



Music Curriculum

Intent

Curriculum Vision

Music is a universal language that nurtures creativity, builds confidence, and fosters emotional expression. Students deserve to know and flourish with a passion for music, and so we aim to inspire all students to develop a lifelong love and appreciation for music through a rich, inclusive, and engaging curriculum.

Our curriculum is designed to ensure every student has access to a diverse range of musical experiences—listening, performing, composing, and evaluating music from different cultures, genres, and historical periods. We aim to develop well-rounded musicians who can work both independently and collaboratively, valuing discipline, perseverance, and teamwork.

We provide opportunities for all students to explore music practically through instrumental and vocal work, through the medium of digital technology within our dedicated music computer suite, and via group performance. Through structured progression our curriculum promotes musical literacy, critical thinking, and technical skill.

Concepts and Skills

The music curriculum can be split into three main areas: performing, composing, and listening and appraising.

Student will be able to know and apply the following:

- Pitch – Understanding melody, harmony, intervals, and tuning.
- Duration / Rhythm – Understanding note lengths, beat, tempo, time signatures, and rhythmic patterns.
- Dynamics – The variation in loudness (e.g., crescendo, forte, piano).
- Tempo – Speed of the music; changes in tempo.
- Timbre – The character or quality of sound of different instruments/voices.

- Texture – How layers of sound interact (e.g., monophonic, homophonic, polyphonic).
- Structure/Form – How music is organised (e.g., binary, ternary, rondo, verse-chorus).
- Harmony – Chords, chord progressions, and how they support melody.
- Tonality – Major/minor keys, modality, and atonality.
- Notation and Musical Literacy – Reading and understanding standard notation, graphic scores, tablature, chord symbols, and lead sheets.

Vocabulary

Students arriving at TBOWA in year 7 have a general understanding of music terminology which they can apply in very basic descriptive ways. Our KS3 curriculum will seek to broaden their range of vocabulary and key terms which are used throughout the curriculum. The KS3 projects will diver deeper into the linguistics and literary background of key words which will be supported by their Knowledge Organisers and student quizzing in order to assess their understanding. This understanding is built upon in KS4 as students are expected to become fluent with the required language and appropriate use of terminology.

12 bar Blues	Electronic music	Layering	Question and answer
12-tone system	Expressionism	Libretto	Rag desh
A capella	Falsetto	Major	Raga
Acciaccatura	Ground bass	Mass	Recapitulation
Ballad	Harmonic rhythm	Oratorio	Sequence
Bebop	Harmony	Ornament	Sampler
Cadence	Jhala	Panning	Synthesizer
Cadenza	Jhaptal	Patron	Table
Development	Kaoss	Pentatonic scale	Tambura
Delay	Kora	Polyrhythms	Treble

Homework

All students in years 7-9 have Knowledge Organisers as part of their homework in Music. The Knowledge Organiser content is in line with the sequencing of the curriculum. Self-quizzing supports the retrieval of and embedding of knowledge in long-term memory. Our low stakes Do Now's at the beginning of each lesson tests cumulative knowledge of multiple previous topics, giving students the opportunity to strengthen memory through retrieval practice. This is supplemented by our cumulative multiple choice Knowledge Organiser test at the end of each term. Instead of revision being perceived as something which is crammed into a few weeks, our homework programme supports spaced practice throughout each academic year. By repeatedly returning to content covered, students' knowledge has had time to 'rest and be refreshed'.

Students in years 10 and 11 have additional homework in all subjects. Homework tasks are linked to theory, planning, research as well as practical skills development. Homework supports engagement and provides an opportunity to practice and demonstrate application of learning within the home.

Homework helps our students achieve mastery in Music. Students who need extra support to achieve mastery are supported by our 10:10 programme in Music and all have access to our daily Homework Club.

Implementation

Overview Statement

The curriculum in Music and Music Technology is sequenced coherently so that concepts and skills are developed over time, so that the students develop a lifelong love of music. This supports students of all abilities, especially SEN students. Planning is informed by Rosenshine's Principles of Instruction and Cognitive Theory. Cross curricular links are explicitly referenced and exploited in order to deepen understanding. Homework, daily retrieval-based 'Do Nows' and termly low stakes knowledge organisers quizzes strengthen memory as do mid-term and end-of- year assessments

which are cumulative. Vocabulary is developed in Music through the Frayer Model and students are taught to read, write and speak like an analytical musician. Technology is employed to strengthen learning and deepen understanding of the theoretical application of music making and in order to support learners of all abilities at all levels. Learning character is developed each lesson through the use of the six Learning Applications (LApps), with a particular focus on creativity, resilience and collaboration.

In key stage 3, lessons will build upon prior knowledge and incorporates practical music making which focusses primarily on instrumental development and fine motor skills. This is followed by successions of lessons using the computer suite to incorporate technological skills and more modern music exposure to balance the curriculum.

Students can study music at key stage 4, where they will extend the instrumental performance, gain more insight into notable composers and famous works and master their understanding of advanced compositional techniques.



Impact

Key Stage Three

Through studying the Key Stage 3 curriculum, students will be able to demonstrate a thorough musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise using technology. They will have developed knowledge of the historical, social and cultural origins of music and the contributions to the diversity of musical styles, and an awareness and appreciation of different musical traditions and genres. They will also use musical terminology effectively, accurately and appropriately. Ultimately, they will be able to apply this knowledge through the practical aspect of musical skill, and be able to confidently perform as part of a group or solo musician. They will have an excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.

Students develop all the Lapps but especially their creativity, resilience and awareness through listening, composing and performing activities though out the key stage. Students have an introduction to the disciplinary literacy required to be able to communicate like a musical performer or producer, and all opportunities to develop numeracy are fully exploited in context, such as note duration, time signatures, compositional devices and harmonic structures. Cognitive Theory is interleaved throughout the curriculum so that students gain a knowledge of how they learn and manage their cognitive load, which will enable them to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.

Key Stage Four

The Key Stage Four curriculum builds upon students' initial understanding, extending their knowledge in the areas of both music and music technology. Through developing their knowledge of performance, composition, and listening and appraising music, they are able to fully apply musical understanding to all aspects of theoretical and practical skills that will lead to industry standard

recordings and performances. Students also develop an understanding of the entwined nature of their studies, though explicit cross-curricular links and inter-disciplinary study. Having a particular focus upon literacy throughout the key stage, students will be able to know how to write more extended musical essays using the correct musical terminologies and have a firm grasp of the etymologies of

subject specific terms.

Moreover, due to this focus upon literacy, students will be able to critically analyse most areas and genres of music from the Renaissance up to modernism. Having had exposure to Apple's Logic, they will have a firm understanding of the use technology in the creative process in order to create and mix different genres of music to a high level, and in order to navigate different operating systems.

Students will have an enriched cultural experience and exposure to musical live performances by in theatre, local and far-reaching musical venues. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice.