MUSIC

CURRICULUM OVERVIEW KS3

At the heart of Music at the BMAT Trust, is the belief that 'music is for everyone'. Our Music curriculum is designed to offer every student the opportunity to find and develop their individual musical talents to the full. While exploring new styles of music, pupils will work on a wide range of practical activities that immerse them in authentic musical experiences to develop their performance, composition and listening/appraising skills. This will support their development into well-rounded young musicians equipped for making Music in the 21st Century. Music is a compulsory subject at KS3 with all classes receiving one hour of curricular music per week. Pupils in Year 10 and Year 11 study GCSE and BTEC Music; this is taught across five lessons per fortnight at Year 10 and Year 11.

Our students will be creative learners who enjoy exploring, performing, devising and appreciating music from a wide variety of genres. We very much pride ourselves on providing an authentic Music curriculum where students consistently engage with expertly designed lessons with practical activity at the core of each lesson. A variety of musical styles are explored and serve as the vessels for incremental skill development ensuring when students end KS3, they have the option to choose the GCSE in keeping with our vision/value 'Music is for Everyone'. As well as being exposed to a wide variety of genres to develop instrumental skills, students are engaging with musical analysis every lesson using the interrelated dimensions of music to evaluate their own performance, analyse what they are playing and compare/contrast the musical features found within different genres. Complementing our curriculum we have extensive peripatetic and co-curricular programmes open to students.

CURRICULUM JOURNEY

The TFA Music curriculum is carefully scaffolded from Year 7 to Year 11 so that pupils build, step by step, the skills required for the three components of the Eduqas GCSE: Component 1 Performing, Component 2 Composing and Component 3 Appraising. Each unit focuses on either composing (red) or performing (blue), while appraising through the interrelated dimensions of music runs through every lesson. Year 7 secures the fundamentals of rhythm, notation and instrumental technique, and Year 8 broadens this through world and popular styles.

Year 9 acts as a bridge into Key Stage 4, with units aligned to the GCSE areas of study: Blues and Rock & Pop prepare pupils for Music for Ensemble and Popular Music, Film Music introduces leitmotif and mood, and Song Writing and Minimalism develop the techniques needed for the free and brief compositions. Years 10 and 11 then deepen these skills through the four areas of study and two set works, preparing pupils for their final performances, compositions and listening exam.

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
YEAR 7	**Rhythm & Pulse** Pupils explore the difference between pulse and rhythm, learning to read and write crotchets, quavers, minims and rests through body and untuned percussion. They compose their own rhythmic patterns and ostinatos, layering them into a group rhythm composition with a clear structure.	**Melodies & Treble Clef** Pupils learn to read treble clef notation and identify pitch on the stave, applying this at the keyboard. They perform short melodies with correct fingering, accuracy and a steady pulse, using musical vocabulary to describe pitch, step and leap.	**Musical Theatre** Pupils explore the conventions of musical theatre, including solos, duets and choruses, and how songs develop plot and character. They rehearse and perform a song in groups or as a class, focusing on singing in tune, diction, expression and stage presence.	**Ukulele Stars** Pupils learn to hold, tune and play the ukulele, reading chord diagrams and mastering chords such as C, F, G and Am. They perform popular songs using strumming patterns, developing smooth chord changes and playing in time as part of an ensemble.	**Instruments of the Orchestra** Pupils learn the four families of the orchestra and how each instrument produces sound, identifying timbres through focused listening. They perform well-known orchestral themes on keyboard and in ensembles, developing notation reading and an awareness of each instrument's role.	**Composing for Ground Bass** Pupils explore the ground bass as a repeating bass line through works such as Pachelbel's Canon and Purcell. They compose melodies and countermelodies over a ground bass using chords, passing notes and variation, introducing the forms and devices later studied in GCSE AOS 1.
YEAR 8	**South American Music** Pupils explore Brazilian samba and its roots in carnival, learning the roles of instruments such as the surdo, agogô and tamborim. They perform layered samba rhythms as a batucada ensemble, including call and response, breaks and cross-rhythms, building rhythmic security.	**HipHop & Rap** Pupils explore the origins and features of HipHop, including beats, samples, loops, ostinatos and rap flow. Pupils compose their own ostinatos and perform to a given rap with a drumbeat.	**Reggae** Pupils study the Jamaican origins of reggae and its key features: off-beat chords (the 'skank'), syncopated bass lines and relaxed tempo. They perform reggae songs on keyboard, guitar, bass and vocals, combining parts into a full band performance.	**Classical Indian Music** Pupils explore the features of Classical Indian music, including raga, tala, drone and improvisation, and instruments such as the sitar and tabla. They compose and improvise their own raga-based piece over a drone using the alap, jor and jhala structure.	**African Drumming** Pupils explore West African drumming traditions, learning djembe techniques (bass, tone and slap), polyrhythms, call and response and the role of the master drummer. They perform as a drumming ensemble, developing rhythmic accuracy, listening and leadership.	**Romanticism** Pupils study the Romantic period and how composers such as Chopin, Grieg and Tchaikovsky used expression, rich harmony and programme music. They perform Romantic themes on keyboard, focusing on dynamics, phrasing and rubato, and appraise how music can tell a story.

MUSIC

CURRICULUM OVERVIEW – PROGRESSION INTO GCSE

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
YEAR 9	**Blues** Pupils learn the history of the blues, the 12-bar chord sequence, blues scale and walking bass. They perform the 12-bar blues with chords, bass and improvised melody, building ensemble skills for GCSE AOS 2.	**Rock & Pop** Pupils study the features of rock and pop, including verse–chorus structure, riffs, hooks and band instrumentation. Working in bands, they rehearse and perform a cover song on vocals, guitar, bass, keyboard and drums, introducing GCSE AOS 4 Popular Music.	**Song Writing** Pupils explore how songs are constructed through chord progressions, melody, hooks, lyrics and structure. They compose an original song with their own chord sequence, melody and lyrics, recording or performing it, developing skills needed for the GCSE free composition.	**Grime Music** Pupils explore grime's London origins, 140 bpm tempo, syncopated beats and MC flow, and its links to garage and hip hop. They perform grime beats and bars with rhythmic precision and confident delivery.	**Film Music** Pupils study how film composers such as John Williams and Hans Zimmer use leitmotif, harmony, instrumentation and tempo to create mood and tension. They compose a soundtrack to a film clip using music technology, directly preparing them for GCSE AOS 3.	**Minimalism** Pupils explore minimalist techniques used by Reich, Glass and Riley, such as ostinato, phasing, layering and note addition. They compose a minimalist piece, learning to develop and structure ideas for GCSE composition.
YEAR 10	**AOS 1** **Musical Forms and devices** **Solo/Ensemble Performance** Pupils study Western Classical forms (binary, ternary, rondo, variation) and devices such as sequence, imitation and ostinato, while recording baseline Component 1 performances.	**AOS 1** **Musical Forms and devices** **Free composition** Pupils apply forms and devices to begin their Component 2 free composition, developing motifs, harmony and structure using music technology.	**AOS 2** **Music for Ensemble** Pupils explore how music is written for ensembles in chamber music, musical theatre and jazz and blues. They learn about texture (monophonic, homophonic, polyphonic, canon, countermelody) and sonority, applying this in ensemble performances for Component 1.	**AOS 3** **Music for Film** Pupils study how music is composed for film and video games, including leitmotifs, thematic transformation, and how instruments, harmony and technology create mood and tension. Practice Component 3 listening questions and compose short film cues.	**AOS 4** **Popular Music** Pupils explore rock and pop, bhangra and fusion, learning about structures (verse, chorus, riff, hook, middle 8), instruments, vocal techniques and music technology. They perform popular music in bands and continue to refine their free composition.	**AOS** **Popular Music – Set Work** Pupils study the Component 3 set work 'Africa' by Toto in depth, analyzing its structure, melody, harmony, texture, instrumentation and use of technology. They answer exam-style questions and record a mock performance to review Component 1 progress.

MUSIC

CURRICULUM OVERVIEW – KS4

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
YEAR 11	**AOS 1** **Musical Form and Devises – Set Work** Pupils study the set work 'Badinerie' from J.S. Bach's Orchestral Suite No. 2 in B minor, exploring binary form, ornamentation, sequence, Baroque instrumentation and harmony. They complete exam-style listening and dictation while rehearsing Component 1 pieces.	**AOS 3** **Music for Film** **Brief Composition** Pupils revisit Film Music and begin their Component 2 brief composition, responding to one of four briefs set by Eduqas at the start of Year 11, each linked to an area of study. They draft and refine the brief alongside the free composition (minimum 3 minutes combined).	**AOS 2** **Music for Ensemble** Pupils revisit Music for Ensemble, focusing on texture and sonority through exam-style questions. They record final Component 1 performances: at least two pieces totaling a minimum of 4 minutes, including an ensemble of at least 1 minute and one piece linked to an area of study.	**All areas of study** **Final Deadline for Component 1 & 2** Pupils complete and submit their final Component 1 performance recordings and Component 2 compositions with scores or lead sheets. Revision covers all four areas of study, with a focus on unfamiliar listening, musical vocabulary and both set works.	**All Areas of Study** **Component 3: Appraising** Pupils prepare for the Component 3 Appraising exam (1 hour 15 minutes, 40% of the GCSE), which contains eight questions, two on each area of study. Lessons focus on past papers, dictation, extended answers and exam technique.	

GCSE QUALIFICATION

Component 1: Performing (30%)

NEA, internally assessed and externally moderated. Pupils perform at least two pieces lasting 4–6 minutes in total, including an ensemble of at least one minute and one piece linked to an area of study.

Component 2: Composing (30%)

NEA, internally assessed and externally moderated. Pupils compose two pieces (3–6 minutes in total): one to an Eduqas brief linked to an area of study, and one free composition.

Component 3: Appraising (40%)

A 1 hour 15 minute listening exam at the end of Year 11, with eight questions, two on each area of study, including the set works Bach's 'Badinerie' and Toto's 'Africa'.

ASSESSMENT

Pupils complete a diagnostic baseline assessment at the start of Year 10 in performing, composing and listening to identify gaps and inform teaching. NEA work is assessed each half term against the Eduqas criteria through recordings, drafts and mocks, with feedback in line with JCQ guidance. All NEA marks are internally standardised and moderated, and a sample is then externally moderated by Eduqas.

OFFICIAL GCSE SPECIFICATION LINK: https://www.eduqas.co.uk/media/akxduier/eduqas-gcse-music-spec-from-2016-e-050225.pdf