



MUSIC CURRICULUM OVERVIEW 2023/2024

Term / Week	Autumn 1 Weeks 1-7	Autumn 2 Weeks 8-14	Spring 1 Weeks 15-20	Spring 2 Weeks 21-26	Summer 1 Weeks 27-32	Summer 2 Weeks 33-38
Years 3 & 4	<p>Songs of WW2 / Folk Songs</p> <p>Exploration of how sounds can be made, through Pitch, Duration, Tempo, Timbre, Texture and Structure</p>	<p>Songs of WW2 / Folk Songs</p> <p>Exploration of how sounds can be made</p>	<p>Graphic Scores: Brazil: Carnival! / Volcanoes</p> <p>Exploration of how sounds can be made and changed through Pitch, Duration, Dynamics, Tempo, Timbre, Texture and Structure</p>	<p>Graphic Scores: Brazil: Carnival! / Volcanoes</p> <p>Exploration of how sounds can be made and changed</p>	<p>British Music of the Twentieth Century / Salsa</p> <p>Exploration of how sounds can be made, changed and organised through Pitch, Duration, Dynamics, Tempo, Timbre, Texture and Structure</p>	<p>British Music of the Twentieth Century / Salsa</p> <p>Exploration of how sounds can be made, changed and organised</p>
Years 5 & 6	<p>Medieval to Modern Music / Music of Ancient Greece and the Middle East</p> <p>Recognition and exploration of how sounds can be combined and used expressively, through Pitch, Duration, Dynamics, Tempo,</p>	<p>Medieval to Modern Music / Music of Ancient Greece and the Middle East</p> <p>Recognition and exploration of how sounds can be combined and used expressively</p>	<p>Music associated with Water: Handel, Schubert, Debussy, Britten / Disney: <i>The Rite of Spring</i> – Music to tell a Story</p> <p>Identification and exploration of the relationship between sounds, and how music reflects different intentions, through Pitch, Duration, Dynamics, Tempo,</p>	<p>Music associated with Water: Handel, Schubert, Debussy, Britten / Disney: <i>The Rite of Spring</i> – Music to tell a Story</p> <p>Identification and exploration of the relationship between sounds, and how music reflects different intentions</p>	<p>Pop Music from 1950 – 1970 / Superheroes!</p> <p>How music reflects expression, intentions, time, place and culture, through Pitch, Duration, Dynamics, Tempo, Timbre, Texture, Structure and Harmony</p>	<p>Pop Music from 1950 – 1970 / Superheroes!</p> <p>How music reflects expression, intentions, time, place and culture</p>

	Timbre, Texture and Structure		Timbre, Texture and Structure			
Year 7	<p>The Musical Elements</p> <p>Identification and exploration of musical devices in response to musical and non-musical stimuli.</p>	<p>Vivaldi: Spring</p> <p>Identifying and using music expressively through the instruments of the orchestra, with a focus on Pitch, Duration, Dynamics, Tempo, Timbre, Texture, Structure, Harmony and Style</p>	<p>Minimalism</p> <p>Music as a process.</p>	<p>Gamelan</p> <p>Music as a process, and links with non-Western culture</p>	<p>Medieval Music</p> <p>Music in the wider contexts of time and place: Music, History and Religion</p>	<p>Impressionism</p> <p>Music in a wider context: Music and Art</p>
Year 8	<p>Structures in Music: Theme and Variation, Ternary, Rondo Form</p> <p>Exploration of variety and unity in Music</p>	<p>Structures in Music: Blues</p> <p>Exploration of variety and unity in Music with links to style, genre and tradition</p>	<p>The Development of Music: Renaissance Music and its context</p> <p>The development of musical expression, process, structure, styles, genres and traditions over time, with a focus on Pitch, Duration, Dynamics, Tempo, Timbre, Texture, Structure, Harmony, Style and Genre</p>	<p>The Development of Music: Baroque, Classical and Romantic Music and their contexts</p> <p>The development of musical expression, process, structure, styles, genres and traditions over time</p>	<p>The Development of Music: Twentieth-Century Experimental Music and its context</p> <p>The development of musical expression, process, structure, styles, genres and traditions over time</p>	<p>The Development of Music: Musical Theatre and Incidental Music and its context</p> <p>The development of musical expression, process, structure, styles, genres and traditions over time</p>
Year 9	<p>The Development of Music: Popular Music in</p>	<p>The Development of Music: Popular Music in the Twentieth Century:</p>	<p>The Development of Music: Popular Music in</p>	<p>The Development of Music: Popular Music in</p>	<p>The Development of Music: Popular Music in</p>	<p>Final Project: Performance of popular medley</p>

	<p>the Twentieth Century: Blues and Jazz</p> <p>Exploration of expression, process, structure, styles, genres and traditions over time, with a focus on Pitch, Duration, Dynamics, Tempo, Timbre, Texture, Structure, Harmony, Style and Genre</p>	<p>Jazz, Swing, Rock 'n Roll, Folk</p> <p>Exploration of expression, process, structure, styles, genres and traditions over time</p>	<p>the Twentieth Century: Salsa</p> <p>Exploration of expression, process, structure, styles, genres and traditions over time</p>	<p>the Twentieth Century: Bhangra</p> <p>Exploration of expression, process, structure, styles, genres and traditions over time</p>	<p>the Twentieth Century: Musicals</p> <p>Exploration of expression, process, structure, styles, genres and traditions over time</p>	<p>Exploration of expression, process, structure, styles, genres and traditions over time</p>
Year 10	<p>Performing, Composing, and Listening and Appraising at GCSE</p> <p>Understanding the requirements of the course, and consolidation of previous learning</p>	<p>Music for Stage and Screen (1): <i>Defying Gravity</i> and <i>Star Wars</i></p> <p>Vocal and Instrumental music for a purpose</p>	<p>Music for Stage and Screen (2): Music and Drama</p> <p>Using music dramatically</p>	<p>Baroque Instrumental and Vocal Music (1): Bach's <i>Brandenburg Concerto No. 5</i> and Purcell's <i>Music For A While</i></p> <p>Vocal and instrumental music as a process, in its historical context</p>	<p>Baroque Instrumental and Vocal Music (2): The voice / instruments as a resource</p> <p>Vocal and Instrumental techniques in wider contexts</p>	<p>Consolidation and Examination of all Performance, Composition and Listening and Appraising work</p>
Year 11	<p>The Development of Instrumental and vocal Music (1): Beethoven's <i>Pathetique Sonata</i> and Afro Celt Sound System's <i>Release</i></p>	<p>The Development of Instrumental and vocal Music (2): <i>Esperanza Spalding Samba Em Preludio</i></p>	<p>The Development of Instrumental and Vocal Music (3): <i>Killer Queen</i></p>	<p>Consolidation of all learning, and final work on Performances and Compositions</p>	<p>Past-paper questions and final recordings</p>	<p>Examination</p>

	Vocal and instrumental music as a process, in wider contexts	Music as a process, in wider contexts and challenging conventions	Challenging conventions through musical fusions and technology			
Year 12	Performing, Composing and Listening and Appraising in Year 12 Requirements of the course, and consolidation of previous learning	The Development of Western Music (1): Bach's <i>Ein Feste Burg</i> and Elfman's <i>Batman Returns</i> Music for a Purpose, in context	The Development of Western Music (2): Schumann's <i>Piano Trio in G Minor</i> and Hermann's <i>Psycho</i> Music for a Purpose, in context	The Development of Western Music (3): Berlioz's <i>Symphonie Fantastique</i> and Debussy's <i>Estampes</i> Musical innovations	The Development of Western Music (4): Vaughan Williams' <i>On Wenlock Edge</i> Past-paper questions and final recordings	Examination
Year 13	Performing, Composing, and Listening and Appraising at A-Level Requirements of the course, and consolidation of previous learning	The Development of Twentieth-Century Popular and Classical Music (1 and 2): The Beatles' <i>Revolver</i> and Kate Bush's <i>Hounds of Love</i> ; Debussy's <i>Estampes</i> and Stravinsky's <i>Rite of Spring</i> Musical innovations	The Development of Twentieth-Century Popular and Classical Music (3 and 4): Courtney Pine <i>Back in the Day</i> and Anushka Shankar <i>Breathing Under Water</i> Musical innovations from musical fusions	The Development of Twentieth-Century Popular and Classical Music (5): Saariaho <i>Petals</i> Musical innovations from musical fusions	Past-paper questions and final recordings	Examination

	New learning and skills
	Acquisition and consolidation of learning and skills
	Demonstration of learning and skills