

Topic Sequencing and Rationale

Key Stage 3

	Year	What is taught? Overview of Topics	Why this? Why then?
KS3	Year 7	<ul style="list-style-type: none"> • Key Focus - Elements of Music • Introduction to Keyboards • Introduction to Ukuleles • September Surprise Big Sing 	<p>These activities are intended to give the students a taste of the three key skills. This will bridge some knowledge and skills gaps from primary school.</p> <p>The big sing will give them an opportunity to put music into practice and feel part of their new school. The concert also gives more able students who play musical instruments already the opportunity to perform a solo.</p>
		<ul style="list-style-type: none"> • Key Genre – Gospel Music • Next to Me – Band Project 	<p>This song aims to allow students to contextualise their K&U from half term one whilst developing group work skills such as self-direction and cooperation.</p> <p>This song uses a simple two-bar repeated chord pattern of three chords which makes it an accessible introduction to group performance.</p>
		<ul style="list-style-type: none"> • Key Genre - Minimalism • Keyboards Skills 2 • Ukulele Skills 2 	<p>This term refocuses on individual skills and develops techniques across both keyboards and ukuleles before the next group project. This will give students time to grow as individual musicians before being assessed on a final performance.</p> <p>Minimalism gives students a taste of alternative composition techniques that feed into some of the knowledge and understanding required for GCSE.</p>
		<ul style="list-style-type: none"> • Key Genre – Soul Music • I Need a Dollar – Band Project 	<p>This project builds directly on skills and knowledge learned in Next to Me but introduces more chords, a different tonality and call & response texture.</p> <p>Students will develop further knowledge of the influence of key African American genres of music on contemporary pop.</p>

	<ul style="list-style-type: none"> • Introduction to Cubase – Oh, When the Saints • Y7 Listening Assessment 	<p>This is possibly the first time students will have used technology to create music and this topic serves as an introduction to this.</p> <p>Students will be able to create music using technology rather than through live performance which opens the door to a different way of creating music.</p> <p>Successful musicians are usually multidisciplinary and will need to be able to write and produce music as well as perform.</p> <p>Cubase software is used through KS3 and both at KS4 and KS5.</p>
	<ul style="list-style-type: none"> • Key Genre – Jazz • Y7 Keyboard Assessment • Band Project – Valerie 	<p>Valerie offers more challenge than the previous two group projects. Students will now have a sound knowledge basic chords and how to extend them.</p> <p>They will also look at song structure through a verse-chorus song.</p> <p>Valerie has been chosen as it is a modern standard that is part of many working bands' repertoire.</p> <p>7th chords are part of the knowledge and understanding that expand knowledge of harmony.</p> <p>Love Me Tender gives students the chance to develop chordal left-hand.</p>
Year 8	<ul style="list-style-type: none"> • Key Genre - Blues • Spot the Dot Blues – Keyboards • Spot the Dot Blues – Band Project 	<p>Twelve-bar blues is a cornerstone of all musician's vocabulary and is an excellent vehicle for improvising and composing ideas.</p> <p>Students can build on knowledge of chord patterns and adding 7ths from Y7 as well as developing instrumental technique on keyboards, ukuleles and cajons.</p>
	<ul style="list-style-type: none"> • Key Genre – Music in the Media • Cubase – Smarties Adverts 	<p>This will develop knowledge of working practices of musicians when composing music for a commercial brief.</p> <p>Cubase was first introduced in Y7 and this topic refreshes and builds on this knowledge.</p> <p>The topic focuses strongly on creativity with students creating highly personal outcomes.</p>
	<ul style="list-style-type: none"> • Key Genre - Latin American • Band Project - Havana 	<p>As well as following on from pop music band projects in Y7, this song broadens students' knowledge and understanding of different genres of music and follows on well from blues taught earlier in the year. Being able to play songs in wide variety of styles is often demanded of professional musicians. Being able to quickly capture the essence of a genre through knowing and understanding its conventions is a key skill.</p>

	<ul style="list-style-type: none"> • Key Genre – Baroque Period • Cubase - Writing a Melody 	<p>The Baroque era is regarded as the first key period in the development of orchestral music which laid the foundations of the development of the Western Classical tradition.</p> <p>This topic follows on from the Smarties Cubase project. In this topic they will revisit sequencing skills they have already learned but will be applying theoretic music knowledge to create more detailed and successful compositions that incorporate the exploration of a range of elements of music. This composition project bridges the gap between the more 'fun' compositional approach to writing music for cartoon adverts and higher-level outcomes that are required at KS4.</p>
	<ul style="list-style-type: none"> • Key Genre - Classical • Y8 Keyboard Mozart Task • Ukulele Skills 3 • Listening Assessment • Summer Spectacular – Big Sing 	<p>The Classical period follows on historically from Baroque and students will be able to see how the orchestra has grown. They will also know about Mozart as a key composer of the era.</p> <p>The keyboard task is a challenging activity that brings our performing work up to a level that could enable students to make the transition to GCSE from KS3 music.</p> <p>After having spent a half term working in pairs at computers, this term focuses on performing and individual assessments. The big sing brings meaning to classroom singing with the opportunity to perform at the Royal Hall in Harrogate.</p>
	<ul style="list-style-type: none"> • Y8 Keyboard Assessment • Key Genre – Hip-Hop • Happy – Band Project 	<p>Pharell is a key music producer whose work brings together elements of hip-hop, soul and other Afro-American music styles. Happy is a modern standard rather like Valerie learned in Y7. This band project shows the progress students have made since Y7. This song is far more complex and challenging than Next to Me but uses many of the same skills. The familiarity that students have now got with working in bands and using these instruments enables them to approach a complex song with confidence.</p>
Year 9	<ul style="list-style-type: none"> • How to Play Any Song 	<p>In Y7 and Y7 students have become familiar with using triads in the keyboard to play pop songs. This topic widens the range of what they can access in terms of music by giving them the knowledge of chord theory.</p>
	<ul style="list-style-type: none"> • Composition Techniques 	<p>Students will have learned about how to build chords and differing types of piano accompaniments in the previous topic. This composition task also builds on knowledge from Y8 composing work. As students approach greater levels of maturity, the more open-ended and creative nature of this task will enable them to explore and express their own ideas.</p>

	<ul style="list-style-type: none"> • Y9 Assessment Listening • Y9 Assessment Keyboards 	<p>This performance task aims to get students to work in an individual setting. This is to give more rigour to performance tasks as the students has progressed through the keystage. This also links more closely to real life performance settings and GCSE performance exams.</p> <p>The assessment data gathered from this half term will help to inform onward progression to KS4 in the light of students' options. It will also help with selecting BTEC/GCSE pathways.</p>
	<ul style="list-style-type: none"> • Key Genre – Dance Music • Cubase remix - Grenade 	<p>This is a creative composition that builds on knowledge from some of the performance work students have done. Using a real a capella vocal from a piece of contemporary pop gives relevance to the task.</p> <p>This also serves as an introduction to Music Technology as an alternative pathway for study and careers in music.</p> <p>Students will know how technology can be used to manipulate music and how it affects the outcome.</p>

Topic Sequencing and Rationale

Key Stage 4

	Year	What is taught? Overview of Topics	Why this? Why then?
KS4	Year 10 Half Term 1	Component 1: Understanding Music	This is taught from the outset to bridge any gaps in understanding the elements of music from KS3 and to lay an even foundation of knowledge upon which to build.

Half Term 1	Component 2: Performing	<p>Students will have a variety of abilities and confidence levels when starting the course. Class ensemble activities are designed to build confidence and build team spirit within the class. Informal teacher assessment can take place but performing work is ungraded at this point.</p> <p>Further development of ensemble performance skills through a more complex and challenging piece.</p>
Half Term 1	Component 3: Composing	<p>Students will have used Cubase at KS3. These differentiated sequencing tasks are aimed to build confidence and technical knowhow around using software.</p> <p>Good melody writing is always the key to successful composition coursework. This why this is the first element of composition to focus on.</p>
Half Term 2	Component 1: Understanding Music	<p>This delves deeper into the knowledge of the elements of music and the key vocabulary and techniques the students will need to know, recognise, and employ in their work.</p>
Half Term 2	Component 2: Performing	<p>This performance task links to the composition work around the use of blues scales. Improvisation and composition being the same processes with varying degrees of refinement.</p> <p>Developing on from jazz improvisation, Take Five uses irregular metre and complex keys. The piece also introduces some of the harmonic concepts learned in half term 3.</p>
Half Term 2	Component 3: Composing	<p>Supporting good melodies with solid harmonic foundations is what most compositions need. Four-chord loops also provides some understanding of the function of different chords within a key.</p>
Half Term 3	Component 1: Understanding Music	<p>At this point students will be applying the knowledge from Half terms 1&2 to short questions that lead the way to building exam technique through careful scaffolding</p>
Half Term 3	Component 2: Performing	<p>Students must learn to be able to link together composing and performance rather than seeing them as two separate disciplines. This will enable to them to compose music that is realistic and suitable for the instrumental resources for which they chose to write. Song writing is an option for Free Choice composition. This group project will give</p>

			them an opportunity to explore this before embarking on an extended individual piece of coursework.
Half Term 3	Component 3: Composing		This builds on and expends the students command of harmony and cadences as well as expending the colour they can employ to their melodic writing. Composing projects are now becoming larger in scale and more independent in their nature.
Half Term 4	Component 1: Understanding Music		Students should now have a good command of the elements of music and the key vocabulary associated with it. This can now be employed in more open-ended descriptive answers that require more critical judgement than closed one-mark answer questions.
Half Term 4	Component 2: Performing		In Half Terms 5 & 6, students will begin the academic study of Paul Simon's Graceland album. Performing some of the music is an ideal opportunity to lay the groundwork for this topic.
Half Term 4	Component 3: Composing		After having explored Cubase, students can explore and develop the possibilities of composing using score writing software. They will focus on performance skills and techniques that they know from their own instrumental studies. The composition further explores cadences and more traditional ways of approaching modulations that will be revisited at A level through Bachian four-part harmony.
Half Term 5	Component 1: Understanding Music		<p>Further skills in aural perception and critical analysis. These topics look at conventions within genres and throughout history developing the contextual understanding that will support future progression and further study.</p> <p>The set works determined by AQA require in-depth analysis and contextual understanding. These are examined in Section B and key information must be revised, remembered, and written about in extended 8-mark questions. This type of study would logically come after a grounding of musical understanding has been developed in Year 1 of the course through Section A of the paper.</p>

	Half Term 5	Component 2: Performing	After having worked with an instrumental tutor and in class with peers, students must now turn attention to exam requirements and focus on selecting material for solo performance.
	Half Term 5	Component 3: Composing	After focusing on more functional elements of music such as structure and harmony, students can now explore more expressive and colourful ideas to give their work more flare and imagination.
	Half Term 6	Component 1: Understanding Music	Students will now be ready to approach full questions about a variety of musical elements and with a variety of question styles. This will seem like a natural progression after having work on the component parts of Section A questions individually up until this point.
	Half Term 6	Component 2: Performing	This will give the students quantifiable feedback on where they are with solo performing before the summer break enabling them to practice over the holidays based on feedback from teachers.
	Half Term 6	Component 3: Composing	Students will begin coursework to allow for the completion of two piece before the deadline spending roughly two half terms on each piece.
	Year 11 Half Term 1	Component 1: Understanding Music	This completes the set works for Section B of the paper. Again, this study builds on skills developed during Year 1 of the course.
	Half Term 1	Component 2: Performing	This provides an opportunity to review progress made over the summer and assess the students' progress towards the performance exams that take place at the end of Half Term 2
	Half Term 1	Component 3: Composing	Completion of Free Choice Composition coursework follows on from the work down at the end of Year 1 of the course.
	Half Term 2	Component 1: Understanding Music	This completes the set works for Section B of the paper. After having learned much of the content in Half Term 1, students will have a deepening understanding of the material and be able to put it into practice..
	Half Term 2	Component 2: Performing	Final assessment of solo performance.

	Half Term 2	Component 3: Composing	After having explored free choice composition for coursework task one, students will now be able to use the experience, knowledge and skills to develop a composition to a brief.
	Half Term 3	Component 1: Understanding Music	All course content is covered. This term is an opportunity for students to deepen knowledge and understanding of both Section A and B content as well as practice and refine exam technique.
	Half Term 3	Component 2: Performing	This provides an opportunity to review progress made over the Christmas and assess the students' progress towards the ensemble performance exams that take place at the end of Half Term 4
	Half Term 3	Component 3: Composing	Completion of coursework task 2
	Half Term 4	Component 1: Understanding Music	All course content is covered. This term is an opportunity for students to deepen knowledge and understanding of both Section A and B content as well as practice and refine exam technique.
	Half Term 4	Component 2: Performing	Final assessment of ensemble performance.
	Half Term 4	Component 3: Composing	Having completed both composition tasks students will have some time in lessons for final intervention, DIRT and completing the aural guides and programme notes that accompany the composition coursework.
	Half Term 5	Component 1: Understanding Music	All course content is covered. This term is an opportunity for students to deepen knowledge and understanding of both Section A and B content as well as practice and refine exam technique.