



***‘Music expresses that which cannot remain silent
and that which cannot be put into words’ (Victor Hugo)***

Music is an all-inclusive art form. It aims to encourage society to express their feelings through music, whether this is through listening, performing, arranging or composing. Through Music a range of skills are developed. As well as those mentioned above, students also develop interpersonal skills such as confidence, communication, interpretation and analysis.

Through the study of Music, we aim to develop students who are:

- Able to participate effectively in practical, hands on music making
- Well-rounded musicians who are able to work on their own but also empathetic to working in a pair or group
- Creative workers who can perform, arrange and compose while considering the Elements of Music
- Keen to demonstrate their understanding of the Elements of Music through listening tasks
- Team players who can lead, communicate and collaborate in small groups to meet the desired end product
- Understanding that Music as an art form is inclusive of all genders, race and cultures
- Appreciative of a variety of musical styles and genres and understand the impact that history has had on the development of musical history and the music we know today
- Aware of the importance of music in our day-to-day life, ranging from what we listen to on the radio to music that is used in sporting events
- Determined to develop interpersonal skills such as communication and confidence to help them in other areas of society
- Keen to enjoy making music and understand that participating in a group is part of something bigger; our musical community
- Celebrate their successes and that of others inside and outside the classroom in the variety of musical events that Little Heath School organise throughout the year



KS3 Music Curriculum Overview (Year 7 & 8)

At Key Stage 3 we follow the National Curriculum. All students in Year 7 and 8 study Music delivered by specialist musicians and teachers. We aim to ensure that all students enjoy making music and simultaneously develop their confidence and interpersonal skills.

YEAR 7

	Term 1	Term 2	Term 3	Term 4*	Term 5*	Term 6*
TOPIC	Elements of Music	Fanfares	Music from China	Four Chord Songs	Programme Music	African Drumming
KEY CONCEPTS /SKILLS	Elements of Music Year 7 Singing Competition Rhythmic Notation Ensemble Skills	Pitch Keyboard Skills Graphic Scores	Treble Clef Notation Keyboard Skills	Chords Ensemble Skills Keyboard Skills	Instruments of the Orchestra Ensemble Skills Keyboard Skills	Rhythm & Texture Ensemble Skills Djembe Skills
ASSESSMENT	Practical Assessment Formative Listening Activities	Practical Assessment Formative Listening Activities	Practical Assessment Formative Listening Activities	Practical Assessment Formative Listening Activities	Practical Assessment Formative Listening Activities	Practical Assessment Formative Listening Activities

* Topics for Terms 4, 5 & 6 are taught on class rotation.



YEAR 8

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Leitmotifs & Descriptive Music	Club Dance	Blues	Music of South America	Song Writing	Romantic Piano
KEY CONCEPTS /SKILLS	Musical Elements Keyboard Skills Composition	Structure & Style Keyboard Skills Ensemble Skills	Features of Blues Improvisation Keyboard Skills Ensemble Skills	Rhythms of the World Samba Percussion Reggae Songs Keyboard Skills Ensemble Skills	Melodies & Chords Song Structure Composition Skills	Keyboard Skills Features of the Romantic Period
ASSESSMENT	Practical assessment Formative Listening Activities	Practical assessment Formative Listening Activities	Practical assessment Formative Listening Activities	Practical assessment Formative Listening Activities	Practical assessment Formative Listening Activities	Practical assessment Formative Listening Activities

KS4 Music Curriculum Overview (Year 9, 10 & 11)

GCSE Music is studied in Years 9, 10 and 11. We follow the OCR Music specification which covers an array of interesting styles and genres of Music but also focuses on developing our young people as well-rounded musicians. The course is split into the three main skills; performance (30%), composition (30%) and listening and appraising (40%). Performance and composition make up 60% of the non-examined assessment (NEA) that students submit in Year 11. These practical skills are developed gradually throughout the three years so that students feel confident and proud that they have submitted their best work in Year 11. The exam component explores a range of styles of genres from the Baroque Concerto to Indian Classical Music to Rock 'n' Roll in the 1950s and 1960s. It is important for students to appreciate an array of styles of music and this course does just that.



YEAR 9

In Year 9 we focus on developing all three skills mentioned above so that in Year 10 they feel confident starting their NEA and studying the exam topics. We start covering GCSE content in Term 4.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	African Drumming Blues Reading Notation	Film Music	Minimalism	Conventions of Pop (GCSE content) Y9 PPE	Conventions of Pop cont. (GCSE content) Composition Task	Composition Task
KEY CONCEPTS/ SKILLS	Features of African Music Features of Blues Elements of Music: Rhythm, Texture, Structure Ensemble Skills Note Values Treble & Bass Clef Notation	Features of Film Music Composition Skills	Features of Minimalism Composition Skills Musical Notation Solo Performance on chosen instrument	Conventions of Pop: Rock n Roll, Rock Anthems, Pop Ballads Ensemble Skills	Conventions of Pop: Solo Artists Composition Skills	Composition Skills Solo Performance on chosen instrument
ASSESSMENT	Theory Test Formative Listening Activities Practical Task – Ensemble Performance	Formative Listening Activities Composition Task Solo Performance	Formative Listening Activities Composition Task	Formative Listening Activities Performance Tasks Y9 PPE	Formative Listening Activities Composition Task	Composition Task Solo Performance



YEAR 10

As aforementioned, students start focused work on the OCR specification in Year 10. While key assessment milestones are marked below, students work on all these skills throughout the year and are informally assessed regularly through verbal, peer and teacher feedback. The division of lessons ensures that the right support is given to students while focused independent work is set for homework so that their musicianship develops. Per fortnight lessons are divided as follows; one performance; two composition lessons and two exam lessons.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	World Music 1	Concerto 1	Film Music In Class PPE	World Music 2	Revision Y10 PPE	Composition
EXAM LESSONS	Music from Central & South America: Samba, Calypso	The Concerto in the Baroque & Classical Periods.	Film & Game Music	Music of the Indian Subcontinent: Indian Classical Music, Bhangra. Music from the Eastern Mediterranean and the Middle East: Greece, Israel & Palestine.	Exam Technique Revision	PPE Response
COMPOSITION	Composition skills linked to World Music	Composition skills linked to the Classical Period	Composition skills linked to Film Music	NEA: Free Composition	NEA: Free Composition	NEA: Free Composition
PERFORMANCE	Ensemble Performances linked to World Music. Independent practice on chosen instrument	Ensemble Performances linked to the Concerto Independent practice on chosen instrument Solo Performance to the class	Ensemble Performances linked to Film Music. Independent practice on chosen instrument.	Ensemble Performances linked to World Music. Independent practice on chosen instrument.	Independent practice on chosen instrument. Choose pieces for NEA performance component.	Independent practice Of NEA performance pieces.
ASSESSMENT	Formative Listening Activities Ensemble Performance Composition Task End of Topic Test	Formative Listening Activities Solo Performance Composition Task End of Topic Test	Formative Listening Activities Ensemble Performance Composition Task Y10 PPE End of Topic Test	Formative Listening Activities Ensemble Performance End of Topic Test NEA Free Composition	Formative Listening Activities End of Topic Test NEA Free Composition	Formative Listening Activities NEA Free Composition



YEAR 11

As all content for exam lessons are covered in Year 10, in Year 11 we focus on exam technique and topics that students find more challenging. You will notice below that all final NEA deadlines are in Year 11. This is because NEA must be completed in the year of certification. This means that there is a lot of work to complete on NEA to ensure that it is to the students' best standard; sometimes after school intervention is required.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Conventions of Pop Revision	Revision & Exam Technique Performance Recordings	Revision & Exam Technique Composition Deadline Y11 PPE	Revision & Exam Technique Y11 PPE	Revision & Exam Technique	
EXAM LESSONS	Recap of Topics: Rock n Roll, Rock Anthems, Pop Ballads, Solo Artists Revision of all topics	Revision of all topics. Exam Technique practice.	Revision of all topics. Exam Technique practice.	Revision of all topics. Exam Technique practice.	Revision of all topics. Exam Technique practice.	
COMPOSITION	NEA: Brief Composition	NEA: Brief Composition	NEA: Brief Composition upgrading NEA: Free Composition upgrading	NEA: Final upgrading (most students finished)		
PERFORMANCE	Preparation for NEA performances Solo Recital Evening	NEA Recording Day	NEA Recording Day 2 (mop up)			
ASSESSMENT	Formative in class exam questions Solo Recital Evening	Formative in class exam questions Y11 PPE NEA: Performance Recording Day NEA: Brief Composition	Formative in class exam questions Y11 PPE NEA: Performance Recording Day 2 NEA: Brief Composition NEA: Free Composition	Formative in class exam questions Y11 PPE	Formative in class exam questions	



KS5 Music A level Curriculum Overview (Year 12 & 13)

A Level Music is studied in Years 12 and 13. We follow the AQA Specification which provides a contemporary qualification that covers a wide variety of musical genres. The course is split into three areas: performance (35%), composition (25%) and appraising (40%). For the exam unit (component 1), these are divided into different Areas of Study (AoS); AoS 1: Western Classical tradition 1650-1910; AoS 2: Pop Music; and AoS 3: Music for media. The performance and composition units, which form the non-examined assessment, provide students with the opportunity to develop practical skills that all musicians seize. The course provides a gateway to further study, not just related to Music but any subject due to the range of skills that it offers (communication, analysis, interpretation and many more).

YEAR 12

	COMPONENT 1: Listening and Appraising	COMPONENT 2: Performance	COMPONENT 3: Composition
AUTUMN TERM 1	• Introduction to the course • Music Theory • Key Vocabulary • Aural Skills • Exam style listening questions • AoS 1: Western Classical Music • History of Western Classical Music • Wider Listening • AoS2: Popular Music	• Discuss repertoire choices • Provide advice for rehearsing and practicing at home • Encourage wider listening of chosen recital pieces to gain an appreciation of different interpretations • Assessment criteria • Verbal feedback followed by targets for development	• Developing composition skills including: • Melody writing • Harmonic progressions • Development of ideas • Structure • Idiomatic instrumental writing
AUTUMN TERM 2	• Start to develop exam technique for 5 & 10 mark questions. • Continue developing use of key vocabulary and aural skills • AoS1: Western Classical Music • Baroque Concerto: Purcell • AoS2: Popular Music	• Agree on programme for Y12 recital day. • A mock performance in front of the class • Written and verbal feedback with targets	Continue developing key compositional skills mentioned above as well as the following: • Creating contrast



	COMPONENT 1: Listening and Appraising	COMPONENT 2: Performance	COMPONENT 3: Composition
SPRING TERM 1	- Continued development of key knowledge and skills. AoS1: - Baroque Concerto: Vivaldi AoS2: Popular Music	Recital preparation	- Students to start work on their free composition - Assessment criteria given - General verbal and written feedback provided at regular intervals throughout the term
SPRING TERM 2	- Continued development of key knowledge and skills including exam technique. - Preparation for PPE AoS1: - Baroque Concerto: Revision & Exam Technique AoS2: Popular Music	Students to record a 6-minute recital followed by recital evening.	Continued work on free composition.
SUMMER TERM 1	- PPE - PPE Feedback AoS1: - Baroque Concerto: Bach AoS2: Popular Music	- Written feedback is provided to inform preparations for Year 13 recital pieces - Preparation for Year 13 recital pieces to commence	Continued work on free composition.
SUMMER TERM 2	- Continued development of key knowledge and skills including exam technique. AoS1: - Baroque Concerto: Bach AoS2: Popular Music AoS3: Film Music	- Students to perform one of their Year 13 recital pieces - Verbal and written feedback to follow to provide a target for development over the summer holiday	Completion of free composition.



YEAR 13

	COMPONENT 1: Listening and Appraising	COMPONENT 2: Performance	COMPONENT 3: Composition
AUTUMN TERM 1	- Y13 PPE - Continued development of key knowledge and skills including exam technique. AoS1: Western Classical - The Operas of Mozart AoS3: Film Music	Agree upon a final programme	Students start work on their Brief Composition (released 15th September).
AUTUMN TERM 2	- Continued development of key knowledge and skills including exam technique. AoS1: Western Classical - Romantic Piano Music AoS3: Film Music	- Continued practice of final recital. - Mock performance of their recital in front of the class. - Written and verbal feedback followed by targets and development.	- Students work on their composition to a brief - General verbal and written feedback to be provided at regular intervals
SPRING TERM 1	- Y13 PPE - Continued development of key knowledge and skills including exam technique. AoS1: Western Classical - Romantic Piano Music AoS3: Film Music	- Continued practice of final recital. - Students to start work on their programme notes	- Students work on their composition to a brief - Upgrading of free composition
SPRING TERM 2	Revision of all Areas of Study and continued focus on exam technique.	- Students to record a 10-minute recital before the Easter holiday. - Students to submit their programme notes	- Final submissions of both compositions are due before the Easter holiday. The following needs to be included in the submission of both compositions: - Score - Programme notes - Recordings
SUMMER TERM 1	Targeted revision to be planned to prepare students for their exam this term		



A Level Music Technology is studied in Years 12 and 13. We follow the Edexcel Specification which mixes engaging practical content with useful listening and production skills assessed in the two exams. The course is split into four components: recording (20%), composition (20%), the listening and analysing exam (25%) and the production and analysing exam (35%). The course teaches young composers and producers the skills to continue similar tasks at undergraduate study as well as communication, analysis and writing skills.

YEAR 12

	COMPONENT 1: Recording	COMPONENT 2: Technology-based composition	COMPONENT 3: Listening and analysing	COMPONENT 4: Producing and analysing
AUTUMN TERM 1	Students learn the following this term: - How to set up a Cubase project and maintain general house-keeping - Complete three short tasks to introduce some production skills - Microphone placements for all instruments Record drums for the group mix that is due next term	Students to learn the following this term: - Basics of Cubase including how to input ideas, tempo map and quantise - Using Groove agent: the basics of sampling - Recording, chopping and pitch shifting ideas Students to begin a sampling composition exercise	Students to start learning about the main pop genres from 1910-present day through teaching and homework tasks Start to understand the development of music as genres progress To gain understanding of questions that are asked in Section A in the paper	Students to start learning about the techniques and principles of music technology. This term, these include: - The microphone – different types of microphone and polar patterns - Development of MIDI - Development of VST - Drawing lanes in Cubase for EQ and compression



AUTUMN TERM 2	Students to continue developing their recording skills through the following: • Learning about basic automation • Continue learning about microphone placements for all instruments • Comping and audio editing • Complete an independent mixing task with pre-recorded tracks Group mix is due before the Christmas holiday	Students to continue working on their sampling composition where they need to demonstrate a sense of harmony and structure This composition is due before the Christmas holiday	Students to continue understanding the development of music and technology through the variety of genres Continue practising exam technique and demonstrating knowledge and understanding in the Section A questions	This term students to learn the following through practical and written tasks: • Compression • Synthesis • EQ • Comping audio editing
SPRING TERM 1	Students to demonstrate their understanding of the skills they have learnt so far by working on an independent mixing task Students to also learn about visual panning and frequencies	Students to start a composition focusing on using synthesis	Continue answering Section A type questions Students to start looking at extended writing comparison questions Students to start learning about the development of technology and how it has had an impact on different styles of music	This term students to learning the following through practical and written tasks: • Synth design • Drawing reverb / delay tails • MIDI editing parameters • Distribution of music • Recording media • Computer technology



SPRING TERM 2	Students to continue demonstrating their understanding of the skills they have learnt so far by working on another independent mixing task. This time with a different style as a focus. Students to learn about how to complete a log book to complement their recording. Both individual mixes are due before the Easter holiday.	Students to learn about the practical application of all effects and processes. Students to begin working on a mock composition to practise working with a brief	Students to continue working on exam technique relating to the two extended answer questions in this exam paper. Ensure that students are prepared for their PPE after the Easter holiday.	This term students learn the following through practical and written tasks: • Delay • Reverb • Ohms law • Nyquist theory • Bit depth • Cables Ensure students are prepared for their PPE after the Easter holiday.
SUMMER TERM 1	Students to continue demonstrating their understanding of the skills they have learnt so far by working on another independent mixing task. This time with a different style as a focus	Students to continue working on their mock composition that they started before the Easter holiday Students to also learn how to complete a log book to complement their composition	Students to sit a pre-public examination in this term • Written feedback provided and students given the opportunity to upgrade their paper	Students to sit a pre-public examination in this term This term students to learn the following through practical and written tasks: • Synthesizer • Recording quality
SUMMER TERM 2	Students to submit the latest task that they have been working on Component 1 briefs are released: students to choose a song to work on and complete their guide track so that they are ready to record in September	Composition is due in the middle of this term. Students to receive written feedback. Students will get the opportunity to upgrade their composition so that they are confident that the skills that they need to demonstrate once briefs are released in September	Students to continue working on exam technique relating to the two extended answer questions in this exam paper	This term students to learning the following through practical and written tasks: • DAW functions and controls • Panning



YEAR 13

	COMPONENT 1: Recording	COMPONENT 2: Technology-based composition	COMPONENT 3: Listening and analysing	COMPONENT 4: Producing and analysing
AUTUMN TERM 1	The guide tracks that students started in July need to be finalised ready for recording the drums and other instruments required for their chosen song. Students to work on a separate mixing task to demonstrate skills and techniques learnt in Year 12.	The composition briefs are released on 1 September so during this term the following work will be completed: • Discussion about each brief and possible approaches • Begin work on composition	PPE in September when students come back. Students to complete regular exam style questions related to different styles and genres of music. These questions take the form of shorter questions, comparison questions as well as an analysis question based on a type of technology	PPE in September when students come back. Students to revise the topics covered in Year 12 with the focus on perfecting their exam technique: • Microphone • MIDI • VST
AUTUMN TERM 2	Students to finish recording all instruments for their chosen song. The deadline for this is before the Christmas holiday Students to work on a different mix task to Continue demonstrating the skills and techniques that they learnt in Year 12.	Students will continue working on their composition First draft of this composition and their lock book is due before the Christmas holiday • Verbal feedback given at interim stages in the term	Students to continue working on knowledge and understanding and exam technique inside and outside the classroom Students start preparing for the pre-public examination that is going to place after the Christmas holiday	Students to revise the topics covered in Year 12 with the focus on perfecting their exam technique: • Compression • EQ • Synthesis Students start preparing for the pre-public examination



SPRING TERM 1	Students to complete their first draft mix of their recording. Due before half term • Written feedback given. Students to work on a separate mixing task alongside their recording project as mentioned above.	Following written feedback, students to upgrade their composition and logbook Final draft of their composition is due before February half term	Students to sit PPE after the Christmas holiday Students given the chance to upgrade their exam paper to inform future revision	Students sit PPE. Students given the chance to upgrade their exam paper to inform future Revision. Students to revise the topics covered in Year 12 with the focus on perfecting their exam technique: • Recording media • Computer technology
	Students to ensure that they have completed the production of the recording track as well as completed all areas of the log book. To be submitted before the Easter holiday Students to work on another mixing task which is based on the mixing task set in the Component 4 exam paper	Students to ensure that they have completed their technology-based composition as well as completed all areas of the log book To be submitted before the Easter holiday	Students to continue working on knowledge and understanding and exam technique inside and outside the classroom	Students to revise the topics covered in Year 12 with the focus on perfecting their exam technique: • Delay • Reverb • DAW
SUMMER TERM 1			Tailored revision activities	Tailored revision activities



Enrichment Activities

At Little Heath School we value the learning that takes place outside of the classroom as much as that inside the classroom. Every lunch time we run extra-curricular activities to suit all musical tastes ranging from choral ensembles for all ages, styles and genders and instrumental ensembles for specific families of instruments but also mixed ensembles for all standards and tastes. We also offer some intervention sessions for our Key Stage 4 and 5 students after school to ensure that they are fully supported in the completion of their non-examined assessment.

Throughout the year we organise at least one musical event a term ranging from our Winter Festival to an Upper School Recital.

Students are also given the opportunity to learn a musical instrument with peripatetic teachers mainly employed by Berkshire Music Trust. This gives students the chance to develop their confidence at performing on their own or in a small group as well as developing a new skill.

For more information about the Berkshire Music Trust, visit their website here: [Berkshire Music Trust website](#)