

MUSIC

Curriculum plan 2026 – 2027

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Yr7	<p>Elements of Music</p> <p>The perfect starting point! An introduction to the elements of music, such as pitch, dynamics, tempo, texture... We consider these the 'building bricks' of music and we will use them to describe and analyse music throughout the rest of the course.</p>	<p>Introduction to the Orchestra</p> <p>Introducing the sections of the orchestra and all of the orchestral instruments, their sound and construction.</p>	<p>Introduction to Keyboard skills and technique</p> <p>In this unit we will introduce students to the electronic keyboard, keyboard technique, basic music notation and performance.</p>	<p>Form and structure</p> <p>Exploring and performing in various musical structures and studying musical form. Students will understand binary, ternary and rondo forms.</p>	<p>Folk Music</p> <p>An exploration of folk music from the British Isles, the instrumentation used and composition techniques. A performance of the traditional sea shanty 'Drunken Sailor' is used for assessment.</p>	<p>Hooks and riffs</p> <p>Exploring repeating musical patterns, hooks and riffs through Western classical and popular music.</p>
Yr8	<p>Music from the Caribbean Islands – Reggae Off Beat</p> <p>The life and music of Bob Marley, with a focus on syncopated chord patterns, primary triads, textural layers and bass riffs. We will also explore Jamaican culture and Rastafarianism.</p>	<p>All that Jazz – 12 Bar Blues and improvisation</p> <p>12 bar blues chord patterns and an exploration of the blues scale as a starting point for jazz improvisation, alongside a study of some of the blues 'greats' such as Bessie Smith.</p>	<p>Variations, advanced compositional techniques</p> <p>An exploration of the techniques composers use to alter a musical theme, such as changing the rhythm, tempo, tonality, ornamentation and instrumentation. In this unit students will create a set of variations based on a familiar theme.</p>	<p>All about the bass, bass line study and introduction to the bass clef</p> <p>A study of bass riffs from hip hop and rap music and an in-depth look at bass instruments and the bass clef.</p>	<p>Music for Media – Computer games</p> <p>How music brings video games to life, from 8-bit chiptune to modern orchestral soundtracks. Students explore character themes, looping and layering, and how game music changes with the action, before composing a looping theme for a game level or character.</p>	<p>Music for Media – Film</p> <p>How composers use music to create mood, tension and atmosphere on screen. Students study leitmotif, underscore, and diegetic and non-diegetic sound through iconic film scores, then compose a soundtrack to a short film clip.</p>

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Yr9	<p>Grunge Music from the 90s</p> <p>The Seattle grunge scene of the 1990s: Nirvana, Pearl Jam and Soundgarden. Students learn power chords, distorted guitars, loud/quiet dynamics and verse-chorus structure, and perform a grunge song in bands. Revisited in Year 10 BTEC.</p>	<p>Hip Hop</p> <p>The origins of hip hop in 1970s New York and its four elements: DJing, MCing, breaking and graffiti. Building on the Year 8 bass unit, students explore beats, sampling, loops, and rhythm and flow in rap, and create their own hip hop track using music software.</p>	<p>Pop Punk</p> <p>Fast, loud and catchy! Pop punk from its 1970s punk roots to bands such as Green Day, blink-182 and Paramore. Building on the power chords learned in the grunge unit, students learn palm muting, driving drum beats and catchy vocal hooks, and perform a pop punk song in bands.</p>	<p>Composing and producing a pop song</p> <p>Students become songwriter and producer, using a DAW to compose and produce their own pop song: song structure, chord progressions, melodies, hooks and lyrics, then recording, layering and mixing.</p>	<p>Advanced Music for Media</p> <p>Building on Year 8, students compose music to a brief for TV, advertising and film, using music software to sync music and sound effects to picture. Working to a brief is a key skill for the Year 10 and 11 BTEC course.</p>	<p>Samba</p> <p>The music and culture of Brazil's Rio Carnival. Students learn the bateria instruments (surdo, caixa, repinique, tamborim, agogô), call and response, syncopation and polyrhythm, and perform as a samba band. Revisited in Year 10 BTEC.</p>
Yr10	<p>BTEC Tech Award in Music Practice</p> <p>Component 1</p> <p>Exploring Music Products and Styles Application of skills and knowledge in musical practice</p> <p>Rock and Roll and Reggae Key features and techniques of 1950s rock and roll and reggae, building on Year 8.</p>	<p>BTEC Tech Award in Music Practice</p> <p>Component 1</p> <p>Exploring Music Products and Styles Application of skills and knowledge in musical practice</p> <p>Grunge and Samba Revisiting grunge and samba from Year 9 in greater depth: key features, context and techniques.</p>	<p>BTEC Tech Award in Music Practice</p> <p>Component 1</p> <p>Exploring Music Products and Styles Application of skills and knowledge in musical practice</p> <p>Music for Media and mock assignment Music for film, TV and games, then a mock Component 1 assignment to prepare for Year 11.</p>	<p>BTEC Tech Award in Music Practice</p> <p>Component 2</p> <p>Music Skills Development</p> <p>Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.</p>	<p>BTEC Tech Award in Music Practice</p> <p>Component 2</p> <p>Music Skills Development</p> <p>Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.</p>	<p>BTEC Tech Award in Music Practice</p> <p>Component 2</p> <p>Music Skills Development</p> <p>Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.</p>
Yr11	<p>Component 2 Assignment Music Skills Development</p> <p>Students begin the Pearson Set Assignment, developing their two chosen disciplines and logging their progress.</p>	<p>Component 2 Assignment Music Skills Development</p> <p>Students complete the assignment and finalise their evidence for assessment and moderation.</p>	<p>Component 1 Assignment Exploring Music Products and Styles</p> <p>Students begin the Pearson Set Assignment, investigating musical styles and the techniques used to create music products.</p>	<p>Component 1 Assignment Exploring Music Products and Styles</p> <p>Students complete and refine their assignment ready for assessment and moderation.</p>	<p>Component 3 External Assessment Responding to a Music Brief</p> <p>The externally assessed synoptic task (40%). Students respond to a brief set by Pearson, drawing on Components 1 and 2.</p>	<p>Course complete</p>