



West Norfolk Academies Trust Music Curriculum Plan

Our Vision:

Music is fundamental to being a human-being. It incorporates expression and creativity whilst developing key life skills such as teamwork and cooperation.

Music is commonly described as “The universal language” and this is because it is central to almost all cultures and religions throughout the world. Music is all around us, not just on the radio, in the concert halls and at festivals but also in all television and films, adverts and even as background music within shops and restaurants. It is literally everywhere!

However, Music in education is about so much more than Rock, Pop, Classical RAP etc. Music is about sounds and how they are put together.

Music is one of the most vibrant departments in our schools. It is very rare not to hear music being rehearsed and performed before and after school as well at break and lunch throughout the department area. In classroom lessons, it is about exploring all the types of Music, learning to appreciate how they are created and performed as well as experimenting through practical exercises both on instruments and using Technology. In line with the National Curriculum all our units of work fall into one or more of the following categories: -

- Performing
- Composing
- Listening and Appraising

Singing and Listening Exercises are an integral part of lessons at Key Stage 3 developing both musical and confidence skills.

Music is a unique subject in that it is scientifically proven to assist in so many areas including improved Wellbeing, Language Abilities, Emotional Resilience and Empathy. It involves working both independently and collaboratively in groups and this helps develop important life-skills that are transferred into all future careers and pathways. These develop a growth mind-set as well as social skills and self-esteem.

Exam boards: GCSE – Eduqas; KS4 Vocational – NCFE Level 1/Level 2 Technical Award in Music Technology
A level Music – Eduqas; A level Mus Tech - Edexcel



West Norfolk Academies Trust Music Curriculum Plan

CURRICULUM PLANNING

This proposed curriculum brings together both the Model Music Curriculum (MMC-2021) and the Ofsted Review (2021) with the premise that “Less is More”. By focussing on fewer topics in greater depth there is greater opportunity to avoid cognitive overload and for the students to gain and embed knowledge across the 3 years. All too often Music Departments try to ‘cram in’ many different topics, often because of the personal musical tastes of the music teacher, and, as a result, the depth of learning and retained knowledge is shallow and swiftly forgotten. This suggested curriculum endeavours to avoid this situation by spending more time on each topic, giving students the opportunity to gain an understanding that goes into longer term memory.

CLASS SINGING

Singing in the classroom as a means to perform cannot be underestimated. Throughout musical history the voice has been the primary method of musical communication from chanting through to choirs and modern pop songs. Throughout the Key Stage 3 curriculum it is important that singing is used as a meaningful part of the music learning and all students’ musical skills to listen, pitch appropriately and phrase the words whilst understanding what they are singing and where it fits into the ‘bigger picture’. As such singing will be an integral part of every lesson at Key Stage 3 and will be used as a musical starter.

As stated in the MMC *“Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast.”*

WHAT OFSTED SAY ABOUT CURRICULUM PLANNING

“School music curriculums set out pathways for progression that enable pupils to develop their musical knowledge. Progress in music requires pupils to develop musically across 3 pillars that interrelate in musicianship”

1. The first pillar is the ‘technical’ development necessary for pupils to translate their intentions successfully into sound. This will often involve instrumental playing or singing but, if the resources are available, may also focus on music technology.
2. The second pillar is the ‘constructive’ pillar. This refers to knowledge of how musical components come together both analytically and in the creative process.
3. The third pillar, the ‘expressive’ pillar, is focussed on the more indefinable aspects of music: quality, meaning and creativity.



West Norfolk Academies Trust Music Curriculum Plan

In making decisions about curriculum content, it is important to consider how the sequence of content develops pupils' musical knowledge and competencies over time. The Ofsted review proposes these 3 pillars as the basis for progression in the musical activities of performing, composing and listening/appraising. A good music education is underpinned by robust, direct and incremental teaching that provides knowledge of music's technical and constructive aspects. This knowledge is learned in the context of music's history and provenance, allowing pupils to make increasingly sophisticated, expressive responses and gain musical meaning. Together, these pillars contribute to what could be described as 'musical understanding'.

1) TECHNICAL	2) CONSTRUCTIVE	3) EXPRESSIVE
- Competence in controlling sound (<i>Instrumental, vocal or with music technology</i>) - Use of a communication system, such as staff notation.	- Knowledge of the musical elements/interrelated dimensions of music. - Knowledge of the components of composition.	- Musical quality - Musical creativity - Knowledge of musical meaning across the world and time.

The principals of this Music Curriculum proposed for use across the West Norfolk Academies Trust is based on 'three zones of learning' :

YEAR 7: INTRODUCE

Upon arrival at secondary school the students will be introduced to the key pillars of music education through a variety of topics and tasks that cover the key skills and knowledge that the students will need to move forward. In singing the vocal range is restricted to within one octave where possible.

YEAR 8: DEVELOP AND ENHANCE

During the second year of learning the students will take the skills and knowledge experienced in year 7 and extend them further, enhancing their music education. For example, in notation, students will extend from treble clef to bass clef alongside chord inversions and different styles of tonality. In singing the vocal range is extended to a 12th and 3-part is introduced.

YEAR 9: EMBED

The third year of learning will be final year of music education for many students. This presents an opportunity to promote a lifelong understanding and appreciation of all things musical including music from other cultures from around the world. This year will also bring together many different aspects of the previous two years of learning and show how these intertwine to create the music that we all enjoy. In singing vocal range remains at a 12th but with more complex rhythms and harmony.



West Norfolk Academies Trust Music Curriculum Plan

Brief overview of topics, themes, skills or key questions for each year group:

Year 7	Weeks 1-4	Weeks 5-15	Weeks 16-22	Weeks 23-29	Weeks 30-35	End-of-Year Project – Weeks 36-39
Singing	Lively songs, with actions, to be performed at the School Year 6 Open Evening.	Simple Rounds/Partner Songs (3/4 parts) Christmas Song Competition	Songs from those suggested within the MMC, Page 45 or similar. (Range of one octave)		Introduce simple 2-Part Harmony	Each school to devise an end-of-year project relevant to their students extending the knowledge and skills explored throughout the year.
7 Introduce	- Initial baseline assessment (Week 4 after Open Evening) Find Your Voice - Classroom singing and whole Y7 singing session.	Notation and Keyboard Skills Part 1 - Introduction to music rhythmic notation (Semibreve, Minim, Crotchet, Quaver) - Performing Rhythmic Exercises as a Class and in Small Groups - Composition exercise on Notation Software using Rhythmic Patterns and Musical Structures.	Notation and Keyboard Skills Part 1 (contd) - Introduction to pitched music notation (Treble Clef) and score reading - Introduction to Electronic Keyboards including correct hand positions etc. - Performing Melodies on keyboards - Composition exercise on Notation Software to create melodies	Folk Songs and an Introduction to the Ukulele - Introductory work on how to play the Ukulele. - Introduction to chords and harmony. - Class Performance of Folk Music.	Music Technology – Remixing J. S. Bach - Understanding the life of J. S. Bach. - An Introduction to the Cubase software package. - Using Cubase to remix “Toccata in d minor”	
Link Back	KS2 Curriculum (This is variable)	KS2 Curriculum (This is variable)	KS2 Curriculum (This is variable)	- Year 7: Notation - Year 7: Find Your Voice - KS2 learning of instruments	Year 7: The Orchestra	
Link Forward	Whole KS3 Curriculum	- Year 7: Folk Songs - Year 8: Kbd Skills Pt.2	- Year 7: Folk Songs - Year 8: Kbd Skills Pt.2	- Year 8: The Blues - Year 9: Music Around the World	- Year 8: The Blues - Year 9: EDM Recording of performances throughout.	
Link to Ofsted Pillars	1,	1, 2, 3	2, 3.	1, 2, 3	1, 2, 3	



West Norfolk Academies Trust Music Curriculum Plan

Year 8	Weeks 1-11	Weeks 12-22	Weeks 23-33	End-of-Year Project Weeks 34-39
Singing	Songs from those suggested within the MMC, Page 48, or similar. (Range of a 12 th)		Introduce 3-Part Harmony	Each school to devise an end-of-year project relevant to their students utilising and enhancing the skills explored throughout the year.
8 Develop and Enhance	- Retake of Baseline Test to show progress from Year 7 (<i>Week 1</i>) Notation and Keyboard Skills Pt.2 - Introduce Bass Clef - Building on Learning from Year 7 to expand Keyboard Skills. - An Introduction to Chords, Tonality (<i>Major. Minor</i>) and how this affects Musical Moods as well as scales. - Chord Inversions explained and used. - Moving the hand around the keyboard smoothly. - Composition exercise on Notation Software to create piece with melodies and chords.	The Blues - Investigating the history of Blues Music - Learning and rehearsing for an assessed performance of a blues piece - Learning key terms relating to Blues music. An Introduction to Music Technology – Sequencing and Production Project - An introduction to sequencing in Cubase. - Using skills learned in previous units to sequence a Blues Performance incorporating chords, bass line, rhythm and improvised melody.	Music from Around the World Pt. 1 - Understanding the importance of Music Around the World, particularly ‘non-Western’ cultures. - Detailed look at the use of non-Western scales including the Pentatonic Scale; where it is used around the world and how it has influenced all types of Music. - Performance tasks to perform a Pentatonic piece. - Composition in the Chinese Style using Pentatonic Scales and appropriate Drones etc. .	
Link Back	- Year 7: Notation and Keyboard Skills Pt.1 - Year 7: Folk Music	- Year 7: Folk Music - Year 7/8: Notation and Keyboard Skills Pts 1 & 2. - Year 7: Remixing J. S. Bach	- Year 7: Folk Music - Year 7/8: Notation and Keyboard Skills Pts 1 & 2.	
Link Forward	- Year 8: The Blues - Year 9: Film Music - Year 9: Musical Theatre	- Year 9: Music from Around the World. - GCSE AOS ‘Popular Music’ - NCFE Production and Musical Styles	- GCSE AOS ‘Music for Ensemble’ - NCFE Theory and Musical Styles	
Link to Ofsted Pillars	1, 2, 3	1, 2, 3	1, 2, 3	



West Norfolk Academies Trust Music Curriculum Plan

Year 9	Weeks 1-8	Weeks 9-19	Weeks 20-33	Weeks 34-39
Singing	Songs from those suggested within the MMC, Page 51, or similar in a range of styles. (Range of a 12 th with more complex rhythms)		Introduce Polyphonic Harmony in 3-parts.	
9 Embed	- Retake of Baseline Test to show progress from Year 7 (<i>Week 1</i>) Music from Around the World Pt. 2 - Understanding the importance of Music Around the World, particularly 'non-Western' cultures. - Detailed look at the Reggae style of Music including History and Performance Artists. - Class Performance of 'Three Little Birds' using Ukuleles and Keyboards as well as vocal Performances.	Musical Theatre - Studying the history of Musical Theatre. - Learning about key Musical Theatre composers. - How does Musical Theatre work? - What is a Vamp? Keyboard Task. Using "Hamilton" as a link into RaP (<i>Rhythm and Poetry</i>) - Comparing RaP styles - Writing RaP Lyrics - Microphone Technique - Rapping to a given beat (<i>Performance</i>)	Film Music - Investigating use of Music in Films. - What is a Leitmotif? - Diegetic and Non-Diegetic Sounds. - Use of Chords, Harmonies and Melodies in Film Music. Creating Leitmotifs - How to write a suitable Leitmotif for a Character. Composing Film Music - Using appropriate software to create a soundtrack to a given piece of film.	Podcasting - What is a Podcast? - What is a Jingle? - What is a 'Stinger'? - What is 'Enveloping' and how to use Automation in Cubase? Creating Jingles - How to write a suitable Jingle for a Podcast Creating a Podcast - Using Cubase to create a short Podcast to an agreed brief.
Link Back	- Year 7: Folk Music - Year 7/8: Notation and Keyboard Skills Pts 1 & 2.	- Year 7 Folk Music - Year 7/8: Notation and Keyboard Skills Pts 1 & 2.	- Year 7/8: Notation and Keyboard Skills Pts 1 & 2. - Year 8: Chords and Harmony	- Year 9: Microphone Technique - Year 7/8/9: Use of Cubase
Link Forward	- GCSE AOS 'Music for Ensemble' - GCSE AOS 'Popular Music'	- GCSE AOS 'Music for Ensemble' - GCSE AOS 'Popular Music' - NCFE Music Technology, Popular Music Styles	- GCSE AOS 'Film Music' - NCFE: Use of Music Technology	- GCSE AOS 'Music for Ensemble' - GCSE AOS 'Popular Music' - NCFE Use of a DAW.
Link to Ofsted Pillars	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3

(lessons pf) - lessons per fortnight timetable cycle



West Norfolk Academies Trust Music Curriculum Plan

10 GCSE	AoS1: Forms and Devices (1) Musical contrast / form and structure Identifying contrasts in music using the elements. Recall scales / chords Related keys / key signatures / changing keys The Circle of 5ths Coursework Starting points for composition: a rhythm, a melody, a chord progression Preparation for the performance exam is ongoing individually.	AoS1: Forms and Devices (2) Binary, ternary and rondo forms Repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/ arpeggio, melodic and rhythmic motifs, simple chord progressions Musical Textures aural, notation and listening skills Introduction and analysis of prepared extract ('<i>Badinerie</i>') An overview of periods of musical history and their distinctive features Coursework Key as a means of musical contrast Sequence Building and extending a melody Preparation for the performance exam is ongoing individually.	AoS2: Music for Ensemble (1) Types of Ensemble Recognising Instruments 'Classical' Trios, Quartets, Quintets etc. Larger 'Classical' and Vocal Ensembles. Elements of Musical Theatre Inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor Listening exercises Coursework Composing using texture and sonority (chords and melody) Preparation for the performance exam is ongoing individually + ensemble in timetable (1 lesson pf)	AoS2: : Music for Ensemble (2) 'Non-Western' World Music Musical Fusions Indian Classical Tradition and Instruments Javanese Gamelan Music of South America Caribbean Music African Rhythms and Musical Traditions. Ragas and Tal Oral Tradition Chaal Rhythm Clave Rhythm Syncopation Listening exercises Coursework Composing using modulations and making the bassline more interesting (chords and melody) Preparation for the performance exam is ongoing individually + ensemble in timetable (1 lesson pf)	AoS3: Film Music (1) Film Composers through History Use of Tonality and Timbre in Film Music Showing a time, place and mood through Music History of Leitmotifs and use through Films and Opera Silent Movies Music for Documentaries The relationship between the story and the music the effect of audience, time and place Use of sonority and dynamics to create a mood Listening exercises Coursework Begin work on free choice composition. Preparation for the performance exam is ongoing + ensemble in timetable, perform in class. (1 lesson pf)	AoS3: Film Music (2) Diegetic and Non-Diegetic Sounds Use of Sound Effects 'Mickey-Mousing' Music for Cartoons and Animation Music for Thrillers and Horror 'The Power of Silence' Listening exercises Coursework Complete free composition. Preparation for the performance exam is ongoing. Perform Solo Piece in Recital.
--------------------	---	--	--	--	---	---

(lessons pf) - lessons per fortnight timetable cycle



West Norfolk Academies Trust Music Curriculum Plan

10 NCFE	CA1-Introduction to music technology and the music business 1.1 Introduction to music technology and the music business 1.1.1 Roles and responsibilities 1.2 Development of music technology 1.3 Music business 1.3.1 Marketing 1.3.2 Promotion 1.3.3 Selling and distributing music CA2- The Digital Audio Workstation (DAW)	CA1-Introduction to music technology and the music business CA2- The Digital Audio Workstation (DAW) 2.1 The digital audio workstation: 2.1.1 Hardware components. 2.1.2 Software functions. 2.2 Using DAW software functions: 2.2.1 Creating audio using a DAW. 2.2.2 Health and safety.	CA2- The Digital Audio Workstation (DAW) CA3-Musical elements, musical style and technology 3.1.1 Structural Sections 3.1.2 Form 3.1.3 Melody 3.1.4 Harmony 3.1.5 Rhythm 3.1.6 Instrumentation	CA2- The Digital Audio Workstation (DAW) CA3-Musical elements, musical style and technology	CA3-Musical elements, musical style and technology CA4- Sound Creation 4.1.1 Forms of media 4.1.2 Types of sound creation 4.1.3 Methods of sound creation 4.1.4 Arranging sounds 4.1.5 Exporting sound creation	CA3-Musical elements, musical style and technology CA4- Sound Creation	
--------------------	--	--	---	---	--	--	--



West Norfolk Academies Trust Music Curriculum Plan

(lessons pf) - lessons per fortnight timetable cycle

11 GCSE	AoS4: Popular Music (1) A Brief History of Popular Music Rock and pop Strophic form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, Primary and secondary chords, cadences, standard chord progressions, power chords, syncopation, driving rhythms The relationship between melody and chords Coursework Begin work on composition to set brief. Preparation for the performance exam is ongoing individually - Provisional programme for exam passed to music lead with music for approval.	AoS4: Popular Music (2) The link between Lyrics, Melodies and Harmonies The rise of the Synthesiser Guitar Effects Study Set Work ('Africa' by Toto) Coursework Complete composition to set brief Preparation for the performance exam is ongoing.	Forms and Devices revisited (AoS1) Exam Style listening and appraising questions. Coursework DEADLINE: Refine and Submit BOTH compositions DEADLINE: Record and Submit BOTH Performances.	Music for Ensemble revisited (AoS2) Exam Style listening and appraising questions. Film Music Revisited (AoS3) Exam Style listening and appraising questions.	Popular Music Revisited (AoS4) Exam Style listening and appraising questions. Final Overall Complete Revision Exam Style listening and appraising questions including Past Papers. Final Appraisal Exam (1 hour, 20 mins)	
--------------------	---	--	--	---	---	--



West Norfolk Academies Trust Music Curriculum Plan

(lessons pf) - lessons per fortnight timetable cycle

11 NCFE	CA4- Sound Creation CA5- Multitrack Recording 5.1.1 Equipment in the recording studio 5.1.2 Health and safety in the recording studio 5.2 Multitrack recording sessions 5.2.1 Planning multitrack recording sessions 5.2.2 Multitrack recordings 5.2.3 Mixing 5.3 Stereo mixdowns	CA4- Sound Creation CA5- Multitrack Recording	NEA Preparation & NEA Allocation Paper issued Jan Deadline March	NEA Preparation & NEA Allocation Revision for summer exam	Final Exam	
------------	---	--	--	--	-------------------	--



West Norfolk Academies Trust Music Curriculum Plan

(lessons pf) - lessons per fortnight timetable cycle

12 A-Level Music	Introduction to A level course. Basic theory to Grade 5 standard, Introduction to harmony and analysis work Preparation for the performance exam away from class.	Commence 'Development of the Symphony' Orchestral development, Mannheim and Stamitz through to Mozart 40. (4 lessons pf) Introduction to Musical Theatre, History of MT Development (3 lessons pf) How to compose at A-level workbook: how to harmonise, key changes, etc. (3 lessons pf) Preparation for the performance exam away from class.	Dev. Of Symphony: Detailed analysis of Haydn 104 mvt 1 (4 lessons pf) Musical Theatre: Richard Rodgers, 1920-1943 (3 lessons pf) How to compose at A-level workbook: Basslines, Motivic development etc. (3 lessons pf) Preparation for the performance exam away from class.	Dev. Of Symphony: Detailed analysis of Haydn 104 mvts 1, 2 (4 lessons pf) Musical Theatre: Richard Rodgers/Leonard Bernstein, 1944-1956 (3 lessons pf) Composing to a Brief (Variations), Vocal Writing. (3 lessons pf) Preparation for the performance exam away from class - perform in informal evening recital.	Dev. Of Symphony: Detailed analysis of Haydn 104 mvts 3, 4 (4 lessons pf) Musical Theatre: Introducing Sondheim 1957-1970 (3 lessons pf) Commence Free Choice Composition (3 lessons pf) Preparation for the performance exam away from class.	Dev. Of Symphony - when everything changed (Beethoven/Berlioz) (4 lessons pf) Musical Theatre: The 1970s, pushing the barriers (3 lessons pf) Complete draft of Free Choice Composition (3 lessons pf) Preparation for the performance exam away from class.
12 A-Level Mus Tech	Introduction to A Level Course. Microphones & Gain structure Logic X Introduction	Exploring Composition Equalisation & Time-based Effects Microphone Techniques Logic X Skills Development	Exploring Composition Modulation & Distortion Effects Recording Platforms Logic X Skills Development	History of Recording 1930-Modern Day Recording whole band parts techniques Comp 3 Exam Practice Logic X Skills Development	Comp 1 Recording Prep Comp 4 Paper Practice Synthesis- Waveforms, Parameters and History History of technological devices (Drums machines- Interfaces)	Start Comp 1 Recording Coursework Task.



West Norfolk Academies Trust Music Curriculum Plan

(lessons pf) - lessons per fortnight timetable cycle

13 A-Level Music	Dev. Of Symphony: Overview' Analysis of Mendelssohn 'Symphony No.4' (<i>The 'Italian'</i>) (3 lessons pf)	Dev. Of Symphony: Romantic Symphonies (Smetana through to Rimsky Korsakov) (3 lessons pf)	Dev. Of Symphony: Late Romantic Symphonies (Dvorak/Mahler) (3 lessons pf)	Dev. Of Symphony: Revision of terminology and Exam-style Questions (2 lessons pf)	Revisit Exam Technique - Exam question practice and revision work for all areas.
	Into the 20th Century: An Introduction (Impressionism, Expressionism, Neo-Classical) (2 lessons pf)	Into the 20th Century: An Analysis of Set Work 1 (Debussy - Nuages) (2 lessons pf)	Into the 20th Century: An Analysis of Set Work 2 (Poulenc - Trio) (2 lessons pf)	Into the 20th Century: Wider Listening (Schoenberg/Berg/Poulenc etc) (3 lessons pf)	Final Appraisal Exam (2 hour, 20 mins)
	Musical Theatre: 1980-1984 (The rise of the 'mega-musical') (2 lessons pf)	Musical Theatre: 1986 - 1999, (a New Generation) (2 lessons pf)	Musical Theatre: 2000-2025 (into a new Century) (2 lessons pf)	Musical Theatre: Revision, Key Features of set composers, Exam-style Questions (2 lessons pf)	
	Commence work on 'set brief' Composition (3 lessons pf)	Complete draft of 'set brief' Composition (3 lessons pf)	Work on both compositions - developing and enhancing (3 lessons pf)	Completing both compositions - EASTER DEADLINE HAND IN (3 lessons pf)	
	Preparation for the performance exam away from class - Provisional Recital Programme Set.	Preparation for the performance exam away from class -	Preparation for the performance exam away from class - Mock Twilight Recital to invited audience.	Preparation for the performance exam away from class - Performance exam during this half term.	



West Norfolk Academies Trust Music Curriculum Plan

(lessons pf) - lessons per fortnight timetable cycle

13 A-Level Music Tech	Comp 1- Multitrack coursework	Comp 1- Multitrack coursework	Comp 1- Multitrack coursework	Coursework completed	Exam Revision	
	Comp 2- Composition coursework	Comp 2- Composition coursework	Comp 2- Composition coursework	Exam question practice and revision work for all areas.	Final Exams	
	Topics- Midi & Sampling Theory	Topics- History of Recording Recap	Comp 3 & 4 exam practice Topics- Revise Microphones & Effects			

Enrichment Activities:

- Extra-Curricular: Music is the busiest department within the school for Extra-Curricular with a wide range of Choirs, Concert bands, Orchestras and Small Ensembles as well as Music Theory and Solo Performances. A wide range of events and performance opportunities are also sought to give all students the best quality musical experience possible.
- Competitions: Music students are expected to take part in a variety of internal and external groups and competitions, from talent shows and gig nights through to Concert Band and Music for Youth competitions.
- Trips: At least one visit to a concert of classical music per year. All GCSE and A level students encouraged to attend.
- Support:
- GCSE students required to buy official Student Guide
 - A-level students (Music and Music Technology) encouraged to purchase student study guide.
 - A level Music students required to purchase exam board approved Study Scores of Haydn Symphony No 100 and Schubert Symphony No.5
 - A level Music students required to purchase text book "From Mannheim to Mahler, The Development of the Symphony"