

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. 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	Elements of Music Students explore the Elements of Music, including pitch, duration, dynamics, tempo, timbre, texture, structure and silence. They develop an understanding of rhythm, notation and ensemble performance through practical activities using instruments, graphic scores and composition tasks. Students begin building keyboard, ukulele and listening skills while developing confidence using musical vocabulary. Students develop their understanding of orchestral instruments, families and texture through listening and performance activities. They explore ground bass, keyboard technique and reading notation in treble and bass clef while developing ensemble rehearsal skills and musical fluency.	Baseline listening and theory assessment. Assessment on the Elements of Music.
	2	The Baroque Period Students explore the key features of Baroque music, including ornamentation, basso continuo and contrapuntal textures. Through listening, analysis and performance work, students develop keyboard skills, ensemble awareness and understanding of how musical features reflect the style of the period.	Performance of Pachelbel’s Canon.
	3	TV Themes	Performance of a TV Theme.
	4	Students explore how music is used to enhance television and media. They investigate the role of composers, analyse the key characteristics of TV themes and jingles, and develop performance and listening skills through practical ensemble work and appraisal activities.	
	5	Popular Music	Performance of a chord sequence and ensemble task.
	6	Students explore the importance of chords, harmony and structure within Popular Music. They learn how chords are constructed, their role within songs and how to perform chord progressions on keyboard and ukulele. Students also develop their understanding of melody, texture and song structure through practical and listening activities. Students build on their understanding of Popular Music by exploring hooks, melody writing, structure and stylistic conventions. They use BandLab to create their own composition in a Popular style, developing sequencing, editing and production skills alongside musical creativity.	
Year 8	Term	Key Knowledge	
	1	The Classical Period Students build on their knowledge of historical periods by exploring the key features of Classical music, including balance, structure and clarity of melody. They further develop keyboard and ensemble skills through increasingly independent rehearsal and performance work while comparing Classical features with Baroque music studied in Year 7.	Performance of a Classical piece demonstrating accuracy, fluency and stylistic awareness.
	2		
	3	Musicals	Performance and composition of a musical theatre song.
	4	Students explore the key features of musical theatre through listening, performance and composition activities. They develop vocal, keyboard and ensemble skills while exploring how melody, lyrics, harmony and structure are used to communicate character, emotion and narrative. Students compose their own musical theatre material, demonstrating increasing creativity and stylistic understanding.	
	5	Popular Music	Ensemble performance
	6	Students build on their understanding of Popular Music by exploring more advanced musical features, styles and performance techniques. They develop ensemble, composition and listening skills while performing and creating music using common popular music conventions, including chords, structure, melody and texture. Students begin making more independent musical decisions and refining rehearsal techniques.	Stylistic composition task.
Year 9	Term	Key Knowledge	

	1	The Romantic Period Students explore the expressive and emotional characteristics of Romantic music, building on prior learning from the Baroque and Classical periods. They develop their understanding of orchestral texture, chromatic harmony and expressive performance while comparing stylistic features across historical periods. Students further refine keyboard technique and analytical listening skills through increasingly independent work.	A Performance of Beethoven’s Pathetique, demonstrating expression and stylistic understanding.	
	2			
	3	Film Music		
	4	Students investigate how composers use music to enhance emotion, atmosphere and storytelling in film. Building on prior learning from TV Themes and Musicals, students explore leitmotifs, instrumentation, harmony and compositional devices used in cinematic music. They develop composition and appraisal skills through creating and evaluating music for moving image.	Composition of music to accompany a film extract.	
	5	Popular Music	Performance of a chord sequence and ensemble task.	
	6	Students further develop their understanding of chords, harmony and structure within Popular Music. They explore the purpose and effect of chord inversions and stylistic conventions while developing increasingly independent performance, rehearsal and listening skills. In composition work, students use BandLab to create a free composition in a Popular style, demonstrating creativity, structure and effective use of musical elements in preparation for GCSE-style musical thinking.	Free composition in a Popular style using BandLab.	
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
The use of knowledge organisers to help with theoretical knowledge. Recommended books are displayed in the department on a reading board. Comprehension activities are included in activities. Reading out loud to the class on longer extracts of text.		<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 <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. <i>Tolerance of Different Faiths and Beliefs in Music:</i> We explore music created by people from different cultures. <i>Democracy in Music:</i> We involve everyone in class discussion and ensure that everyone has equal opportunities. <i>Individual Liberty in Music:</i> We explore music that might contain personal opinion or beliefs.		- 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.
Extra-Curricular and Co-Curricular Opportunities		Links with other subjects in the curriculum		
School Band		English – key words must be spelt correctly.		
School Choir		Geography – exploration of music around the world.		
Working with students from Carres’ to further our performance experience		Ethics – Consideration of other cultures.		
Trips and visits to watch and work with musicians in the industry				
Concerts and Events across the calendar year.				

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	Musicianship and AOS1 Students develop secure understanding of the musical elements, staff notation, rhythm, metre, key signatures, intervals, chords, cadences and musical terminology required to access the GCSE course. They explore musical forms and devices including binary, ternary, rondo, variation, sequence, imitation, ostinato, pedal, drone and canon, applying this knowledge through performance, composition and listening. Students begin detailed study of the set work Bach – Badinerie .	• Baseline theory and notation assessment. • Ongoing teacher assessment during practical activities. • Listening quizzes on forms and devices. • Short composition tasks (binary/ternary). • Solo performance baseline assessment. • End-of-unit GCSE listening assessment based on AoS1.
	2	AOS2, Music for Ensemble Students develop understanding of texture, sonority and ensemble writing through the study of chamber music, jazz, blues and musical theatre. They explore monophonic, homophonic and polyphonic textures, melody and accompaniment, countermelody and layered textures, applying these concepts through performance, composition and listening.	• Ensemble performance checkpoints. • Texture identification listening tasks. • Composition of an ensemble piece using contrasting textures. • Peer and self-assessment of performances. • GCSE-style listening assessment for AoS2.
	3	AoS3, Film Music Students develop understanding of how composers use music to communicate mood, atmosphere and character. They study leitmotifs, thematic transformation, orchestration, instrumentation, dynamics, minimalism and underscore, applying these techniques through practical composition and listening activities.	• Film cue composition task. • Performance of a film theme. • Listening analysis of unfamiliar film extracts. • Teacher feedback against GCSE composition criteria. • GCSE-style listening assessment for AoS3.
	4	AOS4, Popular Music Students develop understanding of popular music conventions through the study of song structures, riffs, hooks, chord progressions, loops, production techniques and technology. Students undertake detailed study of the set work Toto – Africa, applying stylistic features through performance, composition and listening.	• Popular song composition. • Performance of popular repertoire. • Set work retrieval quizzes. • Listening analysis of <i>Africa</i> and unfamiliar popular music. • GCSE-style listening assessment for AoS4.
	5	Musicianship, Wider Listening Students consolidate knowledge from all four Areas of Study through wider listening, retrieval practice and exam-style activities. They develop confidence with unfamiliar listening, dictation, musical vocabulary and extended responses while refining compositional techniques in preparation for the Free Composition NEA.	• Retrieval quizzes across all Areas of Study. • Rhythm and pitch dictation. • Wider listening comparison tasks. • Extended response practice. • Mock Appraising examination with individual feedback. • Composition planning review.
	6	Free Composition NEA 1st NEA performance preparation Students apply knowledge and skills from across the curriculum to complete their Free Composition NEA. They refine compositional ideas through planning, development and evaluation, while preparing and refining their solo performance repertoire ready for assessment in Year 11.	• Completion of Free Composition NEA. • Composition log review. • Teacher assessment using Eduqas marking criteria. • Mock solo performance recording. • Individual performance targets for Year 11.
Year 11	Term	Key Knowledge	
	1	1st Performance NEA AOS1 and AOS2	• Final Solo Performance recording. • GCSE listening questions for AoS1 and AoS2. • Dictation tasks.

		Students apply their understanding of Musical Forms and Devices and Music for Ensemble through the completion of their Solo Performance. Knowledge of the set work, musical forms, devices, texture and ensemble conventions is revisited through listening, retrieval and exam-style questions.	• Retrieval quizzes. • Teacher feedback on examination responses.		
2	2nd Performance NEA AOS3 and AOS4 Students apply their understanding of Film Music and Popular Music through the completion of their Ensemble Performance. Knowledge of film music techniques, popular music conventions and both set works is revisited through listening, retrieval and examination practice.	• Final Ensemble Performance recording. • GCSE listening questions for AoS3 and AoS4. • Extended response practice. • Retrieval quizzes. • Performance moderation.			
3	Set Brief Composition NEA Students apply their compositional knowledge to respond creatively to the Eduqas Set Brief. They plan, develop, refine and evaluate musical ideas using techniques drawn from all four Areas of Study while continuing to consolidate appraisal knowledge through retrieval activities.	• Completion of Set Brief Composition. • Composition log review. • Teacher assessment using Eduqas composition criteria. • Retrieval quizzes. • Listening practice to maintain appraisal skills.			
4	Musicianship, Wider Listening Students consolidate the full GCSE specification through retrieval, wider listening, dictation, extended responses and full examination papers. They refine examination techniques and apply musical knowledge confidently to familiar and unfamiliar listening extracts across all four Areas of Study.	• Full GCSE Appraising papers. • Walking-talking mock examinations. • Targeted retrieval assessments. • Dictation practice. • Extended response marking and feedback. • Personalised intervention based on mock outcomes.			
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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
The use of knowledge organisers to help with theoretical knowledge. Recommended books are displayed in the department on a reading board. Text books available in the department as part of a department library. Revision guides are purchased for GCSE students. Comprehension activities are included in booklets. Reading out loud to the class on longer extracts of text.			<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 <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. <i>Tolerance of Different Faiths and Beliefs in Music:</i> We explore music created by people from different cultures. <i>Democracy in Music:</i> We involve everyone in class discussion and ensure that everyone has equal opportunities. <i>Individual Liberty in Music:</i> We explore music that might contain personal opinion or beliefs	Performance– working as a performer Composition– working as a composer, including writing to a set brief, much like a commission. Appraisal – exploring music of different genres and building knowledge and understanding. This could lead to being a teacher/ lecturer. Visting Musicians - students work with industry professionals. Careers information is displayed outside the department.	• 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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School Band			English – key words must be spelt correctly.		

School Choir	Geography – exploration of music around the world.
GCSE Music Club	Ethics – Consideration of other cultures.
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