

Music

Curriculum & Rubric Map Overview 2025-2026 Year 7

The table below details the skills and knowledge students will be covering each half term in music.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	The Elements of Music An introduction to understanding music, composing and performing using the elements of music. Developing the understanding of dynamics, rhythm, structure, melody, instrumentation, tempo, texture, tonality, timbre and harmony. Listening skills: Students will develop an understanding of how to listen to music and analyse musical elements and features. Performance skills: Students will utilize the elements of music through singing,	Keyboard and Ensemble Skills Performing music on the keyboard from classical and popular music. Reading sheet music to perform melody and harmony and perform for others as a soloist/ensemble. Performance skills: Students will develop their ability to play from a variety of classical and popular music styles. Students will conduct regular performances for their peers and reflect on their progress.	Instruments of the Orchestra Exploration of the instruments of the orchestra and instrument families. Developing the comprehension of musical instruments and how they can be used to establish melody, harmony and rhythm. Listening skills: Students will study a range of classical pieces, including The Carnival of the Animals, and will analyse how the instruments are utilized. Composition Skills: Students will compose an original piece on keyboard to represent an animal,	The Blues Discovering the origins and influence of blues music. Performing and listening to blues music. Understanding the common features of blues music. Listening skills: Students will study Delta and Chicago blues, analysing key features of these styles. Performance skills: Students will work as a small ensemble to write and sing their own blues inspired lyrics whilst performing 12 bar blues, walking basslines and experimenting with improvised melodies using the major pentatonic scale.	Introduction to Music Software An introduction to music creation using computer-based software Using a range of virtual instruments to create rhythm, melody and harmony. Composition skills: Students will familiarise themselves with a range of MIDI virtual instruments, audio effects and mixing skills using DAW software	Musical Theatre – Lion King Students will be workshopping a range of musical skills through the exploration of 'The Lion King'. This will be a cross-curricular component with Drama. Performance skills: Students will develop their singing and instrumental ability playing a series of pieces from The Lion King. Students will participate in drumming, keyboard and vocal performances.

	percussion, ukulele and keyboard-based tasks.		inspired by The Carnival of the Animals.			
Assessments	<i>Initial Assessment:</i> Students will complete an initial assessment when starting Y7, which will be used to measure progress throughout the year.	<i>Interim Assessment :</i> Students will complete a written assessment based on the elements of music, instruments of the orchestra and notation. <i>Performance:</i> Students will perform regularly and complete self-assessments as they progress through beginner pieces up to grade 2.	<i>Composition and Performance:</i> Students will perform their animal inspired composition to the rest of the class.	<i>Performance:</i> Students will complete an ensemble performance based around the 12-bar blues, using improvised melodies and walking basslines.	<i>Composition:</i> Students will create a short original composition inspired by blues music.	<i>Mastery Assessment:</i> Summative assessment based on all prior learning in the form of a listening paper. Analysis of musical elements, instrumentation and common features of blues music. <i>Performance:</i> Performance of music from the Lion King.

Music

Curriculum & Rubric Map Overview

2025-2026

Year 8



The table below details the skills and knowledge students will be covering each half term in music.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	Horror Music	Ukulele Skills - British Invasion and The Beatles	World Music	20th Century Rock Music	Western Classical Music	Electronic Dance Music
	Analysis of horror music soundtracks and creating original compositions using which utilize the techniques of the horror genre	Studying and performing the works of The Beatles and the cultural impact of British Music in the 1960s. Listening skills:	Students will explore rhythms from Africa, South America, Europe and Asia Listening skills: Students will listen to a range of styles such as	Studying a range of rock styles which emerged in the 1970s-1990s. Listening skills: Students will identify musical changes in the 20 th century and engage in discussions around	An introduction to the composers and music of the baroque, classical and romantic eras of music (1600-1900). Listening skills:	Creating original Electronic Dance Music via music software. Listening skills: Students will analyse and evaluate how to create electronic dance music

Knowledge and skills that will be covered during this half term.	<p>Listening skills: Students will develop their understanding of the musical elements and how they can be used to create a horror soundtrack. Students will study dissonant harmony, drones, cluster chords and sforzando dynamics.</p> <p>Composition skills: Students will utilize their understanding of the above elements in original compositions utilizing music software.</p>	<p>Students will analyse and compare the range of British music that was created during the 1960s. Students will discuss how music developed through technological advancements and articulate how the music makes them feel.</p> <p>Performance skills: Students will work in small ensembles to perform Beatles music such as Yellow Submarine and All You Need is Love on ukulele.</p>	<p>samba, salsa, bhangra and fanga and compare the different approaches to rhythm around the world.</p> <p>Performance skills: Students will perform as a large ensemble using djembe, conga and tabla. Students will later split into smaller ensembles and conduct regular performances for their peers.</p>	<p>expression through music as we study punk rock, glam rock and Britpop.</p> <p>Performance skills: Students will work in small ensembles to perform punk rock and Britpop music, such as Oasis' Don't Look Back in Anger.</p>	<p>Students will gain an understanding of how music was developed during the baroque and classical period by JS Bach, Mozart, Beethoven and Chopin.</p> <p>Performance skills: Students will develop their instrumental ability through playing well known pieces and taking inspiration for their own works.</p> <p>Composition skills: Students will compose a sonatina to perform for their peers, which draws influence from western classical music.</p>	<p>via listening to a range of reference tracks from house and techno music.</p> <p>Composition skills: Students will utilize music software to create evolving beats, basslines and chord progressions to create an original piece in the style of house and techno music.</p>
Assessments	<p><i>Initial Assessment:</i> Students will complete and initial assessment when starting Y8, which will be used to measure progress throughout the year.</p> <p><i>Composition:</i> Horror compositions will be assessed by teacher and peers in a review lesson in which students can offer verbal feedback whilst referring to the assessment criteria.</p>	<p><i>Performance:</i> Students will complete a performance in front of their peers.</p> <p><i>Interim Assessment:</i> Students will complete a written listening paper covering prior learning from Y7 and term 1 of Y8.</p>	<p><i>Performance:</i> A performance which utilizes a range of rhythmic patterns from styles across the globe.</p>	<p><i>Performance:</i> Students will perform regularly in small ensembles for the rest of the class.</p>	<p><i>Performance:</i> Students will perform regularly and complete self-assessments as they progress through grade 1-3 pieces on their chosen instrument.</p>	<p><i>Mastery Assessment:</i> Summative assessment based on all prior learning in the form of a listening paper. Analysis of musical elements and instrumentation in a range of genres covered in Y7 and Y8.</p> <p><i>Composition:</i> Students will compose a an original mix inspired by house and techno music utilizing a range of common features from those styles. Students will conduct peer review of compositions.</p>

Music

Curriculum & Rubric Map Overview 2025-2026 Year 9

The table below details the skills and knowledge students will be covering each half term in music.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	Rap and Hip-Hop Exploring the origins of hip-hop music, writing lyrics and performing to original backing tracks. Listening skills: Students will study a range of rap and hip-hop based music for inspiration when creating their own raps. Composition and Performance skills: Students will continue to develop their songwriting ability through writing lyrics to beats and performing in time. Students will compose original backing tracks using sampling techniques. <i>Cross-curricular with drama – Hamilton project</i>	Minimalism Studying the experimental world of minimalism music and the origins of electroacoustic composition. Listening skills: Students will study the works of Terry Riley, John Adams and John Cage and explore the experimental ideas presented in the minimalism genre. Performance and Composition skills: Students will perform and compose music inspired by Terry Riley’s in C.	Film Music Performing film music in a range of genres across many eras of film. A study of iconic composers such as John Williams, Hans Zimmer and Ennio Morricone. Listening skills: Students will analyse how film music is used to support a narrative and is an essential part of storytelling. Analysis of how John Williams uses leitmotifs to represent characters, settings and themes. Performance skills: In half term 3, students will perform music from a range of film music on their chosen instrument, further developing their craft as a solo and ensemble performer. Composition skills: In half term 4, students will compose an original piece in D minor to match a sad scene from a film. Students will utilize their understanding of film music and musical element such as tempo, dynamics, tonality and instrumentation to create an effective score.	Key and Scale A summative project which allows for students to work as an ensemble to compose and perform an original pop song. Listening skills: Students will study popular music styles and develop their understanding of key and scale and the success of the four-chord pop song. Composition skills: Students will utilize their understanding of harmony, melody and rhythm to compose an original song with lyrics and multiple sections. Students will utilize key and scale, using chord charts to compose multiple sections of music. Performance skills: Students will rehearse and perform their original songs.		

Assessments	<i>Interim Assessment 1:</i> Students will complete a written listening paper covering prior learning from Y7 and Y8. <i>Composition and performance:</i> Students will perform as a duet delivering written lyrics to a composition of their own making with focus on rhythm and timing.	<i>Composition:</i> Performance of composition which establishes a polyphonic texture via counterpoint, imitation and canon techniques. Students will conduct peer reviews of compositions.	<i>Performance:</i> Students will perform regularly and complete self-assessments as they progress through grade 2 - 4 pieces on their chosen instrument. <i>Interim Assessment 2:</i> Students will complete a written listening paper covering prior learning from Y7 and Y8, and learning from Y9 topics.	<i>Composition:</i> An original score in a minor key made for a sad scene in film and TV. Students will conduct peer review of performed compositions.	<i>Composition:</i> A four-chord song in ternary or rondo form, which considers the application of the musical elements.	<i>Mastery Assessment:</i> Summative assessment based on all prior learning in the form of a listening paper. Analysis of musical elements and instrumentation in a range of genres covered in KS3. <i>Performance:</i> A summative performance of original four-chord songs.

Music

Curriculum & Rubric Map Overview 2025-2026 Year 10

The table below details the skills and knowledge students will be covering each half term in <Subject Name>.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	Revisiting the Elements of Music Students will revisit the elements of music and consolidate prior learning from KS3 in preparation for studies of AQA GCSE. Students will perform regularly as a large	Area of Study 1: Western Classical Music (1650-1910) Students will explore musical developments of western classical music, from the baroque era, classical era and romantic era.	Area of Study 2: Popular Music Students will explore a wide range of musical styles from the 1950s to modern day, including Broadway musicals, rock music of the 60s and 70s, film music, video game music and	Study Piece 1: Beethoven’s 1st Symphony Students will begin studying the first study piece set by AQA; Beethoven’s 1 st Symphony, movement 1. Students will analyse Beethoven’s approach to sonata form through an	Area of Study 3: Traditional Music Students will study traditional music forms from western and world music, and how styles have been combined to create music fusion. Exploration of blues, jazz, folk, Latin	Y10 Recap and Revision Students will revisit learning from the last year in preparation for their mock exam. Students will complete regular performances in

Knowledge and skills that will be covered during this half term.	ensemble and prepare for live performances in school productions. Students will complete a range of composition tasks to prepare for assessed compositions later in the year.	Analysis of composers such as JS Bach, Mozart, and Beethoven and their impact on western styles. Students will complete regular performances in smaller breakout groups for the class and support each other in developing through peer reviews. Students will begin planning and composing their free brief composition.	pop music of the 21 st century. Students will continue to perform in small ensembles/duets and will play a range of music from popular music styles. Students will continue composing their free brief composition.	in-depth study of how the musical elements are utilized. Students will complete regular performances in preparation for their second assessed performance. Students will continue composing their free brief composition.	American, Asian and African styles. Students will complete regular performances in preparation for their third assessed performance. Students will finish composing their free brief composition.	preparation for their third assessed performance.
Assessments	<i>Component 1 - Understanding music:</i> Students will complete a mock exam based on section A of the listening paper. This will be used to measure progress throughout KS4.	<i>Performance 1:</i> Students will complete their first performance. <i>Mock Exam:</i> Students will complete a mock exam to measure progress made during term 1 of KS4.	<i>Free brief composition interim:</i> Students will submit their first draft of their free brief composition for feedback	<i>Performance 2:</i> Students will complete their second performance <i>Mock Exam:</i> Students will complete a mock exam which includes the first study piece.	<i>Free brief composition:</i> Students will submit a first draft of their composition.	<i>Performance 3:</i> Students will complete their third performance <i>Mock Exam:</i> Students will complete a formal mock exam which includes the first study piece.

Music

Curriculum & Rubric Map Overview 2025-2026 Year 11

The table below details the skills and knowledge students will be covering each half term in <Subject Name>.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
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<p>Knowledge and skills that will be covered during this half term.</p>	<p>Area of Study 4: Western Classical Music (1910-Present)</p> <p>Students will explore orchestral works of Copland, Kodály and Bartók and the minimalist works of Adams, Reich and Riley. Students will complete regular solo performances in preparation of their final assessed performance.</p> <p>Students will begin their set brief composition set by the AQA exam board.</p>	<p>Study Piece 2: Music of Queen</p> <p>Students will begin studying the second study piece set by AQA; Music of Queen; Bohemian Rhapsody, Seven Seas of Rhye and Love of My Life.</p> <p>Students will analyse Queen's approach to songwriting through an in-depth study of how the musical elements are utilized.</p> <p>Students will complete regular performances in preparation for their final solo performance.</p> <p>Students will continue composing their set brief composition.</p>	<p>Preparation for Final Exam</p> <p>Students will complete recap and revision tasks based on the four areas of study and the study pieces set by AQA.</p>	<p>Preparation for Final Exam</p> <p>Students will complete recap and revision tasks based on the four areas of study and the study pieces set by AQA, with focus on section A – listening.</p>	<p>Preparation for Final Exam</p> <p>Students will complete recap and revision tasks based on the four areas of study and the study pieces set by AQA, with focus on section B – contextual understanding.</p>	<p>Examination Leave</p>
<p>Assessments</p>	<p><i>Performance 4:</i> Students will complete their first solo performance</p>	<p><i>Mock Exam 1:</i> Students will complete their first round of Y11 mock exams.</p> <p><i>Set brief interim 1:</i> Students will submit their set brief composition for feedback</p> <p><i>Performance 5:</i> Students will complete their final performances ready for submission.</p>	<p><i>Set brief composition:</i> Students will submit their set brief composition.</p>	<p><i>Mock Exam 2:</i> Students will complete their second round of Y11 mock exams.</p>	<p><i>Mock Exam 3:</i> Students will complete their final round of Y11 mock exams.</p>	<p><i>Exam:</i> Students will complete their final GCSE music exam.</p>

