

## Curriculum Overview: Year 7 Music

| Autumn 1                                                                                                                                                                | Autumn 2                                                                                                                                                       | Spring 1                                                                                                                                                                                                                                                                                                                                                        | Spring 2                                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                                                                        | Summer 2                                                                                                                                                                                                                                      |
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| <b>Topic</b><br>Notation<br><br><i>Musical Stave Notation</i>                                                                                                           | <b>Topic</b><br>Peter and the Wolf<br><br><i>Programme music and composing your own.</i>                                                                       | <b>Topic</b><br>Magical Music<br><br><i>Note values, stave notation whilst learning Hedwig's theme tune.</i>                                                                                                                                                                                                                                                    | <b>Topic</b><br>Scales<br><br><i>Patterns of Major, Minor and Pentatonic scales.</i>                                                                                                             | <b>Topic</b><br>African Drumming<br><br><i>Rhythmic patterns and learning to perform in a group setting.</i>                                                                                                                                                                    | <b>Topic</b><br>Musical Language<br><br>Learning to play a piece of music using the knowledge gained throughout the year; stave, note values, time signature and chords.                                                                      |
| <b>Links to prior learning</b><br><br><b>Stretch and Challenge Enquiry</b><br>How can the use of the different musical elements change the emotion of a piece of music? | <b>Links to prior learning</b><br>Musical elements<br><br><b>Stretch and Challenge Enquiry</b><br>How can programme music help to enhance emotions in a scene? | <b>Links to prior learning</b><br>Stave notation<br><br><b>Stretch and Challenge Enquiry</b><br>Can you identify the time signature of a piece of music by listening to it?                                                                                                                                                                                     | <b>Links to prior learning</b><br>Musical elements<br>Mood in music<br>Shapes<br><br><b>Stretch and Challenge Enquiry</b><br>How can the type of notes used in a piece of music affect the mood? | <b>Links to prior learning</b><br>Note values<br><br><b>Stretch and Challenge Enquiry</b><br>Can different drumming styles be linked with different cultures around the world?                                                                                                  | <b>Link to Prior learning</b><br>Stave notation<br>Note values<br>Time signature<br><br><b>Stretch and Challenge Enquiry</b><br>How can we use musical elements to create more exciting performance? Which musical genres inspired Pop Music? |
| <b>Equipment Needed</b><br>Access to YouTube<br>Materials to create un-tuned percussion instruments (drum)<br>Access to the internet (research)                         |                                                                                                                                                                | <b>Wider Reading</b><br>Peter and the Wolf – <a href="https://www.youtube.com/watch?v=MfM7Y9Pcdzw">https://www.youtube.com/watch?v=MfM7Y9Pcdzw</a><br><br>Virtual Gallery - <a href="https://artsandculture.google.com/entity/minimalism/m057k3?categoryId=art-movement">https://artsandculture.google.com/entity/minimalism/m057k3?categoryId=art-movement</a> |                                                                                                                                                                                                  | <b>Family activities</b><br>Listen to a piece of music and identify the musical elements that have been used.<br>Teach a family member the names and values of the different notes.<br>Make your own drum and create different cyclical and poly-rhythmic patterns as a family. |                                                                                                                                                                                                                                               |

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Look at Minimalist art. Can you see the same characteristics of minimalist music?

## Curriculum Overview: Year 8 Music

| Autumn 1                                                                                                                                                                               | Autumn 2                                                                                                                                                                     | Spring 1                                                                                                                                                                                                                                                                                                                                             | Spring 2                                                                                                                                                                                      | Summer 1                                                                                                                                                                                      | Summer 2                                                                                                                                                                                                                                                                |
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| <b>Topic</b><br>Blues<br><br><i>The history of the blues and the influence of the blues on popular music.</i>                                                                          | <b>Topic</b><br>Rock'n'Roll<br><br><i>A continuation of the blues features and its influence on popular music.</i>                                                           | <b>Topic</b><br>Pachelbel's Canon<br><br><i>The Baroque era and its history.</i>                                                                                                                                                                                                                                                                     | <b>Topic</b><br>Fur Elise<br><br><i>Travelling further along the timeline of musical genres. Classical music, looking closely at the umbrella of 'Classical music'.</i>                       | <b>Topic</b><br>Minimalism<br><br><i>Minimalist techniques and musicians.</i>                                                                                                                 | <b>Topic</b><br>Battle of the Bands<br><br><i>Group work, creating a cover of a song. Understanding the characteristics of different genres.</i>                                                                                                                        |
| <b>Links to prior learning</b><br>Slavery<br><br><b>Stretch and Challenge Enquiry</b><br>How has blues music served as a mirror and a window for African American history and culture? | <b>Links to prior learning</b><br>Blues<br>Composition<br><br><b>Stretch and Challenge Enquiry</b><br>How did Rock'n'Roll pave the way for a new era of music to be created? | <b>Links to prior learning</b><br>Notation<br>Note Values<br><br><b>Stretch and Challenge Enquiry</b><br>How did the invention of the piano change the direction of 'Classical' music?                                                                                                                                                               | <b>Links to prior learning</b><br>Classical<br>Notation<br>Note Values<br><br><b>Stretch and Challenge Enquiry</b><br>What key feature of classical music has impacted today's popular music? | <b>Links to prior learning</b><br>Minimalism in art<br>Note values<br><br><b>Stretch and Challenge Enquiry</b><br>How has Minimalist music influenced other genres of music?                  | <b>Links to prior learning</b><br>Stave notation<br>Note values<br>Chords<br>Song structure<br>Blues<br><br><b>Stretch and Challenge Enquiry</b><br>People enjoy music from different genres. How might music inspire and comfort individuals during difficult moments? |
| <b>Equipment Needed</b><br>Access to the internet<br>Paper<br>Pens                                                                                                                     |                                                                                                                                                                              | <b>Wider Reading</b><br><a href="http://stomplondon.com/">http://stomplondon.com/</a> - STOMP!<br><a href="https://www.classical-music.com/">https://www.classical-music.com/</a> - Classical<br><a href="https://cultursmag.com/famous-instruments-around-the-world/">https://cultursmag.com/famous-instruments-around-the-world/</a> - Instruments |                                                                                                                                                                                               | <b>Family activities</b><br>Spend time listening to music from different cultures. What are the differences?<br>Create a research page showing traditional instruments from around the world. |                                                                                                                                                                                                                                                                         |

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Find and listen to popular songs that use the 12 bar blues song structure.  
Can you create a timeline of the different 'classical' periods that fit under the umbrella term 'Classical'?

## Curriculum Overview: Year 9 Music

| Autumn 1                                                                                                                                                                                          | Autumn 2                                                                                                                                                                                                             | Spring 1                                                                                                                                                                                                                   | Spring 2                                                                                                                                                                                                                               | Summer 1                                                                                                                                                                                                                                                     |  |
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| <b>Topic</b><br>Musicals<br><br><i>Lyric writing, compositional skills and chords.</i>                                                                                                            | <b>Topic</b><br>Responding to a Music Brief<br><br><i>Roles within the music industry. Understanding key factors when responding to commercial music brief.</i>                                                      | <b>Topic</b><br>Film Music - Devices<br><br><i>Different devices used within film music.</i>                                                                                                                               | <b>Topic</b><br>Film Music - Trailer<br><br><i>Create a film trailer using film devices.</i>                                                                                                                                           | <b>Topic</b><br>DAW<br><br><i>Creating music using DAW (Digital Audio Workstation)</i>                                                                                                                                                                       |  |
| <b>Links to prior learning</b><br>Compositional skills<br>Song structure<br><br><b>Stretch and Challenge Enquiry</b><br>How can the key signature of a song help to inform the mood of the piece? | <b>Links to prior learning</b><br>Musical Elements<br>Note values<br>Stave notation<br><br><b>Stretch and Challenge Enquiry</b><br>How do you develop your production skills to respond to a commercial music brief? | <b>Links to prior learning</b><br>Musical Elements<br><br><b>Stretch and Challenge Enquiry</b><br>How can silence be used successfully within music to build suspense during a film scene?                                 | <b>Links to prior learning</b><br>Film Devices<br>Musical Elements<br>Compositional skills<br><br><b>Stretch and Challenge Enquiry</b><br>What is the purpose of trailer music?<br><br>What makes a successful piece of trailer music? | <b>Links to prior learning</b><br>Musical Elements<br>Timbre - Timing<br>Compositional Techniques<br>Note Values<br><br><b>Stretch and Challenge Enquiry</b><br>How can a musician adapt a pre-existing piece of music?<br>What makes it a successful piece? |  |
| <b>Equipment Needed</b>                                                                                                                                                                           |                                                                                                                                                                                                                      | <b>Wider Reading</b>                                                                                                                                                                                                       |                                                                                                                                                                                                                                        | <b>Family activities</b>                                                                                                                                                                                                                                     |  |
| Access to the internet<br>Paper<br>Pen                                                                                                                                                            |                                                                                                                                                                                                                      | <a href="https://broadwaydirect.com/where-to-watch-musicals-online-the-musical-lovers-guide-to-streaming/">https://broadwaydirect.com/where-to-watch-musicals-online-the-musical-lovers-guide-to-streaming/</a> - Musicals |                                                                                                                                                                                                                                        | Listen to your favourite song. Can you label the different parts that make up the structure of the song?                                                                                                                                                     |  |

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<https://www.wherecanwego.com/whats-on/derbyshire> - Responding to Music Brief

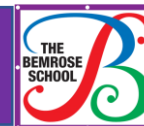
[What Is a DAW? A Guide to Digital Audio Workstations - 2025 - MasterClass](#) - DAW

Watch online or organise to go to a local music event.  
Can you spot the different job roles?  
Watch a range of different film trailers and list the film devices they used.  
Create a family band and cover your favourite song.

## Curriculum Overview: Year 10 BTEC Tech Award in Music Practice

| September - January                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | February- April                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | May- July                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Topic – Component 1 – Exploring Music Products and Styles – Delivery</b><br><br>Exploring the techniques used in the creation of different musical product and investigate the key features of different musical styles.<br><br><i>Developing understanding of different types of music products and the techniques use to create them. Exploring how musical elements, technology and other resources are used in creation, production and performance of music. Exploring the key features of different styles of music and music theory and apply the knowledge and understanding to developing own creative work.</i> | <b>Topic – Component 1 - Exploring Music Products and Styles -Summative Assessment and Internal Marking</b><br><br>LO A: Demonstrate an understanding of styles of music<br>LO B: Apply understanding of the use of techniques to create music.<br><br><i>Demonstrating understanding of different types of music products and the techniques use to create them. Demonstrating understanding of how musical elements, technology and other resources are used in creation, production and performance of music. Demonstrating understanding of the key features of different styles of music and music theory and applying the knowledge and understanding to developing own creative work.</i> | <b>Topic – Component 2 – Music Skills Development - Delivery</b><br><br>Developing two musical disciplines through engagement in practical tasks, while documenting progress for further improvement.<br><br><i>Developing musical skills and techniques that will enable you to consider your aptitude and enjoyment for music, helping you to make informed decisions about what you will study in the future.</i> |
| <b>Links to prior learning</b><br>Mood in music, musical elements, composition, chord progression.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Links to prior learning</b><br>Mood in Music, Musical elements, composition, chord progression                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Links to prior learning</b><br>Stave Knowledge, Note Values, Instrumental skills, DAW knowledge                                                                                                                                                                                                                                                                                                                   |

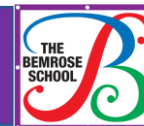
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| <b>Stretch and Challenge Enquiry</b><br>How can different types of music affect the overall tone?                                                                                            | <b>Stretch and Challenge Enquiry</b><br>What are the issues the professional musician will face when responding to a brief? Why? | <b>Stretch and Challenge Enquiry</b><br>What are the challenges that performers face during rehearsals? What are the strategies to overcome these challenges?                                                                                                                                                                              |
| <b>Equipment Needed</b><br>IT Facilities and the internet<br>Library/internet resources<br>Listening material, online streaming, online video resources<br>Musical Instruments and equipment | <b>Wider Reading</b>                                                                                                             | <b>Family activities</b><br>Watch online or organise to go to a local music event. Can you spot the different job roles?<br>Organise a mini concert at your back garden and give everyone in the family a job role in order to accomplish the concert, just like in music industry.<br>Create a family band and cover your favourite song. |

| Curriculum Overview: Year 11 BTEC Tech Award in Music Practice                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                           |
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| September                                                                                                                                                                                                                                                                                                                                                                                                            | October - December                                                                                                                                                                                                                                                                                                                                                                                                                                                           | January - May                                                                                                                                                                                                                                                                                             |
| <b>Topic – Component 2 – Music Skills Development - Delivery</b><br><br>Developing two musical disciplines through engagement in practical tasks, while documenting progress for further improvement.<br><br><i>Developing musical skills and techniques that will enable you to consider your aptitude and enjoyment for music, helping you to make informed decisions about what you will study in the future.</i> | <b>Topic – Component 2 – Music Skills Development - Summative Assessment and Internal Marking</b><br><br>LO A: Demonstrate professional and commercial skills for the music industry<br>LO B: Apply development processes for music skills and techniques.<br><br><i>Demonstrating musical skills and techniques that will enable you to consider your aptitude and enjoyment for music, helping you to make informed decisions about what you will study in the future.</i> | <b>Topic – Component 3 – Responding to a Music Brief - External Assessment</b><br><br><br><br><br><br><br><br><br><br><i>Apply the knowledge understanding and skills acquired and developed in Components 1 &amp; 2 and applying the musical skills and techniques they have explored and developed.</i> |
| <b>Topic - Component 3 – Responding to a Music Brief - Delivery</b><br>Developing and presenting music in response to a given music brief<br><br><i>Exploring the brief and investigating possible responses and ideas to meet the demands o the brief Developing and presenting an original creation based on a piece from a given list and a style from a choice of four.</i>                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                           |

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| <p><b>Links to prior learning</b><br/>Musical Elements, Stave Knowledge, Note Values, World Music, Ensemble Culture, World Music, Compositional skills,</p> <p><b>Stretch and Challenge Enquiry</b><br/>How do performers use solo and ensemble skills and techniques in order to enhance their performance.</p> | <p><b>Links to prior learning</b><br/>Managing a music product, ensemble culture</p> <p><b>Stretch and Challenge Enquiry</b><br/>How organisations interrelate and why these relationships are important?</p> | <p><b>Links to prior learning</b><br/>Events Management, Ensemble culture</p> <p><b>Stretch and Challenge Enquiry</b><br/>What are the strategies to use to overcome the issues the music industry faces currently?</p>                                                                                                                                                                                                                                                                      |
| <p><b>Equipment Needed</b><br/>IT Facilities and the internet<br/>Library/internet resources<br/>Listening material, online streaming, online video resources<br/>Musical Instruments and equipment</p>                                                                                                          | <p><b>Wider Reading</b></p>                                                                                                                                                                                   | <p><b>Family activities</b><br/>Learn a new piece of music that requires a skill that you need to develop. Ask a family member to give you feedback.</p> <p>Watch different practice routines for your instrument and DAW and discuss this with your family member in order to get advice on what they would do to get better at a skill of their own.</p> <p>Ask a relative what their favourite song is, learn the song and arrange it into the different and new style that you like.</p> |