

A low-angle, upward-looking photograph of five graduates in black academic regalia. They are all smiling and looking towards the sky. The graduates are of diverse backgrounds. The background is filled with the green foliage of trees, suggesting an outdoor campus setting. The word "Curriculum" is centered in white text over the image.

Curriculum

Year 8	AUTUMN 1	AUTUMN 2	EXAM WEEK	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic	West African Drumming	European Folk	Exam during music lesson (one hour)	Blues	Pop Music (1950s-1970s)	Pop Music (1980s-2000s)	Film & Video Game Music
Notation and Elements of Music Throughout the Year							
Example Pieces	Tse Tse Kule Agbadza Wimoweh Tongalon	Lord of the Dance My Bonnie Lies Drunken Sailor The Wellerman	Exam topics: Elements of Music African Drumming European Folk	Kingsdale Blues Nobody's Fault But Mine Way Down in the Hole	Hit the Road Jack Stand By Me Dancing Queen Superstition	Take On Me Sweet Dreams Gangsta's Paradise Hip Hop Medley	James Bond Themes John Williams Themes Megalovania
Key Terms	Call & Response Syncopation Polyrhythm Master Drummer	Pentatonic Compound Time Simple Time Primary Chords Oral Tradition		Improvisation Blues Scale Walking Bass Head	Chord Sequence Major/Minor Verse Chorus	Synthesiser Sampling Loops Effects	Leitmotif Diegetic Hit Points
Assessment	Group/Pair Compositions Individual/Group Performance Listening Assessment					Individual/Pair Compositions on Logic Individual/Pair Performance Listening Assessment	
Assessment Objectives	AO1 – Perform with technical control, expression and interpretation (30%) AO2 – Compose and develop musical ideas with technical control and coherence (30%) AO3 – Demonstrate and apply musical knowledge (20%) AO4 – Use appraising skills to make evaluative and critical judgements about music (20%)						
Learning Statement	Our key principle is to provide all pupils with the skills and knowledge to harbour a lifelong love of the subject. All pupils at Kingsdale are entitled to high-quality and engaging music lessons and an exciting and varied array of musical opportunities. With these two aspects embedded, we provide Music students with the ideal toolkit to excel at GCSE, A-level and beyond. In Year 8, pupils study musical styles from all over the world, starting with West African Drumming, moving to European Folk, and then the Blues. Pupils explore how the Blues was influenced by these styles and its impact on music from the 1950s onwards to the 20th century. The year concludes with a focus on music from film and video games. Pupils continue to cover the elements of music, delving into more advanced features such as polyrhythms and rallentando. All learning takes place in the context of practical music making, where pupils are always encouraged to develop their solo and ensemble performing skills. Furthermore, pupils will learn to compose their own music and evaluate their work. Pupils are encouraged to bring in their own instruments and use these during sessions. Homework tasks are set every other lesson via Satchel One, and these tasks allow pupils to consolidate and extend their knowledge. Homework for each topic includes a musical features quiz and a spelling test of key musical terms. At the end of each half-term, pupils complete a short listening assessment in class.						

Year 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	EXAM WEEK	SUMMER 2
Topic	Baroque & Classical Eras	Romantic Era & 20th Century	Fusion	Stage and Screen	Large Scale Composition & Solo Performance	Exam during music lesson (one hour)	Large Scale Composition & Band Workshop
Dictation and Elements of Music Throughout the Year							
Focus Composers & Works	Bach Handel Vivaldi Mozart Haydn	Beethoven Brahms Debussy Cage Riley	Styles: Indian Raga West African European Folk Samba	Oklahoma! The Good, The Bad, The Ugly West Side Story Sweeney Todd Jesus Christ Superstar Hamilton La La Land	Composition based on stage and screen (<i>1 min length</i>). Solo piece chosen by student/teacher (<i>1 min length</i>).	Exam Topics: Western Classical Music Fusion Stage and Screen Elements of Music Dictation	A folk melody is given to arrange (<i>1 min length</i>). A pop song is chosen for band performance (<i>1 min length</i>).
Key Terms	Ornamentation Terraced Dynamics Polyphonic Textures Imitation Ground Bass Basso Continuo Balanced Melodies Functional Harmony Homophonic Textures Sonata Form Crescendo & Diminuendo	Motif Virtuosic Solo Chromaticism Modulation Sforzando Rubato Atonality Dissonance Serialism Cells Phrasing	Hexatonic Scale Polyrhythm Call and Response Mnemonics Syncopation Jig/Reel Clave Rhythm Cross Rhythm Rag Tal Drone	Extended Chords Glissando Vocalisation Tremolo Pizzicato/Arco Riff Motif	Composition: Developing ideas Technical control Musical coherence Performance: Technique Expression & Interpretation Accuracy & Fluency		Composition: Developing ideas Technical control Musical coherence Performance: Technique Expression & Interpretation Accuracy & Fluency
Assessment	Individual/Pair Small Scale Compositions Individual/Pair Performances Listening Assessment				Solo Performance (30%) Individual Composition (30%) Listening Exam During Exam Week (40%)		Individual Composition Band Performance
Assessment Objectives	AO1 – Perform with technical control, expression and interpretation (30%) AO2 – Compose and develop musical ideas with technical control and coherence (30%) AO3 – Demonstrate and apply musical knowledge (20%) AO4 – Use appraising skills to make evaluative and critical judgements about music (20%)						
Learning Statement	In music, our key principle is to equip pupils with the skills and knowledge for a lifelong love of the subject. At Kingsdale , all pupils receive high-quality and engaging Music lessons with diverse opportunities. Year 9 is a year devoted to bridging the gap between KS3 and KS4. We aim to provide Music students with the ideal toolkit to excel at GCSE, A-level, and beyond. Year 9 bridges the gap between KS3 and KS4, covering Baroque, Classical, and Romantic periods, followed by Expressionism, Serialism, Minimalism, and World Fusion. They also study Music for Stage & Screen, including film and musicals. The year culminates with a Year 9 Exam, an Ensemble Performance, and a long-form composition where pupils arrange a theme for a larger ensemble. Pupils are assessed in performance, composition, and musical knowledge, using appraising skills for evaluative judgments. Homework tasks, set every other lesson via Satchel One, include musical features quizzes and key terms spelling tests. At the end of each half-term, pupils complete a short listening assessment in class.						

Year 10	AUTUMN 1	AUTUMN 2	SPRING 1	EXAM WEEK	SPRING 2	SUMMER 1	SUMMER 2	EXAM WEEK
Area of Study	AOS2: Vocal Music	AOS4: Fusions	AOS3: Music for Stage and Screen	Exam topics: All set works covered until this point.	AOS3 AOS1: Instrumental Music	AOS1: Instrumental Music	Composition	Exam topics: All set works Unfamiliar listening Dictation Comparison essay
Set Works	Music for a While – <i>Purcell</i> Killer Queen - <i>Queen</i>	Release – <i>Afro Celt Sound System</i> Samba Em Preludio - <i>Spalding</i>	Star Wars Main Title Theme - <i>Williams</i>		Defying Gravity - <i>Schwartz</i> Brandenburg Concerto No. 5 - <i>Bach</i>	Pathetique Sonata - <i>Beethoven</i>		
Lesson Focus	Exam-style questions on the set works Melodic & rhythmic dictation exercises				Exam-style questions on the set works and unfamiliar pieces Melodic & rhythmic dictation exercises Exam-style comparison essays			
Composition Focus	Logic Skills Structure	Textural Variety Instrumental Choice	Melodic Development		Free composition start (GCSE coursework)			
Assessment	Listening assessment based on set works				45 second <i>minimum</i> composition deadline End of April		Finished free composition (2 min) Solo performance (2 min) End of Term	
Assessment Objectives	AO1 – Perform with technical control, expression and interpretation (30%) AO2 – Compose and develop musical ideas with technical control and coherence (30%) AO3 – Demonstrate and apply musical knowledge (20%) AO4 – Use appraising skills to make evaluative and critical judgements about music (20%)							
Learning Statement	In Year 10, pupils begin the Edexcel Music GCSE course, focusing on Performance, Composition, and Appraisal. They are assessed on these three components throughout the year, developing their technical skills, creative abilities, and evaluative understanding. High-quality lessons and diverse opportunities ensure pupils excel in their GCSE Music studies. Performing: This component assesses students' performing skills in solo and ensemble contexts. Pupils refine performances on their chosen instrument or voice, developing technical control, expression, and interpretative skills. This encourages creative thinking, aesthetic sensitivity, critical awareness, self-confidence, and self-motivation. Pupils perform solo pieces of at least one minute and ensemble pieces of at least one minute, with a total performance time of at least four minutes across both. The content covers solo performing, ensemble performing, and various approaches to performing, ensuring pupils can perform with control, using phrasing and dynamics appropriate to different styles and moods. Composing: This component assesses students' skills in composing music, allowing them to appreciate the creative process. Pupils learn technical and creative skills required by a composer, exploring various compositional starting points, elements, techniques, and resources. They develop ideas into complete pieces of music and explore composing for different instrumental and vocal forces. Pupils must submit two compositions with a combined duration of at least three minutes: one in response to a Pearson-set brief and one free composition. Each composition must be at least one minute long. Pupils do not need to perform their composed music but focus on the creative process. Appraising: This component assesses students' listening and appraising skills through studying music across various styles and genres, grouped into four areas of study. Pupils reflect, analyse, and evaluate music in aural and written forms, using musical elements, contexts, and language to make critical judgments. Pupils demonstrate contextual understanding of music, using attentive listening, aural perception, and specific music vocabulary. The areas of study, each with two set works, are:							

Year 11	AUTUMN 1	AUTUMN 2	EXAM WEEK	SPRING 1	EXAM WEEK	SPRING 2	SUMMER 1	SUMMER 2
Topic	Melody & Sonority	Rhythm, Metre, Tempo	Exam topics: All set works	Harmony & Tonality	Exam topics: All set works	Exam Revision	Study Leave	
Coursework Deadlines	Brief Composition <i>45 seconds</i> End of October	Brief Composition 2 <i>minutes</i> Beginning of December Solo Performance End of Term	Unfamiliar listening Dictation Comparison essay	Ensemble Performance End of Term	Unfamiliar listening Dictation Comparison essay	All coursework End of Term	Coursework internally moderated, provisional marks given End of April	
Assessment Objectives	AO1 – Perform with technical control, expression and interpretation (30%) AO2 – Compose and develop musical ideas with technical control and coherence (30%) AO3 – Demonstrate and apply musical knowledge (20%) AO4 – Use appraising skills to make evaluative and critical judgements about music (20%)							
Learning Statement	In Year 11, the focus shifts to preparing for the Edexcel Music GCSE assessments across three components: Performance, Composition, and Appraisal. Performing: Students must submit a portfolio that includes: A solo performance of at least one minute, showcasing technical control and interpretative skills. An ensemble performance of at least one minute, demonstrating collaborative musical abilities. Both performances combined must total at least four minutes. Composing: Students submit: One composition in response to a Pearson-set brief, at least one minute long. One free composition, also at least one minute long. Both compositions together must total at least three minutes. Appraising: In Year 11, students revisit all set works from Year 10, analysing them through specific musical elements: Sonority, Melody, Rhythm Metre and Tempo, Harmony, and Tonality. They explore how these elements contribute to the overall character and style of each piece. Additionally, students prepare for the appraisal exam by learning how to plan and write structured essays about music, practicing rhythmic and melodic dictation exercises, and mastering techniques for approaching questions on unfamiliar listening excerpts. This comprehensive approach ensures students are well-prepared for the GCSE Music exam, integrating deep musical understanding with practical skills across all components.							