BEECHEN CLIFF

Music

Curriculum Booklet

2026 - 2027

Head of Subject: Mr S J Thompson

Subject Curriculum Intent:

Music touches the very heart of our humanity and a sense of the wonder of music has touched human societies throughout history.

- *Ian Cross*

We aim to give all pupils a meaningful and valued experience of music through a wide range of styles and cultures, gaining good musical knowledge whilst building skills as musicians through practical work.

Pupils ability at the end of Key Stage 2 varies in music and pupils enter Year 7 with a wide range of skills, ability and musicianship. In addition, some pupils have more ability and experience through learning a musical instrument and/or participating in extracurricular ensembles including choirs, whilst other pupils have little or very limited musical experience.

The curriculum is designed to allow all pupils to understand the musical concepts and build on their skills at an appropriate individual level.
The content in the curriculum is based on 4 key areas:

- Singing
- Listening
- Composing
- Performing/Instrumental performance.

Within each topic these areas are incorporated to allow pupils to understand the concepts being studied through the active participation of practical work and through aural identification. Pupils will be introduced to a wide range of music from different styles and eras giving pupils an insight into social, moral, spiritual and cultural issues and how music relates to these areas.

Music education is important for pupils' creative and expressive development as well as their social skills. Music has been found to assist their development in other subjects too, in their maths, reading and possibly in their test scores across the curriculum.

Pupils who study an instrument to a high level will need discipline and commitment in order to develop and that too will be encouraged.

All pupils are offered the opportunity to learn an instrument at school. In addition, the intent is to provide opportunities for musicians to join instrumental groups and to perform in a variety of shows and concerts.

The intent at Key Stage 4 is to give pupils the opportunity to take their music forward to achieve a GCSE or Level 2 qualification. Two courses are offered so pupils can select the course most closely linked to their interest and abilities.

Subject Curriculum Implementation:

Key Stage 3

Classes are taught in mixed ability groups and all pupils cover the full curriculum as outlined below. The curriculum is designed so that all pupils regardless of musical ability can gain an understanding of the concepts studied and undertake appropriate practical tasks to secure this knowledge and develop their musical skills. Within each task there will be relevant extension work which ensures all pupils are challenged. Pupils are issued with an exercise book and will use this to record information on key words as well as undertaking listening work which is assessed and recorded on the flightpath sheet contained within the inside front cover of the book.
Practical work is undertaken using keyboards and is recorded using music software. Three times a year the practical work is uploaded to Google classroom enabling the class teacher to give support and feedback on how to further improve the work before it is assessed. Practical assessments are also recorded on the flight path sheet.

Work in Key Stage 3 begins with a thorough understanding of the 6 main elements of music at the beginning of Year 7. This then progresses to key concepts in music including notation, melody, structure and tonality. These form the basis of fundamental understanding in music and enable pupils to explore these elements and concepts initially through programme music and then African Music.

Year 8 schemes of learning build on the knowledge from Year 7 and introduce harmony and chords at the beginning of the year. This allows pupils to gain more depth in performance work (blues and Jazz) and composition work (variations and film music).

Year 9 schemes of learning focus on more advanced techniques in 20th century music including modes and popular music forms and allows for longer, more developed practical work and listening work.

Key Stage 4

GCSE Music

GCSE Music is taught in mixed ability groups with each pupil being assigned an individual workstation comprising appropriate music software. The specification is divided into 3 main areas: performing, composing and appraising.

Pupils commence the course focusing on key areas of musical theory which will be required for the study of 8 set works. This is taught both as academic work but also through composing tasks which reinforce knowledge and understanding.

The area of 'composing' will be a continuation from their knowledge of the core skills required for composition at Key Stage 3. More developed techniques will be learnt and composition will be encouraged on either software (Sibelius or LogicProX). These compositions will be 'discussed' by both student and teacher, the teacher advising wherever needed. They will be presented as scores on paper and will be recorded onto CD. These will first be marked (to a given criteria) and then sent off for moderation if necessary.

The analysis of set works will be taught in parallel with composition skills to allow pupils to draw on their knowledge and understanding of musical concepts and apply them in composition work to further develop musical awareness. The 8 set works cover earlier periods of musical history (Baroque and Classical) and different strands in 20th century music including film music, pop music and Fusion pieces. The schemes of work are intended to focus on the features of earlier music (both in composition and analysis) and build on this knowledge in the more complex study of 20th century music.

Pupils will undertake termly assessments in listening/knowledge work and the results will be recorded in the back of their books.

Once a term pupils will partake in a performing lesson where the teacher will check on the progress of practical musicianship skills.

Level 1/2 Music Technology

Level 1/2 Music technology is taught in mixed ability groups with each pupil being assigned an individual workstation comprising appropriate music software. The course is divided into 3 units all of which are completed as coursework with no formal examination undertaken.

For two of the units, pupils will build on their knowledge of music software (Logic Pro X) used throughout Key stage 3. In addition to the basic functions, pupils will become more familiar and confident in the areas of editing tools, effects and plug-ins. They will use these skills to demonstrate how to operate a digital audio workstation and also to compose music to a given brief. The emphasis will be on using the technology to create music including the use of loops, samples and editing features to create the final piece.

In addition to the practical work, pupils will undertake a unit of study on music industry practice. This will include understanding and developing the skills of marketing, organising and practicalities involved with promoting an event. The content involved will further develop knowledge that pupils would have acquired through their presentation work (unit 9 term 6).

The course will also focus on key skills including planning, preparation and evaluation of project work using the digital audio workstation.

The course does not involve any examined component and the pupils will not be required to undertake formal tests. Regular feedback will be provided by teachers on the development of individual pupils coursework.

Extra-Curricular Music

Extra-Curricular music opportunities are provided through a variety of groups that regularly meet for rehearsals including choir, concert band, folk group, guitar ensemble, saxophone group, string group, swing band, small jazz ensemble and band practice. Opportunities to perform include our annual piano recital, carol service, school concert, bands nights and variety shows. In addition pupils get the opportunity to make guest appearances in concerts organised by other Bath Hub schools.

Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Fortnightly lesson allocation	2	2	2	5	5

Year 7

	Curriculum Foci Areas	Assessment
Term 1	**Bridging unit** • Understanding main musical elements: Pitch, tempo, duration, dynamics, texture, timbre. • Rhythm pyramid. Note values. • Graphic scores	**Y7 Assessment 1 Elements of Music**
Term 2	**Melody Writing** • Notes on the treble stave • What makes a good melody • Musical Phrases. • The importance of structure in Melody.	**Y7 Assessment 2 Melody Writing**
Term 3	**Form and Structure** • Binary Form • Ternary Form • Rondo structure • Pentatonic scale • Drone and Ostinato	
Term 4	**Tonality** • Major Scales • Minor Scales • Intervals • Parallel Motion	
Term 5	**Programme Music** • Understanding the difference between programme and absolute music • Introduction to significant programme pieces (Vltava-smetana and Also Sprach Zarathustra- Richard Strauss • Identification of elements in programme music • Relating musical elements to programme music features	**Y7 Assessment 3 Programme Music**
Term 6	**World Music** • African Music • Call and response • Polyrhythms • Chinese Music	

Year 8

	Curriculum Foci Areas	Assessment
Term 1	**Blues** • Chords • 12 Bar Blues Chord structure • Walking bass line • Blues scale	
Term 2	**Jazz** • Riffs • Improvisation • Extended chords • Swing rhythm • Typical instruments associated with jazz	**Y8 Assessment 1 Jazz**
Term 3	**Variations** • Counter melody • Inversion • Retrograde • changing time signature/rhythm • Focus on Mahler 1st symphony (2nd Movement)/Frere Jacques variations/London Bridge variations.	**Y8 Assessment 2 Variations**
Term 4	**Space Music** • Examining how music can tell a story • Focus on Space oddity(David Bowie)/ The planets suite (holst)/Star Wars film music (John Williams) • Instrumental effects: Guitar strumming/irregular drum fills/plug in's • 5/4 time signature/ • Rhythmic ostinato.	
Term 5	**Film Music** • Non-diegetic music • Use of orchestral instruments to create effects • Cues in film music	**Y8 Assessment 3 Film Music**
Term 6	**Music of India** • Indian Instruments: Sitar/tanpura/tabla • Musical effects- pitch bends/microtones • Ragas • Drones • Improvisation using Ragas	

Year 9

	Curriculum Foci Areas	Assessment
Term 1	**Modes** • Understanding of modes in renaissance and 20th century music • Dorian and Aeolian Mode • Transposition • Tones and semitones • Folk music	
Term 2	**Reggae** • Bass riff • Identification of weak beats • The influence of Bob Marley • Reggae Fusion	**Y9 Assessment 1 Reggae**
Term 3	**Rap** • Rhythm And poetry • Four on the floor drum patterns • Drum fills • Rhythmical talking • Beat boxing	**Y9 Assessment 2 Rap**
Term 4	**Fusions/Arrangements** • Understanding of fusion - Rap/Jazz • Music from different cultures • Structuring a piece of music- Intro/verse/chorus/bridge/outro	
Term 5	**Freestyle Composition** • Drum patterns • Chord patterns and inversions • Understanding bass lines • Melody writing	**Y9 Assessment 3 Free Composition**
Term 6	**Own Projects** • Research a style of music/artist • Selecting musical examples/evidence • Use of Google Slides to present findings • Key Skills - preparation/presentation/communication	

Year 10
Music GCSE **Exam Board: Edexcel** **Specification: 1MU0**

	Curriculum Foci Areas	Assessment
Term 1	**General Music Theory** • Rhythm/time signature • Key Signatures • Modulation • Chords and Inversions	**Theory Assessment**
Term 2	**General Music Theory continued** • Dominant/diminished seventh chords • Cadences • Knowledge and understanding of orchestral instruments and effects. **Bach Brandenburg Concerto No 5 3rd Movement** • Understanding the historical context of the piece and how it is characteristic of baroque music.	**Performance assessment**
Term 3	**Bach Brandenburg Concerto No 5 3rd Movement** • Study of the key musical features of the piece using knowledge gained earlier in the course. • Understanding the features of a harpsichord.	**Composition Assessment**
Term 4	**Beethoven: Pathetique Sonata 1st Movement** • Understanding classical music and how the Baroque era influenced the classical period. • Study of the key musical features of the piece using knowledge gained earlier in the course. • The invention of the piano and its relation to the harpsichord.	**Instrumental Music appraisal assessment**
Term 5	**Purcell: Music for a While** • The use of vocal music in the baroque era • Study of the key musical features of the piece using knowledge gained earlier in the course. • The use of the harpsichord including figured bass and improvisation. Formal Assessment: End of year exam	**Performance assessment**
Term 6	**Queen: Killer Queen** • Popular song form • Performing forces: Multi track recording. Overdubbing. Guitar techniques • Development of vocal writing from Baroque to 20th century • Study of the key musical features of the piece using knowledge gained earlier in the course.	**End of year Listening exam**

Year 11
Music GCSE

	Curriculum Foci Areas	Assessment
Term 1	**Wicked: Defying Gravity** ● Knowledge and understanding of musical theatre ● Study of the key musical features of the piece using knowledge gained earlier in the course.	**Composition Assessment**
Term 2	**Star Wars: Main theme/rebel blockade runner** ● Recap of knowledge and general understanding of film music (year 8). ● The importance of John Williams in film composition. ● Study of the key musical features of the piece using knowledge gained earlier in the course. Formal assessment: Trial Exam	**Mock Exam**
Term 3	**Fusions - Afro celt sound system: Release** ● Recap and knowledge of fusion music (year 9) ● Understanding key aspects of African music, folk music and pop music. ● Study of the key musical features of the piece using knowledge gained earlier in the course.	**Performing assessment**
Term 4	**Fusions- Samba em prelúdio** ● Recap and knowledge of jazz music (year 8). ● Introduction to the bossa Nova style of music ● Study of the key musical features of the piece using knowledge gained earlier in the course. Formal Assessment: All performing and composition coursework to be completed by the end of term.	**Performing and composition assessments**
Term 5	**Revision and Exams**	
Term 6	**Exams**	

Year 10
Music Technology Level 1/2

	Curriculum Foci Areas	Assessment
Term 1	**Introduction to DAW** • Knowledge and understanding of all hardware components • Transport Bar • Midi and audio • Instrumental patches • Editing tools • Sequencing Skills	**DAW practical assessment**
Term 2	**Effects and Plugins** • Reverb • Delay • Compression • EQ • Insert and Send effects	**Effects and Plugins practical assessment**
Term 3, 4 and 5	**Internal coursework unit completion of unit 1: Performing.** • Technical control • Dynamics and balance • Effective use of chosen technology in performance or presentation: recorded and/or live • Expression • Mixing and beat matching	**Ongoing Teacher assessment based on completion of performance units.**
Term 6	**Composition Techniques:** • Melodic composition • Selecting appropriate chords • Composing bass lines • Structure and arrangement	**Composition assessment**

Year 11
Music Technology Level 1/2

	Curriculum Foci Areas	Assessment
Term 1 and 2	**Internal coursework unit completion of unit 2: Creating** ● knowledge and use of processes of composition ● consideration of the elements of music ● consideration of style ● knowledge and use of technology as a tool to manipulate sound.	**Interim assessments on unit 2.**
Term 3 and 4	**External assessment coursework unit completion of Unit 3: Music industry project task** ● Event management and planning ● how events are advertised and marketed ● the use of social media ● a range of advertising tools (e.g., advertisements, billboards, flyers, posters and multi-media platforms) ● Practical examples of event ideas	**Submission of Units 2 and 3 coursework for external assessment**

Revision and Support:

Key Stage 3
How to support your son/daughter with his/her learning:
As this is a practical subject, music keyboards are used as the main classroom instrument. If pupils are able to access a keyboard of some description it would help with their general class tasks.
Exposure to any live music of any style would be beneficial for pupils musical understanding and development.

Useful resources:
Recommended revision guide, websites, textbooks etc. (give as bullet points)

- BBC Bitesize page https://www.bbc.co.uk/bitesize/subjects/z9xhfg8
- Music tech teacher quizzes and games http://www.musictechteacher.com/music_quizzes/music_quizzes.htm
- Knowledge of different instruments https://philharmonia.co.uk/resources/instruments/

Key Stage 4
How to support your son/daughter with his/her learning:
Ensuring pupils have access to one on one instrumental tuition to support the performing elements of the course.
Checking that the pupils are regularly listening to recording of the 8 set works (whilst following the score) and any associated wider listening pieces.
Encouraging music technology pupils to further develop their skills through personal practice (lunchtimes/afterschool).

Useful resources for GCSE Music:
Recommended revision guide, websites, textbooks etc. (give as bullet points)

- BBC GCSE Bitesize page https://www.bbc.co.uk/bitesize/examspecs/z6chkmn
- Beechen Cliff website background notes on set works http://musicbcs.weebly.com/set-works.html
- Edexcel GCSE Music revision guide https://www.musicroom.com/edexcel-gcse-music-revision-guide-rhg308?returnurl=%2frhinegold-education-music-exam-material%2f
- Theory and aural practice https://www.teoria.com/en/exercises/

Final Assessment Structure:

Music GCSE: Edexcel GCSE (9 - 1) in Music (1MU0)

Component	Weighting (%)	Content	Proposed Examination Date
Unit 1 Performing	30%	Non examined coursework assessment • Solo performance • Ensemble performance	To be completed by the end of term 4 in Year 11
Unit 2 Composition	30%	Non examined coursework assessment • Free style composition • Composition to a given brief	To be completed by the end of term 4 in Year 11
Unit 3 Listening and appraisal	40%	• Knowledge and understanding of the 8 pieces of music studied throughout the course.	E.g. May/June

Please see exam board websites for up to date information:
https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html

Music Technology: Eduqas (WJEC) Level 1/2 Vocational Award in Performing Arts (Technical Award): Music Technology pathway.

Component	Weighting (%)	Content	Proposed Examination Date
Unit 1	30%	Performing. Recreating an existing piece of music using computer software	Non examined coursework. Terms 3,4 and 5 Year 10.
Unit 2	30%	Creating Composing a piece of music to a given brief using computer software.	Non examined coursework. Terms 1 and 2 year 11.
Unit 3	40%	Controlled assessment. Music industry project task.	Non examined coursework. Terms 3 and 4. year 11

Please see exam board websites for up to date information:
https://www.eduqas.co.uk/media/b3cjqdxp/wjec_l1-2-vocaward_ta_performing-arts_specification-e-12-09-23.pdf

Careers in the Curriculum

Music is more than just a subject – it's a gateway to a wide range of exciting and creative careers. Whether you love performing, composing, producing, or simply enjoy music as a passion, there are many paths where music plays a key role. This page gives you an overview of the kinds of jobs that involve music, and how what you're learning now applies to potential careers in your future.

Year	Careers Education in Music
7	**Year 7: Discovering Music and Creative Skills** Explore how music links to real-world jobs and begin to understand transferable skills: • Teamwork through ensemble playing (African Music unit) • Listening and responding creatively (Class listening tasks) • Performing/composing with confidence (All units) • Discipline through rehearsal/practise (All units) Extra curricular opportunities available include the Y7 ensemble, a great starting point for gaining ensemble performance experience. Additionally there is the choir, concert band, folk group, saxophone group, guitar group, and rock bands, all aiding in development of key communication and rehearsal skills.
8	**Year 8: Understanding Music in the Wider World** Learn how music connects to industries, media, and technology: • Composing music for film (Space music and Film music units) • Using digital tools (Logic Pro X, audio editing) • Expressing ideas and collaborating (Paired practical tasks) • Creativity and problem-solving (All units) Extra curricular opportunities as above.
9	**Year 9: Planning Ahead – Music and Your Future** Explore music GCSE and vocational options through Ignite Day sessions, and how music can lead to a wide variety of careers. Continue to build key transferable skills: • Analytical thinking through listening tasks (All units) • Leadership in group work (Paired practical tasks) • Planning and reflection in performance (Modes unit) • Technical proficiency with software and instruments (Rap and Free Composition units) Extra curricular opportunities as above with the addition of the swing band.

Year	Careers Education in Music
10	**Year 10: Advancing Your Key Skills** Throughout both coursework and anthology (GCSE Music only) lessons, you'll develop a range of valuable skills that are applicable to music-related careers as well as other fields: • Communication Skills (Ensemble work, performance) • Teamwork and Collaboration (Ensemble work, group analysis lessons) • Creativity and Problem-Solving (Composition, DAW skills) • Critical listening (Analysing set works) • Organisation (Managing practise time and coursework planning) Compulsory attendance for at least 1 extra-curricular music ensemble as well as young musician of the year competition. The school tech team run by our music technician is a great opportunity for any music tech students to gain experience running live events and working as a sound/lighting engineer.

11	**Year 11: Next Steps** Lessons in year 11 for both music and music tech will continue to build on the technical, analytical and performance skills from year 10. Pupils on both courses will be developing a portfolio of coursework (composition and performance - GCSE Music, composition and sequencing tasks - Music Tech) that can be used for sixth form/college applications as well as professional placements moving forward.

Possible careers in Music

- Composer (Film, video game, tv etc.)
- Teacher (Instrumental or classroom)
- Arranger
- Audio engineer
- Musical director/conductor
- Events/venue manager
- Performer
- Instrument technician
- Music journalist
- Music therapist

Careers links

- Careers in Music UK
- BBC Bitesize Music Careers
- UCAS: Music Degree Information
- Youth Music – Find projects and funding opportunities for young musicians