



# Holy Cross

CATHOLIC HIGH SCHOOL

## Music Department



Enrichment and Personal Development		Links to Careers in Music	
<b>Year 7</b>	<ul style="list-style-type: none"> <li>• Introduction to the brass group following a performance in assembly.</li> <li>• Big Sing in assembly.</li> <li>• Opportunities for talented pupils to perform in the summer concert.</li> <li>• Opportunities for pupils to share their skills via Showbie.</li> </ul>	<b>Year 7</b>	<ul style="list-style-type: none"> <li>• Performance opportunities both instrumental and singing for pupils who are interested in a career in performing arts.</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• History of Blues documentary – social awareness – links to history trip to the slavery museum.</li> <li>• Opportunity to see an orchestral concert.</li> <li>• Opportunity for talented pupils to perform in the summer concert.</li> <li>• Opportunity for pupils to share their skills via Showbie.</li> </ul>	<b>Year 8</b>	<ul style="list-style-type: none"> <li>• Understanding of the underlying issues in performing arts and how today's pupils are the voice of tomorrow. This includes developing skills to continue their performing skills leading to a future career in music.</li> <li>• Performance opportunities both instrumental and singing for pupils who are interested in a career in performing arts.</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Watch making a band film</li> <li>• Development of band skills. Opportunity to rehearse at breaks and lunch-time with bands.</li> <li>• Battle of the Bands for Year Group</li> <li>• Opportunity for talented pupils to perform in the summer concert.</li> <li>• Opportunity for pupils to share their skills via Showbie.</li> </ul>	<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Opportunity for pupils who may find band skills are a way forward. Performing with others.</li> <li>• Connections with past pupils who have been successful in this field.</li> <li>• Performance opportunities both instrumental and singing for pupils who are interested in a career in performing arts.</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>• Trip to see a musical – KS4 priority.</li> <li>• Visit to the Beatles Story and the British Music Experience.</li> <li>• Opportunities for talented pupils to perform in the summer concert.</li> <li>• Opportunity for pupils to share their skills via Showbie.</li> </ul>	<b>Year 10</b>	<ul style="list-style-type: none"> <li>• Development of performance skills for pupils who may be seeking a career in music.</li> <li>• Understanding of what is involved to “make it” in the industry.</li> <li>• Performance opportunities both instrumental and singing for pupils who are interested in a career in performing arts.</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>• Opportunity to perform in assembly.</li> <li>• Opportunity for talented pupils to perform in the summer concert.</li> <li>• Opportunity for pupils to share their skills via Showbie.</li> </ul>	<b>Year 11</b>	<ul style="list-style-type: none"> <li>• Looking at A Levels and future progression for pupils who are interested in careers in music and performing arts. These include A Level Music Technology, BTEC Music and BTEC Performing Arts.</li> <li>• Performance opportunities both instrumental and singing for pupils who are interested in a career in performing arts. Careers could include becoming a professional performer, a music teacher, music therapist or working in arts management.</li> </ul>



**Key areas of focus  
in this unit of  
work**



**Subject specific  
knowledge**



**Assessment  
(including both  
formative and  
summative)**



**Progression of  
learning**

**KS2 Transferable Skills**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

# Music Department Year 7 Curriculum Journey



# Holy Cross

CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Musical Elements</b></p> <p>Pupils will learn how to work together in groups and will develop Graphic Scores with awareness of the musical elements.</p>	<p><b>Musical Structures</b></p> <p>Pupils will learn about and perform pieces of music in different structures. They will learn about musical characterisation and instrumentation.</p>	<p><b>Notation Skills</b></p> <p>Pupils will begin to learn (or build their knowledge of) staff notation. They will perform a variety of pieces on the keyboard.</p>	<p><b>Find Your Voice</b></p> <p>Pupils will learn to sing a-capella songs based on a series of 4 chords. They will complete a vocal mash-up</p>	<p><b>Major/minor</b></p> <p>Pupils take a more in-depth look at tonality, particularly major and minor and understand how to create a piece of music to reflect a particular mood. They will use music technology to create their own soundscape</p>	<p><b>3 chord mash-up</b></p> <p>Pupils will learn basic skills on the ukulele and will then perform in groups using ukuleles keyboard and voice.</p>
<p><b>Music elements</b></p> <ul style="list-style-type: none"> <li>• Pitch</li> <li>• Dynamics</li> <li>• Tempo</li> <li>• Texture</li> <li>• Timbre</li> </ul>	<p><b>Musical Forms</b></p> <ul style="list-style-type: none"> <li>• Binary</li> <li>• Ternary</li> <li>• Rondo</li> <li>• Major/minor</li> <li>• Instruments and voices</li> </ul>	<p><b>Notation</b></p> <ul style="list-style-type: none"> <li>• Notes on the staff</li> <li>• Rhythmic notation</li> <li>• Time signatures</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• How to develop a good vocal sound</li> <li>• How to harmonise and perform with others, maintaining their own part</li> </ul>	<ul style="list-style-type: none"> <li>• Major</li> <li>• Minor</li> <li>• Characterisation</li> <li>• Ability to use music technology</li> <li>• Musical elements</li> </ul>	<ul style="list-style-type: none"> <li>• Chords</li> <li>• Ukulele technique</li> <li>• Keyboard technique</li> <li>• Vocal technique</li> <li>• Performing with others.</li> </ul>
<p>Formative assessment will be ongoing during practical work. Short listening assessment to show understanding of terms Assessment of group performance of a Graphic Score</p>	<p>Ongoing verbal feedback. Short listening assessment to identify different forms and instrumental timbres. Summative performance of their ternary form piece.</p>	<p>Ongoing verbal feedback Short notation test Peer assessment Summative performance of a differentiated piece.</p>	<p>Ongoing verbal feedback Peer assessment during group activities. Summative performance of group singing a capella. Self-assessment on showbie.</p>	<p>Ongoing verbal feedback Summative recording of a piece of music to reflect a particular scene or character</p>	<p>Ongoing verbal feedback Peer assessment Summative assessment of performance. Self-assessment on Showbie.</p>
<p>Aims to build on knowledge and skills learnt at KS2. This is essential to start using musical language from the very start.</p>	<p>Allows pupils to use their knowledge of the musical elements and to start to compose their own piece of music within a given structure.</p> <p>This is revisited throughout KS3 and KS4.</p>	<p>Allows pupils to use notation as a tool to read music and perform and also teaches them to notate their own work.</p>	<p>Builds on singing from primary school and also encourages confidence and expression. Develops use of the voice. Embeds a culture of singing that can be used across the KS3</p>	<p>Builds on term 2. Allows pupils to develop basic skills using music tech – which is useful across KS3 and KS4.</p>	<p>Consolidates vocal and keyboard work. Introduces ukulele skills that will be used in year 8. Provide experience of working in a mixed ensemble – Year 9</p> <p>This also leads to ensemble performance at KS4.</p>



# Music Department Year 8 Curriculum Journey



**Holy Cross**  
CATHOLIC HIGH SCHOOL



Autumn	Spring	Summer
<b>12-Bar Blues</b>	<b>Film and Programme Music</b>	<b>Reggae and Whole Class performance</b>
Pupils will learn about the structure of the 12-bar blues. They will study the history of the blues and understand how they had a profound effect on the music of today. They will learn how to perform the 12-bar blues and also learn how to improvise using a blues scale within a given structure.	Pupils will develop their knowledge of instruments of the orchestra. They will study orchestral genres and learn how music creates and emotional impact on the listener. They will develop a musical response to a visual stimulus.	Pupils will learn about the features of Reggae Music and will learn to perform Three Little Birds in small groups on keyboard, ukulele and voices. They will also take part in some whole class performances to develop their instrumental skills.
<ul style="list-style-type: none"> <li>• Chords</li> <li>• Improvisation</li> <li>• Blues scale</li> <li>• Call and response</li> </ul>	<ul style="list-style-type: none"> <li>• Naming and identifying specific instruments and timbres</li> <li>• Instrumental sections</li> <li>• Tonality</li> <li>• Musical elements</li> </ul>	<ul style="list-style-type: none"> <li>• Reggae</li> <li>• Off-beat chords</li> <li>• Syncopation</li> <li>• Harmony</li> <li>• Tacit instrumental skills</li> </ul>
Ongoing verbal feedback Peer assessment Summative assessment of performance of chords. Peer assessment and summative assessment of improvisation skills. Self-assessment on Showbie Pupil's work will be recorded and uploaded to Showbie so that they can evaluate their own work.	Questioning in response to musical examples of classical music, film music and music for video games. Ongoing verbal feedback Summative assessment of final piece of film music Self-assessment on Showbie	Ongoing verbal feedback. Peer assessment and support. Summative assessment of Reggae performance. Verbal feedback and support when performing in a group.
Develops composition and improvisation within a given style which leads to band skills in year 9. Gives a grounding for understanding the development of the popular song revisited in year 9 and at KS4.	Builds on major/minor from year 7. Helps to develop pupil's own compositional style. Leads into film Music Unit at KS4 and The Concerto Through Time in terms of identifying instruments.	Builds on 3-chord mash up work from Year 7 Develops pupils confidence in maintaining an instrumental part within a group, which leads into band skills in year 9 and ensemble work at KS4.

Year  
**9**



# Music Department Year 9 Curriculum Journey



# Holy Cross

CATHOLIC HIGH SCHOOL



Autumn	Spring	Summer
<b>Introduction to Band Skills</b>	<b>Development of Band Skills</b>	<b>Choosing Own Performance work</b>
Pupils will work on whole class performances on ukulele, progressing to guitar, bass, keyboards and voice. They will then break into bands and begin to develop their skills working with a small group.	Pupils will develop their band skills further. They will begin to take some autonomy over music that they are learning they will work on mash ups and medleys adding their own sense of start cover versions. This is entirely pupil-led and self-differentiated. Independent learning is prevalent.	Pupils will now choose their own material as a band, from a selection available. They will develop their performances working on their own arrangements of songs. More able pupils will begin to compose their own material.
<ul style="list-style-type: none"> <li>• Chords</li> <li>• Melody</li> <li>• Development of instrument-specific skills</li> <li>• Improvisation and vamping</li> <li>• Tacit instrumental skills</li> </ul>	<ul style="list-style-type: none"> <li>• Arranging</li> <li>• Understanding lead sheets and how to develop these to suit personal skills</li> <li>• Listening to recordings and developing own performances based on these</li> <li>• Tacit instrumental skills</li> </ul>	<ul style="list-style-type: none"> <li>• Song structure</li> <li>• Compositional techniques</li> <li>• Self-analysis</li> <li>• Tacit instrumental skills</li> </ul>
Ongoing verbal feedback Peer assessment Ongoing summative assessment of performance skills using tracker on Showbie. Self-assessment on Showbie. Pupil's work will be recorded and uploaded to Showbie so that they can evaluate their own work. Pupils are regularly assessed and the table completed by the teacher to show improvement over time.	Ongoing verbal feedback Peer assessment Ongoing summative assessment of performance skills using tracker on Showbie. Self-assessment on Showbie.	Ongoing verbal feedback Peer assessment Ongoing summative assessment of performance skills using tracker on Showbie. Self-assessment on Showbie.
Links to vocal and group work previously started in Years 7 and 8. Development of individual performance skills as well as ensemble performance skills for KS4.	Links to vocal and group work previously started in Years 7 and 8. Further development of individual performance skills as well as ensemble performance skills for KS4.	Moving forward to develop pupils' own individual style. This links to composition and ensemble work at KS4.

Year  
**10**



# Music Department

## Year 10 Curriculum Journey



# Holy Cross

CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reinforcement of Musical Elements</b>	<b>Exploring Higher Level Performance Skills and Introducing Music Technology</b>	<b>Conventions of Pop</b>	<b>Developing Performance and Composition Skills</b>	<b>Film Music</b>	<b>World Music</b>
Pupils will work on a number of mixed ensemble topics, to embed aspects of the curriculum. Using practical activities to exemplify theory.	Development of pupils understanding of chords and harmony. Writing a song in groups.  Pupils also undertake a practice performance.	Pupils will study the history of the popular song including the structure and harmony of a variety of genres from 1960 to the present day. They will also perform examples of famous songs such as Let it Be, Hound Dog and Livin' on a Prayer.	Pupils will do an individual performance assessment in front of the class – this is to develop confidence performing in front of others. They begin to develop their own compositional style.	Pupils will study the history of Film music and video game music. They will understand how composers tap into our emotions and create soundtracks that are engaging.  Pupils also undertake a practise performance.	Pupils study the music from India, drumming from West Africa, Music from the Caribbean and Eastern Mediterranean. Short tests and knowledge boosters  Pupils also begin work on Composition 1.
<ul style="list-style-type: none"> <li>Group performance</li> <li>Improvisation</li> <li>Chords</li> <li>Harmony</li> <li>Ensemble skills</li> <li>Tacit knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Song structure</li> <li>Harmony</li> <li>Tonality</li> <li>Ensemble skills</li> <li>Tacit knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Group performance</li> <li>Chords</li> <li>Harmony</li> <li>Ensemble skills</li> <li>Tacit knowledge</li> <li>Popular song music theory</li> </ul>	<ul style="list-style-type: none"> <li>Individual performance</li> <li>Tacit knowledge</li> <li>Performance techniques</li> <li>Stage presence</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Musical elements</li> <li>Characterisation</li> <li>Ability to use music technology</li> <li>Film music theory</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Musical elements</li> <li>Rhythms</li> <li>Specific musical instruments from the regions studied</li> <li>World music theory</li> </ul>
Ongoing verbal feedback Peer assessment on Showbie. Self-assessment on Showbie. Summative teacher assessment and tracking.	Ongoing verbal feedback Peer assessment on Showbie. Self-assessment on Showbie. Summative teacher assessment and tracking.	Ongoing verbal feedback Peer assessment on Showbie. Self-assessment on Showbie. Summative teacher assessment and tracking.	Ongoing verbal feedback. Self-assessment on Showbie. using the GCSE performance mark scheme. Summative teacher assessment. Using GCSE marking criteria which pupils are made fully aware of.	Ongoing verbal feedback. Self-assessment. Summative teacher assessment. Using GCSE marking criteria which pupils are made fully aware of.	Ongoing verbal feedback. Self-assessment. Summative teacher assessment. Using GCSE marking criteria which pupils are made fully aware of.
Links to ensemble performance in Year 9. Solo performance work across KS3 in preparation for GCSE	Links to group performance work in year 9. Using individual skills and abilities to make a performance that is individual and stands out.	Links to Year 8 reggae and Year 9 work on Band skills. Developing these at a higher level.	Links to performance work from KS3. Also embeds performance criteria for the GCSE exam. Question papers. Summative assessment	Links to characterisation work in year 7. Finding own musical style. Practice on how to answer the long question in the exam. In preparation / practice style for Year 11 exam/questions ready for listening test Year 11.	This relates back to Reggae in Year 8 and unfamiliar music. Question papers. Summative assessment.

Year  
**11**



# Music Department Year 11 Curriculum Journey



# Holy Cross

CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<b>Concerto Through Time</b>	<b>Performance and composition</b>	<b>Revision of all Areas of Study</b>		
<p>Pupils study classical genres – focusing on the concerto. This links to Year 7 term 2 and year 8 term 2. They use technical vocabulary to answer questions about the concerto.</p> <p>Personal composition portfolio work is also ongoing.</p>	<p>Performance and composition work will be complete for most pupils this term. Performance Day is given to allow a sense of occasion and preparation time. Composition is ongoing.</p>	<p>This term focuses on preparation for the listening exam. Pupils will revise all areas of study undergoing a series of practice papers.</p>	<p>Targeted revision sessions focusing on past papers.</p>	
<ul style="list-style-type: none"> <li>• Concerto</li> <li>• Instruments of the orchestra</li> <li>• Musical elements</li> <li>• Notation</li> <li>• Concerto through time music theory</li> </ul>	<ul style="list-style-type: none"> <li>• Performance practice</li> <li>• Composition development</li> <li>• Evaluation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Musical elements</li> <li>• Popular song theory</li> <li>• Concerto through time theory</li> <li>• World music theory</li> <li>• Film music theory</li> </ul>	<ul style="list-style-type: none"> <li>• Musical elements</li> <li>• Popular song theory</li> <li>• Concerto through time theory</li> <li>• World music theory</li> <li>• Film music theory</li> </ul>	
<p>Ongoing verbal feedback Questioning on theoretical terms. Summative teacher assessment and tracking using mark schemes.</p>	<p>Ongoing verbal feedback Final teacher assessment of performance. Final teacher assessment of composition ready to be submitted to moderator.</p>	<p>Ongoing verbal feedback. Results from practice exam papers Self-assessment using revision material.</p>	<p>Summative marking of exam papers. Feedback resulting from these.</p>	
<p>Links to work on classical instruments in years 7 and 8. Helps pupils to prepare for set work questions at A level</p>	<p>Links to performance techniques – useful for life – interviews etc. Also useful for pupils undergoing Music A level.</p>	<p>Links to all work completed at KS4 Prepares pupils for A level music and BTec courses by making pupils are of technical demands required or an instrument at KS5. Also provides theoretical grounding for A Levels.</p>	<p>Prepares pupils for A level music and BTec courses by making pupils are of technical demands required or an instrument at KS5. Also provides theoretical grounding for A Levels.</p>	

