

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 (final examination Summer 2026)

Beginning in September 2025: WJEC Eduqas GCSE (9-1) in MUSIC (601/8131/X)

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 GCSE themes to get our students the tools to take music into their future. Singing is important to the curriculum, with regular opportunities to perform vocally and participate in singing workshops. Students also learn to play 2 instruments, 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

The intent of the GCSE Music syllabus is to provide students with a broad and engaging musical education that develops their skills as performers, composers, and critical listeners. It aims to nurture creativity, confidence, and personal expression through practical music-making and analytical study of a wide range of styles, traditions, and contexts. By combining performing, composing, and appraising, the course encourages students to understand how music communicates meaning, reflect on its cultural and historical significance, and build a lasting appreciation of the art form while preparing them for further study or lifelong enjoyment of music.

MUSIC YEAR 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Musical elements	Introduction to Keyboard and notation	Song writing	Music history: past to present	Instruments of the orchestra (Carnival of the animals)	Introduction to Ukulele
This unit explores the musical elements and introduces them to analysis	An introduction to keyboard playing and notation	An introduction to basic song writing including how to write a melody and lyrics	This unit introduces students to the history of western classical music and instruments of the orchestra	An exploration of the Carnival of the Animals by Saint-Sans and	Introduction to playing the Ukulele
Students will learn...					
<i>Students can describe music using the musical elements</i> <i>Students can explain how changes in the musical elements impact mood when listening to music.</i> <i>Students take part in singing workshops demonstrating their understanding of the musical elements.</i>	<i>Students can find the notes on a keyboard</i> <i>Students apply knowledge of notation by learning to play melodies using 5 fingers in their right hand.</i> <i>Some students can play with both hands</i> <i>Students can identify rhythm notes and pitch in treble clef</i>	<i>Students learn to play and sing a song.</i> <i>Students demonstrate they understand the relationship between beats and syllables by writing their own lyrics to an existing melody.</i> <i>Students compose their own melody using notes C-G using the same rhythmic structure to fit with their lyrics.</i> <i>Students can use key musical language to describe a song and its structure</i>	<i>Students can Identify key musical periods and describe basic characteristic features linked to the musical elements.</i> <i>Students can explain how social, cultural, and technological changes influenced music across time and begin to make links between how historical music connects to today's genres.</i> <i>Students can perform short songs or motifs inspired by the different</i>	<i>Students can name the 4 musical instrument families and identify the correct instruments when listening.</i> <i>Students can use musical keywords to describe the music they listen to.</i> <i>Students can identify changes in musical elements and suggest how this impacts the mood of music.</i> <i>Students learn to play melodies from the Carnival of the Animals on the keyboard applying</i>	<i>Students demonstrate the correct technique when performing including holding the instrument, fingers, and strumming.</i> <i>Students can play chords C, F and G with increasing accuracy.</i> <i>Students can perform as part of a class ensemble demonstrating their ability to play in time with other.</i> <i>Students can use key musical language to</i>

			<i>historical styles and periods.</i>	<i>their existing keyboard skills.</i>	<i>write about their progress</i>
<i>Literacy links & Keywords</i>					
Dynamics Tempo Pitch Melody Harmony Timbre	Quaver Crotchet Minim Semibreve Beats Treble clef Pitch Tempo Pitch Melody	Lyrics Syllables Melody Chords Tempo Dynamics Pitch Structure	Composer Timeline Genre Period Features Technology Social Cultural	Strings Woodwind Brass Percussion Dynamics Tempo Pitch Melody Harmony Timbre	Ukulele Strings Chords Strumming Melody Beats Ensemble
<i>Careers:</i>					
Different types of singers	Music teacher	Song writer	Music Historian	Composers and conductors	Different types of Recording artists
<i>SMSC Links:</i>	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 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Blues	Keyboard Skills 2	History of Pop Music	Ukulele 2	Introduction World Music	Introduction to Music Tech
An introduction to The Blues, exploring its origins in African American history, its musical characteristics, and its lasting influence on modern genres.	Building on prior learning, students continue to work on their keyboard skills.	Building on prior learning about the Blues, students will explore how popular music evolved from the 1950s to the present day.	Building on prior learning, students continue to work on their Ukulele skills.	This unit introduces students to a variety of global musical traditions, including African drumming, Indian classical music, Latin American rhythms, and European folk music.	An introduction to the fundamentals of music technology and digital music production.
Success Criteria					
<i>Students can describe the context of the Blues and the links between the music and slavery</i> <i>Students can identify key features of blues music</i> <i>Students can play the 12 bar blue chords in time with a backing track and some</i>	<i>Students can play increasingly challenging songs on the keyboard which demonstrates their knowledge of Treble clef, Bass clef, and rhythm notes.</i> <i>Students assess their own keyboard skills in a skills audit and set themselves goals for the term.</i>	<i>Students can Identify and describe key musical features of different pop genres and compare how instrumentation, and technology change over time.</i> <i>Students can explain how pop music developed from the Blues and how song lyrics reflect cultural and social change.</i>	<i>Students can apply existing ukulele skills when learning to play songs of increasing difficulty</i> <i>Students can perform in time with others at different tempos</i> <i>Students can use musical language to perform in time with increasing</i>	<i>Students will be able to identify musical features from a variety of world cultures, describe instruments and rhythms, and explain how music reflects cultural and social contexts.</i> <i>Students will be able to perform traditional rhythms or melodies from different world music</i>	<i>Students can create, edit, and arrange music using sequencing software and digital audio workstations (DAWs.)</i>

<i>students may improvise using a blues scale</i>	<i>Students can apply and respond to key musical terminology when describing their progress</i>	<i>Students Perform a pop song confidently with attention to rhythm, melody, and ensemble skills. They can reflect on their performance and suggest ways to improve.</i>	<i>accuracy as a class ensemble.</i>	<i>styles, demonstrate ensemble skills, and adapt their performance based on feedback.</i> <i>Students will be able to compose or arrange a short piece inspired by world music, justify their musical choices, and evaluate their own and others’ performances for improvement.</i>	
Literacy links & Keywords					
The Blues Call and response Improvisation 12 bar blues Beats Melody Lyrics Work Songs Spirituals	Quaver Crotchet Minim Semibreve Beats Pitch Tempo Pitch Melody Tempo Beats Syllables	Song Writing Lyrics Chords Verse Chorus Structure	Ukulele Strings Chords Strumming Melody Beats	Samba Percussion Call and response Structure Ostinato Structure Polyrhythm Solo Call and response Leader Unison	Quaver Crotchet Minim Semibreve Beats Pitch Tempo Pitch Melody
Careers links:					
<i>Writing music for TV and adverts</i>	<i>Jazz music careers</i>	<i>Lyricist and song writers</i>	<i>Production engineering</i>	<i>Event organisers and booking agents</i>	<i>Types of recording artists</i>
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
Reggae	Keyboard Skills 3	Britpop	Intro to Film Music (Includes Music Tech)	Ukulele 3	My Music
An introduction the Reggae Music	This unit builds on prior learning to further improve keyboard skills in preparation for GCSE Music.	An introduction to Britpop	An introduction to Film music and the use of motifs	This unit builds on prior learning, to further improve ukulele skills in preparation for GCSE Music.	This unit allows students to explore their own musical tastes and serves as an introduction to GCSE Music.
Success Criteria:					
<i>Students explore the history and context of reggae and demonstrate this knowledge in their written work.</i> <i>Students can identify key features and artists of Reggae.</i> <i>Students apply existing keyboard skills to perform elements of 3 Little Birds.</i>	<i>Students demonstrate their knowledge of treble clef and rhythm notes by learning increasingly complex melodies</i> <i>Most students are able to demonstrate their ability to play with both hands</i>	<i>Students explore the history and context of Britpop and demonstrate this knowledge in their written work.</i> <i>Students can identify key features and artists of Britpop.</i> <i>Students apply existing vocal and keyboard skills and work towards a performance of Wonderwall.</i>	<i>Students explore different genres of film and describe the music using key musical vocabulary</i> <i>Students can identify different compositional techniques when listening to music and suggest their impact</i> <i>Students create and develop their own leitmotif using music technology.</i>	<i>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.</i> <i>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.</i>	<i>Students research a chosen genre and create a presentation addressing key questions showcasing their oracy skills in a class presentation of their work.</i> <i>Their research shows understanding of links between culture, musical influence, and development. They include some musical examples. They present their work to the class.</i> <i>Their work shows a good understanding of how a</i>

					<i>musician develops their style over time.</i>
<i>Literacy links and keywords:</i>					
Reggae Chords Tempo Time signature Off beat Lyrics Walking bass Lyrics Verse chorus structure	Quaver Crotchet Minim Semibreve Beats Treble clef Pitch Tempo Pitch Melody	<i>Britpop</i> <i>Melody</i> <i>Anthem</i> <i>Upbeat tempo</i> <i>Lyrics</i> <i>Dynamics</i> <i>Tempo</i> <i>Pitch</i> <i>Melody</i> <i>Harmony</i> <i>Timbre</i>	<i>Britpop</i> <i>Melody</i> <i>Anthem</i> <i>Upbeat tempo</i> <i>Lyrics</i> <i>Motif</i> <i>Atmosphere</i> <i>Dietetic sound</i> <i>Repetition</i>	<i>Ukulele</i> <i>Strings</i> <i>Chords</i> <i>Strumming</i> <i>Melody</i> <i>Beat</i> <i>Off beat</i>	<i>Dynamics</i> <i>Tempo</i> <i>Pitch</i> <i>Melody</i> <i>Harmony</i> <i>Timbre</i>
<i>Career links:</i>					
<i>Music Critic and publishing</i>	<i>Concert promotion</i>	<i>Band Management</i>	<i>Film and video game composer and orchestrator</i>	<i>Music production</i>	<i>Researcher and copyright</i>
<i>SMSC Links:</i>	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 – Year 1 of Eduqas GCSE Music

		Spring 1 & 2		Summer 1	Summer 2
AOS1: Musical forms and devices	AOS4: Popular Music	AOS2: Music for ensemble	AOS3: Music for film	Revision of AOS Performance	Composition
Success Criteria	Success Criteria	Success Criteria	Success Criteria	Success Criteria	Success Criteria
<i>Recognise and Describe Musical Form</i> • Binary (AB) • Ternary (ABA) • Rondo (ABACA) • Theme and Variations • Minuet and Trio / Scherzo and Trio • Sonata form <i>Understand and Identify Musical Devices</i> <i>Analyse Texture, Melody, and Harmony</i> <i>Apply the above knowledge to the set work (Badinerie J S Bach)</i>	<i>Recognise and Describe Features of Popular Music Styles:</i> • Rock and Roll (1950s–60s) • Pop Ballads (1970s–90s) • Solo Artists from 1990 onwards • Rock Anthems (1970s–80s) <i>Understand Musical Devices in Pop Music</i> <i>Analyse Structure, Melody, and Harmony</i> <i>Recognise Instrumentation and Technology</i>	<i>Recognise and Describe Types of Ensembles:</i> • Jazz and Blues ensembles • Musical Theatre ensembles • Chamber ensembles • Vocal groups <i>Understand and Describe Texture and Interaction</i> <i>Recognise and Explain Musical Devices in Ensemble Writing</i> <i>Understand Style and Genre Features</i> <i>Apply Knowledge to Listening and Analysis</i>	<i>Recognise and Describe Film Music Styles and Genres:</i> • Action / Adventure • Horror / Thriller • Science Fiction / Fantasy • Romance / Drama <i>Explain how style influences mood, tension, and narrative.</i> <i>Understand and Analyse Musical Devices in Film Music</i> • Leitmotifs • Motifs and ostinati • Dissonance and consonance	<i>Revision and exam technique for AOS1-4.</i> <i>Exploration of performance techniques looking at their own performances and performances by others (professional and peers):</i> Accuracy Technique and Tone Expression and Musicality Ensemble Skills (Group Performance) Solo Skills (Individual Performance)	<i>Working on their composition portfolio, students work on the following areas:</i> Accuracy and Technique Musical Ideas and Structure Harmony and Tonality Melody and Rhythm Texture and Instrumentation Expression and Musicality

<i>Use Key Musical Vocabulary Accurately</i>	<i>Apply Knowledge to the Set Work</i>	<i>Use Accurate Musical Vocabulary</i>	<i>Syncopation, augmentation, diminution</i>	<i>Reflection and Improvement Musical Vocabulary</i>	<i>Creativity and Originality</i>
<i>Perform and compose in a musical form</i>	<i>Use Accurate Musical Vocabulary</i>	<i>Perform and Compose in an Ensemble Context</i>	<i>Recognise how dynamics, tempo, rhythm, and articulation create drama.</i>		<i>Reflection and Improvement</i>
	<i>Perform and Compose in a Popular Style</i>		<i>Understand Texture and Orchestration (monophonic, homophonic, polyphonic, melody with accompaniment) and explain how orchestration and instrumentation</i>		<i>Musical Vocabulary</i>
			<i>Recognise Harmony, Melody, and Tonality in Film Music</i>		
			<i>Apply Knowledge to Set Works and Listening “The Imperial March” from Star Wars, “The Raider’s March” from Indiana Jones):</i>		
			<i>Use Accurate Musical Vocabulary</i>		
			<i>Compose and Perform Film Music</i>		

MUSIC YEAR 11 – final year of OCR GCSE Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
M R S T E V E N S O N	Key focus – AOS 1 Ensemble Performance <i>Students this term prepare for their ensemble performance:</i> • perform a variety of pieces that demonstrate their ensemble skills • perform one or more pieces of music under supervised conditions • demonstrate an understanding of performing with accuracy and fluency • demonstrate an understanding of performing with technical control • demonstrate an understanding of performing musically and with appropriate expression and interpretation • demonstrate an understanding of interacting with other musicians and/or parts. • understand and be able to perform confidently and stylishly with awareness of other performers in the ensemble.			Revision	Exam
M R	Key focus – composition: <i>Composition to a set brief (Non-exam assessment)</i> <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> • demonstrate an understanding of how to compose appropriately to a defined brief • understand how to extend and manipulate musical ideas and devices in order to develop a composition			Revision	Exam

S P O W E L L	• <i>be able to combine and develop various musical elements successfully within the composition using an appropriate structure to create a coherent piece</i> • <i>compose a composition that shows an understanding of the style, audience and/or occasion dictated by the OCR set brief.</i>		
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