum Overview

Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Musical Timelines	Programme Music	Computer/ Video Games	Popular Music	Musicals	World Music 2 – Samba and Reggae
Topic Objectives	To explore the musical eras of Baroque, Classical and Romantic. Looking at how the context of the time influenced the style of music. Listening, describing and comparing music composed in these different eras.	To recognise how music is used to tell a story. To apply the elements to create a particular mood. To create your own piece of music to tell a story.	To explore the musical features used in computer games. To compose a motif for a character in a video game. To analyse how computer game music matches the gameplay on screen.	To identify the features of a musical. To examine and explain how songs are used to convey a narrative. To create and pitch their own musical.	To identify the features of a musical. To examine and explain how songs are used to convey a narrative. To create and pitch their own musical.	To explore the musical genres of Reggae and Samba and their origins. Perform in the traditional styles of Reggae and Samba individually and as an ensemble.
Acquired Knowledge/ Skills	Linking the context of music to elements in the style. Melodic Ornaments. Identifying traditional instruments. Structure of recitative and aria. Composing inspired by nature.	Students exploring how music can create different images for the audience. Exploring the difference between major and minor and how this can change the mood of a piece of music. Exploring the piece 'Hall of the Mountain'	Students explore how music changes depending what is happening in the gameplay on screen and how it adds mood and atmosphere. Students explore musical features used in Fortnite, Mario and Tetris.	Students explore a wide range of different musicals, watching and identifying the musical features of different clips. Students analyse and compose their own lyrics for I am, I want and conflict songs.	Understanding what a chord is and playing some chord progressions. Students through a range of listening tasks will unpick and identify the musical elements used in popular music. Exploring the different sections of a pop	Students explore the culture of Rastafarianism and how this links to the style of Reggae music. Students explore off beat chords using Ukulele.

	Evaluating the use of different travelling steps and formation. Developing performance skills. Taking on the role of a choreographer.	King' both theoretically and practically. Creating an original piece of music to tell a story.	Students learn what a character motif is and create their own music to depict their own video game character.	Students consider how the different elements of music fit together in the creation of their own musical including original songs which are pitched to the class.	song and how they are different and the purpose they serve. Students analyse and compose their own lyrics for I am, I want and conflict songs. Students consider how the different elements of music fit together in the creation of their own musical including original songs which are pitched to the class.	Focus on traditional reggae and Bob Marley. Students work as an ensemble to perform as a Samba band. Identifying the different instruments and their functions. Students explore a range of textures, rhythms and syncopation.
Assessments	Students will compare the different eras, considering how the progression of time affects the elements of music. Students will compose their own piece inspired by the Romantic era and Chopin's raindrop prelude.	Identifying the key elements of programme music and how the musical elements can be used to tell a story. Composing their own piece of music to tell a story.	Describe the key musical features used to accompany computer games. Compose a piece of music to accompany a specific section of a video game.	Students use the inspiration of the musicals they have studied to create their own new musical. Use presenting and performing skills to pitch this to the class.	Demonstrate an understanding of popular music by composing their own pop song composed of lyrics, chords, structure and melody.	Describe the key features and origins of Reggae and Samba Music. Perform a piece of Reggae music showing offbeat chords and hooks. Perform as an ensemble Samba band using syncopation.
Other Links (e.g. SMSC, FBV, Greener Curriculum)	SMSC: Social – Working with others to create movement sequences.	SMSC: Cultural – Looking at classical music from around the world.	SMSC: Spiritual – Creative opportunity to create a piece of music from scratch.	SMSC: Social – Working with others to create movement sequences	SMSC: Cultural – Looking at different musicals from British origin and American.	SMSC: Exploring music from around the world.

Music Curriculum Overview

Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Music in the Media	Film Music	Bass Clef	Blues	Jazz	Cover Songs
Topic Objectives	To explore how music is used in the world around us with a particular focus on advertising. To use elements of an advert to compose for their own product.	To explore the impact music has on the mood and atmosphere of film. To look at how different film genres require different music. To look at key composers in the film music industry.	To identify the notes used in bass clef. To identify the roles the bass clef has in music. To apply left hand accompaniments.	To identify where Blues music originated. To perform the 12 bar blues chord sequence. To perform using a 12bar blues.	To examine the style of Jazz and its features including Extended Chords, Swung Rhythms, Syncopation and Improvisation.	To recognise the key features of a popular song. To describe the differences between an original song and a cover song. To perform own arrangement of a cover song.
Acquired Knowledge/ Skills	Listening to radio adverts and discussing why they are impactful. Creating a product to advertise. Composing in groups an advert including an original jingle, voiceover and bassline. Working as an ensemble and team to	Students listen to and unpick the film music from a range of styles. Students compose their own music in the style of the film genre. Exploring what a leitmotif is and playing famous motifs from film characters. Exploring composers such as Williams, Zimmer and Elfman	Identifying the line and space notes on the stave for bass clef. Exploring the musical features of bassline, chords and riffs to create an accompaniment. Using the musical scale to identify the notes used in chords.	Students explore the origins of blues and the treatments of African Americans during the slave trade. Listening and describing the mood of Blues Music. Focus on AAB lyric structure and creating own rhythms. Performing the 12 Bar Blues chord	Students explore swung rhythms practically. Then combining this adding the 12 Bar Blues and Walking Bass. Extending knowledge of chords from Bass Clef to create extended chords. Performing the entertainer focussing	Identifying what BPM is and how you figure this out. Performing songs with a range of BPM. Working as an ensemble to perform a cover song. Identifying the different elements which make up a popular song: melody,

	compose and perform the advert.	and how their composing styles are different.		progression and accompanying this with a walking bassline.	on the syncopation using the keyboards. Exploring different styles of improvisation including instrumental and skat singing.	chords, bassline drums etc. Performing and working as a member of an ensemble.
Assessments	Students compose a radio style advert including a jingle, voiceover and underscore for a product they have designed.	Students answer questions on the different musical composers and elements of film music. Students perform and compose film music in the style of their chosen composer.	Ability to read bass clef notes. Performance of a bass line or accompaniment.	To perform a blues song over the 12 bar blues and/or walking bass line. Describe the origins of Blues music and how this influenced the sound of the style.	To perform a melody in a swung style using syncopation To describe the features of Jazz, Blues comparing the two styles.	Perform an arrangement of a popular song. Describe the differences between an original song and a cover song.
Other Links (e.g. SMSC, FBV, Greener Curriculum)	SMSC: Looking at the impact music had on advertising.	SMSC: Cultural context of music in film.		SMSC: Spiritual – Exploring blues music, its origins and its close links with emotion and feelings.		SMSC: Working with others to create a piece of music.

Music Curriculum Overview

Year 10 – WJEC Performing Arts Level 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Unit 2 – Creating	Unit 2 – Creating	Unit 2 – Creating	Unit 2 – Creating	Unit 1 – Performing	Unit 1 – Performing
Topic Objectives	Creatives work in a huge range of different disciplines and environments, sometimes as individuals and sometimes as part of a team. They may work to a brief of their own design or create something to a commissioned brief from someone else.				Creatives reproduce work in a huge range of different disciplines, sometimes as revivals of plays or musicals, remixes of original songs and cover versions. They work with an existing piece of music, text or choreography and undertake a research and rehearsal process in order to reproduce the work to a professional standard.	
Acquired Knowledge/ Skills	In this unit learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts. This unit can be completed through any one of the following disciplines from either performance or production: • Performance disciplines: – Devised drama – Choreography – Composition – Composition using technology. • Production disciplines: – Costume design (for at least two characters) – Lighting design – Sound design – Make-up and hair design (for at least two characters) – Set design.				Learners should be aware of a range of research required to understand the background to an existing piece such as: • The original author/composer/choreographer and their intentions for the piece • intended mood and style/genre • themes and ideas • performance space • purpose • the relationship between audience and the performer • original target audience • new target audience. For each of the above learners should be able to: • review their findings	

		consider how this will impact on their performance. This research should lead to a clear intention/plan for the performance.
Assessments	This unit is internally assessed through controlled assessment. Duration: Candidates will be required to perform/present original work. This could be: - One place or a portfolio of pieces. - Performed individually or in groups of up to 10. Individuals can utilise others to perform in the piece if necessary, as unassessed participants. Candidates can work as part of a group but each candidate will be assessed on their individual contribution, which must be clearly recorded in their development log. Candidates who select from the performance category need to devise a piece between 3 and 10 minutes long. Candidates who select from the production category need to present their ideas to an audience. Number of marks: 60	This unit is internally assessed through controlled assessment. Duration: Candidates will be required to perform existing work. This could be: - One place or a portfolio of pieces. - Performed individually or in groups of up to 10. Individuals need to perform for between 3 and 6 minutes. Within a pair/group performance this individual timing remains. However, individuals can perform at the same time (e.g., a duet with both individuals singing at the same time could be 3 minutes long). Number of marks: 60 Music: technical control, rhythm and pitch, dynamics and balance, expression, technical skills on chosen instrument or voice.
Other Links (e.g. SMSC, FBV, Greener Curriculum)	SMSC: Working with others to create a piece of theatre (team work and tolerance) FBV: Topics that are developed are one that suit and underpin FBV	SMSC: The performers will be selecting from a range of pieces of music/dramatic texts that explore themes and ideas that will open discussion into social issues. FBV: British authors and playwrights are explored alongside British musicians to help students research and respond to FBV.

Music Curriculum Overview

Year 11 – WJEC Performing Arts Level 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Continuation of Unit 1 – Performing (see Y10 overview for details)	Unit 3 – Performing Arts in Practice	Unit 3 – Performing Arts in Practice	Unit 3 – Performing Arts in Practice	Unit 3 – Performing Arts in Practice	
Topic Objectives		Creatives are given the opportunity to plan and create various pieces of work by responding to industry commissions. They will work to a brief commissioned by an arts organisation to plan a performance. In order for artists to be successful in securing paid commissions, they will need to have a good understanding of the business and management sector of the performing arts industry.				
Acquired Knowledge/ Skills		Learners should know and understand the need to consider: • social, cultural, political and historical contexts • mood and style/genre • performance space/venue • themes and ideas • purpose • target audience • the work of practitioners who have created performance work • different types of organisations that create performance work. Learners should be aware of: • selecting appropriate performance disciplines • selecting appropriate production disciplines • the production process (planning, rehearsal and presentation) • resources and materials • budgeting • production schedules • job roles and responsibilities within organisations that create performance work.				

Assessments		This unit is externally assessed through a controlled assessment. Duration: 20 hours controlled assessment Number of marks: 80 Format: Candidates will undertake a series of set tasks that are to be applied to a prescribed context set by WJEC and issued to centres in an assessment pack via the WJEC Secure Website. Individuals can utilise others as part of their practical examples if necessary, as unassessed participants.	
Other Links (e.g. SMSC, FBV, Greener Curriculum)		SMSC: Task set by WJEC encourages students to look at world and political issues. FBV: Teacher to ensure that work created underpins FBV not only with the way students conduct themselves in lesson but also with the themes and topics tackled.	