



Enrichment and Personal Development		Links to Careers	Catholicity in the Curriculum
Year 7	- Year 7 choir: to build confidence and performance technique specifically across Year 7 pupils - Whole School Choir: open to all, supporting development of performance. - Rock Band Night: open to all to build ensemble musicianship skills. - Respect of another culture: social, moral, social & cultural exploration and understanding.	- Performance based careers – pianist, singer, backing singer. - Composing based careers – composer (classical, film), software creator (exploration of musescore), music producer. - Instrument construction & upkeep – piano tuner, guitar technician.	- Dignity & Solidarity: pupils work together as an ensemble - Option for the poor: accessibility to high quality instrumental tuition for all, along with access to perform on wide range of instruments, and loan instruments through school. - Common Good: respect for space, instruments and each other, supportive performance environment - Creation & the Environment: understanding another culture, empathy, respect, tolerance.
Year 8	- Whole School Choir: open to all, supporting development of performance. - Rock Band Night: open to all to build ensemble musicianship skills. - Personal Development: resilience – building self confidence, leading and directing others, working effectively as a member of a group. - Respect of another culture: social, moral, social & cultural exploration and understanding.	- Performance based careers accompanist, session musician. - Sound Engineer, Music Producer. - Session musician, booking agent.	- Dignity & Solidarity: pupils work together as an ensemble - Option for the poor: accessibility to high quality instrumental tuition for all, along with access to perform on wide range of instruments, and loan instruments through school. - Common Good: respect for space, instruments and each other, supportive performance environment. - Creation & the Environment: understanding another culture, empathy, respect, tolerance.
Year 9	- Whole School Choir: open to all, supporting development of performance. - Rock Band Night: open to all to build ensemble musicianship skills. - Personal Development: resilience – building self confidence, leading and directing others, working effectively as a member of a group. - Respect of another culture: social, moral, social & cultural exploration and understanding.	- Film Music composer, video game music composer. - Roadie - Stage manager - Music Historian - Music Therapist	- Dignity & Solidarity: pupils work together as an ensemble - Option for the poor: accessibility to high quality instrumental tuition for all, along with access to perform on wide range of instruments, and loan instruments through school. - Common Good: respect for space, instruments and each other, supportive performance environment. - Creation & the Environment: understanding another culture, empathy, respect, tolerance.
Year 10	- Whole School Choir – open to all, supporting development of performance. - Rock Band Night – open to all to build ensemble musicianship skills. - GCSE Performance support workshops – to be booked individually. - Resilience: building self confidence, leading and directing others, working effectively as a member of a group.	- Performer - Composer - Accompanist - Music Historian - Session Musician - Conductor	- Dignity & Solidarity: pupils work together as an ensemble/respect for others. - Option for the poor: accessibility to high quality instrumental tuition for all, along with access to perform on wide range of instruments, and loan instruments through school. - Common Good: respect for space, instruments and each other, supportive performance environment.
Year 11	- Whole School Choir – open to all, supporting development of performance. - Rock Band Night – open to all to build ensemble musicianship skills. - GCSE Performance support workshops – to be booked individually. - Resilience: building self confidence, leading and directing others, working effectively as a member of a group.	- Music Therapist - Popular musician - Classical musician - Music Technology roles - Musical Theatre Performer	- Dignity & Solidarity: pupils work together as an ensemble - Option for the poor: accessibility to high quality instrumental tuition for all, along with access to perform on wide range of instruments, and loan instruments through school. - Common Good: respect for space, instruments and each other, supportive performance environment.



Key areas of focus
in this unit of
work



Subject specific
knowledge



Assessment (including both formative
and summative)



Interdisciplinary Learning



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

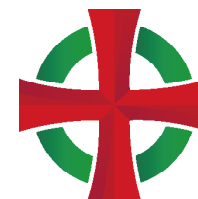
Autumn	Spring	Summer																						
Let's Perform 1 Pupils will learn the fundamentals of music performance, building on KS2 music through performance based sessions. Pupils will develop understanding of traditional notation, correct keyboard and vocal technique, alongside the elements of music. Pupils will be required to develop effective rehearsal technique, critically analyse and appraise pieces using the key elements of music alongside performing as individuals and as part of an ensemble.	Let's Create 1 Pupils will build on the learning of the previous unit to create their own pieces of music. Specifically pupils will compose a piece in ternary form, and write a melody to fit with chords. Pupils will develop understanding of compositional techniques, form and structure and melody analysis. Pupils will learn to perform chords, recognise differences between major and minor and the wider connotations of these tonalities. Pupils will be required to notate compositions, perform and appraise pieces using the elements of music.	Let's Explore 1 Pupils will use the knowledge from the previous units to explore musical structures and notations, taking their work from solo in the previous unit into ensemble work. Pupils will learn the musical concepts associated with West African Music, the focus on harmony and rhythm. Pupils will be required to perform cyclic and call/response pieces, improvise, perform individually and within ensembles. Pupils will continue to critically appraise pieces using the key elements of music.																						
<table><tr><th>Elements of Music:</th><th>Traditional notation:</th><th>Vocal:</th><th>Piano:</th></tr><tr><td> • Pitch • Tempo • Sonority • Dynamics </td><td> • Stave • Treble clef • Bass clef • Bar • Bar line • Time signature • Duration </td><td> • Posture • Projection • Pitch • Tempo • Ensemble </td><td> • Keyboard technique • Sharp • Flat • Scale • Melody </td></tr></table>	Elements of Music:	Traditional notation:	Vocal:	Piano:	• Pitch • Tempo • Sonority • Dynamics	• Stave • Treble clef • Bass clef • Bar • Bar line • Time signature • Duration	• Posture • Projection • Pitch • Tempo • Ensemble	• Keyboard technique • Sharp • Flat • Scale • Melody	<table><tr><th>Elements of Music:</th><th>Composition:</th><th>Chords:</th><th>Piano:</th></tr><tr><td> • Pitch • Tempo • Sonority • Dynamics </td><td> • All previous work on traditional notation • Form/Structure • Ternary form • Lyric writing • Melodic shape • Passing notes • Call and answer phrasing </td><td> • Chord Triad • Major • Minor </td><td> • Chord Identification of notes in chords • Technique • Flat/sharp • Melody </td></tr></table>	Elements of Music:	Composition:	Chords:	Piano:	• Pitch • Tempo • Sonority • Dynamics	• All previous work on traditional notation • Form/Structure • Ternary form • Lyric writing • Melodic shape • Passing notes • Call and answer phrasing	• Chord Triad • Major • Minor	• Chord Identification of notes in chords • Technique • Flat/sharp • Melody	<table><tr><th>Elements of Music:</th><th>West African Music:</th><th>Rhythm:</th></tr><tr><td> • Pitch • Tempo • Sonority • Dynamics </td><td> • West Africa • Djembe • Rhythm • Texture • Cyclic • Call/Response • Layering • Polyrhythmic • Ternary </td><td> • Crotchet • Minim • Quaver • Semiquaver • Dotted note • Tie • Syncopation • Beat • Phrase </td></tr></table>	Elements of Music:	West African Music:	Rhythm:	• Pitch • Tempo • Sonority • Dynamics	• West Africa • Djembe • Rhythm • Texture • Cyclic • Call/Response • Layering • Polyrhythmic • Ternary	• Crotchet • Minim • Quaver • Semiquaver • Dotted note • Tie • Syncopation • Beat • Phrase
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Summative: written listening assessment focused on recognition of key elements of music. Final performance from range of repertoire – assessment on accuracy/ fluency, technical control, use of elements and creativity. Self assessment – reflections on performances and next steps Peer assessment – performance based.	Summative: written listening assessment focused on recognition of key elements of music. Final notated composition in ternary form with linked chords. Performance of final composition. Self assessment – reflections on performances and next steps Peer assessment – performance based.	Summative: written listening assessment focused on recognition of key elements of music. Final ensemble performance demonstrating cyclic & call/ response sections in ternary form structure. Self assessment – reflections on performances and next steps Peer assessment – performance based.																						
Drama: performance technique Maths: musical notation, algebra Computing: use of music specific software English: development of wider vocabulary through music History: musical analysis of Baroque and Classical music with their context in history/instrument development through the centuries.	Drama: performance technique Maths: musical notation, algebra Computing: use of music specific software English: development of wider vocabulary through music History: musical analysis of Romantic music with its context in history/instrument development through the centuries.	Drama: performance technique Maths: musical notation, algebra Computing: use of music specific software English: development of wider vocabulary through music History: musical analysis of Popular music with its context in history/instrument development through the centuries. Geography: context of life in West Africa/geographical features and links to music.																						
This unit is built on the basis of the model KS2 music curriculum in which pupils are expected to learn the elements of music and the basics of traditional notation. Pupils will review this knowledge and develop it further in terms of understanding and application.	This unit builds on Let's Perform 1, as pupils create their own pieces of music using the skills developed in traditional notation. 	This unit requires pupils to create their own ternary form piece within an ensemble, building on the previous unit and solo composition. This unit develops understanding and application of rhythm terminology and beats from Unit 1 and Unit 2.																						





Music Department

Year 8 Curriculum Journey



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Autumn	Spring	Summer																						
Let's Perform 2 Pupils will develop as musical performers, building on their work from Year 7, advancing their skills on the piano and voice. Pupils will use Dance Music through the ages (Baroque to present day) as the vehicle for this development, exploring the impact that music has on culture and wider appreciation. Pupils will further develop understanding of reading from treble and bass clef, recognition of key motifs and repetition/sequences. Pupils will further develop their vocal technique by working towards singing in harmony/rounds. Pupils will be required to further develop effective rehearsal technique, critically analyse and appraise pieces using the key elements of music alongside performing as individuals and as part of an ensemble.	Let's Create 2 Pupils will build on the previous unit to create their own music, specifically riffs/hooks and variations. Pupils will build on their current understanding of compositional devices from Year 7 Term 2 and Year 8 Term 1 to effectively compose for a specific purpose within a given structure. Pupils will utilise chords, melody and a developed keyboard technique to create variations. Pupils will be required to notate compositions, perform, and critically analyse/appraise pieces using the elements of music.	Let's Explore 2 Pupils will use the knowledge from the previous units to explore musical structures and notations, taking their work from solo in the previous unit into ensemble work. Pupils will learn the musical concepts associated with Blues music, its origins, structures and key features. Pupils will be required to perform the 12 bar blues chords, bass line and improvise using the blues scale. Pupils will critically analyse/appraise pieces using the elements of music.																						
<table><tr><th>Elements of Music:</th><th>Dance Music:</th><th>Vocal:</th><th>Piano:</th></tr><tr><td> • Pitch • Tempo • Sonority • Dynamics </td><td> • Baroque • Classical • Romantic • Present Day • Riff • Chord • Melody • Traditional notation • Layering </td><td> • Posture • Projection • Pitch • Tempo • Ensemble • Harmony • 2 part </td><td> • Chord • Melody • Layering • Treble Clef • Bass Clef </td></tr></table>	Elements of Music:	Dance Music:	Vocal:	Piano:	• Pitch • Tempo • Sonority • Dynamics	• Baroque • Classical • Romantic • Present Day • Riff • Chord • Melody • Traditional notation • Layering	• Posture • Projection • Pitch • Tempo • Ensemble • Harmony • 2 part	• Chord • Melody • Layering • Treble Clef • Bass Clef	<table><tr><th>Elements of Music:</th><th>Composition:</th><th>Chords:</th><th>Piano:</th></tr><tr><td> • Pitch • Temp • Texture • Dynamics </td><td> • All previous work on traditional notation • Form/Structure • Ternary form • Lyric writing • Melodic shape • Passing notes • Call and answer phrasing • Riffs • Hooks • Variations • Melodic sequence • Imitation • Repetition </td><td> • Chord • Triad • Major • Minor </td><td> • Chord • Identification of notes in chords • Technique • Flat/sharp • Melody </td></tr></table>	Elements of Music:	Composition:	Chords:	Piano:	• Pitch • Temp • Texture • Dynamics	• All previous work on traditional notation • Form/Structure • Ternary form • Lyric writing • Melodic shape • Passing notes • Call and answer phrasing • Riffs • Hooks • Variations • Melodic sequence • Imitation • Repetition	• Chord • Triad • Major • Minor	• Chord • Identification of notes in chords • Technique • Flat/sharp • Melody	<table><tr><th>Elements of Music:</th><th>West African Music:</th><th>Rhythm:</th></tr><tr><td> • Pitch • Tempo • Sonority • Dynamics </td><td> • West Africa • Djembe • Rhythm • Texture • Cyclic • Call/Response • Layering • Polyrhythmic • Ternary </td><td> • Crotchet • Minim • Quaver • Semiquaver • Dotted note • Tie • Syncopation • Beat • Phrase </td></tr></table>	Elements of Music:	West African Music:	Rhythm:	• Pitch • Tempo • Sonority • Dynamics	• West Africa • Djembe • Rhythm • Texture • Cyclic • Call/Response • Layering • Polyrhythmic • Ternary	• Crotchet • Minim • Quaver • Semiquaver • Dotted note • Tie • Syncopation • Beat • Phrase
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Summative: written listening assessment focused on recognition of key elements of music. Final performance from range of repertoire – assessment on accuracy/fluency, technical control, use of elements and creativity. Self assessment – reflections on performances and next steps Peer assessment – performance based.	Summative: written listening assessment focused on recognition of key elements of music. Final notated riff. Final performance of Theme and Variations. Self assessment – reflections on performances and next steps Peer assessment – performance based.	Summative: written listening assessment focused on recognition of key elements of music. Final performance of the 12 bar blues using chords, bass line and improvisation. Self assessment – reflections on performances and next steps Peer assessment – performance based.																						
Drama: performance technique Maths: musical notation, algebra Computing: use of music specific software/focus on music technology for dance music production. English: development of wider vocabulary through music History: musical analysis of dance music through the centuries	Drama: performance technique Maths: musical notation, algebra Computing: use of music specific software English: development of wider vocabulary through music History: musical analysis of riffs and variations/ostinatos through the centuries.	Drama: performance technique Maths: musical notation, algebra Computing: use of music specific software English: development of wider vocabulary through music History: links to 1800s slave trade in origins of blues music. Geography: context of life in West Africa/America, geographical features and links to music.																						
This unit is built on the basis of the model KS2 music curriculum and Let's perform 1 in which pupils are expected to learn the elements of music and the basics of traditional notation. Pupils will review this knowledge and develop it further in terms of understanding and application.	This unit builds on Let's Perform 2, as pupils create their own pieces of music using the skills developed through Dance Music. This unit builds on Let's Create 1 as pupils explore more compositional devices linked to their ternary form composition in Year 7.	This unit builds on Let's Explore 2 as pupils create music using rhythms explored in this unit, within the new structure. This unit builds on Let's Perform 2 as pupils are expected to have a strong application of keyboard skills, hands together with independent parts for each hand.																						



Music Department

Year 9 Curriculum Journey



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Autumn	Spring	Summer																		
Let's Create 3 Pupils will build on work from the previous year as they explore “Music for a Specific Purpose”. Pupils will enhance their understanding of tonality, instrumentation, tempo and dynamics through analysis of music from films and video games. This unit links to GCSE Music as Film music is 25% of the final exam. Pupils will be required to appraise music using the elements of music, compose music within a specific structure, and perform demonstrating strong understanding of notation and style.	Let's Perform 3 Pupils will build their previous performance skills From Years 7 & 8 to become a better performer. Pupils will utilise skills on piano, voice, percussion and guitars to create their own “live lounge” performances of a chosen piece. This unit will link in with GCSE Music with performance criteria centred around the performance standard required, for either ensemble or solo performance. Pupils will be required to choose appropriate repertoire, learn specific parts and perform within an ensemble, maintaining their own part. Pupils will be required to appraise pieces using the elements of music.	Let's Explore 3 Pupils will use the knowledge from the previous units to explore music within other genres/traditions. Pupils will learn the musical concepts associated with bass lines, Indian Rags and Bhangra. Pupils will be required to improvise using a chosen Rag scale, layer using concepts including drones, melody and chords. Pupils will be required to appraise pieces using the elements of music.																		
<table><tr><th>Elements of Music:</th><th>Film Music:</th><th>Composition:</th><th>Piano:</th></tr><tr><td> • Tonality • Tempo • Texture • Dynamics </td><td> • Leit Motif • Mickey-Mousing • Digetic • Non Digetic • Consonance/Dissonance • Tonality • Pentatonic • Tempo/ Dynamics </td><td> • Structure • Layering • Pentatonic • Dynamics • Tonality • Tempo • Texture • Dissonance/Consonance • Arrangement </td><td> • Accuracy/ fluency • Technical Control • Use of Elements of Music • Creativity </td></tr></table>	Elements of Music:	Film Music:	Composition:	Piano:	• Tonality • Tempo • Texture • Dynamics	• Leit Motif • Mickey-Mousing • Digetic • Non Digetic • Consonance/Dissonance • Tonality • Pentatonic • Tempo/ Dynamics	• Structure • Layering • Pentatonic • Dynamics • Tonality • Tempo • Texture • Dissonance/Consonance • Arrangement	• Accuracy/ fluency • Technical Control • Use of Elements of Music • Creativity	<table><tr><th>Elements of Music:</th><th>Performance:</th></tr><tr><td> • Tonality • Tempo • Texture • Dynamics </td><td> • Accuracy & fluency • Technical control • Dynamics • Tempo • Stylistic accuracy/interpretation </td></tr></table>	Elements of Music:	Performance:	• Tonality • Tempo • Texture • Dynamics	• Accuracy & fluency • Technical control • Dynamics • Tempo • Stylistic accuracy/interpretation	<table><tr><th>Elements of Music:</th><th>Bass lines:</th><th>Performance development</th></tr><tr><td> • Pitch • Tempo • Texture• Dynamics </td><td> • Walking bass • Jazz/blues • Rag • Drone • Scale </td><td> • Texture/layering • Improvisation • Passing notes • Syncopation • Dynamics • Tempo • Structure </td></tr></table>	Elements of Music:	Bass lines:	Performance development	• Pitch • Tempo • Texture• Dynamics	• Walking bass • Jazz/blues • Rag • Drone • Scale	• Texture/layering • Improvisation • Passing notes • Syncopation • Dynamics • Tempo • Structure
Elements of Music:	Film Music:	Composition:	Piano:																	
• Tonality • Tempo • Texture • Dynamics	• Leit Motif • Mickey-Mousing • Digetic • Non Digetic • Consonance/Dissonance • Tonality • Pentatonic • Tempo/ Dynamics	• Structure • Layering • Pentatonic • Dynamics • Tonality • Tempo • Texture • Dissonance/Consonance • Arrangement	• Accuracy/ fluency • Technical Control • Use of Elements of Music • Creativity																	
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Summative: written listening assessment focused on recognition of key elements of music. Arrangement of James Bond themes – performance. Composition of Video Game theme – written/performance. Self assessment – reflections on performances and next steps Peer assessment – performance based.	Summative: written listening assessment focused on recognition of key elements of music. Final performance of chosen piece. Self assessment – reflections on performances and next steps Peer assessment – performance based.	Summative: written listening assessment focused on recognition of key elements of music. Final performance of Indian Rag piece. Self assessment – reflections on performances and next steps Peer assessment – performance based.																		
Drama: performance technique Maths: musical notation, algebra Computing: use of music specific software/focus on music technology for dance music production. English: development of wider vocabulary through music History: musical analysis of film music through time.	Drama: performance technique Maths: musical notation, algebra Computing: use of music specific software English: development of wider vocabulary through music History: musical analysis of performance styles within the popular music genre.	Drama: performance technique Maths: musical notation, algebra Computing: use of music specific software English: development of wider vocabulary through music History: development of Indian Rag through classical music into Bhangra. Geography: context of life in India geographical features and links to music.																		
This unit builds on the work from Year 8 with pupils expected to use their performance skills and musical understanding to create music for specific purposes. Pupils will further develop their use of notation and appraising skills.	This unit builds on Let's Perform 2, with a focus on layering and ensemble performance. This unit builds on Let's Create 3 as pupils explore style and interpretation as they look to convincingly perform a piece in a chosen style.	This unit builds on Let's Explore 2 as pupils develop their understanding of bass lines and layering. This unit builds on Let's Create 3 as pupils are expected to have a strong application of keyboard skills, hands together with independent parts for each hand.																		



Year
10

Music Department

Year 10 Curriculum Journey



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Autumn 1

Introduction to GCSE Music.

Pupils will learn the elements of Music for GCSE – MAD T SHIRT and its linked vocabulary.
Pupils will develop their understanding of GCSE Performance (30% of the final mark and complete 2 performance assessments marked to GCSE criteria.
Pupils will compose simple motifs to begin to understand phrase structure, passing notes, effective rhythms and links to chords.
Pupils will learn to read/develop understanding of reading Treble Clef traditional notation, and basic intervals.

MAD T SHIRT:	Performance:	Composition:	Notation reading:
• Melody • Articulation • Dynamics • Tempo • Structure • Harmony • Instruments • Rhythm • Texture • Tonality	• Accuracy/ Fluency • Technical Control • Interpretation • Dynamics • Tempo • Intonation	• Motif • Treble clef • Repetition • Sequence	• Treble clef • Stave • Ledger lines • Time signature • FACE • EDGBF

Summative:

- Initial baseline on music theory
- Performance X2
- Mad T SHIRT written piece
- Composition task.

Self assessment – reflections on performances and next steps
Peer assessment – performance based.

Drama: performance technique
Maths: musical notation, algebra
Computing: use of music specific software/focus on music technology for dance music production.
English: development of wider vocabulary through music
History: musical analysis of music through time.

Initial GCSE Unit builds on work from KS3 whilst baselining pupils to allow for personalised learning going forward.

Autumn 2

Pupils will focus on Popular Music 1960-present day (Listening & Appraising, Unit 4) and study set work Toto, Africa.
Pupils will complete 1 performance assessment marked to GCSE criteria.
Pupils will compose chord structures to develop their understanding of keys, cadences and modulations.
Pupils will learn to read/develop understanding of reading Bass Clef traditional notation, and basic intervals.

UNIT 4:	Performance:	Composition:	Notation reading:
• Pop • Rock • Fusion • Bhangra • Toto • Africa • Cut common • Motif • Syncopation • Riff • Hook • Phrase Texture terms • Instrumentation	• Accuracy/ Fluency • Technical Control • Interpretation • Dynamics • Tempo • Intonation	• Chord • Interval • Triad • Inversion • Major • Minor • Sequence • Key	• Bass clef • Stave • Ledger lines • Time signature • ACEG • GBDF

Summative:

- Performance
- Notation reading assessment
- Listening assessment popular music
- Listening assessment Toto Africa
- Composition Task

Self assessment – reflections on performances and next steps
Peer assessment – performance based.

Drama: performance technique
Maths: musical notation, algebra
Computing: use of music specific software/focus on music technology for dance music production.
English: development of wider vocabulary through music
History: musical analysis of music through time.

Links to MAD T SHIRT and understanding of performance marking criteria for GCSE Music.
Link to basics on notation reading.

Spring 1

Pupils will focus on Musical Forms & Devices (Listening & Appraising, Unit 1) and study set work, Bach, Badinerie.
Pupils will complete 1 performance assessment marked to GCSE criteria.
Pupils will compose 8 bar phrases using chords and melody.
Pupils will learn key signatures of sharps and flats (up to 4) and their relative minors.

UNIT 1:	Performance:	Composition:	Notation reading:
• Baroque • Classical • Romantic • Binary • Ternary • Rondo • Variations • Song structure • Strophic • Sequence • Imitation • Repetition	• Accuracy/ Fluency • Technical Control • Interpretation • Dynamics • Tempo • Intonation • Interpretation • Dynamics • Tempo • Intonation	• Chord • Melody • Consonance • Dissonance • Repetition • Time signature	• Key signature • Sharps • flats • Relative

Summative:

- Performance
- Notation reading assessment
- Listening assessment Unit 1
- Listening assessment Badinerie
- Composition Task

Self assessment – reflections on performances and next steps
Peer assessment – performance based.

Drama: performance technique
Maths: musical notation, algebra
Computing: use of music specific software/focus on music technology for dance music production.
English: development of wider vocabulary through music
History: musical analysis of music through time.

Links to MAD T SHIRT and understanding of performance marking criteria for GCSE Music.
Link to basics on notation reading. Link to understanding format of GCSE Music exam questions and application of knowledge.

Music Department

Year 10 Curriculum Journey



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Spring 2				Summer 1			Summer 2		
Pupils will focus on Film Music (Listening & Appraising Unit 3). Pupils will compose variations on chords to develop their understanding of accompaniment styles/motifs. Pupils will complete 1 performance assessment marked to GCSE criteria. Pupils will analyse scores to pick out key features using exam style questions				Pupils will focus on Music For Ensemble (Listening & Appraising Unit 2). Pupils will complete 1 performance assessment marked to GCSE criteria. Pupils will complete listening exam questions on areas of music covered. Pupils will learn the circle of 5ths.			Pupils will complete 1 performance assessment marked to GCSE criteria. Pupils will complete 2 exam style questions on set works. Pupils will begin Composition 1 (NEA).		
UNIT 3: - Texture - Instrumentation - Mood/Effect - MAD T SHIRT - Digetic - Non digetic	Performance: - Accuracy/ Fluency - Technical Control - Interpretation - Dynamics - Tempo - Intonation	Composition: - Chord - Inversion - Alberti bass - Broken cord - Arpeggio - Drone - Octave	Score Analysis: - Key signature - Time signature - Note values - Pitch	UNIT 2: - MAD T SHIRT - Ensemble - Numbers in ensemble - Musicals - Blues/ Jazz - Chamber music	Performance: - Accuracy/ Fluency - Technical Control - Interpretation - Dynamics - Tempo - Intonation	Cycle of 5ths: - Interval - Key signature - Relative minor - Sharps - Flats	Performance: - Accuracy/ Fluency - Technical Control - Interpretation - Dynamics - Tempo - Intonation	Listening & Appraising: - MAD T SHIRT - Recall of all exam content so far	Composition: - Structure - Development - Rhythm - Technical devices - MAD T SHIRT
Summative: - Performance - Notation reading assessment - Listening assessment Unit 3 - Composition Task Self assessment – reflections on performances and next steps Peer assessment – performance based.				Summative: - Performance - Notation reading assessment - Listening assessment Unit 2 - Composition Task Self assessment – reflections on performances and next steps Peer assessment – performance based.			Summative: - Performance - Listening assessment X2 - Composition NEA Self assessment – reflections on performances and next steps Peer assessment – performance based.		
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Year
11

Music Department

Year 11 Curriculum Journey



Holy Cross
CATHOLIC HIGH SCHOOL



Autumn 1			Autumn 2			Spring 1														
Pupils will complete 1 performance assessment marked to GCSE criteria. Pupils will complete 2 exam style questions on set works. Pupils will complete Composition 1 (NEA).			Pupils will complete 1 performance assessment marked to GCSE criteria. Pupils will complete 2 exam style questions on set works. Pupils will complete Composition 2 (NEA).			Pupils will complete 1 performance assessment marked to GCSE criteria. Pupils will complete 2 exam style questions on set works. Pupils will begin Composition 1 (NEA).														
<table><tr><th>Performance:</th><th>Listening & Appraising:</th><th>Composition:</th></tr><tr><td> • Accuracy/ Fluency • Technical Control • Interpretation • Dynamics • Tempo • Intonation </td><td> • MAD T SHIRT • Recall of all exam content so far </td><td> • Structure • Development • Rhythm • Technical devices • MAD T SHIRT </td></tr></table>	Performance:	Listening & Appraising:	Composition:	• Accuracy/ Fluency • Technical Control • Interpretation • Dynamics • Tempo • Intonation	• MAD T SHIRT • Recall of all exam content so far	• Structure • Development • Rhythm • Technical devices • MAD T SHIRT	<table><tr><th>Performance:</th><th>Listening & Appraising:</th><th>Composition:</th></tr><tr><td> • Accuracy/ Fluency • Technical Control • Interpretation • Dynamics • Tempo • Intonation </td><td> • MAD T SHIRT • Recall of all exam content so far </td><td> • Structure • Development • Rhythm • Technical devices • MAD T SHIRT </td></tr></table>	Performance:	Listening & Appraising:	Composition:	• Accuracy/ Fluency • Technical Control • Interpretation • Dynamics • Tempo • Intonation	• MAD T SHIRT • Recall of all exam content so far	• Structure • Development • Rhythm • Technical devices • MAD T SHIRT	<table><tr><th>Performance:</th><th>Listening & Appraising:</th><th>Composition:</th></tr><tr><td> • Accuracy/ Fluency • Technical Control • Interpretation • Dynamics • Tempo • Intonation </td><td> • MAD T SHIRT • Recall of all exam content so far </td><td> • Structure • Development • Rhythm • Technical devices • MAD T SHIRT </td></tr></table>	Performance:	Listening & Appraising:	Composition:	• Accuracy/ Fluency • Technical Control • Interpretation • Dynamics • Tempo • Intonation	• MAD T SHIRT • Recall of all exam content so far	• Structure • Development • Rhythm • Technical devices • MAD T SHIRT
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Music Department

Year 11 Curriculum Journey

Spring 2	Summer 1	Summer 2
Pupils will revisit Areas of Study 3 & 4 for revision	Pupils will complete 1 performance assessment marked to GCSE criteria. Pupils will complete 2 exam style questions on set works. Pupils will complete Composition 2 (NEA).	GCSE Exam
Listening & Appraising: - MAD T SHIRT - Recall of all exam content so far	Listening & Appraising: - MAD T SHIRT - Recall of all exam content so far	
Summative: Listening assessment X2 Self assessment – reflections on exams steps Peer assessment – performance based.	Summative: Listening assessments Self assessment – reflections on exams and next steps	
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