

# CoDA Curriculum

## MUSIC



CITY OF DERBY  
ACADEMY

*Improving the life chances of all students*

Students in Year 10 and 11 study the following specification(s):

OCR GCSE (9-11\_ Music J536/05

### The power of music

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. Music can bring our diverse community together through whole-school singing, ensemble playing, experimenting with the creative process, and performing. The joy of music making feeds the soul of our school community, enriching each student while strengthening the shared bonds of support and trust which build a good school.

### Why study music?

The CoDA Music department holds at its heart the belief that music plays an integral role in improving the life chances of all students.

The music curriculum will encourage independent learners who develop a passion for music. Students will grow into critical thinkers who have the confidence to take risks and reflect and adapt their own work.

- Develop a love and appreciation of music along with an awareness of different styles, genres and compositional techniques
- Develop an understanding of the elements of music and use this when writing about, and analysing, music
- Learn to play at least one instrument at KS3 and develop an understanding of notation
- Perform as a soloist and as an ensemble in a wide range of styles
- Compose music in a wide range of styles with an understanding of compositional technique, style and genres.
- Explore the emotive power of music and understand its role as a tool in in our well-being

**MUSIC Curriculum INTENT Y7-9 (based upon the Model Music Curriculum: Key Stage 3)**

The aim of Music Curriculum is to ensure an inclusive provision of music education, for all pupils at Key Stage 3. Students learn about music using 3 key principle – performing, analysing and composing. The genres in each unit are linked to the OCR GCSE Music curriculum of Concerto (Western Orchestral Music), Film music, Rhythms of the world, and pop music. Singing is important to the curriculum, with regular opportunities to perform vocally and participate in singing workshops. Students also learn to play 2 instruments, the keyboard and Ukulele. Students have the opportunity to take part in instrumental lessons outside of their music lessons, as well as extra-curricular music. The KS3 curriculum is designed to introduce and develop the foundations for any student to progress to KS4 music, regardless of their musical experience at KS2.

In each scheme of learning students will be encouraged to engage with the musical genre through practical musical making. Students will develop a knowledge of music notation which will allow them to develop skills as both a soloist and ensemble musician. Students will develop into reflective learners who are able to reflect on their performance, and the performances of others, and challenge themselves to refine their own performance. Those students who may already play instruments, or have instrumental lessons, will be encouraged to perform pieces using their own instrument with appropriate stretch and challenge for the individual.

Students of music will engage with a wide range of different musical genres and styles, exploring different compositional techniques and creating their own music that shows an understanding of style and technique. Students will reflect on their own work and refine it using self and peer assessment. Students are encouraged to engage with a wide range of different musical genres and styles, exploring and analysing music with an understanding of its history and context. Students will develop strong foundations in the musical elements which will help them analyse music. Students will also develop an understanding of the importance of music in culture by exploring a wide range of musical genres and music from around the world, understanding the role music plays in different religions and culture.

**MUSIC Curriculum INTENT Y10-11 (OCR GCSE Music)**

Our KS4 provision provides an accessible and creative musical education, integrating the three main components: performing, composing and analysing. Students deepen their musical knowledge within five areas of study previously introduced at KS3 with a focus on musical context, language, performance, and composition. The 5 areas of study are My music, Concerto through time (Western Orchestral Music), Film music, Rhythms of the world, and Conetions of pop.

From September 2025 we will be introducing a music tech qualification aimed at learners with little or no music experience.

# MUSIC YEAR 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Musical elements	Introduction to Keyboard and notation	Rhythms of the world – Indian Classical Music	Song writing	Instruments of the orchestra (Carnival of the animals)	Introduction to Ukulele
Success Criteria:	Success Criteria:	Success Criteria:	Success Criteria:	Success Criteria:	Success Criteria:
<p><b>Key focus - Analysing music:</b> Students can describe music using Dynamics, Tempo and Pitch</p> <p>Students can describe how an element is used and how it changes.</p> <p>Students can explain how changes in the musical elements impact mood when creating their own music.</p> <p><b>Performing:</b> Students take part in singing workshops linked to the musical elements.</p>	<p><b>Key focus - Performing:</b> Students can play melodies using 5 fingers on their left hand.</p> <p>Some Students can play with both hands or as a pair playing in time.</p> <p>Students can identify rhythm notes and pitch in Treble clef</p> <p><b>Analysing Music:</b> Students can use keywords when describing their own progress</p>	<p><b>Key focus - Analysing music:</b> Students can describe the meaning of key terms such as Raga, Tala, Drone, and Improvisation</p> <p>Students can correctly identify instruments and the role they play</p> <p><b>Performing:</b> Students create their own Raga scale and use this to improve a performance. Students create a tala rhythm and can use this in a performance.</p>	<p><b>Key focus - Composing:</b> Students learn to play an existing melody and can demonstrate they understand the relationship between beats and syllables by Writing their own lyrics.</p> <p>Students compose their own melody using notes C-G using the same rhythmic structure to fit with their lyrics.</p> <p><b>Analysing music:</b> Students can use keywords to describe the structure of a song</p>	<p><b>Key focus - Analysing music:</b> Students can name the 4 musical instrument families and identify the correct instruments when listening.</p> <p>Students can use musical elements keywords to describe the music they listen to.</p> <p>Students can identify changes in musical elements and suggest how this impacts the mood of music.</p>	<p><b>Key focus - Performing:</b> Students demonstrate the correct technique when performing including holding the instrument, fingers, and strumming.</p> <p>Students can play chords C, F and G.</p> <p>Students can perform as part of a class ensemble.</p> <p><b>Analysing music:</b> Students can write about the progress using the correct keywords.</p>

Career links:					
Different types of singers	Music teacher	Musicians in different genres	Song writer	Composers and conductors	Different types of Recording artists
SMSC Links:	<div>1. Enable students to develop their self-knowledge, self-esteem and self-confidence.</div> <div>2. encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</div> <div>3. further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.</div> <div>4. encourage respect for other people</div> <div>5. an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted, tolerated and should not be the cause of prejudicial or discriminatory behaviour. an understanding of the importance of identifying and combatting discrimination.</div>				

# MUSIC YEAR 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Keyboard Skills 2	The Blues	Song writing	Ukulele 2	Samba	Motifs
Success Criteria:	Success Criteria:	Success Criteria:	Success Criteria:	Success Criteria:	Success Criteria:
<p><b>Key focus - Performing:</b> Students recap skills from year 7 can play melodies with growing accuracy in their right hand</p> <p>Some students will begin to play an accompaniment in their left hand.</p> <p><b>Analysing music:</b> Students can read notes in treble clef and know basic rhythm notes.</p>	<p><b>Key focus - Analysing music:</b> Students can describe the context of the Blues and the links between the music and slavery</p> <p>Students can write about the blues using keywords.</p> <p><b>Performing:</b> Students can play the 12 bar blue chords in time with a backing track and some students may improvise using a blues scale.</p>	<p><b>Key focus - Composing:</b> Students create lyrics for a song that demonstrates their understanding of the verse chorus structure</p> <p>Students create a chord progression for their song and some students write a melody. Their chords and melody are reflective of the mood.</p> <p><b>Analysing Music:</b> Students can describe songs using keywords from a wide range of genres.</p>	<p><b>Key focus - Performing:</b> Students can perform songs of increasing difficulty in time with others.</p> <p>Students can perform in time with increasing accuracy as a class ensemble.</p> <p><b>Analysing music:</b> Students can use key words when describing their progress</p>	<p><b>Key focus - Analysing Music:</b> Students can describe samba using key words demonstrating its context and links to slavery.</p> <p><b>Performing:</b> Students perform samba rhythms as part of a class ensemble, demonstrating their ability to read rhythmic notation, and respond to changes in tempo, and dynamics.</p> <p>Students compose their own call and response/ solo sections with some students taking on the role as leader.</p>	<p><b>Key focus - Performing:</b> Students can play increasingly challenging motifs on the keyboard which have more complex key signatures and/or rhythms.</p> <p><b>Analysing Music:</b> Students are able to describe what a motif is and what its purpose is</p> <p><b>Composing music:</b> Students compose their own motif in the style of those they have studied. The motif demonstrates their understanding of the motifs purpose and different forms.</p>

Careers links:					
Types of recording artists	Jazz music careers	Lyricist and song writers	Production engineering	Event organisers and booking agents	Writing music for TV and adverts
SMSC Links:	6. Enable students to develop their self-knowledge, self-esteem and self-confidence.				
	7. encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.				
	8. further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.				
	9. encourage respect for other people				
	10. an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.				
	11. an understanding of the importance of identifying and combatting discrimination.				

# MUSIC YEAR 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Keyboard skills 3	Reggae	Film Music (Music Tech)	Britpop	Ukulele 3	My Music – Research skills
Success Criteria:	Success Criteria:	Success Criteria:	Success Criteria:	Success Criteria:	Success Criteria:
<p><b>Key focus - Performing:</b> Students recap keyboard skills from year 8 and can play 5 finger melodies in their right hand. Students recap rhythm notes and can identify notes in Treble clef.</p> <p>Students progress to play more complex melodies with their right hand and may add a left part with a partner or play 2 hands together with increasing confidence reading treble and bass clef</p> <p><b>Analysing Music:</b> Students can use key musical works to describe their own progress</p>	<p><b>Key focus- Analysing music:</b> Students work demonstrates an understand of the context of Reggae and they can link it to how the music sounds. They can accurately use keywords in their descriptions.</p> <p><b>Performing:</b> Students learn the chords for 3 Little birds on the keyboard or Ukulele. Students learn to play the walking bass and can demonstrate how it fits with the chords with a partner or with 2 hands.</p>	<p><b>Key focus: Composition</b> Students create a motif for a film using music technology.</p> <p>Students demonstrate their understanding of key composition techniques and can describe the effect their composition has on a viewer. Students develop their motif over time.</p> <p>Students develop their music to fit with a film clip showing an understanding of timing and action.</p>	<p><b>Key focus – Analysing music:</b> Students can describe what Britpop is and use keywords to demonstrate their understanding of context, linking it to culture, fashion, and other key themes.</p> <p><b>Performing:</b> Students learn to play Wonder wall on the keyboard, beginning with the melody and progressing to the chords. Students work together in pairs putting the melody and chords together or can play by themselves with 2 hands.</p>	<p><b>Key focus – performing:</b> Students learn to play the chords for Wonderwall on the Ukulele. They work towards a class performance with a growing understanding of timing, tempo, and ensemble.</p> <p>Students form bands and choose to play keyboard, ukulele, or sing the lyrics. Some students can play more complex chords in the performance and may take the role of the leader in their ensemble performance.</p>	<p>Those taking GCSE Music will begin learning music theory this half term alongside the AOS1 My Music area of study.</p> <p><b>Key focus - Research Project – building skills in oracy</b> Students research a chosen genre and create a PowerPoint presentation addressing key questions including musical examples. They present it to the class on their own or as a pair.</p> <p>Their research shows understanding of links between culture, musical influence, and development. They include some musical examples. They present their work to the class.</p> <p>Their work shows a good understanding of how a</p>

					<i>musician develops their style.</i>
<b>Career links:</b>					
<i>Music Critic and publishing</i>	<i>Concert promotion</i>	<i>Film and video game composer and orchestrator</i>	<i>Band Management</i>	<i>Music production</i>	<i>Researcher and copyright</i>
<b>SMSC Links:</b>	1. Enable students to develop their self-knowledge, self-esteem and self-confidence. 2. encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. 3. further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. 4. encourage respect for other people 5. an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. an understanding of the importance of identifying and combatting discrimination.				



# MUSIC YEAR 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rhythms of the world	Conventions of Pop	Concerto through time	Film Music	Revision	Composition to a set brief skills
Success Criteria	Success Criteria	Success Criteria	Success Criteria	Success Criteria	Success Criteria
<p><b>Key focus – analysing music:</b> <b>Rhythms of the world (Autumn 1 and 2)</b></p> <p><i>This Area of Study explores the traditional rhythmic roots from four geographical regions of the world:</i></p> <ul style="list-style-type: none"> <li>India and Punjab</li> <li>Eastern Mediterranean and Middle East</li> <li>Africa</li> <li>Central and South America.</li> </ul> <p><i>Students can write about the music they study, linking it to context and key musical words. They work considers the characteristic rhythms and features of the music from the geographical regions listed above.</i></p> <p><b>Composing:</b></p> <p><i>Students are introduced to different compositional</i></p>	<p><b>Key focus – analysing music:</b> <b>Conventions of Pop</b></p> <p><i>Students study a range of popular music from the 1950s to the present day, focussing on:</i></p> <ul style="list-style-type: none"> <li>Rock ‘n’ Roll of the 1950s and 1960s</li> <li>Rock Anthems of the 1970s and 1980s</li> <li>Pop Ballads of the 1970s, 1980s and 1990s</li> <li>Solo Artists from 1990 to the present day</li> </ul> <p><i>Students can demonstrate in their writing, an understanding of; vocal and instrumental techniques within popular music; how voices and instruments interact within popular music; the development of instruments in popular music over time; the development and impact of technology over time; the</i></p>	<p><b>Key focus – analysing music:</b> <b>Concerto Through Time</b></p> <p><i>Students study The Concerto and its development from 1650 to 1910 through 4 key styles:</i></p> <ul style="list-style-type: none"> <li>the Baroque Solo Concerto</li> <li>the Baroque Concerto Grosso</li> <li>the Classical Concerto</li> <li>the Romantic Concerto.</li> </ul> <p><i>Students writing shows a developed an understanding of:</i></p> <ul style="list-style-type: none"> <li>what a concerto is and the way it has developed through time</li> <li>the instruments that have been used for the solo part in the concerto and how they have developed through time</li> <li>the growth and development of the orchestra through time</li> </ul>	<p><b>Key focus – Analysing Music:</b> <b>Film Music</b></p> <p><i>Students study a range of music used for films including:</i></p> <ul style="list-style-type: none"> <li>music that has been composed specifically for a film</li> <li>music from the Western Classical tradition that has been used within a film</li> <li>music that has been composed as a soundtrack for a video game.</li> </ul> <p><i>Students can describe how composers create music to support, express, complement and enhance:</i></p> <ul style="list-style-type: none"> <li>a mood or emotion being conveyed on the screen</li> <li>a significant character(s) or place</li> <li>specific actions or dramatic effects.</li> </ul> <p><i>Learners should study and understand how composers use music dramatically and expressively through a</i></p>	<p><i>Students revise all 4 areas of student working towards the mock exam in Summer 2</i></p>	<p><b>Key focus – Composition</b></p> <p><i>Students develop creativity through composition and performance exercises linked to the areas of study.</i></p> <p><i>Students develop and extend composition ideas learning from good examples of rhythmic and melodic development.</i></p> <p><i>Students create a composition with a developed awareness of musical structure, including:</i></p> <ul style="list-style-type: none"> <li>Introduction.</li> <li>Rhythmic ideas and motifs.</li> <li>Melodic ideas and themes.</li> <li>Phrases and Sections.</li> </ul>

<p>techniques during this term and produce a composition that demonstrates the techniques from one area of the world they have studied.</p>	<p>variety and development of styles within popular music over time; the origins and cultural context of the named genres of popular music; the typical musical characteristics, conventions and features of the specified genres.</p> <p><b>Composing:</b></p> <p>Students demonstrate an understanding of how composers of popular music use and develop musical elements and compositional devices in the own composition. Techniques include:</p> <ul style="list-style-type: none"> <li>• instruments and timbre (acoustic and electric)</li> <li>• pitch and melody (including bass lines and riffs)</li> <li>• rhythm and metre</li> <li>• tempo</li> <li>• dynamics, expression and articulation</li> <li>• texture</li> <li>• structure and phrasing</li> <li>• harmony and tonality</li> <li>• dynamics, expression and articulation</li> <li>• ornamentation</li> <li>• repetition, ostinato and sequence</li> </ul>	<ul style="list-style-type: none"> <li>• the role of the soloist(s)</li> <li>• the relationship between the soloist(s) and the orchestral accompaniment</li> <li>• how the concerto has developed through time in terms of length, complexity and virtuosity</li> <li>• the characteristics of Baroque, Classical and Romantic music as reflected in The Concerto.</li> </ul> <p>Student work demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• the names and intentions of composers who wrote concertos in each period</li> <li>• the historical and social context of the concerto in each period</li> <li>• the need for a larger venue over time as the genre expanded and developed</li> <li>• the changing nature of commissioner and audience over time.</li> </ul> <p><b>Composing:</b></p> <p>Students demonstrate an understanding of how composers of concerto developed music in the own composition.</p>	<p>variety of musical elements and compositional devices, including:</p> <ul style="list-style-type: none"> <li>• instruments and timbre <ul style="list-style-type: none"> <li>• pitch and melody</li> <li>• rhythm and metre</li> <li>• tempo</li> </ul> </li> <li>• dynamics, expression and articulation <ul style="list-style-type: none"> <li>• texture</li> </ul> </li> <li>• structure and phrasing</li> <li>• harmony and tonality</li> <li>• repetition, ostinato, sequence and imitation <ul style="list-style-type: none"> <li>• ornamentation</li> <li>• motif, leitmotif.</li> </ul> </li> </ul> <p>Students can explain:</p> <ul style="list-style-type: none"> <li>• how music can develop and/or evolve during the course of a film or video game</li> <li>• the resources that are used to create and perform film and video soundtracks, including the use of technology</li> <li>• the names of composers of music for film and/or video games.</li> </ul> <p><b>Composing:</b></p> <p>Students develop their own composition in the style of the music studied in this unit. Demonstrating an understanding of:</p>	<ul style="list-style-type: none"> <li>• Modulation.</li> <li>• Development. <ul style="list-style-type: none"> <li>• Ending.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"><li>• <i>technology including amplification and recording techniques. Learners should have some knowledge of:</i></li><li>• <i>names of solo artists and groups who composed and/or performed in each genre</i></li><li>• <i>the changing nature of song structure</i></li><li>• <i>the historical and social context of the name</i></li></ul>	<p><i>Students demonstrate an understanding of musical elements and compositional devices in their concertos including:</i></p> <ul style="list-style-type: none"><li>• <i>instruments and timbre</i><ul style="list-style-type: none"><li>• <i>pitch and melody</i></li><li>• <i>rhythm and metre</i></li><li>• <i>tempo</i></li></ul></li><li>• <i>dynamics, expression and articulation</i><ul style="list-style-type: none"><li>• <i>texture</i></li></ul></li><li>• <i>structure, phrasing and cadences</i></li><li>• <i>harmony and tonality</i></li><li>• <i>repetition, sequence and imitation</i><ul style="list-style-type: none"><li>• <i>ornamentation.</i></li></ul></li></ul>	<ul style="list-style-type: none"><li>• <i>instruments and timbre</i></li><li>• <i>pitch and melody</i></li><li>• <i>rhythm and metre</i><ul style="list-style-type: none"><li>• <i>tempo</i></li></ul></li><li>• <i>dynamics, expression and articulation</i><ul style="list-style-type: none"><li>• <i>texture</i></li></ul></li><li>• <i>structure and phrasing</i></li><li>• <i>harmony and tonality</i><ul style="list-style-type: none"><li>• <i>repetition, ostinato, sequence and imitation</i></li><li>• <i>ornamentation</i></li><li>• <i>motif, leitmotif.</i></li></ul></li></ul>		
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# MUSIC YEAR 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
M R  S T E V E N S O N	<p><b>Key focus – AOS 1 Ensemble Performance</b></p> <p><i>Students this term prepare for their ensemble performance:</i></p> <ul style="list-style-type: none"> <li>• perform a variety of pieces that demonstrate their ensemble skills</li> <li>• perform one or more pieces of music under supervised conditions</li> <li>• demonstrate an understanding of performing with accuracy and fluency</li> <li>• demonstrate an understanding of performing with technical control</li> <li>• demonstrate an understanding of performing musically and with appropriate expression and interpretation</li> <li>• demonstrate an understanding of interacting with other musicians and/or parts.</li> <li>• understand and be able to perform confidently and stylishly with awareness of other performers in the ensemble.</li> </ul>			Revision	Exam
M R S  P O W E L L	<p><b>Key focus – composition:</b></p> <p><i>Composition to a set brief (Non-exam assessment)</i></p> <p><i>Develop their understanding of rhythm, melody, harmony, structure and compositional devices through a variety of individual composition exercises they have explored throughout the course</i></p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of how to compose appropriately to a defined brief</li> <li>• understand how to extend and manipulate musical ideas and devices in order to develop a composition</li> <li>• be able to combine and develop various musical elements successfully within the composition using an appropriate structure to create a coherent piece</li> <li>• compose a composition that shows an understanding of the style, audience and/or occasion dictated by the OCR set brief.</li> </ul>			Revision	Exam