

Music 5 Year Curriculum Map

Intent

At Conisborough College, the intent of the music curriculum is not only to give students the skills and tools needed to do well in formal exams at the end of KS4, but to give them a well-rounded, knowledge rich and sequential music education that will make them culture – rich and knowledge rich as they transition into adulthood. The curriculum for music is split into three disciplines: Critical listening, Composing and Performing. These skills start at a foundational level starting from year 7 and then gradually getting complex throughout KS3 and KS4. At KS4 the GCSE is delivered through these same areas of discipline and so we work backwards to ensure that students have what they need to succeed and access learning at GCSE level.

At KS3 students are given opportunities to use their voice, learn a variety of instruments in different genres and traditions. They are taught to use the elements of music effectively through composing, they are also taught how to be expressive through ensemble performance, and it is our intention to equip students to know how to identify the elements of music and composition devices through critical listening. This is done in a cumulative and sequential manner so that at KS4, students take their experience and knowledge gained at KS3 to compose 2 compositions, perform 2 pieces (solo and ensemble) and complete a critical listening exam.

At the core of the music curriculum is our students, we want them to develop a positive relationship with music, something they can connect with and use beyond the classroom and beyond their time after secondary school. As a result, the units and topics are chosen to represent the different backgrounds and learning abilities in our school community. The curriculum covers a variety of topics for students to gain musical understanding in performance, composing and listening critically within different musical styles and differences topics include West African Drumming, Electronic Dance Music and Baroque music.

Implementation

For students to access the music curriculum successfully and develop as confident, skilled musicians, they must first acquire secure core knowledge of the elements and devices of music. The curriculum is therefore designed and delivered in a sequential and cumulative manner across the three key disciplines of music: **critical listening, performance and composition**.

Within every topic, students are given opportunities to listen to, analyse and evaluate music, identifying the musical elements and devices used in a range of styles, genres and traditions. This begins at a foundational level in Year 7 and develops into increasingly sophisticated analysis by Year 9. Through this approach, students learn to identify, describe and explain how musical elements are used, preparing them for the analytical demands of GCSE Music and the study of set works at Key Stage 4.

Knowledge of musical structure, pitch, melody, harmony, tonality, texture and rhythm is taught through a wide range of musical contexts. Students continually revisit and build upon prior learning, enabling them to develop fluency, deepen their understanding and achieve long-term mastery. Performance skills are developed through practical work on classroom instruments and music technology platforms, allowing students to apply their learning in authentic musical contexts. Composition skills are taught through a variety of musical styles and traditions, including body percussion, Baroque music, popular music and Electronic Dance Music (EDM). This broad exposure enables students to gain a richer understanding of musical concepts while developing creativity and independence as musicians.

At Key Stage 3, the curriculum follows a "**sound before symbol**" approach. Musical understanding is developed through practical experience before students encounter formal notation and theoretical concepts. This ensures that all students, regardless of their prior musical experience, can access the curriculum and develop confidence as performers, composers and listeners. Through singing, performing, improvising, composing and listening activities, students experience musical concepts aurally and practically before learning to represent them using notation and musical terminology.

The curriculum is planned backwards from the knowledge, skills and understanding required for success at Key Stage 4. GCSE Music consists of three components: **Performance (30%), Composition (30%),** and **Listening and Appraising (40%)**. Consequently, most Key Stage 3 lessons contain activities linked to two or more of these disciplines, ensuring that students regularly perform, compose and listen in a variety of musical styles and traditions. By the end of Key Stage 3, students have developed a broad musical foundation that supports progression into GCSE study.

For example, the GCSE set work *Badinerie* by J.S. Bach requires students to understand the characteristics of Baroque music. To prepare students for this study, they are introduced to the Baroque period in Year 8. Students learn to perform extracts from Pachelbel's *Canon*, explore key stylistic features of the period and compose their own music using Baroque conventions. This prior learning provides a secure foundation when students revisit Baroque music at Key Stage 4.

Developing musical vocabulary is a key feature of the curriculum. Students are provided with multiple opportunities within lessons to use, discuss and apply subject-specific terminology. Vocabulary is deliberately sequenced across Key Stages 3 and 4 to strengthen retention and understanding. For example, the term **basso continuo** is introduced in the Year 8 Baroque unit to describe the instruments performing the bass line and harmonic accompaniment. Students then revisit and apply this knowledge when studying Bach's *Badinerie* in Years 10 and 11. Musical vocabulary is reinforced through regular retrieval practice, low-stakes quizzes and half-termly vocabulary assessments, helping students secure knowledge in their long-term memory.

Extra-Curricular Music

As a music department, we are proud to offer a rich and varied extra-curricular programme that complements and enhances the taught curriculum. We are passionate about providing students with opportunities to perform, collaborate and express themselves creatively beyond the classroom.

Choir

Choir is open to all students and provides opportunities to develop vocal technique, musicianship and ensemble skills. Students explore different vocal registers, including head voice, chest voice and mixed voice, while developing their ability to sing confidently and accurately. Through performing in harmony and maintaining independent vocal parts, students strengthen their listening skills, pitch accuracy and musical awareness. The skills developed through choir directly support the performance component of the GCSE course.

Samba Club

Samba Club enables students to perform Latin American rhythms originating from Brazil, as well as rhythms influenced by West African musical traditions. Students develop their understanding of pulse, syncopation, ensemble performance and polyrhythms while experiencing the excitement of live performance. This is one of our most popular extra-curricular activities and regularly contributes to school performances and events.

Band Skills

Band Skills provides students with opportunities to perform in small instrumental ensembles and develop key collaborative performance skills. Ensemble performance is an important component of GCSE Music, and this club allows students to gain valuable experience performing with others. Students are encouraged to express themselves creatively through performing both existing repertoire and original compositions in a wide range of musical styles.

Guitar Club

Guitar Club is open to students of all abilities, from complete beginners to more experienced players. The club provides students with opportunities to develop fundamental guitar techniques, including chord playing, strumming patterns, fingerpicking, tablature reading and ensemble performance skills. Students explore a variety of musical genres and styles, allowing them to build a broad repertoire while developing confidence and musicality.

Brass Ensemble

The Brass Ensemble supports students who are developing their skills on brass instruments. As a relatively new provision within the department, the ensemble provides valuable opportunities for students to gain experiencperforming within the Western Classical tradition while developing confidence, technique and ensemble awareness.

Instrumental Tuition

We are fortunate to have a highly skilled team of peripatetic music teachers who work professionally within the music industry. Students currently have access to tuition in:

- Guitar
- Bass Guitar
- Brass
- Drums
- Piano

We are particularly proud to offer these instrumental lessons free of charge. This provision significantly enhances students' musical experiences, providing access to specialist instruction and supporting progression beyond the classroom curriculum.

Performance Opportunities

Throughout the academic year, students are given numerous opportunities to showcase their musical achievements. These include our annual **Winter Concert** and **Summer Concert**, alongside a variety of performances at school events and within the wider community.

Participation in these ensembles and performance opportunities enhances students' cultural capital, develops confidence and resilience, and fosters a lifelong appreciation of music. Many students go on to participate in bands, choirs, orchestras and community ensembles outside school, demonstrating the lasting impact of their musical education and equipping them with skills that extend far beyond the classroom.

Term	1	2	3	4	5	6
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Year 7	Rhythm & Pulse Students will develop their understanding of pulse, rhythm, and timing through a range of listening, performing, and practical activities. They will learn to read and interpret basic rhythmic notation, including crotchets, quavers, minims, and rests, and apply this knowledge when performing rhythmic patterns in a variety of time signatures. Through individual and ensemble tasks, students will build accuracy, coordination, and confidence in maintaining a steady pulse while performing increasingly complex rhythms. They will also explore how rhythm is used to create texture, contrast, and energy in music. This knowledge and skill development will culminate in the performance of a body percussion piece inspired by the rhythmic grooves and performance techniques of <i>STOMP</i>. Through this project, students will develop their ensemble awareness, communication, and performance skills while demonstrating their understanding of rhythm and pulse.	Singing & The Elements Students will build on their knowledge of rhythm by developing their understanding of pitch and applying these skills through singing. They will learn the importance of vocal warm-ups, identify and understand different vocal ranges, and explore how expression can be communicated through the elements of music. Using the acronym MAD T Shirt (Melody, Articulation, Dynamics, Texture, Structure, Instrumentation, Rhythm and Tempo), students will be introduced to the key elements of music. Each element will be explored in greater depth through listening activities, discussion, and practical performance tasks. Through the study and performance of the song <i>Bring Me a Little Water, Sylvie</i>, students will develop their vocal technique, musical understanding, and ensemble performance skills. This learning will culminate in a performance as part of the Winter Concert.	Keyboard Skills Building on their prior understanding of rhythm and pitch, students will develop their ability to identify and read notes on both the treble and bass clef staves. They will be introduced to the keyboard and learn fundamental instrumental techniques, including correct hand position and coordination between the left and right hands. Through a focus on keyboard performance skills, students will learn to read and interpret standard musical notation to perform the piece <i>Oh When the Saints</i>. This repertoire provides opportunities for students to develop right-hand melody playing before progressing to the incorporation of the left hand, improving coordination, fluency, and overall musicianship.	Band Skills – 4 Chord Songs Students will develop their keyboard skills through learning about chords and harmony. They will explore triads and learn how to construct and play both major and minor chords. Students will then apply this knowledge by learning a simple four-chord progression, which they will use to perform the popular songs <i>Faded</i> and <i>Just the Way You Are</i>. The unit will culminate in a group or band performance of one of these songs. As part of the ensemble, students will perform the chord progression on keyboards and create a simple bass line by playing the root note of each chord, developing their understanding of texture, accompaniment, and ensemble performance.	Instruments of the Orchestra (Sequencing Project) In this unit, students will be introduced to the instruments of the orchestra and the different orchestral families. Each lesson will focus on a specific family, enabling students to explore the characteristics, timbres, and playing techniques of a range of orchestral instruments. Students will build upon their existing knowledge of pitch, rhythm, and keyboard skills by learning to perform <i>Ode to Joy</i> on the keyboard. They will then apply their understanding of melody, rhythm, and instrumentation to create a sequenced performance using the music technology platform YUMU. Through listening, performing, and composing activities, students will develop a greater understanding of orchestral music and how different instruments work together to create a musical performance.	Latin American Music In this unit, students will be introduced to Latin American music and explore its cultural and historical origins. They will learn how the slave trade contributed to the development of Latin American musical styles, particularly through the influence of West African rhythmic traditions. Students will investigate the key features of Samba music, including its characteristic rhythms and the range of percussion instruments used within the genre. Building on their knowledge of pitch, rhythm, texture, and ensemble skills, students will learn to perform <i>The Peanut Vendor</i>. They will then apply their musical understanding by composing a contrasting rhythmic section, developing their creativity and compositional techniques. Through performing and composing activities, students will gain a deeper appreciation of Latin American musical traditions and their influence on modern music.
Year 8	West African Drumming In this unit, students will build on the rhythmic knowledge and performance skills developed in Year 7 through the study of West African drumming. They will explore the role of music within West African communities, examining the cultural significance of drumming and the tradition of oral learning led by Griots. Students will develop their practical skills on the djembe, learning and performing the different playing techniques and drum strokes through the traditional piece <i>Kuku</i>. As their confidence grows, they will apply their understanding of rhythm and texture by creating their own group composition. Using key features of West African music, students will incorporate polyrhythms, call and response, rhythmic canon, and unison sections into their compositions. Through performing, composing, and listening activities, students will deepen their understanding of rhythm, ensemble	Features of Western Classical Music In this unit, students will build on their prior knowledge of the instruments of the orchestra and develop their understanding of how rhythm, tonality, structure, pitch, and melody are used in Western Classical music. Through the study of <i>In the Hall of the Mountain King</i> by Edvard Grieg, students will explore key musical concepts including semitones, major and minor tonality, binary and ternary form, and the pentatonic scale. They will learn to perform sections of the piece, developing their listening, analytical, and keyboard skills. Students will then apply their understanding of melody and pitch by composing an original 4-8 bar melody using the pentatonic scale. Through performing, listening, and composing activities, students will deepen their appreciation of Western Classical music while further developing their compositional and practical musicianship skills.	Ensemble Musician (Reggae) Building on students' prior understanding of metre and rhythm, this unit introduces the key features of Reggae music through an exploration of its historical development and cultural influences. Students will embark on a musical journey through Mento, Ska, and Reggae, examining how each genre contributed to the evolution of the distinctive Reggae sound. They will develop an understanding of how syncopation creates the characteristic rhythmic feel of Reggae and learn to identify this feature through listening, performing and composing activities. Students will further develop their instrumental and ensemble performance skills by learning to perform Three Little Birds by Bob Marley. Working as part of an ensemble, students will perform on drums, bass guitar and either keyboard, guitar or ukulele, developing their sense of timing,	Ensemble Musician (Blinding Lights Project) Students will continue to develop their ensemble performance skills through learning and performing <i>Blinding Lights</i> by The Weeknd. Working in bands, each group will perform a bass line, chord accompaniment, and the song’s melodic riff. Throughout the unit, students will listen to and analyse the track, exploring how the elements of music are used, with a particular focus on structure, harmony, rhythm, and melody. Students will demonstrate their understanding by completing a written analysis, which will form part of their end-of-term assessment.	Baroque Music (Sequencing Project) Students will build on their understanding of Western Classical Music through an introduction to the Baroque period. This unit provides an important foundation for those who choose GCSE Music, as they will revisit Baroque music through the study of Bach’s <i>Badinerie</i> set work. Students will learn to identify the key characteristics of Baroque music and apply this knowledge through listening and analysis activities based on Pachelbel’s <i>Canon in D</i>. They will develop their performance skills by learning and performing the ground bass and a series of increasingly complex melodic lines. Using Logic Pro X, students will then combine these musical ideas to create a sequenced	Blues Music Students will be introduced to Blues music, exploring its historical origins and cultural context. They will develop their understanding of harmony through the study of the 12-bar blues structure, seventh chords, and walking bass lines. Students will also expand their knowledge of melody in Blues music by learning about blues notes, improvisation, and scat singing. Throughout the unit, they will apply these concepts through listening, performance, and practical activities. The unit will culminate in a performance of <i>Bag’s Groove</i>, in which students will perform together as an ensemble, incorporating the 12-bar blues progression, melodic riffs, and walking bass lines.

	performance, and the cultural context of West African music.			coordination and musical independence. Through rehearsing and performing together, students will strengthen their understanding of ensemble balance, communication and the role of each instrument within a Reggae band.		arrangement, demonstrating their understanding of Baroque compositional techniques.		
Year 9	Theme and Variation (Game Music) Students will further develop their understanding of musical structure through the study of Theme and Variation. They will explore how a motif, or musical idea, can be transformed and developed through subtle changes while still retaining its original identity. Using Logic Pro X, students will sequence the main melody from a well-known piece of video game music from <i>Minecraft</i>. Across the unit, they will create their own variations of the theme by applying compositional techniques such as adding countermelody, introducing new notes, and altering the rhythm. Students will further develop their compositions by incorporating bass lines, chord accompaniments, and additional melodic ideas. The completed work will demonstrate their understanding of variation techniques and musical development. Which will prepare them for the GCSE compositions they will complete in year 10 –11.	What Makes a Good Song? (Rolling in the Deep) In this unit, students will explore the key features of popular music through listening and practical activities, with a particular focus on the Pop and Rock genres. They will learn how songs are structured, understanding the role of the verse in telling a story, the pre-chorus in building anticipation, and the chorus in presenting the main musical and lyrical ideas. Students will also develop their understanding of how the musical elements of melody, harmony, rhythm, texture and dynamics are commonly used to create effective and engaging songs. Students will apply this knowledge through a performance of Rolling in the Deep by Adele. Across the unit, they will learn and rehearse different sections of the song on instruments, gradually building towards a full ensemble performance. Working in groups, students will develop their ability to perform with accuracy and fluency, maintain an independent part, and rehearse effectively as an ensemble. They will also need to understand and follow the structure of the song to ensure a cohesive performance. This unit provides an excellent introduction to the performance component of GCSE Music, developing the ensemble skills, rehearsal techniques and musical understanding required for successful performances at Key Stage 4.		Sequencing - Havana (DAW) In this unit, students will be re introduced to Music Technology through the process of sequencing a popular song, <i>Havana</i>. Using a Digital Audio Workstation (DAW), they will learn how music can be created, edited and produced using technology. Students will begin by sequencing drum patterns, developing their understanding of rhythm, pulse and groove. They will then progress to programming chord progressions, bass lines and melodic parts, learning how harmony, melody and texture work together in a popular music context. As their project develops, students will be introduced to editing techniques such as quantisation to improve accuracy and timing, alongside the use of effects to shape and enhance the sound of their tracks. The unit will conclude with students mixing their completed sequence, balancing levels and making creative decisions to produce a polished final performance. This unit provides students with a strong foundation for the Music Technology pathway at GCSE. Students who choose this pathway at Key Stage 4 will be able to build on these skills and approach GCSE coursework with confidence and a secure understanding of the sequencing process.	Film Music In this unit, students will explore how music is used to support storytelling in film. Through listening and practical activities, they will learn how composers use musical devices such as leitmotifs and Mickey Mousing to represent characters, actions and emotions on screen. Students will build on their understanding of the musical elements, exploring how melody, harmony, rhythm, texture, dynamics and timbre can be manipulated to create atmosphere and convey mood across a range of film genres, including action, horror and romance. Students will apply this knowledge through composition using a DAW. They will create their own film score for a scene from <i>28 Days Later</i>, adding a leitmotif and incorporating Mickey Mousing techniques to synchronise music with on-screen events. As part of the composition process, students will create and develop melodic and harmonic ideas, use sound effects and select appropriate instrumentation to enhance the narrative and emotional impact of the scene. This unit also provides a strong foundation for Area of Study 3: Film Music at GCSE Music.	EDM Music – Composition project Students will be introduced to the genre of EDM and explore its key musical features. Through listening activities, they will identify how the elements of music are used in a range of EDM tracks, developing their understanding of rhythm, texture, structure and timbre within the genre. Building on their music technology skills, students will continue to develop their use of the DAW by creating their own EDM composition. They will learn how to programme a four-to-the-floor drum beat, create chord progressions, basslines and riffs, and structure their music using breakdowns and build-ups, which are important characteristics of EDM. This unit will further develop students' composition and sequencing skills while giving them another opportunity to apply their understanding of the elements of music in a creative and practical context.		Battle of the Bands – Shape of You Students will have a final opportunity to develop their ensemble skills by performing in groups as a band. Building on the musical knowledge and practical skills developed throughout Key Stage 3, students will create their own cover version of <i>Shape of You</i>. Using their understanding of the elements of music, they will have the freedom to adapt the piece by changing the tempo, modifying the rhythm, or creating a variation of the main riff. Students will make their own creative decisions and work collaboratively to shape their performance. Through rehearsal and refinement, they will develop the ability to listen critically, solve musical problems, and ensure smooth transitions between sections. This unit brings together the key skills developed across KS3, including performing, composing, listening, ensemble playing, the elements of music. It provides a fitting culmination to their KS3 music experience whilst also preparing students for GCSE Music by developing the independence, creativity, rehearsal techniques and performance skills needed in KS4.
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Year 10	Step up to GCSE Music (in context of Popular Song component) Students will be introduced to the GCSE course through a ‘bridge unit’. The purpose of this is to recap foundational theoretical knowledge such as notation (pitch and rhythm) and the elements of music. is will be delivered in a practical way in the double lessons through a band performance of ‘Levitating’ by Dua Lipa. Students will be able to listen to and analyse how the elements of music are used in the song and practically apply them. the single lessons, each element will be studied in more depth with written and listening tasks.	Step up to GCSE Music II (in context of Popular Song component) / AOS4: Popular Music Composition: Students continue to build on their knowledge of the elements of music. Through the acronym ‘MAD TSHIRT’ students will begin to start exploring composition ideas through rhythm, harmony and melody. Students will Performance: Students continue to perform as a group every other week. As part of the course, they will need to perform as an ensemble at grade 3 or above. This task will allow us to use the language of GCSE assessment and set appropriate targets for each student. With a concert at the end of this term, we use this as an opportunity to prepare items to a high standard for public performance. Listening and Appraisal: The single lessons, students will be introduced to AoS4: Popular Music where they will study the features of Popular music (building on from KS3). They will also be introduced to the first set work ‘Africa’ by Toto.		AoS1:Forms and Devices S Composition: Students will begin to work on the free composition. They will decide on the genre and link to an AoS. They will need to create the initial ideas for section, ensuring that parts fit together accurately. Performance: Students will continue working on their solo performance with a peri tutor. They will continue to work on ensemble skills every other week in the double lesson .Listening and Appraisal: Students learn the meaning of ‘Western Classical Tradition’ and why it is important. They are taught the forms and devices required by the syllabus and the typical musical devices used by composers, with examples for them to perform themselves. This will cover the Baroque, Classical and Romantic era. The students will also be introduced to the 2nd and final setwork ‘Badinerie by J.S.Bach’. They will learn the context in which it was written and the features of Baroque in the piece. They will also identify how the elements of music are used in each section.This will be delivered practically as they learn to play the key parts of the setwork.	AoS2: Music for Ensemble Composition: Students start to work by adding contrasting sections and developing initial ideas in line with the success criteria in the exam spec. Performance: Students will continue working on their solo performance with a peri tutor. They will continue to work on ensemble skills every other week in the double lesson Listening and Appraisal: This unit explores what is meant by sonority, timbre and texture in the context of musical ensembles. Students learn about classical chamber music ensembles, ensembles in musical theatre, jazz and blues ensembles. Jazz styles will help students to explore more complex harmonies and rhythms.	AoS3: Film Music Composition: Students continue to develop their composition by focusing on developing key ideas in line with the success criteria in the exam spec. Performance: Students will continue working on their solo performance with a peri tutor. They will continue to work on ensemble skills every other week in the double lesson Listening and Appraisal: Students look at the origin of film music, and the huge industry that has now grown around movies and video games. They learn how it is created and what element of music, devices and techniques are commonly used in soundtracks across different genres to represent the action on screen. Students look at how film composers respond to a design brief and draw parallels to their own early composition work.		Composition 1 completion Composition: Students continue to develop their composition by focusing on developing key ideas in line with the success criteria in the exam spec. Students are to complete and hand in their Free composition in this term Performance: Students will complete a recording of their solo and ensemble performances for assessment. Listening and Appraisal: Students will complete revision tasks on the four Areas of Study. They will complete exam style questions and complete a full mock exam.
Year 11	AoS1: Musical Forms and Devices - revision Composition: Students revisit their free composition and refine and complete sections that are incomplete. They will also	AoS2: Music for Ensemble Composition: Students are introduced to the Eduqas composition brief; this is the 2nd composition. They are taught how to plan the		AoS3: Film music Composition: Students continue to work on the Eduqas composition brief; this is the 2nd composition. At		AoS4: Popular Music Composition: Students continue to work on the Eduqas composition brief; this is the 2nd	Exam Preparation Listening and Appraisal: Students have now completed all of their NEA work and are focusing fully on preparation for the written exam.	

	complete a written account of their creation process with screenshots and annotations. Performance: Students continue to refine performances. Using feedback for the last recording, they will work with their tutor to ensure they are using expression, accuracy, and good technical control of their instrument to achieve as many marks as possible. Listening and Appraisal: Students will revisit Badinerie in more depth with a strong focus on analysing the structure, harmony, and how the two motifs develop. They will also complete past paper questions in AoS1 to practice answering questions from the Classical and Romantic era.	assignment, exploring how the elements of music can be used in each AoS. Students will pick a brief and start composing the initial ideas, keeping in mind that all ideas need to meet the brief. Performance: Students continue to refine performances. Using feedback for the last recording, they will work with their tutor to ensure they are using expression, accuracy, and good technical control of their instrument to achieve as many marks as possible. Listening and Appraisal: Students will revisit AoS2 in more depth with a strong focus on analysing the different types of ensembles in the Western Classical Tradition, Musical theatre and Jazz. They will also complete past paper questions in AoS2.		this stage they are to add contrasting sections with the development of melodic and harmonic ideas. Performance: Students continue to refine performances. Using expression, accuracy, and good technical control of their instrument to achieve as many marks as possible. Listening and Appraisal: Students will revisit AoS3 in more depth with a strong focus on practicing the 10-mark extended writing task. They focus on commenting on how the element of music is used and how it conveys the emotion or effect on the screen.		composition. Students continue to create ideas that are effective with a wide use of the elements of music, e.g. texture, effective harmony, melodic devices, etc. Students will also ensure that their piece is well structured to produce a very coherent piece of music. Students will complete a written account with screen shots and annotations ready for hand in this term. Performance: Students continue to refine performances. Using expression, accuracy, and good technical control of their instrument to achieve as many marks as possible. In this term, they will record their final solo and ensemble performance for submission to the exam board. Listening and Appraisal: Students revisit the other setwork, Africa by Toto. They recap the structure, harmony, texture, and melodic devices used in each section. Students will complete past paper questions to prepare for the exam next term.	This is done through regular walking-talking mock exams, where students are guided through exam questions and taught how to identify key command words, apply their musical knowledge effectively and structure high-quality responses. Priority is placed on breaking down the requirements of the 3-mark and 4-mark questions, ensuring students understand exactly what examiners are looking for. Students will also continue to develop their aural skills through regular dictation practice, building their confidence in identifying and accurately notating melodic and rhythmic patterns. Alongside this, students will revisit the set works and wider listening areas, strengthening their use of musical terminology and analytical skills in preparation for the final examination.	
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Impact:

Listening: Students, as they progress in their listening and appraising work, articulate their thoughts and ideas using broader, subject-specific vocabulary – with increasing accuracy. These thoughts and ideas show a growing awareness of wider listening and reading and where the music sits, culturally.

Progress in performing is seen and heard as students perform longer, more advanced repertoire which uses their instrument creatively. They start to produce a convincing solo performances and be a valuable member of an ensemble.

Composing progresses from working with pre-composed loops and sections to students generating and developing their own ideas. All composition work is grounded on an understanding of genre and wider listening. Progress is seen in the creation of coherent, extended, formally designed pieces.

Studies show that a music education enhances cognitive development, improves memory, fosters creativity, strengthens discipline, and boosts academic performance, emotional intelligence, and teamwork skills.

There are a number of indicators which can be used to measure how well our intent is achieved:

- 1. **Student Outcomes and Progress:**
 - a. Analyse assessments, coursework, and exam results to see if students are meeting intended learning objectives.
 - b. Compare progress data against the expected standards and benchmarks.
- 2. **Student Feedback:**
 - a. We carry out written student voice surveys to assess student understanding and satisfaction with the subject.
 - b. Ask reflective questions about what they’ve learned and how they apply it.
- 3. **Teacher Observations:**
 - a. Monitor participation and engagement during lessons.
 - b. Track improvements in skill levels, critical thinking, and creativity in class activities.
- 4. **Extracurricular Participation:**
 - a. Evaluate involvement and participation in clubs, performances, concerts, and projects related to the subject.
- 5. **Real-World Applications:**
 - a. Assess how students apply their knowledge in real-world scenarios, e.g., forming their own band, writing a song in their own time.

Outside Engagement in the Subject:

- 1. **Extracurricular Programs:**
 - a. Students may join clubs, or workshops such as Lewisham Young Producers project.
- 2. **Independent Learning Activities:**
 - a. Reading books, journals, or online articles related to the subject.
 - b. Watching documentaries, YouTube tutorials, or podcasts for deeper exploration of topics.
- 3. **Cultural Engagement:**
 - Visiting museums, exhibitions, attending concerts.
- 4. **Community Involvement:**
 - a. Volunteering, work experience, or participating in community projects, participation in church worship group.
- 5. **Creative Outputs:**
 - a. Producing subject-related creative work, e.g., composing music, and sharing it with peers or online platforms.