

Croxley Danes School : Key Stage 4 Curriculum Map



Subject: Music

Exam Board (KS4 only)

Key Concepts

Listening & Appraising	Performance	Composition	Musical Context	Music Technology	Musical Language
Critical understanding of musical elements across styles and eras.	Demonstrating musical fluency through solo and ensemble pieces.	Creating music with purpose, structure, and stylistic integrity.	Understanding historical, cultural, and technological influences.	Employing digital tools for creation and performance.	Applying terminology, notation, and analytical frameworks.

What is the Croxley vision for this subject at Key Stage 4 ?

We aim to foster a deep and enduring love for music through practical engagement, critical listening, and creative expression. Students will explore diverse musical traditions and genres, developing both independence and collaboration. Our curriculum nurtures technical ability, creative confidence, and evaluative thinking, while preparing learners for further study and lifelong musical appreciation.

Assessment

Performing : Performance with technical control and expression (30%)

Composition : Compose with control and coherence (30%)

Written paper, Listening and Appraising : Demonstrate musical knowledge (20%) : Use appraising skills critically (20%)

Links to Key Stage 3 National Curriculum:

The units have been designed following the MMC ([Model Music Curriculum 2021](#)) to lead on from learning at Key Stage 3.

KS3 Focus	GCSE Link (KS4)
Ensemble and solo performance	Component 2: Performing Music
Listening and appraising	Component 1: Understanding Music
Composition using DAWs and instruments	Component 3: Composing Music
Musical notation and vocabulary	Staff notation and terminology (All areas)
Music across cultures and times	AoS 1–4: Broad exposure across traditions

Key Stage 4 Year Group: 10			
	Autumn Term 1	Autumn Term 2	Spring Term 1
key concept	The Course Introduction	The key terms booklet is completed	The Area of Studies are begun
Content: (Know what...)	<p>Key Terms 1:</p> <p>The Elements of Music</p> <p>Learning the acronym: DR SMITH</p> <p>Introduction to Composition</p>	<p>Key Terms 2:</p> <p>Terms that feature throughout the GCSE course and are used within their correct context</p> <p>A composition for the non exam assessment at GCSE has begun</p> <p>A performance for the Winter Concert is prepared</p>	<p>Area of Study 2: Popular Recorded Music of the 20th and 21st Centuries and Set works by Queen:</p> <p>Be able to aurally identify recognisable traits from this area of study</p> <p>Know in depth the Set Works: The Music of Queen: Love of My Life and Bohemian Rhapsody</p>
Skills: (know how...)	<p>Performance skills: Accuracy, fluency, expression</p> <p>Compositional techniques: Storyboarding and planning</p> <p>Listening skills: Active listening, identification of elements</p> <p>Literacy in music: Reading/writing notation, use of Italian terms</p>	<p>Performance skills: Defining a performance programme</p> <p>Critical analysis: Appraising music in students' Listening Diaries using musical vocabulary</p> <p>Compositional techniques: Melody and Rhythm</p>	<p>Critical analysis: Appraising the music of Queen using musical vocabulary - Love of My Life</p> <p>Compositional techniques: Structure, harmony, texture</p> <p>Performance skills: Learn how to perform some of Queen's works on their instrument</p>
Key vocabulary (5- 10 words)	<p>Dynamics</p> <p>Rhythm</p> <p>Structure</p> <p>Melody</p> <p>Instrumentation</p> <p>Texture</p> <p>Harmony</p>	<p>Melody: Conjunct, disjunct, riff, motif</p> <p>Harmony: Diatonic, power chords,</p> <p>Structure: verse-chorus, twelve-bar blues</p> <p>Texture: Homophonic, a cappella</p> <p>Rhythm/Tempo: Syncopation, anacrusis, swing, bpm, compound time</p> <p>Stylistic Terms: falsetto, melisma, backbeat, blue notes, vamping</p>	<p>Melody: Conjunct, disjunct, riff, motif</p> <p>Harmony: Diatonic, power chords,</p> <p>Structure: verse-chorus, twelve-bar blues</p> <p>Texture: Homophonic, layered,</p> <p>Rhythm/Tempo: Syncopation, anacrusis, swing, bpm, compound time</p> <p>Stylistic Terms: falsetto, melisma, backbeat, blue notes, vamping</p>

End of Half term assessment	Folder and Book Check including Listening Diary Keyword Definition Homework DR SMITH Listening examples	AP 1 Assessment	Exam Practice Questions
Planned trips / Clubs / links	Trip to Symphonic Queen at the Albert Hall	Winter Concert	
Key Stage 4 Year Group: 10			
	Spring 2	Summer 1	Summer 2
Key Concept	Holistic learning: How does music theory relate to composition and performance	Exam Ready Sessions	An audit of progress is before the end of term is completed
Content: (Know what...)	Area of Study 2: Popular Recorded Music of the 20th and 21st Centuries and Set works by Queen: Be able to aurally identify recognisable traits from this area of study Know in depth the Set Works: The Music of Queen: Seven Seas of Rhye	Recap of learning for the first half of the curriculum	Area of Study 1 and set work Beethoven's 1st Symphony: Be able to aurally identify recognisable traits from this area of study Know in depth the Set Works: Beethoven's 1st Symphony 1st Movement
Skills: (Know how...)	Critical analysis: Appraising the music of Queen using musical vocabulary - Love of My Life Compositional techniques: Learning how to develop their ideas Performance skills: Learn how to perform Queen's works on their instrument	Critical analysis: Students learn how to manage a timed written paper effectively in practice sessions	Critical analysis: Appraising the music of Beethoven's 1st Symphony 1st Movement Compositional techniques: Rounding off and final touches to a composition Performance skills: Learn how to perform Queen's works on their instrument

Key vocabulary (5- 10 words)	Melody: Conjunct, disjunct, riff, motif Harmony: Diatonic, power chords, Structure: verse-chorus, twelve-bar blues Texture: Homophonic, a cappella Rhythm/Tempo: Syncopation, anacrusis, swing, bpm, compound time Stylistic Terms: falsetto, melisma, backbeat, blue notes, vamping	Melody: Conjunct, disjunct, ornamentation, Harmony: cadences Structure: Binary, ternary, Texture: Homophonic, polyphonic, Rhythm/Tempo: anacrusis, rubato, Stylistic Terms: melisma	Melody: ornamentation, Harmony: cadences Structure: Binary, ternary, Texture: Homophonic, polyphonic, antiphonal Rhythm/Tempo: anacrusis, rubato, Stylistic Terms: Sforzando
End of Half term assessment	Exam Practice Questions	Mock Exams Prepare a performance for the Summer Concert	Folder Checks Progress Audit
Planned trips / Clubs / links			

Key Stage 4 Year Group: 11			
	Autumn Term 1	Autumn Term 2	Spring Term 1
key concept	Writing in an essay style for the written paper	Responding to short answer questions in a timed setting	Responding to NEA deadlines
Content: (Know what...)	Recap of learning for set works of Queen and Beethoven The AQA composition briefs are released to students	Area of Study 3: Traditional Music and Area of Study 4: Western Classical Music from 1910 onwards Be able to aurally identify recognisable traits from this area of study	The definition of key terms The technical requirements for the students chosen performance pieces

Skills: (know how...)	<p>Critical analysis: Writing in essay form with a focus on grammar and technical vocabulary</p> <p>Compositional techniques: Learn how to respond to a composition brief released by the exam board for the second composition</p> <p>Performance skills: Preparing for a winter concert performance of Queen's works on their instrument</p>	<p>Students return to their Keyword Definitions and learn how to use key musical terminology learnt in response to the Areas of Study</p> <p>Synthesize their learning of music theory into their brief compositions.</p>	<p>Critical analysis:: writing 150 word programme notes about their NEA compositions with a focus on grammar and technical vocabulary</p> <p>Performance skills: Perform for 4 minutes total time in solo and ensemble (ensemble minimum 1 minute)</p> <p>Compositional techniques: Complete two compositions totalling 3 minutes (1 composition in response to a brief)</p>
Key vocabulary (5- 10 words)	<p>Structure: Ternary, Free, Through Composed</p> <p>Harmony: Perfect, Plagal, Interrupted</p>	<p>Rhythm: Polyrhythms, Crossrhythms, Additive, Syncopation</p> <p>Melody: Call and Response</p> <p>Texture: Polyrhythmic</p> <p>Tonality: Atonal</p>	<p>Phrasing and articulation</p> <p>Sonority (Timbre) and dynamics</p> <p>Harmony and tonality</p> <p>Structure, form</p> <p>Texture, melody</p> <p>Rhythm, metre</p>
End of Half term assessment	<p>AP 1 Assessment:</p> <p>Keyword test of AOS 1 and 2</p> <p>Exam Questions</p>	<p>Mock Exams</p> <p>Prepare a performance for the Winter Concert.</p>	<p>Completion of NEAs: GCSE recording day of performances and composing deadline</p>
Planned trips / Clubs / links		<p>Winter Concert</p>	
Key Stage 4 Year Group: 11			
	Spring 2	Summer 1	Summer 2
Key Concept	Revision/Exam Techniques	Final Revision	Exam Leave

Content: (Know what...)	Listening – unfamiliar music: Students must be able to listen attentively to unfamiliar music from all four areas of study	Listening – Areas of Study music For two areas of study Beethoven(Area of study 1: Western Classical Music 1600 to 1910) and Queen (Area of Study 2: Popular Music of the 20th and 21st Century)	
Skills: (Know how...)	Identify and accurately describe musical elements, musical contexts and use musical language (including staff notation)	Critical analysis: understanding of <ul style="list-style-type: none"> • the effect of audience, time and place on how the study pieces were created, developed and performed • how and why the music across the selected areas of study has changed over time • how the composer's purpose and intention for the study pieces is reflected in their use of musical elements • relevant musical vocabulary and terminology for the study pieces. 	
Key vocabulary (5- 10 words)	Recap key terms and definitions from Area of Studies 1-4	Recap key terms and definitions from the Set Works	
End of Half term assessment	Mocks	GCSE study leave and exams	
Planned trips / Clubs / links		Summer Concert	