

KS4 Curriculum Overview Music

Year 1 GCSE Option Subject

| TERM 1 TOPIC/s | *Key Skills/Subject Links | *Career links & BV |
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| <p>Theory: The elements of music and applying these to a variety of pieces of music.</p> <p>Performing: Selecting Instruments and solo pieces</p> <p>Composing: Minimalism – Creating the patterns needed for the composition</p> <p>1: Basic Patterns. 2: Phased patterns. 3: Create resulting patterns. 4: Create a drone or pedal.</p> | <p>Play and Perform – Pupils develop posture and tone production on their instruments. Developing accuracy.</p> <p>Notation – Reading guitar TAB. Lead sheets. Chord diagrams. Standard notation using Noteflight.</p> <p>Musical devices – Structure. Timbre, Instrumentation, Controlling dynamics while playing. Timing through counting rests and keeping to a backing track. Tone quality.</p> <p>Developing Music history and theoretical knowledge.</p> <p>Cross curricular links – Creativity. Graphical representation linking to maths. Developing key musical language and class discussion linking with English. Critical thinking and analysis.</p> <p>Breaking down questions linking with exam skills.</p> | <p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also introduces World Music in the influences of Minimalism. This promotes mutual respect and tolerance of other faiths and cultures.</p> |
| TERM 2 TOPIC/s | *Key Skills/Subject Links | *Career links & BV |
| <p>Theory: AOS 1 – Baroque, Classical and Romantic music features</p> <p>Performing: Developing solo instrumental skill</p> <p>Composing: Minimalism – Using the patterns to create section 1</p> <p>1: Structure 2: Dynamics 3: Build ups</p> | <p>Play and Perform – Pupils develop posture and tone production on their instruments. Developing accuracy.</p> <p>Notation – Reading guitar TAB. Lead sheets. Chord diagrams. Standard notation using Noteflight.</p> | <p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> |

| | <p>Musical devices – Structure. Timbre, Instrumentation, Controlling dynamics while playing. Timing through counting rests and keeping to a backing track. Tone quality.</p> <p>Developing Music history and theoretical knowledge.</p> <p>Cross curricular links – Creativity. Graphical representation linking to maths. Developing key musical language and class discussion linking with English. Critical thinking and analysis.</p> <p>Breaking down questions linking with exam skills.</p> | <p>This topic also touches upon World Music in the influences of Minimalism. This promotes mutual respect and tolerance of other faiths and cultures.</p> |
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| TERM 3 TOPIC/s | *Key Skills/Subject Links | *Career links & BV |
| <p>Theory: AOS 1 – Baroque, Classical and Romantic music features, revision and sample exam questions</p> <p>Performing: Developing solo instrumental skill</p> <p>Composing: Minimalism – Using the patterns to create section 2</p> <p>1: Structure 2: Dynamics 3: Key Change 4: Time Signature Change</p> | <p>Play and Perform – Pupils develop posture and tone production on their instruments. Developing accuracy.</p> <p>Notation – Reading guitar TAB. Lead sheets. Chord diagrams. Standard notation using Noteflight.</p> <p>Musical devices – Structure. Timbre, Instrumentation, Controlling dynamics while playing. Timing through counting rests and keeping to a backing track. Tone quality.</p> <p>Developing Music history and theoretical knowledge.</p> <p>Cross curricular links – Creativity. Graphical</p> | <p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also touches World Music in the influences of Minimalism. This promotes mutual respect and tolerance of other faiths and cultures.</p> |

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| | <p>representation linking to maths. Developing key musical language and class discussion linking with English. Critical thinking and analysis.</p> <p>Breaking down questions linking with exam skills.</p> | |
| TERM 4 TOPIC/s | *Key Skills/Subject Links | *Career links & BV |
| <p>Theory: AOS 2 - music features</p> <p>Performing: Developing solo instrumental skill</p> <p>Composing: Minimalism write up and assessment</p> | <p>Play and Perform – Pupils develop posture and tone production on their instruments. Developing accuracy.</p> <p>Notation – Reading guitar TAB. Lead sheets. Chord diagrams. Standard notation using Noteflight.</p> <p>Musical devices – Structure. Timbre, Instrumentation, Controlling dynamics while playing. Timing through counting rests and keeping to a backing track. Tone quality.</p> <p>Developing Music history and theoretical knowledge.</p> <p>Cross curricular links – Creativity. Graphical representation linking to maths. Developing key musical language and class discussion linking with English. Critical thinking and analysis.</p> <p>Breaking down questions linking with exam skills.</p> | <p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also touches upon World Music in the influences of Minimalism. This promotes mutual respect and tolerance of other faiths and cultures.</p> |
| TERM 5 TOPIC/s | *Key Skills/Subject Links | *Career links & BV |

| <p>Theory: AOS 2- music features, revision and sample exam questions</p> <p>Performing: Recording Solos, Ensemble piece</p> <p>Composing: Theme and Variations 1: Chord progression 2: Theme melody 3: Accompaniment to the theme 4: Dynamics and articulation</p> | <p>Play and Perform – Pupils develop posture and tone production on their instruments. Developing accuracy. Developing Ensemble skill.</p> <p>Notation – Reading guitar TAB. Lead sheets. Chord diagrams. Standard notation using Noteflight.</p> <p>Musical devices – Structure. Timbre, Instrumentation, Controlling dynamics while playing. Timing through counting rests and keeping to a backing track. Tone quality.</p> <p>Developing Music history and theoretical knowledge.</p> <p>Cross curricular links – Creativity. Graphical representation linking to maths. Developing key musical language and class discussion linking with English. Critical thinking and analysis.</p> <p>Breaking down questions linking with exam skills.</p> | <p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> |
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| TERM 6 TOPIC/s | *Key Skills/Subject Links | *Career links & BV |
| <p>Theory: AOS 3 - music features</p> <p>Performing: Developing ensemble piece</p> <p>Composing: Theme and Variations 1: Melody Variation 1 2: Accompaniment to Variation 1 3: Dynamics and articulation</p> | <p>Play and Perform – Pupils develop posture and tone production on their instruments. Developing accuracy. Developing Ensemble skill.</p> <p>Notation – Reading guitar TAB. Lead sheets. Chord diagrams. Standard notation using Noteflight.</p> | <p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also explores World Music in detail. This promotes mutual respect</p> |

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| | <p>Musical devices – Structure. Timbre, Instrumentation, Controlling dynamics while playing. Timing through counting rests and keeping to a backing track. Tone quality.</p> <p>Developing Music history and theoretical knowledge.</p> <p>Cross curricular links – Creativity. Graphical representation linking to maths. Developing key musical language and class discussion linking with English. Critical thinking and analysis.</p> <p>Breaking down questions linking with exam skills.</p> | <p>and tolerance of other faiths and cultures.</p> |
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KS4 Curriculum Overview Music

Year 2 GCSE Option Subject

| TERM 1 TOPIC/s | *Key Skills/Subject Links | *Career links & BV |
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| <p>Theory: AOS 3- music features, revision and sample exam questions</p> <p>Performing: Developing ensemble piece</p> <p>Composing: Theme and Variations 1: Melody Variation 2 2: Accompaniment to Variation 2 3: Dynamics and articulation</p> | <p>Play and Perform – Pupils develop posture and tone production on their instruments. Developing accuracy. Developing Ensemble skill.</p> <p>Notation – Reading guitar TAB. Lead sheets. Chord diagrams. Standard notation using Noteflight.</p> <p>Musical devices – Structure. Timbre, Instrumentation, Controlling dynamics while playing. Timing through counting rests and keeping to a backing track. Tone quality.</p> | <p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also explores World Music in detail. This promotes mutual respect and tolerance of other faiths and cultures.</p> |

| | <p>Developing Music history and theoretical knowledge.</p> <p>Cross curricular links – Creativity. Graphical representation linking to maths. Developing key musical language and class discussion linking with English. Critical thinking and analysis.</p> <p>Breaking down questions linking with exam skills.</p> | |
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| TERM 2 TOPIC/s | *Key Skills/Subject Links | *Career links & BV |
| <p>Theory: AOS 4 - music features</p> <p>Performing: Developing ensemble piece</p> <p>Composing: Theme and Variations</p> <p>1: Melody Variation 3</p> <p>2: Accompaniment to Variation 3</p> <p>3: Dynamics and articulation</p> | <p>Play and Perform – Pupils develop posture and tone production on their instruments. Developing accuracy. Developing Ensemble skill.</p> <p>Notation – Reading guitar TAB. Lead sheets. Chord diagrams. Standard notation using Noteflight.</p> <p>Musical devices – Structure. Timbre, Instrumentation, Controlling dynamics while playing. Timing through counting rests and keeping to a backing track. Tone quality.</p> <p>Developing Music history and theoretical knowledge.</p> <p>Cross curricular links – Creativity. Graphical representation linking to maths. Developing key musical language and class discussion linking with English. Critical thinking and analysis.</p> | <p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also introduces World Music in the influences of Minimalism. This promotes mutual respect and tolerance of other faiths and cultures.</p> |

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| | Breaking down questions linking with exam skills. | |
| TERM 3 TOPIC/s | *Key Skills/Subject Links | *Career links & BV |
| <p>Theory: AOS 4 - music features, revision and sample exam questions</p> <p>Performing: Recording ensemble piece</p> <p>Composing: Theme and Variations write up and assessment</p> | <p>Play and Perform – Pupils develop posture and tone production on their instruments. Developing accuracy. Developing Ensemble skill.</p> <p>Notation – Reading guitar TAB. Lead sheets. Chord diagrams. Standard notation using Noteflight.</p> <p>Musical devices – Structure. Timbre, Instrumentation, Controlling dynamics while playing. Timing through counting rests and keeping to a backing track. Tone quality.</p> <p>Developing Music history and theoretical knowledge.</p> <p>Cross curricular links – Creativity. Graphical representation linking to maths. Developing key musical language and class discussion linking with English. Critical thinking and analysis.</p> <p>Breaking down questions linking with exam skills.</p> | <p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also explores World Music in the influences of Minimalism. This promotes mutual respect and tolerance of other faiths and cultures.</p> |
| TERM 4 TOPIC/s | *Key Skills/Subject Links | *Career links & BV |

| <p>Theory: revision and sample exam questions</p> | <p>Musical devices</p> <p>Developing Music history and theoretical knowledge.</p> <p>Cross curricular links – Creativity. Developing key musical language and class discussion linking with English. Critical thinking and analysis.</p> <p>Breaking down questions linking with exam skills.</p> | <p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also explores World Music. This promotes mutual respect and tolerance of other faiths and cultures.</p> |
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| <p>TERM 5 TOPIC/s</p> | <p>*Key Skills/Subject Links</p> | <p>*Career links & BV</p> |
| <p>Theory: revision and sample exam questions.</p> <p>Listening Exam</p> | <p>Musical devices</p> <p>Developing Music history and theoretical knowledge.</p> <p>Cross curricular links – Creativity. Developing key musical language and class discussion linking with English. Critical thinking and analysis.</p> <p>Breaking down questions linking with exam skills.</p> | <p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also explores World Music, promoting mutual respect and tolerance of other faiths and cultures.</p> |
| <p>TERM 6 TOPIC/s</p> | <p>*Key Skills/Subject Links</p> | <p>*Career links & BV</p> |
| <p>Class performances</p> | <p>Play and Perform – Pupils develop posture and tone production on their instruments. Developing accuracy.</p> <p>Notation – Reading guitar TAB. Lead sheets. Chord diagrams. Standard notation using Noteflight.</p> <p>Musical devices – Structure. Timbre, Instrumentation, Controlling dynamics while playing. Timing through counting rests and keeping to a backing track. Tone</p> | <p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> |

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