



## Key Stage 3 & 4 Music Curriculum Intent



### The Vision for Music at St Benedict's Catholic High School

Music at St Benedict's Catholic High School is founded on the principles of self-discipline, creativity, and excellence. A culture of self-discipline within music creates an inimitable buzz, and a climate which nurtures all to achieve more than they ever thought possible. This, intertwined with a strong emphasis on collaborative creativity promotes individual growth, shared success, and personal development. Diversity and personal expression are not simply tolerated, but celebrated. We build relationships and create a climate of trust, optimism, and support so that all children can, and will, achieve.

*Music at St Benedict's - a rehearsal for the real world.*

### The Intent for Music at St Benedict's Catholic High School

At St Benedict's, we have worked to design a curriculum that

- is ambitious for all, regardless of starting point. The building blocks of being an excellent musician are introduced from the beginning of Year 7 with practical vocal skills, and lead to excellence at the end of Year 11. Challenging theoretical concepts often ignored by previous curricula are tackled head on to ensure all students, with an emphasis on those from disadvantaged backgrounds, can read and write music fluently.
- allows students to experience a wide range of musical genres and styles, preparing them to become global citizens with an understanding and appreciation of those with different views and opinions.
- develops skills in style and complexity across these different genres – for example, learning how to play basic chords in Year 7 during Program Music, and then using that knowledge again in Year 8 during The Blues, and again in Year 9 during Songwriting.

### Using the National Curriculum for Music

The [national curriculum for KS3 Music](#) states that:

“Students should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.”



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“Students should be taught to:

**NC1:** play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression

**NC2:** improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

**NC3:** use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

**NC4:** identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices

**NC5:** listen with increasing discrimination to a wide range of music from great composers and musicians

**NC6:** develop a deepening understanding of the music that they perform and to which they listen, and its history.”

The music curriculum at St Benedict’s uses these six main threads of the national curriculum to create end points for each Key Stage 3 year group. The end points for Key Stage 4 are determined by the aims of the Eduqas GCSE Music Course (C660QS).

### St Benedict’s Classroom Fundamentals

The recently reviewed teaching & learning policy states that there are three fundamental teaching strategies which are expected to be incorporated into teachers’ planning and implementation of the curriculum:

1. **Do Now Activity (every lesson)** – this activity should be planned to allow students to recall, retrieve and review prior knowledge. It could be from a previous lesson, previous week, previous term, or previous academic year.
2. **Teaching Vocabulary Explicitly (when appropriate)** – teaching students’ the clear definitions of words which may be new to them, or words which are crucial to students’ understanding of a topic or concept.
3. **I Do, We Do, You Do (when appropriate)** – clearly modelling when teaching a new skill/application of knowledge e.g. ‘here’s my example...’, ‘let’s try this one together...’, ‘now it’s your turn to...’.

These fundamentals should be included in teachers’ planning across the department.



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### Year 7 Curriculum

**Rationale:**

Students arrive at SBCHS in Year 7 with varying experiences of music. Some may have had a fulfilling and enriching musical experience at primary school; others may have had limited exposure to music in a curricular context. There may be some students who receive tuition privately outside of school, and many who do not. The principal objective of music in Year 7 is to 'level the playing field', therefore, by the end of Year 7:

**Y7EP1:** All students will have a basic grounding in the theory of music, including traditional staff notation

**Y7EP2:** All students will have an understanding of the musical elements - the building blocks of music

**Y7EP3:** All students will learn how to use their voice competently and confidently

**Y7EP4:** All students will be exposed to some of the best in the musical canon, from renowned works by Classical composers to music from other cultures

**Y7EP5:** All students will learn basic keyboard skills

**Y7EP6:** All students will begin to use their musical knowledge to compose in different styles and genres

Term	Outline	Assessment	Link to NC	Knowledge/Vocabulary	Skills/End Points
<b>Autumn 1 and 2</b> Find Your Voice/Musical Openings (6 lessons)	Students learn how to use their voices effectively in both an ensemble and solo setting. Alongside this, students learn about how music is notated with regards to rhythm and pitch.	<p><b>Formative:</b> ongoing verbal feedback on students' vocal performances, checking understanding by circulating during theory activities</p> <p><b>Summative:</b> short written assessment to recall theoretical knowledge of rhythm (note/rest names and values) and pitch (names/positions of notes on the staff)</p>	NC1 NC3	Voice Warm Up Rhythm Quaver Crotchet Minim Semibreve Beat(s) Rest Dotted Note(s) Pitch A-G Treble Clef Stave	Y7EP1 Y7EP3
<b>Spring 1</b> Program Music (3 lessons)	Students learn about music which describes something and/or creates an atmosphere through the understanding of the musical elements of pitch, rhythm, tempo, dynamics, and texture.	<p><b>Formative:</b> instant verbal feedback given to Do Now answers, ongoing verbal feedback given during composition activity</p>	NC1 NC2 NC3 NC4 NC5	Program Music Describe Dynamics Tempo Timbre Texture	Y7EP2 Y7EP4 Y7EP5 Y7EP6



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		<b>Summative:</b> group composition assessment		Piano Forte Lento Andante Allegro	
<b>Spring 2</b> Music of the World (3 lessons)	Students learn about music of Brazil (Samba), Java (Gamelan), and Indian Classical Music (Raga). Students are able to articulate the origins of the different genres and their key features, as well as gaining experience in performing in those styles.	<b>Formative:</b> ongoing verbal feedback on instrumental performance  <b>Summative:</b> paired raga improvisation assessment	NC1 NC3 NC4 NC5 NC6	Samba Brazil Surdo Agogo Tambourim Caixa Gamelan Raga Sitar	Y7EP1 Y7EP2 Y7EP4
<b>Summer 1</b> Hooks & Riffs (3 lessons)	Students learn about the musical devices of hooks and riffs within popular music, and the use of ostinato within Classical music. Students apply this understanding to their own composition in the popular style.	<b>Formative:</b> ongoing verbal feedback during composition activity  <b>Summative:</b> small group chord and riff composition assessment	NC1 NC2 NC3 NC4 NC5 NC6	Hook Riff Ostinato Repeating Chord Chord Sequence Melody	Y7EP2 Y7EP4 Y7EP5 Y7EP6
<b>Summer 2</b> Chair Drumming (3 lessons)	Students learn practical skills and drumming techniques for a range of different pieces. Students use these skills to compose a short piece.	<b>Formative:</b> ongoing verbal feedback during whole class performing  <b>Summative:</b> small group composition assessment	NC1 NC2 NC3 NC4 NC5 NC6	Drumbeat Rhythm Drumsticks Accent Strong/Weak Beat Flam	Y7EP1 Y7EP2 Y7EP4 Y7EP6

**Careers Links:** Students will be signposted throughout this year to skills and knowledge relevant to particular skills e.g. group work, tolerance and acceptance of others. They will also be given specific information about careers in the modern music industry when studying Hooks & Riffs e.g. songwriter, agent, choreographer.



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### Year 8 Curriculum

**Rationale:**

The Year 8 music curriculum at SBCHS builds on the strong foundations laid during Year 7. Students are exposed to a wider variety of music, and start to use their understanding of music to emulate challenging styles of music in their composition. Students are given the support and knowledge required to develop their performance skills, and the focus on collaborative creativity is stronger in the second year of KS3 study. By the end of Year 8:

**Y8EP1:** All students will build on their knowledge of music theory, and become more confident in their use and understanding of notation

**Y8EP2:** All students will become more competent at identifying the use of musical elements to suit a compositional purpose

**Y8EP3:** All students will learn more about their voices and how to use them in different ways to suit particular styles and genres

**Y8EP4:** All students will continue to be exposed to some of the best in the musical canon, from 20th century Blues music to the film music of John Williams

**Y8EP5:** All students will develop their keyboard skills, improve their keyboard geography, and become more confident and expressive performers on keyboard and percussion

**Y8EP6:** All students will develop a deepening understanding of the music they listen to, its context, and its history

Term	Outline	Assessment	Link to NC	Knowledge/Vocabulary	Skills/End Points
<b>Autumn 1</b> The Blues (3 lessons)	Students learn about the origins of The Blues, how it developed, and its key musical features. Students work in groups to perform a typical 12 bar blues with chords, bassline and improvisation.	<b>Formative:</b> ongoing feedback on performing activities e.g. chord sequence, bassline  <b>Summative:</b> small group performance of 12 bar blues (chords, bassline & improvisation)	NC1 NC2 NC3 NC4 NC6	Slavery Oppression 12 bar Blues Chord Triad Chord Sequence Bassline Improvisation	Y8EP1 Y8EP4 Y8EP5 Y8EP6
<b>Autumn 2</b> Musical Ladders (3 lessons)	Students explore the musical element of tonality and study how major and minor scales are constructed. Students apply this understanding through a composition activity using either a major or minor key.	<b>Formative:</b> ensuring understanding of abstract concepts e.g. intervals in pitch through questioning and Do Now recall  <b>Summative:</b> small group composition of a piece in either a major or minor key	NC1 NC2 NC3 NC4 NC5	Major Minor Interval Tone Semitone	Y8EP1 Y8EP3 Y8EP4 Y8EP5 Y8EP6
<b>Spring 1</b> Music for Film (3 lessons)	Students explore how music is used to support film and television. Students analyse various examples of music for	<b>Formative:</b> use of questioning to check understanding, ongoing verbal feedback on composition	NC1 NC2 NC4 NC5	Leitmotif Dynamics Tempo Timbre	Y8EP2 Y8EP4 Y8EP5 Y8EP6



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	film, and use this knowledge to compose their own piece of film music.	<b>Summative:</b> small group composition incorporating a leitmotif	NC6	Texture	
<b>Spring 2</b> Variations (3 lessons)	Students learn about the use of variations to create interest and originality within their own compositions. Students analyse examples of pieces which use variation, and then apply this understanding by composing their own set of variations.	<b>Formative:</b> ongoing verbal feedback on students' compositions, Do Now activities  <b>Summative:</b> individual composition activity using traditional staff notation	NC1 NC2 NC3 NC4 NC5 NC6	Melody Variation Pitch Rhythm Texture	Y8EP1 Y8EP3 Y8EP4 Y8EP5 Y8EP6
<b>Summer 1</b> Form & Structure (3 lessons)	Students study the classical forms of Binary, Ternary, Rondo and Theme & Variations. Students gain a deeper understanding of melody writing, and the relationship between different sections of music.	<b>Formative:</b> ongoing AFL including 'hands up' polls during listening activities, ongoing verbal feedback during group composition activity  <b>Summative:</b> small group composition and performance of a piece in ternary form	NC1 NC2 NC3 NC4 NC6	Binary Ternary Rondo Theme & Variation AB ABA ABACADA etc. A, A1, A2, A3 etc.	Y8EP1 Y8EP4 Y8EP5 Y8EP6
<b>Summer 2</b> Recycled Rhythms (3 lessons)	Students study the work of percussion groups such as STOMP! and learn how to perform on unconventional percussion instruments such as pots, pans and cheese graters. Students work in small groups to compose a short percussive piece.	<b>Formative:</b> ongoing AFL through questioning, verbal feedback given during whole class performance activities  <b>Summative:</b> small group composition and performance	NC1 NC2 NC3 NC4 NC5	Percussion Ostinato Structure Playing Technique Extended Technique	Y8EP1 Y8EP3 Y8EP5 Y8EP6
<b>Careers Links:</b> Students will be signposted throughout this year to skills and knowledge relevant to particular skills e.g. group work, tolerance and acceptance of others,. They will also be given information that is relevant to careers in film music (composer, orchestrator, session musician).					



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### Year 9 Curriculum

**Rationale:**

The Year 9 music curriculum at SBCHS builds on the strong foundations laid during Year 7, and the more advanced knowledge and skills gained in Year 8. Students are exposed to a wider variety of music, and start to use their understanding of music to emulate challenging styles of music in their composition. Students are given the support and knowledge required to develop their performance skills, and the focus on quality of composition is much stronger in the third year of KS3 study. In order to support students who will continue on to KS4 study (GCSE level), more complex concepts such as composing a Baroque style ritornello are tackled towards the end of the academic year. By the end of Year 9:

- Y9EP1:** All students will build further on their knowledge of music theory, and become more confident in their use and understanding of notation
- Y9EP2:** All students will become more competent at identifying the use of musical elements to suit a compositional purpose, and apply this understanding to their own compositions
- Y9EP3:** All students will learn more about their voices and how to use them in different ways to suit particular styles and genres
- Y9EP4:** All students will continue to be exposed to some of the best in the musical canon, from the great operas of Puccini and Mozart to the pop music of Adele
- Y9EP5:** All students will develop their keyboard skills, and become more proficient performers on both keyboard and ukulele
- Y9EP6:** All students will develop an ever-deepening understanding of the music they listen to, its context, and its history, and begin to build a picture of the development of music through time

Term	Outline	Assessment	Link to NC	Knowledge/Vocabulary	Skills/End Points
<b>Autumn 1</b> Music for Theatre (6 lessons)	Students learn about the origins of music within theatre, beginning in Ancient Greece, and following the development to the present day. Students learn how to compose in the style of an operatic recitative, and perform in a modern musical theatre style.	<b>Formative:</b> ongoing Do Now activities to recall prior knowledge, ongoing verbal feedback during composition process  <b>Summative:</b> paired composition of an operatic recitative	NC1 NC2 NC3 NC4 NC5 NC6	Amphitheatre Greece Drama Theatre Aria Recitative Chorus Libretto Harpichord Chord Sequence	Y9EP1 Y9EP2 Y9EP3 Y9EP4 Y9EP5 Y9EP6
<b>Autumn 2</b> Fanfares (6 lessons)	Students study the origins of fanfares, their use today, and their key musical features. Students learn how to perform famous fanfares including <i>The</i>	<b>Formative:</b> Do Now activities to recall prior knowledge, ongoing verbal feedback during performance activities	NC1 NC2 NC3 NC4 NC5	Military Dotted Rhythm Harmonic Series Repeated Pattern Brass	Y9EP1 Y9EP2 Y9EP4 Y9EP5 Y9EP6



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	<i>Last Post and Reveille</i> and compose their own fanfares.	<b>Summative:</b> WWW/EBI feedback given during Lesson 3, written exam-style question in Lesson 5	NC6	Percussion Trumpet	
<b>Spring 1</b> Songwriting (6 lessons)	Students explore the origins of songwriting as far back as the medieval period, right up to the present day. Students analyse the lyric structure and musical content of famous popular songs, and use this to compose their own pop songs.	<b>Formative:</b> Do Now activities to recall prior knowledge, ongoing verbal feedback during initial performance activities, and  <b>Summative:</b> WWW/EBI feedback given during Lesson 5 so that students can actively improve in Lesson 6	NC1 NC2 NC3 NC4 NC5 NC6	Chant Lute Piano Harmony Triad I-V-vi-IV Verse Chorus Hook Structure Texture	Y9EP1 Y9EP2 Y9EP3 Y9EP4 Y9EP5
<b>Spring 2</b> The Baroque Concerto (6 lessons)	Students learn about the Baroque period, and the circumstances leading to the composition of concerti. Students learn how to play <i>Autumn</i> from Vivaldi's <i>Four Seasons</i> , and then work in groups to compose their own concerto in the Baroque style.	<b>Formative:</b> Do Now activities to recall prior knowledge, ongoing verbal feedback during performance/composition activities  <b>Summative:</b> small group performance/composition activity	NC1 NC2 NC3 NC4 NC5 NC6	Baroque Court Ritornello Ripieno Concertino Soloist	Y9EP1 Y9EP2 Y9EP4 Y9EP5 Y9EP6
<b>Summer 1</b> Ukulele Skills (6 lessons)	Students learn basic ukulele technique and learn how to perform simple songs on the ukulele.	<b>Formative:</b> Do Now activities to recall prior knowledge e.g. chord positions, names of the component parts of the ukulele, ongoing verbal feedback during performance activities  <b>Summative:</b> Solo performance of a simple song in a popular style	NC1 NC3 NC5	Ukulele Hand Position Fingers 1-4 Chord Headstock Tuners Nut Neck Frets Fret Board Fret Space Sound Hole Strings Saddle	Y9EP1 Y9EP4 Y9EP5





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				Body Bridge	
<b>Summer 2</b> St Benedict's Records (6 lessons)	Students study the music industry from the commercial perspective, and complete group projects which involve composition, performance, marketing, advertising and promotional activities.	<b>Formative:</b> Do Now activities to recall prior knowledge from earlier in Year 9, ongoing verbal feedback during  <b>Summative:</b> Compilation of a portfolio and pitch to a panel of senior leaders	NC1 NC2 NC5 NC6	Verse Chorus Composer Producer Photographer Record Label Record Deal Rights Royalties	Y9EP2 Y9EP3 Y9EP4 Y9EP5 Y9EP6
<b>Careers Links:</b> Students will be signposted throughout this year to skills and knowledge relevant to particular skills e.g. group work, tolerance and acceptance of others. They will also be given information that is relevant to careers in the music industry e.g. producer, agent.					



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### Year 10 Curriculum

**Rationale:**

The Year 10 music curriculum at SBCHS builds on the strong foundations laid during KS3 and follows the Eduqas GCSE Music course. The first term also uses some of the material from the 'step up to GCSE Music' course. This allows students to plug any gaps in their basic music theory knowledge. The course begins with a brief overview of the two set works: Bach's *Badinerie* and Toto's *Africa*. These are the two pieces of music which students are expected to know in detail. The choice of exam board suits the ability of the students we have at St Benedict's, and allows students to achieve well. With regards to the structure of the curriculum, the topics are interleaved, reviewed and revisited to allow for maximum retention of prior learning across the two years of the GCSE course. We begin by looking at the basic details of the two set works (mentioned above), and then visit the Areas of Study in the following order – AoS3, AOS2, AoS4 and AoS1. This is to keep students engaged in the course by keeping the genres studied varied. By the end of Year 10:

**Y10EP1:** All students will understand how to read western notation confidently

**Y10EP2:** All students will gain a deeper understanding of the musical elements (with the introduction of melody, harmony, structure and metre) and how to identify their use in a wide range of music

**Y10EP3:** All students will gain skills in using ICT as a compositional tool in preparation for the GCSE course

**Y10EP4:** All students will become proficient performers on their instrument of choice, usually in partnership with their private instrumental teacher

**Y10EP5:** All students will have an understanding of each of the GCSE Areas of Study – Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music in terms of performing, composing and listening/appraising

Term	Outline	Assessment	Link to AOs*	Knowledge/Vocabulary	Skills/End Points
<b>Autumn 1</b> Step Up to GCSE and Introduction to Set Works (13 lessons)	Students work through the first 6-7 sessions of the Step Up to GCSE programme to ensure they have sufficient knowledge to cope with Component 3 of the course. Students also gain an understanding of the two Eduqas set works – Bach's <i>Badinerie</i> and Toto's <i>Africa</i> .	<p><b>Formative:</b> Do Now activities, Step Up sessions, ongoing verbal feedback, quick quizzes to test vocabulary and basic knowledge</p> <p><b>Summative:</b> Exam style question based on one of the set works</p>	AO1 AO2 AO3 AO4	Rhythm Note Names – quaver, crotchet, minim, semibreve Bach Baroque Binary B Minor Dominant Minor Modulation Ostinato Sequence Verse Chorus Link	Y10EP1 Y10EP2 Y10EP5



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				Bridge	
<p><b>Autumn 2</b> Step Up to GCSE and AOS3: Film Music (13 lessons)</p>	<p>Students work through the final sessions of the Step Up to GCSE programme to ensure they have the knowledge they need to cope with Component 3 of the course. They also build on their knowledge from Year 8 in Film Music – its purpose, the history, and become confident in analysing and composing film music for a variety of purposes.</p>	<p><b>Formative:</b> Do Now activities, Step Up sessions, verbal feedback, quick quizzes to test vocabulary and basic knowledge, ongoing verbal feedback during composition activities</p> <p><b>Summative:</b> WWW/EBI feedback given on small group film composition, film music questions in formal Year 10 assessment</p>	<p>AO1 AO2 AO3 AO4</p>	<p>Leitmotif Diegetic Non-diegetic Layering Minimalism Thematic transformation Motivic development Modulation Stereo Field</p>	<p>Y10EP1 Y10EP2 Y10EP3 Y10EP5</p>
<p><b>Spring 1</b> AoS2: Jazz, Chamber Music and Musical Theatre (9 lessons)</p> <p>Music Theory Basics (Cadences, Intervals, Dictation) (3 lessons)</p>	<p>Students study the origins and key features of a range of genres which fall under AoS2: Music for Ensemble. These include Jazz, Chamber Music and Musical Theatre. Students gain experience in composing in these styles with short, focussed composition activities.</p> <p>Students learn about some more advanced music theory concepts including cadences, intervals and more challenging melodic/rhythmic dictation.</p>	<p><b>Formative:</b> Do Now activities, Step Up sessions, verbal feedback, quick quizzes to test vocabulary and basic knowledge</p> <p><b>Summative:</b> Written exam on AoS2 topics of Jazz, Chamber Music &amp; Musical Theatre, including the origins and context and exam style listening questions</p>	<p>AO3 AO4</p>	<p>Monophonic Homophonic Polyphonic Unison Chordal Layered Melody and accompaniment Round Canon Counter melody Improvisation Rhythm section Syncopation Comping Head Standard Extended chords String Quartet Piano Trio Piano Quintet Choir Basso Continuo Sonatas</p>	<p>Y10EP1 Y10EP2 Y10EP3 Y10EP5</p>



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<p style="text-align: center;"><b>Spring 2</b> AoS4: Popular Music (10 lessons)</p> <p style="text-align: center;">Solo Performance (3 lessons)</p>	<p>Students explore the development of popular music and its key historical moments and subgenres. Students learn about this style of music through a combination of listening, performing and composition activities.</p> <p>Students also have curriculum time dedicated to individual instrumental practice in preparation for their assessed homework.</p>	<p><b>Formative:</b> Do Now activities, Step Up sessions, verbal feedback, quick quizzes to test vocabulary and basic knowledge</p> <p><b>Summative:</b> Written exam on AoS4 topic of Popular Music, including the development of popular music and exam style listening questions. Solo performance recorded and completed for homework</p>	<p style="text-align: center;">AO1 AO2 AO3 AO4</p>	<p>32 bar song form Strophic 12 bar blues Verse Chorus Riff Middle 8 Bridge Fill Instrumental break Intro Outro Improvisation Loops Samples Panning Phasing Syncopation Driving rhythms Balance Typical chord progressions Melismatic Syllabic Lead/Backing Vocals Backing tracks Primary chords Secondary chords Cadences</p>	<p style="text-align: center;">Y10EP1 Y10EP2 Y10EP3 Y10EP4 Y10EP5</p>
<p style="text-align: center;"><b>Summer 1</b> AoS1: Musical Forms and Devices (9 lessons)</p>	<p>Students learn about the development of Western Classical Music (1600-1910), beginning in the Baroque Period (3 lessons), moving to the Classical period (3 lessons),</p>	<p><b>Formative:</b> Do Now activities, Step Up sessions, verbal feedback, quick quizzes to test vocabulary and basic knowledge</p> <p><b>Summative:</b> Written exam on Western Classical Music including development of</p>	<p style="text-align: center;">AO1 AO2 AO3 AO4</p>	<p>Repetition Contrast Anacrusis Imitation Sequence Ostinato</p>	<p style="text-align: center;">Y10EP1 Y10EP2 Y10EP4 Y10EP5</p>



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<p>Mock Revision &amp; Exam Technique (4 lessons)</p>	<p>before finishing in the Romantic period (3 lessons).</p> <p>Students also have lessons dedicated to studying exam style questions with teacher guidance, hints and tips for success in the Component 3 exam.</p>	<p>WCM, key dates and exam style listening questions</p>		<p>Syncopation Dotted rhythms Drone Pedal Canon Conjunct movement Disjunct movement Ornamentation Trill Upper/lower mordent Turn Acciaccatura Appoggiatura Broken chord Arpeggio Alberti bass Regular phrasing Melodic motif Rhythmic motif Chord progression Cadences Modulation to dominant Modulation to relative minor</p>
<p><b>Summer 2</b> Free Composition (12 lessons)</p>	<p>Students spend this time using IT software (Sibelius/GarageBand) to begin their free composition. Students are supported and guided through this process with clear planning documents, and individualised feedback provided frequently.</p>	<p><b>Formative:</b> Do Now activities, Step Up sessions, verbal feedback, quick quizzes to test vocabulary and basic knowledge, ongoing teacher feedback given for free compositions</p> <p><b>Summative:</b> Year 10 Mock Exam and written feedback for compositions</p>	<p style="text-align: center;">AO2</p>	<p>Context Audience Purpose Brief Expression Structure Technical control Stylistic coherence Character Tone colour</p> <p style="text-align: right;">Y10EP2 Y10EP3 Y10EP4 Y10EP5</p>



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				Mood	
<p><b>Careers Links:</b> GCSE Music attracts a wide range of students with a broad range of musical interests. It is important that guidance is tailored to reflect the particular cohort of students – links could be made to AoS1 (classical musician/composer who wants to follow the conservatoire route), AoS2 (musical theatre performer/jazz musician), AoS3 (film composer/orchestrator) or AoS4 (pop musician, agent, DJ, recording artist).</p>					



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### Year 11 Curriculum

**Rationale:**

The Year 11 Music curriculum at SBCHS builds on the strong foundations laid during Year 10 and continues to follow the Eduqas GCSE Music course. The set works are reviewed, revised, and covered in more detail. This gives students plenty of opportunities for retrieval and recall of the musical elements and their application in these two pieces, as well as in the four broader Areas of Study. A lot of curriculum time in Year 11 is given to exam practise and completion of composition coursework. This component has to be completed by the Easter break at the latest, so the majority of lessons in Spring 1 and Spring 2 focus on completion of coursework, alongside precision teaching of areas for development, based on analysis of both the Year 10 and Year 11 mock exams. Summer 1 focuses on development and recall of knowledge for the Component 3 exam. By the end of Year 10:

- Y11EP1:** All students will be able to read Western notation fluently and confidently
- Y11EP2:** All students will continue to develop a deeper understanding of the musical elements, and confidently identify how they have been used in a wide range of music and for what purpose
- Y11EP3:** All students will become proficient in using ICT (Sibelius/GarageBand) as a compositional tool for the Component 2 coursework
- Y11EP4:** All students will become proficient performers on their instrument of choice, usually in partnership with their private instrumental teacher
- Y11EP5:** All students will have an in-depth understanding of each of the GCSE Areas of Study – Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music in terms of performing, composing and listening/appraising

Term	Outline	Assessment	Link to AOs*	Knowledge/Vocabulary	Skills/End Points
<p><b>Autumn 1</b> Composition to a Brief (4 lessons)</p> <p>Bach: <i>Badinerie</i> (5 lessons)</p> <p>Toto: <i>Africa</i> (5 lessons)</p>	<p>Students will be introduced to the briefs set by the exam board for their Composition to a Brief.</p> <p>Students will explore the two set works (Bach's <i>Badinerie</i> and Toto's <i>Africa</i>) in more detail than covered in Year 10. Students will also have the opportunity to complete multiple exam style questions on these two set works.</p>	<p><b>Formative:</b> Do Now activities, Step Up sessions, verbal feedback, quick quizzes to test vocabulary and basic knowledge</p> <p><b>Summative:</b> Written exam style questions, submission of solo performance</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>	<p>Brief</p> <p>Transverse Flute</p> <p>Harpichord</p> <p>Basso continuo</p> <p>Forte</p> <p>Terraced dynamics</p> <p>Binary</p> <p>Diatonic</p> <p>Neapolitan sixth chord</p> <p>Ostinato</p> <p>Quavers</p> <p>Semiquavers</p> <p>Synthesizer</p> <p>Lead guitar</p> <p>Bass guitar</p>	<p>Y11EP1</p> <p>Y11EP2</p> <p>Y11EP3</p> <p>Y11EP4</p> <p>Y11EP5</p>



## Key Stage 3 & 4 Music Curriculum Intent



				<p>Mezzo forte          Conjunct          Pentatonic          Range          Syncopation          2/2 (split common time)          Homophonic</p>	
<p><b>Autumn 2</b>          Mock Exam Preparation (4 lessons)</p> <p>Composition to a Brief (6 lessons)</p> <p>Mock Exam Review (2 lessons)</p>	<p>Students have the opportunity to focus on key areas for development in preparation for their first mock exam of this academic year.</p> <p>Students receive 1-1 support and guidance in completing their composition coursework.</p> <p>Students review the progress made in the first mock exam of the academic year, and highlight areas of strength and areas for development.</p>	<p><b>Formative:</b> Do Now activities, Step Up sessions, verbal feedback, quick quizzes to test vocabulary and basic knowledge</p> <p><b>Summative:</b> Y11 Mock 1, submission of ensemble performance</p>	<p>AO1          AO2          AO3          AO4</p>	<p><i>See Appendix C – List of Musical Terms**</i></p>	<p>Y11EP1          Y11EP2          Y11EP3          Y11EP4          Y11EP5</p>
<p><b>Spring 1</b>          Composition Coursework (8 lessons)</p> <p>Mock Exam Review (2 lessons)</p>	<p>Students receive 1-1 support and guidance in completing their coursework. All composition coursework lessons begin with a Do Now based on areas for development in Component 3.</p> <p>Students review the progress made since Y11 Mock 1 and identify areas of strength and areas for development.</p>	<p><b>Formative:</b> Do Now activities, Step Up sessions, verbal feedback, quick quizzes to test vocabulary and basic knowledge</p> <p><b>Summative:</b> Y11 Mock 2, marks and areas for development issued for Component 1 and 2 coursework</p>	<p>AO1          AO2          AO3          AO4</p>	<p><i>See Appendix C – List of Musical Terms**</i></p>	<p>Y11EP2          Y11EP3          Y11EP4          Y11EP5</p>
<p><b>Spring 2</b>          Composition Coursework</p>	<p>Students focus their efforts on completing coursework during</p>	<p><b>Formative:</b> Do Now activities, Step Up sessions, verbal feedback, quick quizzes to test vocabulary and basic knowledge</p>	<p>AO1          AO2</p>	<p><i>See Appendix C – List of Musical Terms**</i></p>	<p>Y11EP3          Y11EP4</p>





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(10 lessons)	<p>curriculum time this half term, receiving 1-1 support and guidance.</p> <p>Lunchtime interventions for this half-term switch to focus on AO3 and AO4.</p>	<p><b>Summative:</b> further marks and areas for development issued for Component 1 and 2 coursework</p>			
<p><b>Summer 1</b> Coursework Submission (2 lessons)</p> <p style="text-align: center;">Exam Preparation (12 lessons)</p>	<p>Students write up their coursework logs and ensure that their coursework is completed to the best of their ability, with support and guidance from their teacher.</p> <p>Students then receive targeted, precision teaching which allows them to recall, review, retrieve and build upon prior learning in the GCSE course. Students consolidate their understanding of the set works, broader areas of study and hone their exam technique.</p>	<p><b>Formative:</b> Do Now activities, Step Up sessions, verbal feedback, quick quizzes to test vocabulary and basic knowledge</p> <p><b>Summative:</b> submission of all Component 1 and Component 2 coursework</p>	<p>AO1 AO2 AO3 AO4</p>	<p><i>See Appendix C – List of Musical Terms**</i></p>	<p>Y11EP1 Y11EP2 Y11EP3 Y11EP4 Y11EP5</p>
<p><b>Summer 2</b> Exam Preparation (5 lessons)</p>	<p>Students receive targeted, precision teaching based on key areas of weakness in preparation for their Component 3 exam on <b>Wednesday 22<sup>nd</sup> June 2022 (AM)</b>.</p>	<p><b>Formative:</b> Do Now activities, Step Up sessions, verbal feedback, quick quizzes to test vocabulary and basic knowledge</p> <p><b>Summative:</b> Component 3 exam set by Eduqas.</p>	<p>AO3 AO4</p>	<p><i>See Appendix C – List of Musical Terms**</i></p>	<p>Y11EP1 Y11EP2 Y11EP5</p>

**Careers Links:** GCSE Music attracts a wide range of students with a broad range of musical interests. It is important that guidance is tailored to reflect the particular cohort of students – links could be made to AoS1 (classical musician/composer who wants to follow the conservatoire route), AoS2 (musical theatre performer/jazz musician), AoS3 (film composer/orchestrator) or AoS4 (pop musician, agent, DJ, recording artist). It is important, too, that students interested in pursuing Music as a post-16 option outside St Benedict’s receive appropriate support for their application from their teacher.

\*AOs stands for Assessment Objectives. These are listed below:

**AO1:** Perform with technical control, expression and interpretation



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**AO2:** Compose and develop musical ideas with technical control and coherence

**AO3:** Demonstrate and apply musical knowledge

**AO4:** Use appraising skills to make evaluative and critical judgements about music

\*\*Appendix C can be found on page 46 on [this link](#).