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| Subject | Music |
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Curriculum vision

The intention behind the Music curriculum at Avonbourne Academies is that students are empowered by an appreciation of the diversity of music as a performer, composer, and appraiser, giving them the confidence to articulate, develop, evaluate, and communicate their musical tastes and practical abilities on their own.

Music builds the skills of communication, collaboration, resilience, and physical control to develop strengths of character required in all aspects of life. We aim to develop the innate musical potential in all students through a diverse and stimulating knowledge rich and practical curriculum, fostering a lifelong love of learning, playing, and listening to music.

We unashamedly use expert vocabulary in our knowledge rich curriculum to build and develop the ability to critically identify, describe and evaluate musical features and musical performance. Along with learning musical notation, this provides the foundations to creatively explore diverse genres, time periods and styles through solo and group performance and develop the ability to express emotion and ideas through composition.

Music students at Avonbourne Academies have inclusive and active music-making opportunities promoted across all years both in and out of the curriculum. Our extracurricular programme is ambitious and encourages the proficiency in ensemble performance and technology composition. Alongside our peripatetic lesson programme, these opportunities are designed to promote enthusiasm, passion and ambition and are a gateway to fostering and embedding these essential skills and qualities for moving forward with their musical understanding.

Curriculum Overview

Term 1

| | Autumn 1 | Why this? Why now? | Autumn 2 | Why this? Why now? |
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| Year 7 | 7.1: Rhythm and Pulse | Students come to Avonbourne with a variety of musical understanding. This unit enables us to complete baseline assessments on musical knowledge and practical ability in relation to rhythm, developing their foundational knowledge around this musical element and an appreciation for analysing music created by themselves and others. | 7.2: Singing and the Musical Elements | Students develop upon knowledge of singing from primary school alongside an appreciation of the musical elements as a performer, composer, and appraiser. Within this unit we focus on dynamics, tempo, articulation, and tonality, alongside recalling the knowledge of rhythm from the previous topic. |
| Year 8 | 8.1: History of Popular Music | Now students have developed their knowledge of the musical elements and ability to appraise music as a listener, composer, and performer, we now look at genres of music in more depth. Within this unit we focus on the structure, harmony, and melody of popular music from 1950s-1970s. Students learn to perform chords and riffs on the ukulele and apply devices from the focused musical elements when appraising. | 8.1: History of Popular Music | Now students have developed their knowledge of the musical elements and ability to appraise music as a listener, composer, and performer, we now look at genres of music in more depth. Within this unit we focus on the structure, harmony, and melody of popular music from 1950s-1970s. Students learn to perform chords and riffs on the ukulele and apply devices from the focused musical elements when appraising. |
| Year 9 | 9.1: Musicals | In year 9 we start to look at genres in more depth, applying the musical knowledge from year 7 and 8 to specific styles of music. This genre features within the GCSE Music specification and combines several harmonic, melodic and textural devices that recall knowledge from previous topics and enable students to build upon this understanding as an appraiser and performer by studying musicals across the ages. | 9.1: Musical | In year 9 we start to look at genres in more depth, applying the musical knowledge from year 7 and 8 to specific styles of music. This genre features within the GCSE Music specification and combines several harmonic, melodic and textural devices that recall knowledge from previous topics and enable students to build upon this understanding as an appraiser and performer by studying musicals across the ages. |
| Year 10 GCSE | Component 1: Solo performance Component 2: Composition skills Component 3: 10.1 Discovering the musical elements | The GCSE Music course is split into three components that work together to give students a well-rounded music education. Students develop a more advanced understanding of performance knowledge on their chosen instrument by appreciating the importance of focused independent rehearsal alongside recalling the musical elements and their related devices. These are further understood through composition using their chosen instrument and creatively applying their knowledge of these devices. | Component 1: Solo performance Component 2: Composition skills Component 3: 10.1 Discovering the musical elements | The GCSE Music course is split into three components that work together to give students a well-rounded music education. Students develop a more advanced understanding of performance knowledge on their chosen instrument by appreciating the importance of focused independent rehearsal alongside recalling the musical elements and their related devices. These are further understood through composition using their chosen instrument and creatively applying their knowledge of these devices. |



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| <p>Year 10 Level 1/2 Vocational qualification: Performing Arts</p> | <p>Unit 2: Creating</p> | <p>The vocational qualification is split into 3 units to give students a well-rounded understanding of how music is created and presented in a 'real life' setting. Students will use a combination of their instrument and music technology to create a piece of music that fits a brief in a style of their choice. Students will gain knowledge and skills they need to develop a portfolio that evidences their initial ideas, development, presentation of their work and evaluation of their final product.</p> | <p>Unit 1: Performing Unit 2: Creating</p> | <p>Students will develop their independent learning skills by understanding how to document their development of creative ideas and progress. Students will gain further skills in composing, preparing them for their controlled assessment coursework in Spring 1.</p> <p>Students will also begin to develop their performance skills on their chosen instrument (including sequencing on music technology). They will further develop their knowledge of practice and rehearsal skills as well as the importance of document progress and setting targets to achieve an expressive and accurate performance.</p> |
| <p>Year 11 GCSE</p> | <p>Component 1: Solo performance Component 2: Free composition Component 3: AoS2 – Ensemble Music</p> | <p>Students prepare for their solo performance NEA on their chosen instrument with a focus on accuracy, technical control and expression as well as performing with a score. Students continue to develop their composition knowledge and apply it to their free composition NEA. Students also recall knowledge in relation to blues, jazz, chamber music and musicals and build upon this understanding of these genres as well as those looked at in AoS1 and apply this knowledge of musical devices within listening questions.</p> | <p>Component 1: Solo performance Component 2: Free composition Component 3: AoS3 – Film Music</p> | <p>Students prepare for their solo performance NEA on their chosen instrument with a focus on accuracy, technical control and expression as well as performing with a score. Students continue to develop their composition knowledge and apply it to their free composition NEA. Students also recall knowledge in relation to film music and learn how to critically analyse this music in relation to the musical elements and the impact these have on audience perception.</p> |
| <p>Year 11 Level 1/2 Vocational qualification: Performing Arts</p> | <p>Unit 1: Performing Unit 2: Creating</p> | <p>Students will be continuing to develop their instrumental and performance skills by working as an ensemble or soloist to create a performance. This work will be supported by continuing to develop their evidence-based portfolio that documents how they are progressing in the rehearsals and independent practice in preparation for their final performance before half term. There will be two recordings of their work in this time, giving students the opportunity to demonstrate how much progress they have made.</p> <p>Students will have the opportunity to retake their creating unit to improve their marks. Students will be given one session a fortnight to create their portfolio and final composition to a new brief.</p> | <p>Unit 1: Performing Unit 2: Creating Unit 3: Performing Arts in Practice</p> | <p>Students will complete their performing portfolio by completing an evaluation task of their work using peer and teacher feedback in controlled conditions assessment. This will complete their unit 1 portfolio.</p> <p>Students will also be given the opportunity to continue with their creating portfolio for unit 2.</p> <p>Students will begin to look at how industry professionals work towards professional commissions and will learn how to plan, pitch and promote a creative idea. They will develop their understanding of the music industry and how different music venues and settings operate.</p> |



| | Spring 1 | Why this? Why now? | Spring 2 | Why this? Why now? |
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| Year 7 | 7.3: Melodic Understanding: Hooks, Riffs and Ostinatos | Students start to develop their performance ability on the keyboard from the first unit, alongside building upon their knowledge of the musical elements. We focus on devices related to melody and music notation. By the end of this unit, students should have the knowledge to be able to read staff notation and perform a variety of melodic devices. | 7.3: Melodic Understanding: Hooks, Riffs and Ostinatos | Students start to develop their performance ability on the keyboard from the first unit, alongside building upon their knowledge of the musical elements. We focus on devices related to melody and music notation. By the end of this unit, students should have the knowledge to be able to read staff notation and perform a variety of melodic devices. |
| Year 8 | 8.2: Song writing | After learning the knowledge of performing and appraising different styles of popular music, students are guided to understand how to compose music from this genre. Within this unit students are expected to create two chord progressions in different keys with an effective melody. This enables them to understand the purpose of chords within a piece of music and understand how chords, bass, and melody work together to create an effective piece of music. | 8.2: Song writing | After learning the knowledge of performing and appraising different styles of popular music, students are guided to understand how to compose music from this genre. Within this unit students are expected to create two chord progressions in different keys with an effective melody. This enables them to understand the purpose of chords within a piece of music and understand how chords, bass, and melody work together to create an effective piece of music. |
| Year 9 | 9.2: Blues and Jazz | This unit centres around and in depth understanding of the harmonic, rhythmic, melodic and sonority features of jazz music by recapping understanding of blues music and applying devices understood in previous topics when appraising music from this genre. Students get to develop their practical understanding of the guitar through practical tasks, building upon knowledge established in year 8. | 9.2: Blues and Jazz | This unit centres around and in depth understanding of the harmonic, rhythmic, melodic and sonority features of jazz music by recapping understanding of blues music and applying devices understood in previous topics when appraising music from this genre. Students get to develop their practical understanding of the guitar through practical tasks, building upon knowledge established in year 8. |
| Year 10 GCSE | Component 1: Ensemble performance Component 2: Free composition Component 3: 10.2 AoS1: Forms and Devices | Now students have established the importance of independent rehearsal they then start to work on pieces in small ensembles and gain the knowledge needed to create an accurate, interpretative, and controlled performance. Students develop an understanding of composing within the 'Classical' genre by using stylistic features alongside a selection of musical devices when composing each element. This enhances their knowledge of the musical elements in relation to Western Classical music. | Component 1: Ensemble performance Component 2: Free composition Component 3: 10.2 AoS1: Forms and Devices | Students continue to develop their ensemble performances in relation to balance and interpretation. Within composition, students continue to develop their 'Classical' composition within a given form and structure. This gives them a chance to apply different devices within a piece to develop initial ideas. Students also start to research the style/genre they would like to compose in for their NEA. In listening and appraising students apply their knowledge from the previous two terms to specific genres within Baroque, Classical and Romantic music. They also study their set piece <i>Badinerie</i> , J. S. Bach and learn how to critically analyse music. |



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| <p>Year 10 Level 1/2 Vocational qualification: Performing Arts</p> | <p>Unit 2: Creating</p> | <p>Students will demonstrate knowledge and skills they have developed by completing their unit 2 portfolio in controlled conditions assessment. This evidences their initial ideas, development and a presentation of their work.</p> | <p>Unit 2: Creating Unit 1: Performing</p> | <p>Students will complete an evaluation of their work to add finish their unit 2 portfolio.</p> <p>Students will further develop their performance skills on their chosen instrument (including sequencing or music technology). They will begin to complete their unit 1 portfolio during controlled conditions assessment, including choosing a piece to perform, researching the style and artist, creating a rehearsal plan and learning journal that documents their improvement in playing their chosen piece. There will be a recording of the progress at the beginning of this process during this term.</p> |
| <p>Year 11 GCSE</p> | <p>Component 1: Solo performance Component 2: Free composition Component 3: Badinerie and Africa</p> | <p>Students prepare for their solo performance NEA on their chosen instrument with a focus on accuracy, technical control and expression as well as performing with a score. Students continue to develop their composition knowledge and apply it to their free composition NEA. Students also recall knowledge in relation to blues, jazz, chamber music and musicals and build upon this understanding of these genres as well as those looked at in AoS1 and apply this knowledge of musical devices within listening questions.</p> | <p>Component 1: Solo performance Component 2: Free composition Component 3: AoS4 – Popular Music</p> | <p>Students prepare for their solo performance NEA on their chosen instrument with a focus on accuracy, technical control and expression as well as performing with a score. Students continue to develop their composition knowledge and apply it to their free composition NEA. Students also recall knowledge in relation to popular music, as well as develop their ability to analyse their last set work; <i>Africa</i>. This is the genre of music students have the most prior knowledge of so is taught last due to this and its place in the chronology of the history of music.</p> |
| <p>Year 11 Level 1/2 Vocational qualification: Performing Arts</p> | <p>Unit 3: Performing Arts in Practice Unit 2: Creating</p> | <p>Students will continue to look at how industry professionals work towards professional commissions and begin their NEA for unit 3. They will demonstrate their understanding of planning performance work, promoting and pitching as well as evaluation and reflecting. This will be combined into a portfolio at the end of the controlled assessment.</p> <p>Students will complete their creating portfolio for unit 2, if they have chosen to resit.</p> | <p>Unit 3: Performing Arts in Practice</p> | <p>Students will complete their NEA for unit 3. They will give a presentation, in a chosen format, that will pitch the project they have created and evaluate their final response. This will be combined into a portfolio.</p> <p>All three unit portfolios will now be completed and submitted at the end of this term.</p> |



| | Summer 1 | Why this? Why now? | Summer 2 | Why this? Why now? |
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| Year 7 | 7.4: Instruments of the orchestra | Now students have the knowledge to read notation, perform accurately and interpretatively, evaluate music using the musical elements. This unit introduces students to the instruments of the orchestra so they can aurally identify them and their sonority, an appreciation for this type of ensemble and create an ensemble performance. | 7.4: Instruments of the orchestra | Now students have the knowledge to read notation, perform accurately and interpretatively, evaluate music using the musical elements. This unit introduces students to the instruments of the orchestra so they can aurally identify them and their sonority, an appreciation for this type of ensemble and create an ensemble performance. |
| Year 8 | 8.3: Theme and Variation | This unit builds upon students' composition knowledge and enables them to apply it within a more creative way. After being given a theme students are taught how to add musical variation and create a unique piece of music. This enables students to work more independently to apply their knowledge from the last topic and compose using a variety of musical devices. It also introduces students to composing using music technology. | 8.3: Theme and Variation | This unit builds upon students' composition knowledge and enables them to apply it within a more creative way. After being given a theme students are taught how to add musical variation and create a unique piece of music. This enables students to work more independently to apply their knowledge from the last topic and compose using a variety of musical devices. It also introduces students to composing using music technology. |
| Year 9 | 9.3: Film Music | This last unit of the KS3 curriculum recalls information in relation to all the musical elements as students analyse and compare devices within longer written answers based upon how the music makes an audience feel. Students also develop an understanding of how to play leitmotifs and create music to a film clip, applying all these devices practically when composing using music technology. | 9.3: Film Music | This last unit of the KS3 curriculum recalls information in relation to all the musical elements as students analyse and compare devices within longer written answers based upon how the music makes an audience feel. Students also develop an understanding of how to play leitmotifs and create music to a film clip, applying all these devices practically when composing using music technology. |
| Year 10 GCSE | Component 1: Solo performance Component 2: Free composition Component 3: 10.3 AoS2: Ensemble Music | This term gives students the chance to develop upon their solo performance knowledge and learn a new piece with a focus on accuracy, technical control, and interpretation in relation to a score. Students will complete a recital evening this term where they complete their first official mock performance. Students begin their first section of their composition NEA in their chosen genre/style. Students also recall knowledge in relation to blues, jazz, and musicals from Y9 and build upon this understanding of these genres as well as those looked at in AoS1 and apply this knowledge of musical devices within listening questions. | Component 1: Solo performance Component 2: Free composition Component 3: 10.3 AoS2: Ensemble Music | Students begin to finalise their solo performance piece ready to record in Autumn Term of year 11. They are given their feedback from their mock performance and have 1:1 support to be able to rehearse areas that need improvement. Students continue with their composition NEA and complete the second section of their composition in their chosen genre/style. Students continue to recall knowledge in relation to blues, jazz and musicals and apply this knowledge within listening questions. |



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| <p>Year 10 Level 1/2 Vocational qualification: Performing Arts</p> | <p>Unit 1: Performing</p> | <p>Students will further develop their performance skills on their chosen instrument (including sequencing on music technology). They will begin to complete their unit 1 portfolio during controlled conditions assessment, including choosing a piece to perform, researching the style and artist, creating a rehearsal plan and learning journal that documents their improvement in playing their chosen piece. There will be a recording of the progress at the beginning of this process during this term.</p> | <p>Unit 1: Performing</p> | <p>Students will further develop their performance skills on their chosen instrument (including sequencing on music technology). They will continue to complete their unit 1 portfolio during controlled conditions assessment, including choosing a piece to perform, researching the style and artist, creating a rehearsal plan and learning journal that documents their improvement in playing their chosen piece. There will be a recording of the progress at the beginning of this process during this term.</p> |
| <p>Year 11 GCSE</p> | <p>Revision and Consolidation</p> | <p>Students have submitted their NEA in Spring 2. This time is given to recall knowledge from all areas of study, develop exam technique, and aural skills when listening and appraising music.</p> | | |
| <p>Year 11 Level 1/2 Vocational qualification: Performing Arts</p> | | | | |

Wider reading

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| <p>Extracurricular Opportunities (competitions, associations, and clubs)</p> <ol style="list-style-type: none"> 1. Vocal Group – a chance to learn to sing in 3- or 4-part harmony as an ensemble. 2. Beginners orchestra - open to all students that want to develop their ensemble playing. 3. Music Technology and Production – open to all students to develop their understanding of production techniques using a variety of software. 4. Advanced Ensemble – a chance for our more advanced musicians to work on ensemble development. | <p>Revision Guides</p> <ol style="list-style-type: none"> 1. WJEC/Eduqas GCSE Music Student Book: Revised Edition : Richards, Jan: Amazon.co.uk: Books 2. WJEC/Eduqas GCSE Music Revision Guide - Revised Edition: Amazon.co.uk: Richards, Jan: 9781912820788: Books 3. WJEC / Eduqas GCSE Music Listening Tests : Rhinegold Education: Amazon.co.uk: Books 4. Rhinegold Education: WJEC/Eduqas GCSE Music Revision Guide : David Ventura: Amazon.co.uk: Books |
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5. Ukulele Club – for our ukulele and guitar players to create a ukulele ensemble.
6. Boys' Choir – open to students who want to develop their vocal technique but find it difficult in a mixed choir.
7. Independent rehearsal space and Band Academy – students have access to practice rooms at break and lunchtime to rehearse music performance pieces. We also offer a chance for students to get together as ensembles with teacher guidance during this time.
8. Rotary Young Musician of the Year – a competition for more advanced performers to compete against other young musicians across Dorset.
9. Creative Music Hub – An enrichment hub for musicians of all abilities to join a variety of clubs and ensembles from beginner brass groups to musical theatre clubs [Creative Music Hub - SoundStorm Music Education Agency \(soundstorm-music.org.uk\)](https://www.soundstorm-music.org.uk)
10. Peripatetic music lessons – we offer instrumental and vocal lessons on a variety of instruments. Please speak the Head of Music for more information.
11. BSMA Carol Concert – This happens at the Pavilion each year and is a chance for students to come together in a collaborative vocal performance at Christmas time.
12. Partnerships with Soundstorm Music Hub and United Learning – each year we take part in external opportunities to showcase our students' work.

5. [GCSE Music Exam Practice Workbook - for the Grade 9-1 Course \(with Audio CD & Answers\): ideal for catch-up and the 2022 and 2023 exams \(CGP GCSE Music 9-1 Revision\) : CGP Books, CGP Books: Amazon.co.uk: Books](#)
6. [Step Up to GCSE Music: Get Up to Speed with Stave Notation and the Core Requirements in Just Two Weeks : Paul Terry: Amazon.co.uk: Books](#)
7. [Rhinegold Education: GCSE Music Composition Workbook: Amazon.co.uk: Alan Charlton: 9781787601437: Books](#)
8. [Level 1/2 Vocational Award Performing Arts. Course companion. WJEC | Edugas: Amazon.co.uk: Carys Edwards, Marvin Thomas, Sophie Angell-Jones: 9781860857614: Books](#)

Academic Reading

1. [Music Theory: the Essential Guide \(Faber Edition\): Amazon.co.uk: Julia Winterson, Paul Harris: 9780571536320: Books](#)
2. [Classical Music: A Beginner's Guide \(Beginner's Guides\): Amazon.co.uk: Johnson, Julian: 8601200823677: Books](#)
3. [Analysing Popular Music: Image, Sound And Text : Machin, David: Amazon.co.uk: Books](#)

We also recommend that students listen to a variety of musical genres, especially at KS4. This enables them to develop their listening and aural knowledge as well as gain an appreciation of different musical styles and genres.