

Music

Year 7

Term	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
1	Body Percussion	<ul style="list-style-type: none"> Developing knowledge of the Elements of Music. Using the body as an instrument (clapping, stamping, clicking, vocal sounds) Understanding pulse, rhythm, ostinato, structure and ensemble performance Creating and performing rhythmic compositions collaboratively 	Rhythm Dynamics Tempo Timbre Pitch Pulse Unison Note values	Assessment strands: Performance Composition Critical Engagement SMSC	PE – coordination, movement, teamwork Maths – patterns, counting, fractions Drama – performance confidence and stage presence	Appraisal Performance Composition	SMSC: Co-operation, Respect, Shared Cultural Music-making Think Careers: Performer, Composer, Choreographer, Workshop Leader Big Think: What is the importance of being considerate? Earthshot: Music-making without instruments promotes low-cost inclusive practice	<ul style="list-style-type: none"> Highly accessible for all learners regardless of prior musical experience Builds ensemble skills, listening, confidence, and rhythmic accuracy Encourages collaboration and creativity early in KS3
2	Christmas Repertoire	<ul style="list-style-type: none"> Learning and performing seasonal repertoire accurately Learning key instrumental skills Understanding melody, harmony and expression Rehearsal discipline and performance etiquette 	Melody Harmony Accompaniment Note values Clefs	Assessment strands: Singing Performance Critical Engagement SMSC	RE – religious and cultural traditions English – lyrics, storytelling, language History – origins of carols and seasonal music	Performance	SMSC: Cultural awareness, shared traditions, community cohesion Think Careers: Performer, Songwriter, Music teacher, Arts organiser Big Think: Does practice make perfect? Earthshot: Reusing repertoire annually; community-based performance	<ul style="list-style-type: none"> Builds confidence through familiar and celebratory music Develops ensemble performance and rehearsal skills Strengthens school community and cultural understanding
3	Carnival of the Animals	<ul style="list-style-type: none"> Exploring programme music and how music represents ideas Identifying instruments, tempo, dynamics, and melody Composing short descriptive pieces inspired by animals or characters 	Programme Music Pitch Rhythm Tempo Pitch Timbre / Instrumentation Motif	Assessment strands: Composition Performance Improvisation Critical Engagement SMSC	Science – animals and habitats English – descriptive language and imagery Art – visual representations of animals	Appraisal Composition	SMSC: Creativity, Imagination, Appreciation of Classical Music Think Careers: Composer, Film/Game Music Composer, Performer Big Think: Can musical tastes be “right”? Earthshot: Raises awareness of the natural world	<ul style="list-style-type: none"> Introduces classical music in an accessible, engaging way Encourages creative thinking and listening skills Links music to storytelling and imagery, supporting composition skills
4	Band Skills: Musical Futures Just Play	<ul style="list-style-type: none"> Playing instruments in a band context Understanding chords, riffs, structure, and ensemble balance Learning through listening, imitation, and collaboration 	Chord Riff Ensemble Pulse Rehearsal Cue	Assessment strands: Performance Critical Engagement SMSC	PSHE – teamwork and communication Drama – confidence and performance skills ICT – listening skills and audio resources	Performance	SMSC: Teamwork and communication Think Careers: Band member, session musician, sound technician Big Think: Why is Music a universal language? Earthshot: Practical music making using shared resources	<ul style="list-style-type: none"> Motivates students through popular music and practical learning Develops independence, resilience, and ensemble awareness Supports inclusive, student-led music learning
5	Programme Music: Hall of the Mountain King / Jupiter	<ul style="list-style-type: none"> Understanding how composers create mood and narrative Engaging with formal western notation Identifying musical elements such as dynamics, tempo, texture Performing themes and responding to music emotionally 	Programme Music Pitch Dynamics Crescendo Structure Expression Theme	Assessment strands: Performance Critical Engagement SMSC	English – narrative and storytelling History – context of composers and periods Drama – mood and character	Appraisal Performance	SMSC: Emotional literacy Think Careers: Composer, Conductor, Film Music composer Big Think: How can your performance affect others? Earthshot: Repertoire revisited across generations	<ul style="list-style-type: none"> Deepens listening and appraisal skills Introduces orchestral music in an engaging, story-led way Develops expressive performance and musical understanding
6	DAW Composition EDM	<ul style="list-style-type: none"> Using a Digital Audio Workstation (DAW) to compose Understanding loops, beats, structure, and texture in EDM Developing basic music technology and compositional skills 	DAW Loop Beat Track Structure Tempo Layer FX	Assessment strands: Performance Singing Composition Critical Engagement SMSC	Computing – digital literacy and software use Maths – timing, patterns, sequencing Media Studies – music in games, film, and advertising	Composition Music Technology	SMSC: Creativity, Independence, Self-Expression Think Careers: Music producer, DJ, sound designer, media composer Big Think: Is creativity important? Earthshot: Digital composition reduces need for physical resources	<ul style="list-style-type: none"> Highly engaging and relevant to students’ musical interests Develops modern music and technology skills Encourages creativity and independent learning

Music

Year 8

Term	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
1	Reggae	<ul style="list-style-type: none">Understanding stylistic features of reggae: offbeat chords, bass riffs, syncopationExploring cultural and historical context of Jamaican musicPerforming reggae music with accurate rhythm, groove, and ensemble balance	Reggae Offbeat / Syncopation Bass line Groove Ostinato	Assessment strands: Performance Singing Improvisation Critical Engagement SMSC	Geography – Jamaica and Caribbean culture History – post-war migration and social change English – lyrics and protest music	Performance Appraisal	SMSC: Cultural appreciation, social justice, global awareness Think Careers: Performer, Songwriter, Music journalist, Community musician Big Think: What is the importance of opinion? Earthshot: Music as a medium for long-term social change	<ul style="list-style-type: none">Builds on Y7 ensemble and rhythm skills (Body Percussion, Musical Futures)Extends listening skills through stylistic analysisEncourages students to engage with music as cultural expressionIntroduces genre-specific performance techniques
2	Christmas Repertoire	<ul style="list-style-type: none">Extends Y7 EDM DAW compositionIntroduces purposeful, real-world compositionDevelops evaluative thinking and professional skills	Dynamics Dynamic markings Phrasing Rehearsal technique Note values	Assessment strands: Singing Performance Critical Engagement SMSC	RE – religious and cultural traditions English – lyrical meaning and storytelling History – evolution of carols and seasonal music	Performance Appraisal	SMSC: Community engagement, cultural significance, teamwork Think Careers: Performer, Musical director, Music Teacher Big Think: Is it more important to support others or focus on yourself? Earthshot: Cyclical (reusable) repertoire	<ul style="list-style-type: none">Develops from Y7 familiarity and confidence with seasonal repertoireIntroduces greater musical independence, understanding of harmony, and both individual and ensemble responsibilityStrengthens performance discipline and leadership within groups for paired rehearsal
3	The First Viennese School	<ul style="list-style-type: none">Understanding Classical-era features: structure, melody and harmonyEngaging with sonata form, texture, and aural appreciation of orchestrationPerforming simplified Classical themes with stylistic accuracy	Classical Sonata Form Melody Harmony Homophonic Structure Motif	Assessment strands: Performance Critical Engagement SMSC	History – Enlightenment and European society Maths – symmetry, form, proportion English – formal structures and clarity	Performance Appraisal	SMSC: Cultural heritage, discipline, appreciation of great works Think Careers: Composer, Performer, Conductor, Historian Big Think: Is there any point in being nervous? Earthshot: Works preserved and reused across generations	<ul style="list-style-type: none">Builds on Y7 programme music and appraisal skillsDevelops formal listening and structural understandingIntroduces students to Western classical traditions foundational to later study
4	Songwriting	<ul style="list-style-type: none">Using chords as a compositional starting pointWriting melodies that fit harmonic progressionsNotating music accurately using notation software	Chord Harmony Melody Notation Structure Progression	Assessment strands: Singing Composition Critical Engagement SMSC	ICT – music software and digital notation Maths – rhythmic values and patterns English – songwriting, lyrics, structure	Composition	SMSC: Creativity, self-expression and resilience Think Careers: Songwriter, composer, arranger, music educator Big Think: Is teamwork necessary? Earthshot: Digital composition reduces paper use	<ul style="list-style-type: none">Develops from Y7 descriptive and loop-based compositionIntroduces formal harmony and notationPrepares students for GCSE-style compositional thinking
5	Film Composers	<ul style="list-style-type: none">Understanding how music supports narrative, mood, and characterIdentifying leitmotifs, instrumentation, and texturePerforming film themes expressively	Film Score Leitmotif Underscore Texture Soundtrack Melody Accompaniment Expression	Assessment strands: Performance Critical Engagement SMSC	Media Studies – film and visual storytelling Drama – emotion and character English – narrative and theme	Performance Appraisal	SMSC: Emotional literacy, imagination, cultural engagement Think Careers: Film composer, orchestrator, sound designer Big Think: Can thinking about the past help your future? Earthshot: Digital scoring reduces physical resources	<ul style="list-style-type: none">Builds on Y7 programme music (Grieg/Holst)Moves from abstract narrative to visual storytellingStrengthens appraisal skills and expressive performance
6	DAW Composition – Music for a brief	<ul style="list-style-type: none">Composing music to meet a specific brief (e.g. game, advert, scene)Using DAW tools: loops, MIDI, automation, structureEvaluating work against success criteria	DAW Brief / Stimuli Structure MIDI Loop Automation Track	Assessment strands: Composition Improvisation Critical Engagement SMSC	Computing – digital production skills Business/Media – meeting client needs Maths – timing, sequencing	Composition Appraisal Music Technology	SMSC: Independence, problem-solving, responsibility Think Careers: Music producer, game composer, sound engineer Big Think: Why do people copy other people? Earthshot: Fully digital workflow	<ul style="list-style-type: none">Extends Y7 EDM DAW compositionIntroduces purposeful, real-world compositionDevelops evaluative thinking and professional skills related to industry practice

Music

Year 9

Term	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
1	Blues	<ul style="list-style-type: none">Understanding the 12-bar blues structure and chord sequenceUsing blues scales and stylistic features (call and response, swung rhythms)Improvising melodically within a harmonic frameworkAppraising blues music in historical and cultural context	Delta Blues Chicago Blues 12-bar blues Chord progression Improvisation Blues Scale Call and Response	Assessment strands: Performance Improvisation Critical Engagement SMSC	History – African American history and social context English – storytelling and lyrical expression PSHE – identity, resilience, and emotional expression	Performance Improvisation	SMSC: Cultural awareness, emotional literacy, creativity Think Careers: Performer, composer, session musician, music educator Big Think: Do we need traditions? Earthshot: Oral traditions and stylistic frameworks passed between generations	<ul style="list-style-type: none">Builds on Y7 rhythm and ensemble skills and Y8 reggae stylistic awarenessIntroduces improvisation as a higher-level musical skillStrengthens harmonic understanding in preparation for GCSE performance and composition
2	Christmas Repertoire	<ul style="list-style-type: none">Performing developed arrangements with increased technical and expressive controlRefining accuracy, fluency, interpretation and expressionDemonstrating rehearsal independence	Melody Accompaniment Chords Arrangement Expression Fluency	Assessment strands: Singing Performance Critical Engagement SMSC	RE – religious and cultural significance History – traditions and historical context of seasonal music English – textual meaning and expression	Performance	SMSC: Community engagement, responsibility, teamwork Think Careers: Performer, musical director, teacher Big Think: Does society affect music or does music affect society? Earthshot: Long-term use of shared repertoire and peer contribution	<ul style="list-style-type: none">Builds from Y7: confidence and participation through familiar repertoireBuilds from Y8: harmony, arrangement, and stylistic awarenessY9: musical maturity, leadership, and performance standardProvides a safe but challenging context for demonstrating KS3 performance outcomes
3	Development of Popular Music since the 1960s	<ul style="list-style-type: none">Identifying stylistic features of popular music across decades (1960s–present)Understanding the relationship between music, technology, and societyPerforming characteristic riffs, chord patterns, and textures on pianoUsing musical vocabulary to compare and evaluate styles	Genre Subgenre Riff Harmony Texture Rhythm Technology Production	Assessment strands: Performance Singing Critical Engagement SMSC	History – social change, youth culture, political movements Media Studies – music industry and production Technology – recording and electronic developments	Appraisal Performance	SMSC: Cultural awareness, identity, critical thinking Think Careers: Music producer, performer, songwriter, music journalist Big Think: Can music change someone's mind? Is it possible to have unique tastes? Earthshot: Reuse and reinterpretation of musical ideas across decades	<ul style="list-style-type: none">Builds on Y7 Musical Futures band skills and Y8 genre studiesDeepens understanding of stylistic conventions and historical contextPrepares students for GCSE AoS listening and performance expectations
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5	GCSE AoS Repertoire	<ul style="list-style-type: none">Appraising music using GCSE-style musical languageUnderstanding structure, harmony, texture, and contextPerforming simplified excerpts with stylistic accuracy	Structure Harmony Texture Tonality Motif Instrumentation Genre Expression	Assessment strands: Performance Improvisation Critical Engagement SMSC	English – analytical writing and comparison History – musical context and periods Drama – interpretation and expression	Appraisal Performance	SMSC: Discipline, cultural appreciation, perseverance Think Careers: Performer, composer, musicologist, teacher Big Think: Whose opinion means more – yours or others? Earthshot: Repeated use of repertoire over time	<ul style="list-style-type: none">Builds directly on Y7 programme music and Y8 Classical and film music appraisalExplicitly bridges KS3 to GCSE expectationsSupports informed option choices and confidence moving into KS4
6	Film Music	<ul style="list-style-type: none">Composing music to match visual stimuliUsing DAW techniques: MIDI, automation, texture, dynamicsApplying musical elements to create mood and narrative	DAW Underscore Leitmotif Texture Automation Tempo Dynamics Cue	Assessment strands: Composition Critical Engagement SMSC	Media Studies – film narrative and sound Computing – digital production skills Drama – emotion and storytelling	Composition Music Technology	SMSC: Creativity, emotional awareness, independence Think Careers: Film composer, sound designer, game audio specialist Big Think: Does music change your mood or does your mood change your music? Earthshot: Fully digital workflow and reusable resources	<ul style="list-style-type: none">Builds on Y7 programme music and Y8 film composer studiesExtends DAW skills into narrative-driven compositionClosely mirrors GCSE composition briefs, preparing students for KS4 success

Term	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
1	Component 1: Exploring Music Products and Styles	<p>Study of contrasting musical genres, focusing on:</p> <ul style="list-style-type: none">Stylistic conventionsTypical musical elementsHow genres communicate identity, mood, and purpose <p>Developing three types of music product:</p> <ul style="list-style-type: none">Composition (original music)Music for purpose (e.g. film, media, games)DAW-based product (e.g. remix, arrangement, produced track) <p>Understanding how musical elements (melody, harmony, rhythm, texture, timbre, structure, dynamics) are used deliberately within styles</p> <p>Understanding techniques used to create music, including:</p> <ul style="list-style-type: none">Performance techniquesCompositional techniquesMusic production and DAW techniques	<p>Genre, style, convention, characteristic, influence</p> <p>Melody, pitch, harmony, tonality, chord, chord progression</p> <p>Rhythm, metre, tempo, groove, syncopation</p> <p>Texture, layering, instrumentation, timbre</p> <p>Structure, form, repetition, contrast, variation</p> <p>Dynamics, articulation, expression</p> <p>Music product, composition, recording, music for purpose</p> <p>Audience, target audience, purpose, intention</p> <p>Performance technique, compositional technique</p> <p>DAW, MIDI, sequencing, audio editing, effects, mixing</p> <p>Annotate, compare, justify, evaluate, effectiveness, suitability</p>	<p>Internal assessment</p> <p>Pearson-set Assignment (PSA)</p> <p>Centre-marked, externally moderated</p> <p>Approximately 12 hours supervised assessment</p> <p>60 marks</p> <p>Evidence includes:</p> <p>Written/annotated analysis of genres and techniques</p> <p>Three short music products (12–30 seconds) drawn from four assessed genres</p> <p>Evaluation of stylistic effectiveness and use of techniques</p>	<p>English – comparative and evaluative writing</p> <p>Computing/ICT – DAW use, digital workflows</p> <p>Media Studies – music for visual media, audience and purpose</p> <p>History/Geography – genre origins and cultural context</p>	<p>Appraisal (central focus)</p> <p>Composition</p> <p>Music Technology</p> <p>Performance (as supporting evidence)</p>	<p>SMSC:</p> <p>Cultural awareness through diverse genre study</p> <p>Respect for different musical identities and traditions</p> <p>Development of reflective and evaluative thinking</p> <p>Careers:</p> <p>Introduction to music industry pathways:</p> <p>Performer</p> <p>Composer</p> <p>Producer</p> <p>Music technologist</p> <p>Earthshot:</p> <p>Digital evidence and workflows</p> <p>Reusable stylistic knowledge across components</p> <p>Transferable analytical skills</p>	<p>Builds directly from KS3 genre, appraisal, and creative work</p> <p>Establishes a shared musical and technical vocabulary</p> <p>Ensures learners understand purpose, audience, and style before specialising</p> <p>Provides the knowledge base required for Component 2 skill development</p> <p>Encourages informed decision-making about creative pathways</p>
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6	Component 2: Developing Music Skills	<p>Development of practical music skills in one or more areas:</p> <ul style="list-style-type: none">PerformanceCompositionMusic production <p>Refinement of:</p> <ul style="list-style-type: none">TechniqueAccuracyControlExpression <p>Use of practice, rehearsal, and feedback to improve outcomes</p> <p>Understanding how skills support professional-quality music products</p>	<p>Technique, accuracy, control, expression, articulation</p> <p>Practice, rehearsal, refinement, development</p> <p>Consistency, fluency, interpretation</p> <p>Balance, ensemble, synchronisation</p> <p>Structure, harmony, melody, development</p> <p>DAW, MIDI, sequencing, editing, automation, mixing</p> <p>Feedback, target, improvement, review</p>	<p>Internal assessment</p> <p>Centre-marked, externally moderated</p> <p>Evidence may include:</p> <ul style="list-style-type: none">Performance recordingsCompositions or DAW projectsPractice logs and development diariesWritten or recorded evaluations	<p>PE – stamina, coordination, disciplined practice</p> <p>ICT – recording, editing, production software</p> <p>Maths – rhythm, timing, sequencing</p>	<p>Performance</p> <p>Composition</p> <p>Music Technology</p>	<p>SMSC:</p> <p>Resilience and perseverance</p> <p>Independence and confidence</p> <p>Responsibility for personal progress</p> <p>Careers:</p> <p>Performer, session musician</p> <p>Composer, arranger</p> <p>Producer, sound engineer</p> <p>Earthshot:</p> <p>Transferable practical skills</p> <p>Digital production methods</p> <p>Preparation for further study or employment</p>	<p>Progresses from understanding (Component 1) to application and mastery</p> <p>Mirrors real-world rehearsal and creative development processes</p> <p>Builds professional habits and independence</p> <p>Direct preparation for the externally assessed Component 3</p>

Term	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
1	Component 2: Developing Music Skills	Development of practical music skills in one or more areas: <ul style="list-style-type: none"> • Performance • Composition • Music production Refinement of: <ul style="list-style-type: none"> • Technique • Accuracy • Control • Expression Use of practice, rehearsal, and feedback to improve outcomes Understanding how skills support professional-quality music products	Technique, accuracy, control, expression, articulation Practice, rehearsal, refinement, development Consistency, fluency, interpretation Balance, ensemble, synchronisation Structure, harmony, melody, development DAW, MIDI, sequencing, editing, automation, mixing Feedback, target, improvement, review	Internal assessment Centre-marked, externally moderated Evidence may include: <ul style="list-style-type: none"> • Performance recordings • Compositions or DAW projects • Practice logs and development diaries • Written or recorded evaluations 	PE – stamina, coordination, disciplined practice ICT – recording, editing, production software Maths – rhythm, timing, sequencing	Performance Composition Music Technology	SMSC: Resilience and perseverance Independence and confidence Responsibility for personal progress Careers: Performer, session musician Composer, arranger Producer, sound engineer Earthshot: Transferable practical skills Digital production methods Preparation for further study or employment	Progresses from understanding (Component 1) to application and mastery Mirrors real-world rehearsal and creative development processes Builds professional habits and independence Direct preparation for the externally assessed Component 3
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3	Component 3: Responding to a Music Brief (Externally Assessed)	Understanding and interpreting a professional music brief Planning a music product that meets: <ul style="list-style-type: none"> • Purpose • Target audience • Style and constraints Creating, refining, and finalising a music product Evaluating outcomes against the brief and intentions	Brief, stimulus, commission, client Purpose, target audience, style, constraint Planning, resources, timescale Draft, refinement, final outcome Evaluation, justification, strengths, improvements	Externally set and externally assessed task Supervised preparation and controlled assessment Evidence includes: <ul style="list-style-type: none"> • Planning documentation • Development work • Final music product • Evaluation 	<ul style="list-style-type: none"> • Enterprise – meeting client needs, deadlines • Media Studies – audience and presentation • English – planning, justification, evaluation 	Performance Composition Music Technology Appraisal	SMSC: Professionalism and accountability Independent decision-making Careers: Freelance musician Composer, producer Creative industry practitioner Earthshot: Digital portfolios for progression Adaptable skills for changing creative industries	Culmination of the full qualification Requires learners to synthesise knowledge (Component 1) and skills (Component 2) Closely reflects real-world creative industry practice Prepares learners for: <ul style="list-style-type: none"> • Level 3 music qualifications • Employment within creative industries • Lifelong engagement with music
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