



**Key Stage 4 Curriculum Journey: (Subject)**







The power of the music curriculum is underpinned by its ability to engage, motivate, immerse and inspire all pupils alongside a fully inclusive approach. Within this carefully considered curriculum, students are exposed to a range of diverse moral and ethical contexts associated with their learning, continually informing their understanding of capital culture.

The music curriculum seeks to nurture and encourage the prior knowledge of students whilst inspiring and motivating them to become resilient, creative, risk-taking, inquisitive learners.

It is the vision of the music department to engage actively in the process of music study whilst developing performance skills individually and in groups, focusing on expectations of accuracy, fluency and control of the resources used.

Broader learning experiences are a fundamental and integral part of the music curriculum and these enrichment opportunities are used to strengthen the curriculum-based learning, consolidating and enhancing their understanding of music in context.

**YEAR 10 CURRICULUM JOURNEY**






	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic						
	<b>Musical forms &amp; Devices Popular music</b>	<b>Composition 1 Performance 1</b>	<b>Music for ensemble Film music</b>	<b>Composition 2 Performance 2 (focus on ensemble skills)</b>	<b>Mock performance recordings Appraisal skills</b>	<b>Focus on musical elements and application to all AOS.</b>
Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> <li>Identifying musical elements/genres</li> <li>Development of musical theory skills</li> <li>Application of theory knowledge in composition</li> <li>Development and creativity</li> <li>Accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Understanding structure</li> <li>Development of musical ideas</li> <li>Producing idiomatic musical ideas</li> <li>Understanding of keywords in relation to composition</li> <li>Accuracy and interpretation</li> <li>Articulation</li> </ul>	<ul style="list-style-type: none"> <li>Understanding sonority/texture</li> <li>Development of musical theory skills</li> <li>Application of theory knowledge in composition</li> <li>Development and creativity</li> <li>Accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Understanding structure</li> <li>Development of musical ideas</li> <li>Producing idiomatic musical ideas</li> <li>Understanding of keywords in relation to composition</li> <li>Accuracy and interpretation</li> <li>Articulation</li> </ul>	<ul style="list-style-type: none"> <li>Identifying musical elements</li> <li>Development of musical theory skills</li> <li>Application of theory knowledge in composition</li> <li>Development and creativity</li> <li>Accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Identifying musical elements</li> <li>Development of musical theory skills</li> <li>Application of theory knowledge in composition</li> <li>Development and creativity</li> <li>Accuracy</li> <li>Articulation</li> </ul>
GCSE Assessment Objectives	AOS1 – Musical forms and devices  AOS2 – Popular music	Assessment objective 1 – Performance  Assessment objective 2 - Composition	AOS3 – Music for ensemble  AOS4 – Film music	Assessment objective 1 – Performance  Assessment objective 2 - Composition	AOS1, AOS2, AOS3, AOS4.	AOS1, AOS2, AOS3, AOS4
MAPs	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.





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The curriculum in music will be accessible for all, will help develop practical skills in a chosen instrument and provide students with a creative outlet to express themselves.

YEAR 11 CURRICULUM JOURNEY						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic						
	<b>Composing to a brief</b>	<b>Musical forms &amp; Devices</b> <b>Popular music</b>	<b>Completion of Composition 2</b> <b>Recording of performance</b>	<b>Music for ensemble</b> <b>Film music</b>	<b>Final submissions of solo/ensembles and free/brief compositions and revision</b>	
Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> <li>Understanding structure</li> <li>Development of musical ideas</li> <li>Producing idiomatic musical ideas</li> <li>Understanding of keywords in relation to composition</li> <li>Articulation</li> <li>Working to a given brief</li> </ul>	<ul style="list-style-type: none"> <li>Identifying musical elements/genres</li> <li>Development of musical theory skills</li> <li>Application of theory knowledge in composition</li> <li>Development and creativity</li> <li>Accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Understanding structure</li> <li>Development of musical ideas</li> <li>Producing idiomatic musical ideas</li> <li>Understanding of keywords in relation to composition</li> <li>Accuracy and interpretation</li> <li>Articulation</li> </ul>	<ul style="list-style-type: none"> <li>Understanding sonority/texture</li> <li>Development of musical theory skills</li> <li>Application of theory knowledge in composition</li> <li>Development and creativity</li> <li>Accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Understanding structure</li> <li>Development of musical ideas</li> <li>Producing idiomatic musical ideas</li> <li>Understanding of keywords in relation to composition</li> <li>Accuracy and interpretation</li> <li>Articulation</li> </ul>	
GCSE Assessment Objectives	Eduqas release the student briefs for Assessment objective 2 – Composition number 2	AOS1 – Musical forms and devices AOS2 – Popular music	Assessment objective 1 – Performance Assessment objective 2 - Composition	AOS3 – Music for ensemble AOS4 – Film music	Assessment objective 1 – Performance Assessment objective 2 AOS1, AOS2, AOS3, AOS4	
MAPs	Composition and Performance – continually assessed via individual and class lessons.	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.	Composition and Performance – continually assessed via individual and class lessons. One MAP per topic for appraising skills.	





# WADE DEACON HIGH SCHOOL

A Commitment to Excellence

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