









KS4 Curriculum Journey: Music

The music curriculum is designed to engage, motivate, and inspire all students, with a focus on inclusion and creating an environment where every learner can thrive. Through a carefully planned approach, students explore a wide range of musical styles and contexts, which helps them develop a deeper understanding of culture and society. The curriculum encourages students to build on what they already know while fostering resilience, creativity, curiosity, and a willingness to take risks in their learning. Our vision is to help students actively participate in music, developing both individual and group performance skills. We focus on accuracy, fluency, and control, helping students grow as confident musicians. In addition, we provide a variety of enrichment opportunities, such as performances and extra-curricular activities, to deepen students' understanding of music and connect their classroom learning with real-world experiences.






YEAR 10 CURRICULUM JOURNEY

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic						
	Introduction to the course AoS1: Musical forms & Devices	Development of composing skills and introduction to DR SMITH	Music for Ensemble and Music for Film & Free comp	Completion of Free Composition & annotation	Area of study revision & prepared extracts	Mock performance recordings & end of year portfolio for componet 2
Key knowledge, skills & understanding	<ul style="list-style-type: none"> Students will identify and analyse musical elements and genres, while developing and applying music theory knowledge to enhance their compositions. Students will cultivate creativity and originality in their music, ensuring accuracy and clarity in structure and notation. 	Students will develop composition skills by expanding musical ideas through repetition and variation, gaining rhythmic control, and applying clear structures like verse/chorus or ternary form. They will write effective melodies, explore different instrumentation and textures, and create harmonies that support their compositions. These skills will enable students to compose original, creative, and technically proficient music.	The key theoretical knowledge for ensemble music includes understanding how individual parts work together in harmony and rhythm. Students learn about balance, texture, counterpoint, and dynamics, and how to interpret scores, following time signatures, key changes, and articulations to ensure cohesive and coordinated group performances.	Key skills in compiling a completed composition and supporting annotation include developing musical ideas, structuring the piece, and applying music theory. Students must use clear notation and explain their choices—such as key, form, and instrumentation—while ensuring accuracy and coherence in the composition.	Students will learn about Bach's Badinerie, a fast, lively dance in 2/4 time with trills and short, catchy phrases. They will learn about its A-B-A structure and how the soloist (flute or violin) interacts with the ensemble, creating a rhythmic and energetic dialogue.	Key skills for mock performance recordings and the end-of-year portfolio include accurate, expressive performance with attention to detail. Students should reflect on their performance, identifying strengths & areas for improvement. The portfolio must be well-organised, documenting their process, analysis, and challenges. It should be shared with the class teacher using Airdrop and Office 365.
GCSE Assessment Objectives	Areas of Study 1-4	Areas of Study 1-4	Areas of Study 1-4	Areas of Study 1-4	Areas of Study 1-4	Areas of Study 1-4
	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.





Key Stage 4 Curriculum Journey: Music

YEAR 11 CURRICULUM JOURNEY						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic						
	Eduqas release of Component 2 Brief	Musical forms & Devices Popular music	Completion of Composition 2 Recording of performance	Music for ensemble Film music	Final submissions of solo/ensembles and free/brief compositions and revision	
Key Knowledge, Skills & Understanding	Understand how to structure a piece of music, developing and expanding musical ideas, and creating music that suits the instruments or voices involved. Students will learn how to compose melodic, harmonic, and rhythmic devices, and understand how to use them effectively. They will also focus on articulation, ensuring their music is expressive and clear. Finally, students will work to a given brief, which means composing with specific guidelines and requirements in mind.	Key learning for appraising pop music includes understanding song structures like verse-chorus and bridge, and analysing how melodies, harmonies, and rhythms fit the genre. Students will recognise key terms such as hook and riff, and assess how these elements contribute to the song's impact, focusing on accuracy and expression in the performance.	Key skills for recording a GCSE performance include accurate pitch, rhythm, and timing, along with musical expression through dynamics and phrasing. Students must demonstrate confidence, attention to detail, and a clear interpretation of the piece. Familiarity with recording equipment and thorough rehearsal are also essential for a successful performance.	Skills for understanding film music include analysing sonority and texture, and how different sounds create mood and support the narrative. Students will develop musical theory skills and apply them to both composing and analysing film scores. Creativity is important, along with accuracy in understanding how music synchronises with visual elements and enhances the story.	Key skills for final coursework submissions and revision include strong organisation, time management, and the ability to refine compositions or performances. Students need to critically analyse key concepts, demonstrate accuracy in prepared extracts, and adapt to different musical styles. Attention to detail, incorporating feedback, and self-reflection are also crucial for improving and finalising their work.	
GCSE Assessment Objectives	Eduqas release the student briefs for Assessment objective 2 – Composition number 2	AOS1 – Musical forms and devices AOS2 – Popular music	Assessment objective 1 – Performance Assessment objective 2 – Composition	AOS3 – Music for ensemble AOS4 – Film music	Assessment objective 1 – Performance Assessment objective 2 AOS1, AOS2, AOS3, AOS4	
	Composition and Performance – continually assessed via individual and class lessons.	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.	





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A Commitment to Excellence

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