

Music Knowledge Sequencing			
Prior Knowledge		Students arrive to KSHS from over 40 primary feeder schools, we therefore get an array of differing abilities and experiences. The KS2 National Curriculum anticipates that students will play in solo and ensemble contexts, improvise, and compose, understand staff and other forms of notation, be explored to a wide range of different types of music and understand the history of music.	
Future Knowledge		Students should be able to perform as part of an ensemble and as a soloist. They should be able to improvise within a set number of bars, displaying creativity and imagination. Students should be able to compose to a set brief, within a structure, demonstrating an understanding of how to construct a coherent melody. They should understand the key features of a variety of genres of music across history. Students can go on to study GCSE and A Level Music.	
Year 7	Term	Key Knowledge	Assessment Focus
	1	Music Theory Familiarisation or recap of the Elements of Music. Exploration of different notation methods to understand graphic scores and traditional notation. Rhythm and notation.	Baseline Assessment
	2	The Orchestra Introduction of Ground Bass and its role. Knowledge of the instruments of the orchestra to build familiarity and recognition. Building knowledge of keyboard skills through performance, looking at bass and treble clef in C major.	A Performance of Pachelbel's Canon
	3	The Baroque Period The key features of the Baroque period and how we recognise pieces from this time. Key Composers of the Baroque Period. Instrument and orchestra development. Analysis skills using the elements of music. Building knowledge of keyboard skills and duets, looking at bass and treble clef with accidentals.	A Performance of Vivaldi's Winter
	4	ABA Composition Knowledge of structures, specifically ternary form. Introduction of simple triads and their role in building a melody. Passing notes and auxiliary notes and how we can use them to build a successful melody. Knowledge of Sibelius software and how it can be used to compose music. Consolidated knowledge of the elements of music and how we can use them to enhance our compositions.	A composition produced on Sibelius in Ternary Form
	5	Music from Disney Building knowledge of the history of music in Disney films. Analysis skills using the elements of music to shape musical responses. Further development of keyboard skills and knowledge, looking at bass and treble clef, with accidentals.	A Performance of Supercalifragilisticexpialidocious
	6	TV Themes Building knowledge of the key features of TV Themes. Know how to successfully evaluate the importance of TV Themes. Know how to use the elements of music to respond to music. Further development of keyboard skills, looking at bass and treble clef, in F major.	A Performance of Wallace and Gromit's Theme.
Year 8	Term	Key Knowledge	
	1	Film Music Knowledge of the development of music in Film and making connections to the key features we explored in TV Themes. Compositional technique and how to use the elements of music to enhance our compositions. Knowledge of chords and their role in helping to tell a story. Knowledge of what a leitmotif is and how to compose (at least) one.	A Composition to accompany a silent clip from a Wallace and Gromit Film
	2	Folk Music Knowledge of key features and instruments of Folk Music. Knowledge of rhythm, specifically in compound time. Further development of keyboard skills, looking at bass and treble clef, in compound time. Knowledge of how to use analysis skills using the elements of music to shape musical responses	A Performance of a Folk Piece
	3	The Classical Period The key features of the Classical period and how we recognise pieces from this time. Key Composers of the Classical Period. Instrument and orchestra development. how to use analysis skills using the elements of music. Knowledge of how to compare the key features of The Classical Period with those of The Baroque Period. Building of keyboard skills and duets, looking at bass and treble clef with accidentals.	A Performance of Mozart's Twinkle Twinkle Little Star.
	4	World Music Knowledge of how diverse music is. Knowledge of music from across the world. Unique instruments and timbres. Knowledge of how to use analysis skills using the elements of music to shape our responses. Building of keyboard skills and ensembles, looking at chords and melody in C major. Knowledge of rhythm and polyrhythms.	A Performance of Wimoweh
	5	Musicals Key features of musicals. Development of Vocal skills and how to hold a melody. Building of keyboard skills and duets, looking at bass, chords and treble clef in E minor.	A Performance of Revolting Children
Year 9	Term	Key Knowledge	
	1	Blues Key features of Blues and the history of this style. How to improvise using the Blues Scale. Exploration of extended chords. Building of keyboard skills, looking at bass, extended chords, and treble clef with the use of accidentals (blue notes).	A Performance of Boosey's Blues, which includes some improvisation
	2	Reggae Identifying the key features of Reggae and the history of this style, including its links with Blues Music. Exploring off-beat rhythms and how to perform them using bassline and chords. Building of keyboard skills, looking at bass, extended chords, and treble clef.	A Performance of No Woman No Cry, with a focus on off-beat chords
	3	The Romantic Period The key features of the Romantic period and how we recognise pieces from this time. Key Composers of the Romantic Period. Instrument and orchestra development. Analysis skills using the elements of music. Compare the key features of The Romantic Period with those of The Baroque and Classical Periods. Building of keyboard skills, looking at bass and treble clef with a more developed left hand in C minor.	A Performance of Beethoven's Pathetique

4	<p>Jazz and Samba Further exploration of extended chords. Identify the key features of Jazz music. Building of keyboard skills, looking at extended chords and treble clef with a more developed left hand in C major. Understanding of syncopated rhythms to be developed, linking back to Blues and Reggae music.</p> <p>Further exploration of syncopated rhythms in Samba. Links back to World Music in relation to polyrhythms. Performance skills developed with the use of percussion. Understanding of arranging music developed. Continued development of chords and melody on keyboard.</p>	<p>An arrangement of a Samba piece, with performance</p> <p>A Performance of 'I wanna be like you'</p>
5	<p>Contemporary Music Understanding of the developments of music in the 20th and 21st centuries. Exploring the question 'what is Music?' and applying knowledge acquired across key stage 3 to date to explore whether music that pushes the boundaries of traditional music is really music. Students build knowledge of 'minimalist' music through performance work, considering the use of ostinato, which builds on Yr 7 term 2.</p>	<p>A Performance of Time Lapse</p>
6	<p>Music through the Decades Delving in to the changing sounds of music through time. Students build knowledge of popular genres from the 60s to present day, exploring stylistic conventions and popular artists who helped to shape the decades. Students apply their knowledge of performance to produce a performance reflecting their selected decade.</p>	<p>A Performance which reflects students' own choice decade.</p>

Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
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<p>The use of knowledge organisers to help with theoretical knowledge.</p> <p>Recommended books are displayed in the department on a reading board.</p> <p>Comprehension activities are included in booklets.</p> <p>Reading out loud to the class on longer extracts of text.</p>	<p>Mutual Respect in Music: We respect others' views in class discussion; We consider how music from other cultures might sound different to our own; We show each other respect when we listen to one another perform</p> <p>The Rule of Law in Music: We understand the importance of following rules in spelling, punctuation and grammar so that communication is clear; We understand we must respect the equipment within the department; We understand that we should not copy other musician's work.</p> <p>Tolerance of Different Faiths and Beliefs in Music: We explore music created by people from different cultures.</p> <p>Democracy in Music: We involve everyone in class discussion and ensure that everyone has equal opportunities.</p> <p>Individual Liberty in Music: We explore music that might contain personal opinion or beliefs.</p>		<ul style="list-style-type: none"> Developing active citizens who contribute to the wider community through performance Developing students who collaborate with others Enabling students to confidence and resilience through music, which is good for mental wellbeing.
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Extra-Curricular and Co-Curricular Opportunities	Links with other subjects in the curriculum
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<p>School Band</p> <p>School Choir</p> <p>Junior Choir</p> <p>Working with students from Carres' to further our performance experience</p> <p>Trips and visits to watch and work with musicians in the industry</p> <p>Concerts and Events across the calendar year.</p>	<p>Blues topic links with History topic on Slavery.</p> <p>English – key words must be spelt correctly.</p> <p>Geography – exploration of music around the world.</p> <p>Ethics – Consideration of other cultures.</p>
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Music Knowledge Sequencing			
Prior Knowledge		Students should know how to perform as part of an ensemble and as a soloist. They should also know how to improvise within a set number of bars, displaying creativity and imagination. Students should know how to compose to a set brief, within a structure, demonstrating an understanding of how to construct a coherent melody. They should understand the key features of a variety of genres of music across history.	
Future Knowledge		Students should be able to perform as part of an ensemble and as a soloist, performing at Grade 4 standard or above. Students should be able to compose to a set brief, understanding how to write idiomatically, within a structure, demonstrating contrast and development. They should understand the key features of a variety of genres of music across history and apply their understanding to unknown pieces.	
Year 10	Term	Key Knowledge	Assessment Focus
	1	<p>Music Theory</p> <p>Students will understand grade 4/5 theory. They will explore cadences, the circle of fifths, chords and inversions, time signatures and intervals.</p> <p>Students will know the requirements of the course and will begin to explore grade five performances and the requirements of these pieces.</p>	<p>Low stakes assessments on music theory.</p> <p>Performance of a piece selected by the student at their own level.</p>
	2	<p>Performance</p> <p>Students further develop their performance skills and knowledge of technique. Students will know the requirements of their score, considering the key signature, time signature and composer intentions.</p> <p>Students will utilise their knowledge of performance repertoire to inform their understanding of the wider listening aspects of the course. Considering contextual information and stylistic features.</p>	<p>Performance of a piece selected by the student at their own level – marking using GCSE criteria.</p> <p>Quizz to be completed to build recall on GCSE key words.</p>
	3	<p>Appraisal</p> <p>Students will know the requirements of the MU3 paper and explore the elements of music, considering how to analyse a piece of music in relation to a given element. Students will recall key features of the Baroque period (Year 7 term 3) and build on this knowledge in relation to the Purcell set work.</p> <p>Students will explore ‘glam rock’ and the key characteristics of this style in relation to the Queen set work, they will make connections with our ‘Music through the Decades’ topic in Year 9.</p>	<p>Performance of a piece selected by the student at their own level – marking using GCSE criteria.</p> <p>Quizz to be completed to build recall on GCSE key words.</p>
	4	<p>Appraisal and Composition</p> <p>Students will continue their analysis work, exploring AOS3. Students will know how music is used in stage and on screen and will make connections with the study of Film Music, TV themes and Musicals in KS3.</p> <p>Students will know the requirements of the composition elements of the course and will begin to write a pop song, utilising the traditional structure of Verse/ Chorus and triad chords.</p>	<p>Performance of a piece selected by the student at their own level – marking using GCSE criteria.</p> <p>Composition One (Free Composition) to be in draft format and marked against GCSE criteria.</p> <p>Quizz to be completed to build recall on AOS2</p>
	5	<p>Appraisal</p> <p>Students will demonstrate their knowledge of AOS2 and AOS3 set works, through the use of examination style questions. They will begin to understand the AOS1 set works and build their knowledge of Baroque, Classical and Romantic stylistic features, a development from Key stage three work on the historical periods. Students will know how to locate examples of stylistic features in their set works and apply contextual knowledge to wider listening challenges.</p>	<p>Performance of a piece of music at grade 5 or above – marked using GCSE criteria to provide ‘next steps’.</p> <p>Quizz to be completed to build recall on AOS2 and 3 set works.</p>
	6	<p>Appraisal and Performance</p> <p>Students will demonstrate their knowledge of AOS2 and AOS3 set works, through the use of examination style questions. They will continue to understand the AOS1 set works and build their knowledge of Baroque, Classical and Romantic stylistic features, a development from Key stage three work on the historical periods. Students will be able to locate examples of stylistic features in their set works and apply contextual knowledge to wider listening challenges. They will be know how to make comparisons between the periods and begin to apply their knowledge to examination style questions.</p>	<p>Performance of a piece of music at grade 5 or above – marked using GCSE criteria,</p> <p>NEA - Composition One (Free Composition) to be completed and marked against GCSE criteria.</p> <p>Quizz to be completed to build recall on AOS1,2 and 3 set works.</p>
Year 11	Term	Key Knowledge	
	1	<p>Performance</p> <p>Students will know how to improve and refine their performances for NEA. Utilising their knowledge of score markings from their appraisal work, stylistic conventions and performance technique to deliver a high-quality performance.</p>	<p>NEA – SOLO performance to be recorded.</p> <p>Quizz to be completed to build recall on AOS1,2 and 3 set works.</p>

2	Composition Students will know the requirements of the 'Set Brief' composition. They will use their knowledge of genres and styles to make an informed choice about which brief will suit them best. They will apply compositional technique they explored in Year ten, and through their analysis work.	NEA-ENSEMBLE performance to be recorded. November Mock – to test on AOS1, 2 and 3. Quizizz to be completed to build recall on AOS1,2 and 3 set works.
3	Appraisal Students will demonstrate their knowledge of AOS1, AOS2 and AOS3 set works, through the use of examination style questions. They will begin to understand the requirements of Section B of the appraisal paper and explore their wider listening knowledge to enable them to apply contextual information, explore stylistic features and recognise the similarities and differences of a variety of pieces.	In class mock to test on AOS1 and 2. NEA – set brief composition to be completed. Including score, audio, write up. Quizizz to be completed to build recall on all set works.
4	Examination preparation Students will demonstrate their knowledge of AOS1, AOS2 and AOS3 and AOS4 set works, through the use of examination style questions. They will build their knowledge of wider listening pieces to enable effective responses to Section B of the appraisal paper.	March Mock – to test on AOS1, 2, 3 and 4. Quizizz to be completed to build recall on all set works.
5	GCSE Examinations Revision of the four areas of study, enabling students to embed key words in to their answers, recall contextual information and apply knowledge of the AOS features.	Quizizz to be completed to build recall on all set works.
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Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
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<p>The use of knowledge organisers to help with theoretical knowledge.</p> <p>Recommended books are displayed in the department on a reading board.</p> <p>Text books available in the department as part of a department library. Revision guides are purchased for GCSE students.</p> <p>Comprehension activities are included in booklets.</p> <p>Reading out loud to the class on longer extracts of text.</p>	<p>Mutual Respect in Music: We respect others' views in class discussion; We consider how music from other cultures might sound different to our own; We show each other respect when we listen to one another perform</p> <p>The Rule of Law in Music: We understand the importance of following rules in spelling, punctuation and grammar so that communication is clear; We understand we must respect the equipment within the department; We understand that we should not copy other musician's work.</p> <p>Tolerance of Different Faiths and Beliefs in Music: We explore music created by people from different cultures.</p> <p>Democracy in Music: We involve everyone in class discussion and ensure that everyone has equal opportunities.</p> <p>Individual Liberty in Music: We explore music that might contain personal opinion or beliefs</p>	<p>MU1/01 – working as a performer</p> <p>MU2/02 – working as a composer, including writing to a set brief, much like a commission.</p> <p>MU3/03 – exploring music of different genres and building knowledge and understanding. This could lead to being a teacher/ lecturer.</p> <p>Voiceit Trip – students work with industry professionals.</p> <p>Careers information is displayed outside the department.</p>	<ul style="list-style-type: none"> Developing active citizens who contribute to the wider community through performance Developing students who collaborate with others Enabling students to confidence and resilience through music, which is good for mental wellbeing.
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Extra-Curricular and Co-Curricular Opportunities	Links with other subjects in the curriculum
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<p>School Band</p> <p>School Choir</p> <p>Junior Choir</p> <p>GCSE Music Club</p> <p>Working with students from Carres' to further our performance experience</p>	<p>English – key words must be spelt correctly.</p> <p>Geography – exploration of music around the world.</p> <p>Ethics – Consideration of other cultures.</p>
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Trips and visits to watch and work with musicians in the industry

Concerts and Events across the calendar year.

Department Knowledge Sequencing

Prior Knowledge	Students should be able to perform as part of an ensemble and as a soloist, performing at Grade 4 standard or above. Students should be able to compose to a set brief, understanding how to write idiomatically, within a structure, demonstrating contrast and development. They should understand the key features of a variety of genres of music across history and apply their understanding to unknown pieces.
Future Knowledge	Students should be able to perform as part of an ensemble and as a soloist, performing at Grade 6 standard or above. Students should be able to compose to a set brief, understanding how to write idiomatically, within a structure, demonstrating contrast and development. They should understand the key features of a variety of genres of music across history and apply their understanding to unknown pieces. They should be able to make pertinent links between familiar pieces of music and unfamiliar. Students should be able to draw on their knowledge of music to make connections with other pieces in the format of an essay.

	Term	Key Knowledge	Assessment Focus
Year 12	1	<p>Performance, Composition and Theory 1</p> <p>Students will develop their understanding of grade 5 and 6 theory. Students explore what makes a good composition and they begin to compose as part of a class composition, developing their understanding of effective compositional technique through structure, repetition, sequencing and contour.</p> <p>Students develop their knowledge and key words relating to the A Level course.</p> <p>Students build an understanding of the performance requirements of the course and begin to develop their performance technique further to meet these demands.</p>	<p>Performance of a piece of students' choosing.</p> <p>Low stakes Quizizz on key words.</p>
	2	<p>Performance, Composition and Theory</p> <p>Students continue to build their knowledge of theory. Students continue to explore what makes a good composition as they begin to their own composition. Students will focus on developing their understanding of effective compositional technique through structure, repetition, sequencing and contour and consider the stylistic features of their chosen genre.</p> <p>Students develop their knowledge and key words relating to the A Level course.</p> <p>Students build an understanding of the performance requirements of the course and begin to develop their performance technique further to meet these demands.</p>	<p>Performance of a piece of students' choosing.</p> <p>A draft composition demonstrating 'writing in a structure' and 'development'.</p> <p>Low stakes Quizizz on key words.</p>
	3	<p>Performance, Composition and Theory 3</p> <p>Students continue to build their knowledge of theory. Students continue to explore what makes a good composition as they begin to their own composition. Students will focus on developing their understanding of effective compositional technique through structure, repetition, sequencing and contour and consider the stylistic features of their chosen genre, they will consider how to develop their composition to demonstrate contrast, using key changes, element considerations, articulation and playing technique.</p> <p>Students develop their knowledge and key words relating to the A Level course.</p> <p>Students build an understanding of the performance requirements of the course and begin to develop their performance technique further to meet these demands.</p>	<p>A finished composition demonstrating the above, plus 'contrast'.</p> <p>Low stakes Quizizz on key words.</p>
	4	<p>Performance, Composition and Theory 4</p> <p>Students will build further understanding of the requirements of the performance recital. Utilising feedback they have been given they will increase their knowledge of the performance pieces, ensuring they are embracing stylistic features. Exploration of effective warm-up strategies will take place and students will begin to consider how to order their recitals, increasing their awareness of the history of music and the demands of their pieces.</p> <p>Knowledge of their set works will be enhanced through recall activities, specifically focussing on the set works of the Beatles.</p>	<p>A 5 minute recital.</p> <p>Low stakes Quizizz on key words.</p>
	5	<p>Performance, Composition and Theory 5</p> <p>Students will build further understanding of the requirements of the performance recital. Utilising feedback they have been given they will increase their knowledge of the performance pieces, ensuring they are embracing stylistic features. Students will begin to enhance their performance capabilities as they rehearse their recital repertoire. They will explore performances from other musicians to build an understanding of the most effective delivery.</p> <p>Knowledge of their set works will be enhanced through recall activities, specifically focussing on the set works of Kate Bush.</p>	<p>A 6-7 minute recital.</p> <p>Low stakes Quizizz on key words.</p>
	6	<p>Performance, Composition and Theory 6</p>	<p>A 7-8 minute recital.</p>

		<p>Students will build further understanding of the requirements of the performance recital. Utilising feedback they have been given they will increase their knowledge of the performance pieces, ensuring they are embracing stylistic features. Exploration of effective warm-up strategies will take place and students will begin to consider how to order their recitals, increasing their awareness of the history of music and the demands of their pieces.</p> <p>Knowledge of their set works will be enhanced through recall activities, specifically focussing on the set works of Courtney Pine.</p>	<p>A finished composition demonstrating consideration of the higher bands of the marking criteria.</p> <p>Low stakes Quizizz on key words.</p>
<p>Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading</p> <p>The use of knowledge organisers to help with theoretical knowledge.</p> <p>Recommended books are displayed in the department on a reading board.</p> <p>Text books available in the department as part of a department library. Revision guides are purchased for A Level students.</p> <p>Comprehension activities are included in booklets.</p> <p>Reading out loud to the class on longer extracts of text.</p> <p>Extra-Curricular and Co-</p>	<p>Links to British Values</p> <p><i>Mutual Respect in Music:</i> We respect others' views in class discussion; We consider how music from other cultures might sound different to our own; We show each other respect when we listen to one another perform</p> <p><i>The Rule of Law in Music:</i> We understand the importance of following rules in spelling, punctuation and grammar so that communication is clear; We understand we must respect the equipment within the department; We understand that we should not copy other musician's work.</p> <p><i>Tolerance of Different Faiths and Beliefs in Music:</i> We explore music created by people from different cultures.</p> <p><i>Democracy in Music:</i> We involve everyone in class discussion and ensure that everyone has</p>	<p>Links to Careers</p> <p>Careers information is displayed outside the department.</p> <p>There is also a display board with information about universities offering Music and some prospectus'.</p> <p>9MU0/01 – working as a performer</p> <p>9MU0/02 – working as a composer, including writing to a set brief, much like a commission.</p>	<p>Links to Other Personal Development</p> <ul style="list-style-type: none"> • Developing active citizens who contribute to the wider community through performance • Developing students who collaborate with others, including students from other schools • Enabling students to confidence and resilience through music, which is good for mental wellbeing.

<p>Curricular Opportunities</p> <p>School Band</p> <p>School Choir</p> <p>Junior Choir – A Level students are encouraged to support our younger students</p>	<p>equal opportunities.</p> <p><i>Individual Liberty in Music:</i> We explore music that might contain personal opinion or beliefs</p>		
<p>GCSE Music Club</p> <p>Working with students from Carres' to further our performance experience</p>	<p>Links with other subjects in the curriculum</p>		
<p>Trips and visits to watch and work with musicians in the industry</p> <p>Concerts and Events across the calendar year.</p>	<p>English – key words must be spelt correctly.</p> <p>Geography – exploration of music around the world.</p> <p>Ethics – Consideration of other cultures.</p>		