

## Key Stage 3 Curriculum Plan: **Music** 2023

### Intent:

To engage and inspire pupils to develop a love of music and their talent as musicians, increasing in self-confidence, creativity, and sense of achievement.



Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>‘Building Bricks’ and ‘Keyboard Skills’</b> Students develop familiarity in basic keyboard skills and the inter-related dimensions of music (the ‘elements of music’) through performance and listening tasks. Students develop an understanding of the use of their voice as an instrument.		<b>‘I’ve Got Rhythm’ and ‘Sonority City’</b> Building on the inter-related dimensions of music (such as pitch, dynamics, texture, harmony etc.), students develop this further by learning about the instruments of the orchestra and exploring more complex rhythmic patterns through a ukulele project.		<b>‘Exploring Form and Structure’</b> Students continue their work developing vocal and instrumental performance skills alongside a more extended composition project which brings together all of the elements of music studied this year.	
	<b>Assessment:</b> Ongoing practical assessment in lessons		<b>Assessment:</b> Ongoing practical assessment in lessons	<b>Assessment:</b> Mini NEA - composition assessment (over 3 lessons)	<b>Assessment:</b> Ongoing practical assessment in lessons Formative assessment of written exam questions (during lessons)	<b>Assessment:</b> End of year exam – written (1 hour) Practical exam assessment (during lessons)
Year 8	<b>‘Blues/Jazz’ and ‘Off-beat’</b> Through an extended blues project which contains a mixture of performance, listening, and composition as well as improvisation, students develop an understanding of the importance of Blues in terms of the development of popular music today. Students explore syncopation as a musical device through blues and other musical styles.		<b>‘Variations’</b> Students revisit in depth the elements of music studied in Year 7 to develop an understanding of variations, using this to develop their own compositions, alongside continuing		<b>‘New Directions’</b> Students develop their understanding of the ways that composers throughout the 20th century pushed music in new directions, listening to a range of different musical styles and composing pastiche pieces with their own twist.	
	<b>Assessment:</b> Ongoing practical assessment in lessons	<b>Assessment:</b> Written paper (1 hour) Practical assessment on performance and composition (lessons)	<b>Assessment:</b> Ongoing practical assessment in lessons Formative assessment of written exam	<b>Assessment:</b> Mini NEA - composition assessment (over 3 lessons)	<b>Assessment:</b> Ongoing practical assessment in lessons Formative assessment of written exam	<b>Assessment:</b> End of year exam – written (1 hour)

			questions (during lessons)		questions (during lessons)	Practical exam assessment (during lessons)
Year 9	<b>Dance Music</b> Starting with the Baroque dance suite, students situate their understanding of dance music in a historical context, performing, composing and listening to dance music in a range of different styles and genres, culminating in a club dance composition. Students will become confident MuseScore software to help develop compositional skills.		<b>‘Soundtracks’</b> Students learn about the purpose of music in film, the history of film music, how the elements of music are used in film music including the use of leitmotifs and use this information, knowledge and skills to inform their own film music composition and performance projects in groups.		<b>‘What makes a good song?’ and ‘Hooks and riffs’</b> Students perform and compose their own hooks and riffs as a compositional starting point for a more extended pop song composition informed by a theoretical understanding of the way that pop music is composed.	
	<b>Assessment:</b> Mini NEA – music technology based composition project – Waltz (over 5 lessons) Formative assessment of written exam questions (during lessons)	<b>Assessment:</b> Mini NEA – music technology based composition project – Disco (over 5 lessons) Formative assessment of written exam questions (during lessons)	<b>Assessment:</b> Assessed group performance of film music (over 3 lessons) Formative assessment of written exam questions (during lessons)	<b>Assessment:</b> Assessed group composition of film music (over 3 lessons) Formative assessment of written exam questions (during lessons)	<b>Assessment:</b> Assessed group composition of pop song (over 3 lessons) Formative assessment of written exam questions (during lessons)	<b>Assessment:</b> End of year exam – written (1 hour) Practical exam assessment (during lessons)

## Key Stage 4 Curriculum Plan: **Music** 2023

### Intent:

- To engage and inspire pupils to develop a love of music and their talent as musicians, increasing in self-confidence, creativity, and sense of achievement.



Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Concerto Through Time – OCR GCSE Music Area of Study The Concerto and its development from 1650 to 1910 through: <ul style="list-style-type: none"> <li>the Baroque Solo Concerto</li> <li>the Baroque Concerto Grosso</li> <li>the Classical Concerto</li> <li>the Romantic Concerto.</li> </ul>		Conventions of Popular music - OCR GCSE music area of study  A range of popular music from the 1950s to the present day, focussing on: <ul style="list-style-type: none"> <li>Rock 'n' Roll of the 1950s and 1960s</li> <li>Rock Anthems of the 1970s and 1980s</li> <li>Pop Ballads of the 1970s, 1980s and 1990s</li> <li>Solo Artists from 1990 to the present day.</li> </ul>		Film music – OCR GCSE music area of study  A range of music used for films and how composers create and use music including: <ul style="list-style-type: none"> <li>music that has been composed specifically for a film</li> <li>music from the Western Classical tradition that has been used within a film</li> <li>music that has been composed as a soundtrack for a video game</li> </ul>	
	<b>Assessment:</b> Formative assessment of written exam questions (during lessons) Mini NEA – music technology based composition (over 5 lessons) Ongoing performance assessment including during instrumental / vocal lessons with peripatetic teachers	<b>Assessment:</b> Concerto Through Time Written Assessment (1 hour) Ongoing performance assessment including during instrumental / vocal lessons with peripatetic teachers Formative assessment of written exam questions (during lessons)	<b>Assessment:</b> Mini NEA – composition (over 5 lessons) Ongoing performance assessment including during instrumental / vocal lessons with peripatetic teachers Formative assessment of written exam questions (during lessons)	<b>Assessment:</b> Mock Listening and Appraising Exam (1 hour 30 minutes) Ongoing performance assessment including during instrumental / vocal lessons with peripatetic teachers	<b>Assessment:</b> Ongoing performance assessment including during instrumental / vocal lessons with peripatetic teachers Formative assessment of written exam questions (during lessons)	<b>Assessment:</b> End of Year Listening and Appraising Exam (1 hour 30 minutes)
Year 11	Rhythms of the World – OCR GCSE music area of study		Revision for listening and appraising exam	Revision for listening and appraising exam	Revision for listening and appraising exam	

	<p>The traditional rhythmic roots from four geographical regions of the world and characteristic rhythmic features:</p> <ul style="list-style-type: none"> <li>• India and Punjab - Indian Classical Music and traditional Punjabi Bhangra</li> <li>• Eastern Mediterranean and Middle East - traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music</li> <li>• Africa - traditional African drumming</li> <li>• Central and South America - traditional Calypso and Samba.</li> </ul>		Students continue working towards their NEA deadline for free composition and ensemble performance. Solo performance and composition to a brief.	Final improvements to coursework made during this half term		
	<p><b>Assessment:</b> Preparation for NEA Formative assessment of written exam questions (during lessons) Ongoing performance assessment including during instrumental / vocal lessons with peripatetic teachers</p>	<p><b>Assessment:</b> Preparation for NEA Mock Listening and Appraising Exam (1 hour 30 minutes) Formative assessment of written exam questions (during lessons)  Ongoing performance assessment including during instrumental / vocal lessons with peripatetic teachers</p>	<p><b>Assessment:</b> Preparation for upcoming NEA deadline (60%) – free composition and ensemble performance. Solo performance and composition to a brief.</p>	<p><b>Assessment:</b> NEA deadline (60%) – free composition and ensemble performance. Solo performance and composition to a brief.  Formative assessments in preparation for external exam</p>	<p><b>Assessment:</b> External Listening and Appraising Exam 40% (1 hour 30 minutes)</p>	

Full GCSE specification available here: <https://www.ocr.org.uk/qualifications/gcse/musicj536-from-2016/>  
<https://www.bbc.co.uk/bitesize/examspecs/zv7gxyr>