

Music Curriculum Long Term Planning

		Term 1	Term 2	Term 3
Year 7	Big Idea	Introduction to music What is music and what does studying it look like?	Music Notation How do I read and write music notation?	Performing as part of a band What skills and knowledge do I need to perform successfully as part of a band?
	Key knowledge and skills	Vocal and Percussion Performance: Use voice effectively for singing and musical communication; perform rhythmic patterns in time with a pulse using percussion instruments. Djembe Technique: Develop foundational skills in djembe playing, including posture, hand technique, and sound production. Ensemble Skills: Collaborate with others to perform structured rhythmic pieces and compose group rhythms, enhancing teamwork and musical coordination. Rhythmic Composition: Create and refine group compositions using rhythm as a central element, focusing on structure and creativity. Listening and Appraisal: Build awareness of musical elements and begin to evaluate and discuss music with increasing confidence.	Vocal Performance: Continue developing vocal technique to sing and communicate effectively in musical contexts. Keyboard Skills: Learn basic keyboard technique and perform simple pieces with accuracy and control. Solo Performance Preparation: Build confidence and skills to present a live solo performance, focusing on stage presence and musical delivery. Listening and Appraisal: Analyse live performances by accomplished musicians to inform and improve personal performance practice. Musical Interpretation: Develop understanding of expressive elements in music through critical listening and reflection.	Instrumental Fluency: Perform chords fluently on keyboard and ukulele, with experience on bass guitar and drum kit. Band Performance: Collaborate to perform a full song as a band, integrating vocals and instruments in a 21st-century pop context. Composition Techniques: Compose chord progressions, riffs, and structured pieces with varied texture as part of an ensemble. Listening and Appraisal: Analyse performances by diverse ensembles to understand ensemble dynamics and challenges. Reflective Musicianship: Apply insights from listening to improve ensemble performance and musical decision-making.
	End Point	Pupils will confidently use their voice and percussion instruments to perform rhythmic patterns in time with a pulse. They will demonstrate basic djembe	Pupils will confidently use their voice and keyboard skills to perform music with accuracy and expression. They will demonstrate growing independence in	Pupils will perform chords fluently on keyboard and ukulele, with experience on bass guitar and drum kit. They will confidently contribute to a band performance of a 21st-century pop

		technique and work effectively as part of an ensemble to perform and compose structured rhythmic pieces. Pupils will also begin to understand key musical elements and apply this knowledge to listen to and appraise music with increasing confidence and musical awareness.	preparing and presenting a live solo performance. Through listening to and appraising the work of accomplished musicians, pupils will deepen their understanding of musical interpretation and performance practice. This will support their ability to reflect on their own progress and apply new techniques to enhance their musical communication.	song using both instruments and voice. Pupils will understand the basics of composition, including creating riffs and structuring ensemble pieces. Through listening and appraising a range of ensemble performances, they will reflect on musical challenges and apply this understanding to improve their own group performances.
Year 8	Big Idea	Musical Eras What are the key musical eras before the 20 th century and how do we recognise them?	Pop Music Where did the term “popular” music come from and how did this music change and evolve through to the present day?	Using music software to compose How do I create my own composition from scratch using music software?
	Key Knowledge and skills	Keyboard Performance: Learn and perform excerpts from Western Classical music, focusing on Beethoven’s <i>Für Elise</i> to develop staff notation reading and expressive technique. Historical Composition: Compose keyboard pieces using treble clef and pitch notation, inspired by composers such as Beethoven, Mozart, and Chopin. Musical Eras Awareness: Explore and appraise music from Ancient to Romantic eras, gaining contextual and stylistic understanding. Listening and Evaluation: Analyse performances using musical elements to inform personal performance standards. Reflective Practice: Use appraisal and historical context to refine performance technique and presentation.	Instrumental Fluency: Perform chords fluently on keyboard and ukulele, with experience on bass guitar and drum kit. Band Performance: Develop ensemble skills by performing songs from 20 th /21 st -century popular genres (e.g. Reggae and Blues) using voice and instruments. Genre Awareness: Explore stylistic features of popular music genres through performance and listening. Listening and Appraisal: Analyse a variety of ensemble performances to understand genre-specific challenges and techniques. Reflective Ensemble Practice: Apply appraisal insights to improve ensemble performance and musical collaboration.	Chord Progression Composition: Create original chord progressions using music theory knowledge and keyboard skills. Riff and Texture Development: Compose riffs and experiment with texture variation to enhance musical interest. Structured Composition: Learn how to structure a complete piece of music using digital tools. Digital Music Production: Use specialist music software and MIDI keyboards to compose and refine musical ideas. Analytical Listening: Appraise popular songs focusing on chords, riffs, structure, and texture to inform creative decisions.

	End Point	Pupils will perform excerpts from Western Classical music with growing fluency, focusing on <i>Für Elise</i> to develop keyboard technique and staff notation reading. They will compose short keyboard pieces using pitch notation, drawing inspiration from great composers. Pupils will listen to and appraise music from major historical eras, deepening their understanding of musical elements and context. This will support their ability to evaluate performances and apply insights to improve their own musical presentation.	Pupils will perform chords fluently on keyboard and ukulele, with experience on bass guitar and drum kit. They will develop ensemble skills by performing excerpts from 20th/21st-century popular music, including Reggae and Blues. Pupils will study and appraise a range of popular songs and ensemble performances, identifying stylistic features and performance challenges. This will support their ability to reflect on and improve their own ensemble playing, musical interpretation, and collaborative performance skills.	Pupils will confidently compose music using their understanding of chord progressions, riffs, structure, and texture. They will use specialist music software and MIDI keyboards to experiment with and refine their ideas, applying theory and performance skills developed throughout Years 7 and 8. Through listening and appraising popular songs, pupils will analyse musical features and use these insights to enhance their own compositions, demonstrating creativity, technical skill, and an understanding of popular music structure.
Year 9	Big Idea	Live performance What is involved in making live performance happen in the music industry?	Organisations in the music industry How do different organisations in the industry operate day-to-day?	Music for the Media Industry How is music created for the film, TV and gaming industries?
	Key Knowledge and skills	Staff Notation and Performance: Develop fluency in reading staff notation and apply it to solo and ensemble performance. Ensemble Musicianship: Prepare and perform a piece collaboratively, focusing on timing, coordination, and musical expression. Listening and Appraisal: Analyse music from contemporary artists using musical elements to deepen understanding and vocabulary. Contextual Awareness: Explore the context of modern music to inform performance choices and interpretation. Reflective Evaluation: Evaluate professional performances to improve	Stylistic Composition: Create music that reflects the features of different popular styles using learned techniques. Music Production: Explore the concept of music production and apply it using digital tools and software. Creative Application: Use knowledge of genre characteristics to compose original pieces showcasing stylistic awareness. Listening and Appraisal: Analyse the work of artists across various music and performing arts contexts. Portfolio Development: Compile findings into a portfolio demonstrating understanding of musical styles and industry roles.	Film Music Performance: Perform famous leitmotifs and compositional devices to explore musical storytelling and mood creation. Compositional Techniques: Use MIDI keyboards and specialist software to compose music for film clips, demonstrating control of musical elements and devices. Mood and Genre Awareness: Create music tailored to different moods and genres, applying theory knowledge from KS3. Listening and Appraisal: Analyse film, TV, and game music excerpts with reference to musical elements and effectiveness. Reflective Composition: Evaluate music in visual media to inform and improve personal composition work.

		personal presentation and performance standards.		
	End Point	Pupils will confidently prepare and perform a piece of music as part of an ensemble, demonstrating effective use of staff notation and performance practice. They will listen to and appraise music from a range of contemporary artists, using musical elements to analyse and discuss stylistic features. Pupils will explore the context of music in modern industry settings and apply this understanding to refine their own performance skills, presentation standards, and musical interpretation.	Pupils will compose music that reflects the stylistic features of various genres, using digital tools and production techniques. They will explore music production and apply their understanding of different styles to create original pieces. Through listening and appraising the work of artists across the music and performing arts industries, pupils will develop a deeper contextual understanding. Their learning will be captured in a portfolio that showcases their analytical skills and creative responses to diverse musical contexts.	Pupils will confidently perform and compose music for film using a range of compositional devices and musical elements. They will use MIDI keyboards and specialist software to create original pieces that reflect mood and genre, demonstrating fluency in theory and technique. Through listening and appraising excerpts from film, TV, and games, pupils will evaluate how music supports visual media and apply this understanding to enhance their own compositions and musical storytelling.
Year 10	Big Idea	Building Core Knowledge What makes a good performance? How do musical elements and forms underpin composition? How can we use this knowledge to begin composing?	Expanding Styles and Techniques How can I improve my skills as a solo performer? What is the point of composing music? How has Western Classical Music influenced today's music?	Creative Application How can I apply theory to create a composition? What is the purpose of music in film?
	Key Knowledge and skills	Pupils will look at each of the three components at a fundamental level. Appraisal-	Pupils will begin to gain greater depth in each component and perform, compose and appraise independently	Pupils will begin to understand the purpose of film music, composing music to a brief and using music technology for scoring and production.

		Forms and Devices: Binary, ternary, rondo; motifs, sequences, ostinato, Reading treble/bass clef, rhythmic and pitch dictation, broken chords. <i>Set work- Bach Badinerie</i> Performance- Establishing musical standards, setting targets, ensemble and solo practice, learning how to use Music technology. Composition- Writing simple melodies using devices learnt in appraisal.	Appraisal- Popular Music: Rock and Pop, Verse- chorus form, riffs and chord progressions. Analysis of set work and typical features of popular music. <i>Set work – Africa by Toto</i> Music for Ensemble: chamber music, Jazz, Musical theatre; textures (monophonic, Homophonic, Polyphonic) Performance- Developing a solo performance within the exam specification boundaries using Cubase and Music technology. Composition- Developing compositional skills by using chords and melody to create contrasting sections and basic structures.	Appraisal- Analyse film music excerpts and their effectiveness in meeting brief. Understanding Leitmotifs, thematic transformation, mood creation through sonority and dynamics. Performance- Begin to prepare performances for mock assessment by refining technique, accuracy, fluency, and musical awareness. Composition- Begin to learn how to compose to a brief. Using film music to influence a composition that has set boundaries and intent.
	End Point	Pupils can perform confidently in front of peers, compose short, structured melodies, and demonstrate understanding of musical forms and terminology.	Pupils begin performing in small ensembles, compose using different textures and sonorities, and appraise music across genres with growing confidence.	Pupils complete a free composition project, perform two pieces (including ensemble), and demonstrate ability to compose music for a specific context.
Year 11	Big Idea	Advance Techniques How can I achieve the best possible performance? What does a professional composition look like? What are the features of Popular Music?	Consolidation How do different ensembles function across genres? How can I meet a composition brief fully?	Exam Readiness How can I best prepare for listening, appraising and analysing music in my GCSE exam?

	Key Knowledge and skills	Pupils will begin to link up their year 10 knowledge to add depth to appraisal analyses, compositions and Performances. Appraisal- Forms and devises: Theme and Variation structures and Strophic forms. Begin to look at the eras of classical music as well as their specific forms and devices. Start to look at fusion styles within popular music such as Bhangra. Composition- Begin set brief composition that is released at the beginning of the examination year. Start to refine free composition. Performance- Performances should now be selected, and final rehearsals and refinements should be taking place.	Pupils will consolidate their knowledge within each area of Music and begin using advanced techniques independently. Appraisal- Pupils will continue to consolidate their knowledge in Music for Ensembles by looking at polyphonic textures, canons, and countermelodies. They will then add to this in Film Music, looking at chromaticism, extended harmonies and minimalism. Composition- Pupils will submit their final recordings and scores of both compositions ready for teacher marking and external moderation. Performance- Pupils will submit their final recordings and scores of both Performances ready for teacher marking and external moderation. Exam Techniques: Pupils will regularly answer appraisal questions independently and build revision resources around areas of weakness.	Revision- All areas of study are recapped with new examples and areas of weakness are identified and retaught. Exam Practice- Pupils will regularly practice mock listening questions, extended answers, comparison questions, and dictation questions. Performance and Composition- All performances and compositions are now submitted.
	End Point	Pupils show advanced understanding of forms and styles and being to compose to meet the exam board briefs.	Pupils complete all coursework (performances and compositions) and demonstrate readiness for their final exam.	Pupils are fully prepared for the appraising exam and have completed all performance and composition components to specification standards.