CURRICULUM ROADMAP - Nursery to Year 13

Music

BIRKENHEAD HIGH SCHOOL ACADEMY

GDST GIRLS' DAY SCHOOL TRUST

Year 13 (SPR)

Unit 6: Learning aim B:
Develop skills for a solo performance. Continue creating a practice diary which evidences progression on an instrument/voice. Create a 2-week pre-recital plan, evidencing progress/development of skills

Unit 2: Professional Practice in the Music Industry: opportunity to resit
Unit 3: Ensemble Music Performance: opportunity to resit

Year 12 (SUM)

Unit 1: Practical Music Theory & Harmony:
Learning aim B: Explore the application of melodic composition based on musical elements: Learners will be given a selection of chord structures which they should develop into melodic compositions in a variety of styles in order to evidence understanding of signs & symbols & melodic devices

Year 12 (AUT)

Unit 1: Practical Music Theory & Harmony:
Learning aim A: Examine the signs and symbols used in musical notation: Completing a standard notation article analysing rhythm and pitch in staff notation & how tempo, dynamics & expression, as well as completing an alternative notation article
Learning aim B: Explore the application of melodic composition based on musical elements: Learners will be given a selection of chord structures which they should develop into melodic compositions in a variety of styles in order to evidence understanding of signs & symbols & melodic devices

Year 11 (SPR)

Externally Assessed Coursework (40%)
Component 3 - Responding to a Music Brief - Externally Assessed Coursework (40%)
Learners will be given the opportunity to develop and present music in response to a given music brief Assessment objectives: AO1 Understand how to respond to a music brief AO2 Select and apply musical skills in response to a music brief AO3 Present a final musical product in response to a music brief AO4 Comment on the creative process and outcome in response to a music brief

Year 10 (SUM)

Externally Moderated Coursework (30%)
Component 2 continued (see content in Y10 Spring information) *Following the coursework submission of Component 2, students will then begin preparing for Component 3 (40%).

Year 10 (AUT)

Externally Moderated Coursework (30%)
Component 1 - Exploring Music Products & Styles: Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.
Learning outcomes:
A Demonstrate an understanding of styles of music
B Apply understanding of the use of techniques to create music

Year 9 (SPR)

80s/90s cover versions: Listening & analysis of 1980s/1990s hits. Group performances of 1980s/1990s covers. Performances on keyboard, bass, guitar, voice & students' other instruments; enhancing understanding of staff notation & encouraging development of expressive & interpretative skills.
Musicals: Students to engage in musical theatre performances; utilising singing/ dancing/ acting skills (link to drama curriculum). Students encouraged to perform on stage & as part of the pit band

Year 8 (SUM)

World music: Reggae/ Caribbean music: Performance task: singing/ playing popular reggae pieces, as well as completing presentations about the features of various world music styles.
Songwriting: Students will be tasked with composing a song; including: creating lyrics, chord sequences and appropriate melodies, with consideration of rhythms.

Year 8 (AUT)

Piano chords: Performance task: Students to enhance their piano skills, adding in complex parts and playing using two hands. Students to enhance their reading of staff notation and lead sheets.

Year 7 (SPR)

The Orchestra: Focus on identifying instruments of the orchestra by listening & completing a composition task, manipulating the musical elements using orchestral sounds in 'Soundtrap'.
Programme music: Listening & analysis of programme music examples, such as "Carnival of the Animals" by Saint Saens.
Composition task: composing a piece representative of a certain animal– encouraging live performance inputs.
Instrumental/vocal scheme: students engage in group vocal/instrumental performance sessions. Developing understanding of staff notation: note names and values.

Year 6 (SUM)

Fingerpicking Ukulele / Pop Structure & Media / Production Master
Fingerpicking simple melodies on ukulele. Analyse pop song structures, integrate live performance with multimedia, and perform in the end-of-year full-scale production. Listening Focus: 21st Century and Music from Around the World. Key Elements: Structure, Pitch, Texture, Duration, Dynamics.

Year 6 (AUT)

Advanced Ukulele / Syncopation & Song Cycles / Christmas Performance
Advance ukulele technique to multi-finger chords. Explore syncopation through song and dance, perform a multimedia song cycle, and plan a flashmob performance. Prepare and perform class song for the KS2 Christmas Concert.
Listening Focus: Baroque and Classical Eras.
Key Elements: Duration, Structure, Pitch, Texture, Dynamics, Tempo.

Year 5 (SPR)

Ukulele Chords / Complex Rhythms & Life Cycles / Musical Forms
Develop ukulele technique through simple one-finger chords. Explore complex rhythms, multi-part singing, and create music representing myth and mood across varied musical eras and forms.
Listening Focus: Romantic and 20th Century Music.
Key Elements: Structure, Pitch, Timbre, Duration, Tempo.

Year 4 (SUM)

Ensemble Performance / Historical Dance & World Traditions
Perform whole-class arrangements (including news programme soundscapes), create music with strong rhythms and uplifting melodies, follow notation across dance eras, and perform world music traditions. Listening Focus: 20th, 21st centuries and Music from Around the World.
Key Elements: Texture, Pitch, Structure, Duration, Timbre.

Year 4 (AUT)

Recorder Consolidation / Jazz & Part-Singing / Christmas Performance
Consolidate recorder technique and notation (B, A, G, E, C in 2/4 & 3/4 time), sing two-part songs, identify jazz features, and improvise with unconventional soundmakers. Prepare and perform recorder playing and singing for the KS2 Christmas Concert. Listening Focus: Medieval, Renaissance and Baroque eras.

Year 3 (SPR)

Recorder Expansion (E, C) / Metre & Early Music / Notation & Vocabulary
Expand recorder range to notes E and low C, introduce 2/4 and 3/4 time signatures, rounds, ties, and dotted minims. Explore metre, follow notation for early music, and evaluate using musical vocabulary. Listening Focus: Romantic and 20th Century Music.
Key Elements: Duration, Tempo, Pitch, Dynamics, Structure.

Year 2 (SUM)

Tuned Percussion / Metre / Grid Notation & Improvisation
Identify 3- and 4-beat patterns, play melodic phrases and glissandi on tuned percussion, improvise over layered accompaniments, and perform using grid scores.
Listening Focus: 21st Century and Music from Around the World.
Key Elements: Pitch, Duration, Tempo, Timbre, Texture, Structure.

Year 2 (AUT)

Beat / Graphic Scores / Composition & Evaluation
Mark steady beats and identify tempo changes, explore expressively using voice and body percussion, read graphic scores, and evaluate own compositions.
Listening Focus: Renaissance, Baroque, and Classical Eras.
Key Elements: Pitch, Timbre, Duration, Tempo, Structure.

Year 1 (SPR)

Beat / Metre / Pitch / Soundscapes
Control tempo changes, introduce graphic notation for pitch, identify metre, and create soundscapes.
Listening Focus: Romantic and 20th Century Music.
Key Elements: Tempo, Pitch, Timbre, Dynamics, Metre.

Reception (SUM)

Texture / Timbre / Descriptive Sounds
Explore descriptive sounds, combine instrument timbres, and explore layers of sound (texture). Explore nature and how to care for our environment using Music Express units: 'Under the Sea' and 'Let's Go Green'.

Reception (AUT)

Beat / Tempo / Dynamics / Voice & Percussion
Sing together, chant rhymes, move to music, and create body percussion/instrumental sounds. Exploring music from other cultures using Music Express unit: 'Light a Candle.'

Nursery (SPR)

Pulse and Seasons:
Finding the pulse through action songs & singing together.
Exploring music from different seasons using Music Express units: 'When Snowflakes Fall' and 'New Beginnings'.

Year 13 (SUM)

Unit 6: Learning aim C: Carry out a solo performance.
Deliver a solo performance recital of three pieces to an audience.

Unit 2: Professional Practice in the Music Industry: opportunity to resit
Unit 3: Ensemble Music Performance: opportunity to resit

Year 13 (AUT)

Unit 6: Solo Music Performance:
Learning aim A: Explore the skills required for a solo performance. Create an article about techniques for the development of instrumental/vocal skills.
Learning aim B: Develop skills for a solo performance. Create a practice diary which evidences progression on an instrument/voice

Year 12 (SPR)

Unit 2: Professional Practice in the Music Industry: Learning aim A: evidence understanding of professional behaviours, as well as project planning & legal requirements. **Learning aim B:** evidence understanding of various roles in music industry organisations. Financial requirements: Learners will evidence understanding of producing a budget, business finances & how to present findings for defined audiences
Unit 3: Ensemble Music Performance: Learning aim A: Explore ensemble skills & techniques. **Learning aim B:** Response & planning: choosing pieces, sourcing & writing parts, trying out parts & arrangements/styles & agreeing on structure & version. **Learning aim C** take part in rehearsals (as part of an ensemble & individually) to learn their own parts. **Learning aim D:** Performance skills as part of an ensemble. Initial response: choosing pieces, sourcing & writing parts, trying out parts & arrangements/ styles & agreeing on structure and version

Year 11 (SUM)

Externally Assessed Coursework (40%): Component 3 continued (see content in Y11 Autumn & Spring information)

Year 11 (AUT)

Preparation for Component 3 - Responding to a Music Brief - Externally Assessed Coursework (40%), released in January.
Learners will be given the opportunity to develop and present music in response to a given music brief.
Assessment objectives: AO1 Understand how to respond to a music brief AO2 Select and apply musical skills in response to a music brief AO3 Present a final musical product in response to a music brief AO4 Comment on the creative process and outcome in response to a music brief

Year 10 (SPR)

Externally Moderated Coursework (30%)
Component 2 - Music Skills Development:
Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.
Learning outcomes A: Demonstrate professional and commercial skills for the music industry
Learning outcomes B: Apply development processes for music skills and techniques

Year 9 (SUM)

Band project 1: covers: Listening & analysis of pop hits. Performance task: students to form bands, working towards cover performances with a focus on enhancing staff notation reading skills & performance complexity, as well as expression & interpretive skills.
Band project 2: original songs: Performance task: students to form bands, working towards original song performances. Students to notate their ideas using tab/staff notation. Ideas can be recorded into Soundtrap.

Year 9 (AUT)

Pop timeline/ the 60s: Timelines created detailing the history of British pop music from 1960s to the present day, including key artists/songs, as well as changes in the music industry. Beatles study, including keyboard/vocals/ bass/ guitar performances (enhancing notation reading) of a Beatles hit.
70s pop/ word painting: listening & analysis of "Bohemian Rhapsody" by Queen, focussing on the inclusion of word painting. Composition task: songwriting including word painting on Soundtrap software.

Year 8 (SPR)

Inspirational Musical Figure projects: Written task: students complete individual written presentations about their chosen Inspirational Musical Figure, using key vocabulary / analysing songs by their chosen artist. Performance task: students perform a piece by their chosen artist/ a similar artist to theirs, as a soloist/ part of an ensemble.
World music: African drumming - Performance task: students perform African drumming pieces utilising common musical features. Composition task: use common African drumming structures and features.

Year 7 (SUM)

Folk music / Ensemble music performance: listening & analysing folk examples & delivering presentations, detailing facts about folk music.
Performance task: sing/play folk songs using keyboards/vocals/instrumentalists utilise their skills. Composition task: creating their own folk music pieces.
Ukulele: Performance task: students to deliver ensemble ukulele performances of various pieces in various different styles. Developing the ability to read tab and to play ukulele pieces with increasing complexity.

Year 7 (AUT)

Baseline assessment: aural skills/music aptitude test/performance & theory standard questionnaire
Elements of music: students enhance their knowledge & understanding of key musical terms (the elements of music) through listening & retrieval practice
Rap: listening & analysis of rap examples. Composition task: using Soundtrap: creating rap lyrics, focussing on rhythm (note values) & structure, using Soundtrap software to create backing tracks
Instrumental/vocal scheme: students engage in group vocal/instrumental performance sessions

Year 6 (SPR)

Ukulele TAB & Repeated Patterns / Global Ensemble / Class Awards
Read and play repeated chord patterns using TAB notation. Collaborate on ensemble performances addressing global challenges and compose pieces manipulating all musical elements for class awards.
Listening Focus: Romantic and 20th Century Music.
Key Elements: Pitch, Duration, Dynamics, Tempo, Timbre, Texture, Structure.

Year 5 (SUM)

Ukulele Ensemble / Film Scoring & Animation / Celebration
Refine ensemble ukulele performance using chords and strumming patterns. Appraise, compose, and perform music synchronized to film and animation, demonstrating consolidated singing and ensemble control. Listening Focus: 21st Century and Music from Around the World.Key Elements: Pitch, Duration, Dynamics, Tempo, Timbre, Texture, Structure.

Year 5 (AUT)

Ukulele Fundamentals / Solar System Soundscapes / Christmas Performance
Introduce ukulele holding, tuning, and basic playing technique. Compose with quirky rhythms and explore scores to create descriptive soundscapes inspired by the solar system. Prepare and perform a class song for the KS2 Christmas Concert.
Listening Focus: Renaissance, Baroque, and Classical Eras.
Key Elements: Structure, Timbre, Duration, Dynamics, Texture, Tempo.

Year 4 (SPR)

Pentatonic & Syncopation / Minimalism / Spanish Traditions
Expand recorder repertoire (using 5 notes and semibreves), improvise melodies over rhythmic ostinati, compose using pentatonic scales with syncopation, and explore Minimalist and Spanish musical styles. Listening Focus: Classical and Romantic.
Key Elements: Pitch, Duration, Texture, Structure, Dynamics, Timbre, Tempo.

Year 3 (SUM)

Recorder (5-Note B-A-G-E-C) / Form (Binary) / Echoes & Rounds
Consolidate 5-note recorder repertoire including semibreves, explore binary form structure, sing/rap melodies with accompaniments (including French songs), and perform rounds with improvised parts. Listening Focus: 21st Century and Music from Around the World.
Key Elements: Structure, Pitch, Duration, Timbre, Texture.

Year 3 (AUT)

Recorder (B, A, G) / Pentatonic Scale / Christmas Performance
Introduce recorder technique (holding, breath control), read staff notation (crotchets, quavers, minims in 4/4 time), play notes B, A, G, and classify instrumental timbres. Prepare and perform recorder playing and singing for the KS2 Christmas Concert.
Listening Focus: Baroque, and Classical Eras. Key Elements: Timbre, Pitch, Duration, Dynamics, Tempo, Structure, Texture.

Year 2 (SPR)

Beat vs Rhythm / Ostinato / Pitch Notation / Texture
Differentiate beat and rhythm, maintain an ostinato, draw and play pitch lines, and create atmospheric soundscapes.
Listening Focus: Romantic and 20th Century Music.
Key Elements: Pitch, Structure, Duration, Timbre, Texture.

Year 1 (SUM)

Rhythm / Structure / Performance
Perform chants/raps with vocal and instrumental sound effects, invent repeated rhythms, combine word rhythms, and improvise.
Listening Focus: 20th/21st Century and Music from Around the World.
Key Elements: Timbre, Structure, Tempo, Pitch.

Year 1 (AUT)

Pitch / Body Percussion / Beat / Dynamics / Tempo
Keep a steady beat, explore vocal/body sounds, and control instrument dynamics and tempo.
Listening Focus: Classical and Baroque Eras.
Key Elements: Pitch, Timbre, Duration, Dynamics, Tempo.

Reception (SPR)

Pitch / Structure / Sound Makers
Respond to high/low sounds using voices and bodies, and use sound makers to accompany songs.
Exploring the World through Music Express units: 'Busy City' and 'Our Growing World'.

Nursery (SUM)

Percussion and Imagination:
Exploring sound dynamic/timbre (e.g., loud/quiet, tapping/shaking) when playing untuned percussion.
Exploring imagination and creativity through Music Express units: 'A Sky Full of Colour' and 'Who Shall I Be Today?'

Nursery (AUT)

Movement and World Music:
Moving to a steady beat.
Singing nursery and rhyming songs.
Exploring music from other cultures using Music Express unit: 'An Indian Wedding'.