



Curriculum Plan Music



Year 7	Golden Threads: Performance - play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Composition - improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions Listening - Listen with increasing discrimination to a wide range of music from great composers and musicians. Develop a deepening understanding of the music that they perform and to which they listen, and its history				Enrichment: Music extra curricular clubs offered through the week in a variety of settings.	Review and evaluation: Summer 2025
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary	Knowledge tracking
Term 1	Exploring the elements (NC 1, 2 + 5)	Group singing performance Elements listening Questions	Learn about the elements of music, focusing on rhythm, structure, dynamics, tempo and texture Learn how to use the elements in the music that they perform or create Learn about song structure, and how it can vary when the song is sung differently by different artists	Pupils will show their knowledge of the musical elements, by using percussion instruments and reading graphic scores to create rhythmic cyclical pieces. Pupils will learn basic singing techniques and group performance etiquette.	Pulse Rhythm Texture Dynamics Tempo Call and response	Prior learning: mixed primary experiences, sometimes no music/little lessons at KS2. Future learning: These basic building blocks will continue to be developed throughout KS3 in a variety of performance, compositional and listening tasks. Listening Qs in the style of GCSE type questions
Term 2	Musical Marches (NC 1, 3, 5 + 6)	Performing: performing a famous march in pairs, being confident in their own part Composing: Keyboard composition (scaffolded) encompassing elements of traditional marches Listening: Marches listening question at the end of the topic	Pupils will understand what a march is and what it is used for. Pupils will show their understanding of how the keyboards work and how to play them (where the notes are etc.), by learning to play some or all of the march performance piece. Pupils will show their understanding of basic composition and the elements of music by being able to compose a successful march piece.	Pupils will show their understanding of basic composition and the elements of music by being able to compose a successful march piece.	Crochett Quaver Chord Triad Pulse Rhythm	Prior learning: mixed primary experiences, sometimes no music/little lessons at KS2. Future learning: These basic building blocks will continue to be developed throughout KS3 in a variety of tasks. Listening Qs in the style of GCSE type questions. Composition skills and keywords to be revisited
Term 3	Ukuleles (NC 1, 3 + 5)	Performing: performing an existing song in small groups, being confident in their own part Listening: Popular song listening question at the end of the topic	Pupils will learn the basic technique for playing chords on the ukulele. Learn about song structure, and how it can vary when the song is sung differently by different artists	Pupils will show their knowledge and skills on the ukulele by taking part in a group performance Pupils will show basic singing techniques and group performance etiquette.	Ukulele Fret Verse Chorus Bridge Strumming Chord Chord pattern	Prior learning: mixed primary experiences, sometimes no music/little lessons at KS2. Future learning: Performance skill, popular song keywords, ukulele skills.



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Term 4	Indian Music (NC 1, 2, 3, 5, +6) GCSE AOS3	Performing: performing both styles of Indian music, in groups, being confident in their own part Composing: creating own performances of traditional Indian music, and composing a Bhangra-style rap piece Listening: Indian music listening question at the end of the topic	Learn about the characteristic sound of the instruments of traditional Indian music Learn about improvisation in the Tala (rhythmic) and Raga (melodic) Learn about the link between traditional and modern Indian music (traditional versus Bhangra)	Pupils will show their understanding of Indian music by being able to identify it and its features, and by being able to perform a piece of traditional Indian music and a Bhangra rap. They will have a knowledge and appreciation of Indian culture, and where music fits into that culture. They will have a knowledge and appreciation of Bhangra, and how it is influenced by traditional Indian music.	Rhythm Improvisation Raga Tala Drone Bhangra	Prior learning: Keyboard skills (marches), Performance skills (elements, marches, ukuleles) Future learning: These keywords (drone, ostinato etc) will continue to be developed throughout KS3 in a variety of tasks. Listening Qs in the style of GCSE type questions. Composition and improvisation skills to be revisited.
Term 5	Incredible instruments (planets) (NC 2, 3, 4, 5, +6) GCSE AOS1	Composing: creating own compositions showcasing a planet in pairs. Listening: Classical music listening question at the end of the topic	Learn about the characteristic sounds of the instruments of the orchestra. Learn about the elements of music from a classical compositional standpoint.	Pupils will show their understanding of classical composition by being able to use the elements to create a composition based upon 'The Planets' by Holst.	Brass Percussion Woodwind Strings Timbre Dynamics Texture Tempo Structure Melody	Prior learning: composition skills (marches), elements knowledge (elements) Future learning: These keywords (timbre, ostinato etc) will continue to be developed throughout KS3 in a variety of tasks. Listening Qs in the style of GCSE type questions. Composition skills to be revisited.
Term 6	Japanese Music (NC 2, 3, 4, 5, +6) GCSE AOS3	Performing: performing a Princess Mononoke in pairs or alone, being confident in their own part Mini group performances of taiko drum pieces and traditional Japanese music. Listening: Japanese music listening question at the end of the topic	Traditional Japanese music: what it is made up of, what it sounds like and how to play it Japanese Taiko drumming: its history, what it sounds like, how it is performed and how to play some Modern Japanese Anime Music: what it is used for, what the anime music in <i>Princess Mononoke</i> sounds like, and how to play the main theme from <i>Princess Mononoke</i> They will have a knowledge and appreciation of Japanese culture, and where music fits into that culture.	Pupils will show their understanding of Japanese music by being able to identify it and its features, and by being able to perform a piece of anime film music on the keyboards, taiko drumming and traditional Japanese musical ideas.	Ostinato Rhythm Improvisation Taiko Drone Pentatonic Scale Rhythm cycles Call and response	Prior learning: Performance (keyboard) skills, keywords including ostinato, drone, pentatonic) Future learning: These keywords will continue to be developed throughout KS3 in a variety of tasks. Listening Qs in the style of GCSE type questions. Composition skills to be revisited.