



Curriculum Plan Music



Year 9	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	Reggae (NC 1,2,5+6) GCSE AOS3	Performing: Group performances of Bob Marley's '3 little birds' which pupils learning individual parts. Listening: Reggae listening test at the end of the project	- Learn how to play syncopated chords to a chord sheet. - Work in a group to create a cover version of Bob Marley's '3 little birds' which pupils learning individual parts.	Pupils will show their understanding of the disciplines and common themes of reggae music by being able to identify them when listening to music, and by being able to perform them on the keyboard. Pupils will have an understanding of the cultural and societal importance of reggae music alongside its historical evolution.	Hook Riff (chord) Sequence Syncopation Bassline Rhythm cycles Reggae Ska Fusion	Prior learning: Direct follow on from H+R, song structures, performance skills, practical instrumental skills. Future learning: Performance skill, reggae keywords, GCSE style questions.	
Term 2	Baroque traditions (NC 1,2,3,5+6) GCSE AO1	Performing: Duet performances of 'Tocatta and Fugue in D minor' by Bach – using a graphic score. Composing Group arrangements of 'Tocatta and Fugue in D minor' by Bach – using technology or real instruments Listening: Baroque listening test at the end of the project	- Learn how to interpret a graphic score from a series of examples (including Bach) - Learn what an arrangement is and what some techniques of arranging are - Learn how, in an arrangement, to retain the essence of a song/piece of music while adding touches of their own to make their performance unique	Pupils will show their understanding of Baroque music by creating both performances and arrangements of famous Baroque pieces. Pupils will show their understanding of the disciplines and common themes of Baroque music by being able to identify them when listening to music.	Accidentals Texture Timbre Rhythm Baroque Arrangement Basso continuo	Prior learning: Performance skills, practical instrumental skills, arranging, keywords from planets (classical orchestra ideas) Future learning: Performance skills, baroque keywords, GCSE style questions.	
Term 3	Tango (NC 1,3,4+6) GCSE AOS3	Performing: performing a tango bass line with chords. Composition: performing their own tango in pairs or on their own (based on the performance material) Listening: Tango listening test at the end of the project	- Learn about the origins of the tango - Learn about the musical devices used in a typical tango - Learn how to play a given bass line, and add it to their own composition created with features of the tango and elements of music	Pupils will show their understanding of the disciplines and common themes of tango music by being able to identify them when listening to music, and by being able to perform them on the keyboard. Pupils will have an understanding of the cultural and societal	Syncopation Improvisation Habanera Bandonian Chromatic Minor (chords) 7 th (chords)	Prior learning: Performance skills, practical instrumental skills (variety), arranging, keywords from planets (classical orchestra ideas) Future learning: Performance skills, world music traditions, GCSE style questions.	



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				importance of tango alongside its historical evolution.		
Term 4	Music for media (1) (Nc 1,3+5) GCSE AOS2	Performing: Performance of a selection of computer game OST (minecraft etc) in pairs Listening: Game based listening test at the end of the project	- Learn how music is used in media to enhance visual imagery and create emotion - Learn how to listen carefully to music in order to identify musical devices and the use of musical elements - Learn how to play a given piece from computer games, on the keyboards (scaffolded selection)	Pupils will show their understanding of the disciplines and common themes of computer game music by being able to identify them when listening to music. Conventions and styles of music will be explored through example listening exercises. Students will be work towards a performance of a selection of pieces in different styles on the keyboards.	Diagetic Non-diagetic Underscoring Major (chords) Minor (chords) Hook Riff (chord) Sequence Broken chords	Prior learning: keyboard performance skills, minimalism and keywords (YR8 T1) Future learning: media contexts, keywords for film, GCSE style questions.
Term 5	Music for media (2) (Nc 2,3,4+6) GCSE AOS2	Composition: Film music composition, based on a series of pre selected film clips Listening: Film music based listening test at the end of the project	- Learn how music is used in film and tv adverts to enhance visual imagery and create emotion - Learn how compositional devices can help to create effective music - Learn how to use compositional devices to create their own music for a film clip and a tv advert	Pupils will show their understanding of the disciplines and common themes of film and television game music by being able to identify them when listening to music. Conventions and styles of music will be explored through example listening exercises. Students will be work towards a composition for a pre-selected film clip using real instruments and technology as required.	Mickey Mousing Diagetic Non-diagetic Underscoring Major (chords) Minor (chords) Melody Textures	Prior learning: Direct follow on from T4, instrumental skills, compositional skills Future learning: media contexts, keywords for film, contextual composition, melodic and harmonic writing, GCSE style questions.
Term 6	Song writing (Nc 1,2,3,4,5+6) GCSE AOS1,2,3,4	Composition: Group composition of a song (with performance at the end) Listening: Film music based listening test at the end of the project	- Learn how to create a song, using formulae from recent songs - Apply previous knowledge of chords, melodies, textures and instruments when composing as a group.	Pupils will show their understanding of the KS3 music curriculum when bringing ideas together for their final performance. Conventions and styles of music will be explored through example listening exercises.	Hook Riff (chord) Sequence Broken chords Chorus Verse Bridge Intro/outro	Prior learning: Instrumental skills, compositional skills and devices, collaboration and communication Future learning: Performance skills, compositional traditions, popular song keywords, research, collaboration and communication skills, GCSE style questions.