

Music

Curriculum Map

Year 7	Year 8
Getting to Know You and Music Keyboard Performance Skills Rhythm, Riffs and Reason Texture and Timbre Musical Contexts Music and Mood	What Is Music? Scales Modes and Improvisation Solo Performance Popular Music and Song Writing Film Music Musical Structures

Year 9	Year 10	Year 11
Pop Music Performance – Queen Minimalism Musical Eras Melody and Chords Composition Musicals Solo Performance World Music Theory and Dictation Ensemble Performance Film Music Blues Chamber Music and Texture	Musical forms and devices Film music Solo performance Music for ensemble Rock and pop Idiomatic composition Fusion Unfamiliar works Composition – Free Examination Technique Ensemble performance	Listening Questions/Practice Composition to a Set Brief Solo Performance Set Work Revision Ensemble Performance Solo/Ensemble Performance Revise AoS 1 and 2 More Feedback and Refining Compositions Solo/Ensemble Performance Revise AoS 3 and 4 Revision of set works/Practice Papers

Year 12	Year 13
Introduction and Analysis for Performance Starting to Compose Classical Style - Composition Projects Area of Study E – Into the 20 th Century Area of Study A – Western Classical Tradition Area of Study C – Musical Theatre Free Composition Task Preparation for Performance Component	Classical Style - Composition Area of Study E – Into the 20 th Century Area of Study A – Western Classical Tradition Area of Study C – Musical Theatre Unfamiliar Listening Free Composition Task Final Performance Recitals Composition Controlled Assessment Revision and Examination Technique Examination /Study Leave



Music

Assessment Guidance

Students in Music are expected to show pride in their written and practical work, engage in frequent discussion about how to make continuous progress and act on feedback given by both peers and teaching staff. Key Stage 3 students have skills pathways displayed in the front of exercise books which are used to track performance, composition, knowledge and appraisal skills and progress.

Performance

Much performance assessment in Music is verbal, immediate and discursive.

Class performance work is assessed through class feedback, teacher observation, comments and self-assessment with personalised targets set.

Peer-assessment and class discussion of solo performances to class with “positive feedback” to encourage confidence in live performance.

End product performance work is marked more formally against a mark scheme grid.

Continuous observation and discussion of student work for GCSE and A Level performance with in-depth questioning and regular reviews against examination assessment objectives.

Composition

In composition work the continuous composition process is assessed, not just the end product.

This is assessed through informal verbal discussion, feedback, self and peer assessment.

End product compositions are marked more formally against a mark scheme grid for each piece.

Continuous review and discussion of student composition work for GCSE and A Level with in-depth questioning and regular reviews against examination assessment objectives.

Knowledge and Appraisal

Books are used less formally than other subjects. Some written tasks (including homework tasks) are marked using the stars and target stamp method. Three star stamps are equal to one House Point, signed by the subject teacher.

Frequent vocabulary, theory and aural tests are marked and a variety of listening tasks are marked and reviewed as a class.

GCSE and A Level practice examination questions, mock papers and full examination practice papers are teacher-marked and reviewed with class.

A Level essays are marked using Music Department feedback codes to highlight areas of strength and development.

