



**ST BERNARD'S  
HIGH SCHOOL**

# Curriculum Guide

## MUSIC

### 2025 - 26



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## **Curriculum Intent**

The curriculum will enable all students to become fluent in the fundamental elements of Music used in every aspect of practical and theoretical music. This will enable students to develop a conceptual understanding and the ability to recall and apply knowledge and understanding rapidly and accurately.

Music is a specialist subject requiring specific skill sets which include the ability to confidently read and write music, understand complex theories in the composition of music, perform, compose, and understand the history and evolution of music. The KS3 curriculum map has been designed by focusing on the key skills required at KS4 filtering skills, knowledge, understanding, application, and creativity into lessons.

The curriculum at Key Stage 3 is designed to ensure that every student has been given the opportunity to develop their knowledge, understanding and skill set in line with individual interest in the subject and dedication to their instrumental practice to prepare them for Key Stage 4.

## **Head of Performing Arts Faculty**

Mrs M. Bell

## **Head of Music Department**

Mrs. J. Githu

# Year 7

**Number of lessons per fortnight:** 1

**Skills developed:**

- **Performance:** To **perform** with co-ordination accuracy, fluence and expression.
- **Composition:** To **compose** with imagination and creativity and remember to extend your ideas using the elements of music.
- **Listening and Appraising:** Recall and explain key knowledge and evaluate your own and others' work using **appropriate musical vocabulary**.

**Classes:** Students are taught in mixed ability.

**Essential equipment:** Year 7 Music Workbook, Pencil case

**Extracurricular and enrichment opportunities:** School choir, Chamber choir, Orchestra, Rock Band, and instrumental lessons.

**Careers curriculum:** musician, songwriter, composer, music producer, sound engineer, music therapist, and various business-related positions such as artist manager, booking agent, and music journalist.

	Content studied	Literacy focus	What parents can do to help
<b>Autumn Term</b>	Graphic Score and Elements of Music	<ul style="list-style-type: none"> <li>• Reading out loud.</li> <li>• Subject specific vocabulary.</li> <li>• Verbal Feedback (teacher and peer)</li> <li>• Written Feedback (teacher and peer)</li> <li>• Embedding subject specific vocabulary throughout lessons.</li> <li>• Written activities describing and explaining their own use of performance skills.</li> <li>• Adapted resources to suit the needs of individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Exposing your child to diverse musical styles and ask them to identify how the different elements of music are used: e.g. what is the tempo of this piece? What instruments used?</li> <li>• Where possible, attend concerts and recitals</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• Instruments of the orchestra</li> <li>• Descriptive Music</li> </ul>	<ul style="list-style-type: none"> <li>• Reading out loud.</li> <li>• Subject specific vocabulary.</li> <li>• Verbal Feedback (teacher and peer)</li> <li>• Written Feedback (teacher and peer)</li> <li>• Embedding subject specific vocabulary throughout lessons.</li> <li>• Written activities describing and explaining their own use of performance skills.</li> <li>• Adapted resources to suit the needs of individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to different types of orchestral music with your child</li> <li>• Watch live orchestral performances e.g. BBC proms and identify the different instruments used and discuss how they sound.</li> </ul>

<b>Summer Term</b>	Keyboard skills	<ul style="list-style-type: none"> <li>• Reading out loud.</li> <li>• Subject specific vocabulary.</li> <li>• Verbal Feedback (teacher and peer)</li> <li>• Written Feedback (teacher and peer)</li> <li>• Embedding subject specific vocabulary throughout lessons.</li> <li>• Written activities describing and explaining their own use of performance skills.</li> <li>• Adapted resources to suit the needs of individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Review staff notation with your child, ask them to tell you the notes of the spaces and lines</li> <li>• If you have a keyboard, practice the assessment pieces, 'Ode to Joy' and Oh 'When the Saints'</li> </ul>
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**Helpful books/websites:**

Developing our Musical Notation Skills: <https://www.bbc.co.uk/bitesize/articles/z3fysrd#zy3ycxs>

**Opportunities for wider reading/research:**

Music is a very individual and depends on personal choice and preference. I would encourage students to find out the type of music that interests them and pursue deeper research into that genre.

# Year 8

**Number of lessons per fortnight:** 1

**Skills developed:**

- **Performance:** To **perform** with co-ordination accuracy, fluence and expression.
- **Composition:** To **compose** with imagination and creativity and remember to extend your ideas using the elements of music.
- **Listening and Appraising:** Recall and explain key knowledge and evaluate your own and others' work using **appropriate musical vocabulary**.

**Classes:** Students are taught in mixed ability.

**Essential equipment:** Year 8 Music workbook and pencil case.

**Extracurricular and enrichment opportunities:** School choir, Chamber choir, Orchestra, Rock Band, and instrumental lessons, concerts, festivals, external performance opportunities

**Careers curriculum:** musician, songwriter, composer, music producer, sound engineer, music therapist, and various business-related positions such as artist manager, booking agent, and music journalist.

	Content studied	Literacy focus	What parents can do to help
<b>Autumn Term</b>	Caribbean Music	<ul style="list-style-type: none"> <li>• Reading out loud.</li> <li>• Subject specific vocabulary.</li> <li>• Verbal Feedback (teacher and peer)</li> <li>• Written Feedback (teacher and peer)</li> <li>• Embedding subject specific vocabulary throughout lessons.</li> <li>• Listening and appraisal activities describing and explaining their own use of performance skills.</li> <li>• Adapted resources to suit the needs of individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to Caribbean Music</li> <li>• Review the keywords learnt on this topic.</li> <li>• Research the different instruments used</li> </ul>
<b>Spring Term</b>	African Music	<ul style="list-style-type: none"> <li>• Reading out loud.</li> <li>• Subject specific vocabulary.</li> <li>• Verbal Feedback (teacher and peer)</li> <li>• Written Feedback (teacher and peer)</li> <li>• Embedding subject specific vocabulary throughout lessons.</li> <li>• Listening and appraisal activities describing and explaining their own use of performance skills.</li> <li>• Adapted resources to suit the needs of individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to African Music</li> <li>• Review the keywords learnt in this topic</li> <li>• Research on African music and instruments from different regions e.g. West African Music.</li> </ul>

<b>Summer Term</b>	Reggae Music	<ul style="list-style-type: none"> <li>• Reading out loud.</li> <li>• Subject specific vocabulary.</li> <li>• Verbal Feedback (teacher and peer)</li> <li>• Written Feedback (teacher and peer)</li> <li>• Embedding subject specific vocabulary throughout lessons.</li> <li>• Listening and appraisal activities describing and explaining their own use of performance skills.</li> <li>• Adapted resources to suit the needs of individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to Reggae Music and identify the themes and instruments used.</li> <li>• Review the keywords learnt in this topic.</li> </ul>
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**Helpful books/websites:**

Popular Music Styles <https://www.bbc.co.uk/bitesize/guides/z3q47p3/revision/10>

**Opportunities for wider reading/research:**

Around the World in 80 Musical Instruments

[https://www.amazon.co.uk/Around-World-80-Musical-Instruments/dp/191351935X/ref=sr\\_1\\_11?crid=84QD7EFKVLZH&keywords=world+music&qid=1704795052&srefix=world+music%2Caps%2C73&sr=8-11](https://www.amazon.co.uk/Around-World-80-Musical-Instruments/dp/191351935X/ref=sr_1_11?crid=84QD7EFKVLZH&keywords=world+music&qid=1704795052&srefix=world+music%2Caps%2C73&sr=8-11)

# Year 9

**Number of lessons per fortnight:** 1

**Skills developed:**

**Classes:** Students are taught in mixed ability classes

**Essential equipment:** Year 9 Music workbook and pencil case

**Extracurricular and enrichment opportunities:** School choir, Chamber choir, Orchestra, Rock Band, and instrumental lessons, concerts and festivals

**Careers curriculum:** musician, songwriter, composer, music producer, sound engineer, music therapist, and various business-related positions such as artist manager, booking agent, and music journalist.

	Content studied	Literacy focus	What parents can do to help
<b>Autumn Term</b>	Gregorian Plainchant	<ul style="list-style-type: none"> <li>• Reading out loud.</li> <li>• Subject specific vocabulary.</li> <li>• Verbal Feedback (teacher and peer)</li> <li>• Written Feedback (teacher and peer)</li> <li>• Embedding subject specific vocabulary throughout lessons.</li> <li>• Listening and appraisal activities describing and explaining their own use of performance skills.</li> <li>• Adapted resources to suit the needs of individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a wide range of medieval music.</li> <li>• Review keywords learnt in class with your child.</li> </ul>
<b>Spring Term</b>	Minimalism	<ul style="list-style-type: none"> <li>• Reading out loud.</li> <li>• Subject specific vocabulary.</li> <li>• Verbal Feedback (teacher and peer)</li> <li>• Written Feedback (teacher and peer)</li> <li>• Embedding subject specific vocabulary throughout lessons.</li> <li>• Listening and appraisal activities describing and explaining their own use of performance skills.</li> <li>• Adapted resources to suit the needs of individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to examples of Minimalist music with your child e.g. Pieces by Terry Riley and Steve Reich</li> <li>• Review keywords learnt in this topic</li> </ul>



Summer Term	Pop Music	<ul style="list-style-type: none"> <li>• Reading out loud.</li> <li>• Subject specific vocabulary.</li> <li>• Verbal Feedback (teacher and peer)</li> <li>• Written Feedback (teacher and peer)</li> <li>• Embedding subject specific vocabulary throughout lessons.</li> <li>• Listening and appraisal activities describing and explaining their own use of performance skills.</li> <li>• Adapted resources to suit the needs of individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to Pop music played on the radio station and identify the different influences on pop music.</li> </ul>
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**Helpful books/websites:**

[Compose your own minimalist music - with Steve Reich and Ten Pieces - KS3 Music - BBC Bitesize](#)

**Opportunities for wider reading/research:** Research the different instruments used in Pop music and find out the different instrumental combinations used– acoustic, amplified and synthesised.

# Year 10

This subject can be chosen as an option for GCSE.

**Number of lessons per fortnight:** 3

**Skills developed:** composition, listening and appraisal and performance

**Classes:** Students are taught in mixed ability classes.

**Essential equipment:** Coursework textbooks, exercise book, folder, pencil case

**Extracurricular and enrichment opportunities:** School choir, Chamber choir, Orchestra, Rock Band, and instrumental lessons, concerts and festivals and external performance opportunities

**Careers curriculum:** musician, songwriter, composer, music producer, sound engineer, music therapist, and various business-related positions such as artist manager, booking agent, and music journalist.

	Content studied	Literacy focus	What parents can do to help
<b>Autumn Term</b>	Introduction to GCSE Music  Theory of Music  Area of Study 1: Purcell: Music For a While  Aurals: Dictation	<ul style="list-style-type: none"> <li>• Reading out loud.</li> <li>• Subject specific vocabulary.</li> <li>• Verbal Feedback (teacher and peer)</li> <li>• Written Feedback (teacher and peer)</li> <li>• Embedding subject specific vocabulary throughout lessons.</li> <li>• Listening and appraisal activities describing and explaining their own use of performance skills.</li> <li>• Adapted resources to suit the needs of individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Review the elements of music with your child. Make sure they understand the definitions.</li> <li>• Encourage students to read articles on Music</li> <li>• Listen to well-researched Radio 3 programmes like 'Composer of the Week and Record Review' to listen to how music is discussed in an academic yet engaging and imaginative way.</li> <li>• Watch YouTube videos – documentaries on important composers like Purcell</li> </ul>
<b>Spring Term</b>	Area of Study 1: Purcell: Music For a While  Area of Study 3: Schwartz: Defying Gravity  Area of Study 2: Queen: Killer Queen  Aurals: Dictation	<ul style="list-style-type: none"> <li>• Reading out loud.</li> <li>• Subject specific vocabulary.</li> <li>• Verbal Feedback (teacher and peer)</li> <li>• Written Feedback (teacher and peer)</li> <li>• Embedding subject specific vocabulary throughout lessons.</li> <li>• Listening and appraisal activities describing and explaining their own use of performance skills.</li> <li>• Adapted resources to suit the needs of individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Review the elements of Music with your child. Encourage students to read articles on Music</li> <li>• Listen to well-researched Radio 3 programmes like 'Composer of the Week and Record Review' to listen to how music is discussed in an academic yet engaging and imaginative way.</li> <li>• Watch YouTube videos – documentaries on important artists like Queen and the Beatles</li> </ul>

<b>Summer Term</b>	AOS 3: J. Williams: Star Wars  Introduction to Sibelius and Composition techniques	<ul style="list-style-type: none"> <li>• Reading out loud.</li> <li>• Subject specific vocabulary.</li> <li>• Verbal Feedback (teacher and peer)</li> <li>• Written Feedback (teacher and peer)</li> <li>• Embedding subject specific vocabulary throughout lessons.</li> <li>• Listening and appraisal activities describing and explaining their own use of performance skills.</li> <li>• Adapted resources to suit the needs of individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to read articles on Music</li> <li>• Listen to well-researched Radio 3 programmes like 'Composer of the Week and Record Review' to listen to how music is discussed in an academic yet engaging and imaginative way.</li> <li>• Watch YouTube videos – documentaries on important artists/composers like J. Williams and Hans Zimmer</li> </ul>
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**Helpful books/websites:**

- Edexcel GCSE Spec <https://www.bbc.co.uk/bitesize/examspecs/z6chkmn>
- melodic dictation website: <https://teoria.com/en/exercises/md.php>
- Interval recognition exercises: [www.musictheory.net](http://www.musictheory.net)

**Opportunities for wider listening/research:**

- Area of Study 1: A Vivaldi: 'Winter' from the Four Seasons concerti
- Area of Study 2: G F Handel: 'The Trumpet Shall Sound' (bass), 'Rejoice Greatly' (soprano) and 'Every Valley' (tenor) from Messiah
- Area of Study 3: Tim Minchin: 'Naughty' from Matilda

# Year 11

This subject can be chosen as an option for GCSE.

**Number of lessons per fortnight:** 3

**Skills developed:** compositions, listening and appraisal and performance

**Classes:** Students are taught in mixed ability classes

**Essential equipment:** coursework textbooks, exercise books, folders and pencil case

**Extracurricular and enrichment opportunities:** School choir, Chamber choir, Orchestra, Rock Band, and instrumental lessons, concerts and festivals and external performance opportunities

**Careers curriculum:** musician, songwriter, composer, music producer, sound engineer, music therapist, and various business-related positions such as artist manager, booking agent, and music journalist.

	Content studied	Literacy focus	What parents can do to help
<b>Autumn Term</b>	AOS 1: Bach: Brandenburg  AOS1: Beethoven: Pathetique  AOS4: Afro Celt Sound System: Release  Composition: Free and Set to Brief  Aurals: Dictation	<ul style="list-style-type: none"> <li>• Reading out loud.</li> <li>• Subject specific vocabulary.</li> <li>• Verbal Feedback (teacher and peer)</li> <li>• Written Feedback (teacher and peer)</li> <li>• Embedding subject specific vocabulary throughout lessons.</li> <li>• Listening and appraisal activities describing and explaining their own use of performance skills.</li> <li>• Adapted resources to suit the needs of individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to listen to the wider listening pieces associated to Area of Study 1 and 4.</li> </ul>
<b>Spring Term</b>	Area of Study 4: Esperanza: Samba em Preludio  Composition: Free and Set to Brief  Aurals: dictation  Exam Techniques	<ul style="list-style-type: none"> <li>• Reading out loud.</li> <li>• Subject specific vocabulary.</li> <li>• Verbal Feedback (teacher and peer)</li> <li>• Written Feedback (teacher and peer)</li> <li>• Embedding subject specific vocabulary throughout lessons.</li> <li>• Listening and appraisal activities describing and explaining their own use of performance skills.</li> <li>• Adapted resources to suit the needs of individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to listen the wider listening pieces associated with Area of Study 4</li> </ul>

<b>Summer Term</b>	Exam Technique and revision	<ul style="list-style-type: none"> <li>• Reading out loud.</li> <li>• Subject specific vocabulary.</li> <li>• Verbal Feedback (teacher and peer)</li> <li>• Written Feedback (teacher and peer)</li> <li>• Embedding subject specific vocabulary throughout lessons.</li> <li>• Listening and appraisal activities describing and explaining their own use of performance skills.</li> <li>• Adapted resources to suit the needs of individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Support your child in revising all the networks and identifying the keywords associated with each piece.</li> </ul>
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**Helpful books/websites:**

- Edexcel GCSE Spec <https://www.bbc.co.uk/bitesize/examspecs/z6chkmn>
- melodic dictation website: <https://teoria.com/en/exercises/md.php>
- Interval recognition exercises: [www.musictheory.net](http://www.musictheory.net)

**Opportunities for wider listening /research:**

- Area of Study 1: F J Haydn: Piano sonata in C major 'English Sonata' Hob 50, third movement
- Area of study 2: Beach Boys: 'God only Knows' from Pet Sounds
- Area of Study 4: Capercaillie: Beautiful Wasteland • Demet Akalin: 'Pirlanta' and 'Ders Olsun' from Pirlanta