

CoDA Curriculum

MUSIC



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 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	Instruments of the orchestra (Carnival of the animals)	Introduction to Ukulele	Matilda the Musical
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	An exploration of the Carnival of the Animals by Saint-Sans and	Introduction to playing the Ukulele	Musicals
Students will learn...					
<p><i>Students can describe music using the musical elements</i></p> <p><i>Students can explain how changes in the musical elements impact mood when listening to music.</i></p> <p><i>Students take part in singing workshops demonstrating their understanding of the musical elements.</i></p>	<p><i>Students can find the notes on a keyboard</i></p> <p><i>Students apply knowledge of notation by learning to play melodies using 5 fingers in their right hand.</i></p> <p><i>Some students can play with both hands</i></p> <p><i>Students can identify rhythm notes and pitch in treble clef</i></p>	<p><i>Students learn to play and sing a song.</i></p> <p><i>Students demonstrate they understand the relationship between beats and syllables by writing their own lyrics to an existing melody.</i></p> <p><i>Students compose their own melody using notes C-G using the same rhythmic structure to fit with their lyrics.</i></p> <p><i>Students can use key musical language to describe a song and its structure</i></p>	<p><i>Students can name the 4 musical instrument families and identify the correct instruments when listening.</i></p> <p><i>Students can use musical keywords to describe the music and can identify changes in musical elements suggesting how this impacts the mood of music.</i></p> <p><i>Students learn to play melodies from the Carnival of the Animals on the keyboard applying their existing keyboard skills.</i></p>	<p><i>Students can play chords C, F and G with increasing accuracy.</i></p> <p><i>Students demonstrate the correct technique when performing including holding the instrument, fingers, and strumming.</i></p> <p><i>Students can perform as part of a class ensemble demonstrating their ability to play in time with other.</i></p>	<p><i>Students can identify the key features of a musical</i></p> <p><i>Students analyse how music represents different characters</i></p> <p><i>Students can identify the musical elements and explain how they are used.</i></p>

Literacy links & Keywords					
Dynamics Tempo Pitch Melody Harmony Timbre	Quaver Crotchet Minim Semibreve Sharps Flats Beats Treble clef	Lyrics Syllables Structure Verse Rhyme	Strings Woodwind Brass Percussion Conductor	Ukulele Strings Chords Strumming Ensemble Transition Technique Performance Tab	Acting Singing Dance Plot Characters Score Dialogue Chorus Set Stage Performance
Careers:					
Different types of singers	Music teacher	Song writer	Conductor	Different types of Recording artists	Musical theatre Director
SMSC Links:	<ol style="list-style-type: none"> 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	Musicals: Hairspray	Performance: Pop Music
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.	Building on prior learning of Blues Music, students explore the Civil Rights Movement and how music can be a powerful tool when teaching history.	Building on their knowledge of Pop Music and performance skills, students learn songs from different genres.
Success Criteria					
<p><i>Students can describe the context of the Blues and the links between the music and slavery</i></p> <p><i>Students can identify key features of blues music</i></p> <p><i>Students can play the 12 bar blue chords in time with a backing track and some students may improvise using a blues scale</i></p>	<p><i>Students can play increasingly challenging songs on the keyboard which demonstrates their knowledge of Treble clef, Bass clef, and rhythm notes.</i></p> <p><i>Students assess their own keyboard skills in a skills audit and set themselves goals for the term.</i></p> <p><i>Students can apply and respond to key musical terminology when describing their progress</i></p>	<p><i>Students can Identify and describe key musical features of different pop genres and compare how instrumentation, and technology change over time.</i></p> <p><i>Students can explain how pop music developed from the Blues including how instruments have evolved.</i></p> <p><i>Students analyse how song lyrics reflect cultural and social change.</i></p>	<p><i>Students can apply existing ukulele skills when learning to play songs of increasing difficulty</i></p> <p><i>Students can perform in time with others at different tempos</i></p> <p><i>Students can use musical language to perform in time with increasing accuracy as a class ensemble.</i></p>	<p><i>Students can describe the links between slavery and the civil rights movement in America</i></p> <p><i>Students can identify key features of a musical when listening to examples</i></p> <p><i>Students can explain how story telling is a powerful way of educating people about the past</i></p>	<p><i>Students can apply existing Keyboard skills when learning to play songs from Pop Artists of increasing difficulty</i></p> <p><i>Students can perform as a soloist or as an small ensemble showing growing awareness of keeping in time with others</i></p> <p><i>Students can use musical language to evaluate their own progress and suggest changes to improve their own performance</i></p>

Literacy links & Keywords					
<p>The Blues Call and response Improvisation 12 bar blues Work Songs Spirituals</p>	<p>Quaver Crotchet Minim Semibreve Dotted Treble clef Bass clef Slurs Ties Articulation</p>	<p>Structure Verse Chorus Intro Bridge Decade Rock n Roll Guitar Drum kit Bass guitar Vocals Backing vocals Riff Major Minor</p>	<p>Ukulele Strings Chords Strumming Melody Beats Transition Tuning Technique Performance Accompaniment</p>	<p>Discrimination Segregation Musicals Ensemble Chorus Solo Duet Lyrics Choreography</p>	<p>On the beat Melody Bass line Ensemble Soloist Treble clef Bass clef</p>
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>Music Critic</i>	<i>Types of recording artists</i>
SMSC Links:	<p>6. Enable students to develop their self-knowledge, self-esteem and self-confidence.</p> <p>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.</p> <p>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.</p> <p>9. encourage respect for other people</p> <p>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.</p> <p>11. an understanding of the importance of identifying and combatting discrimination.</p>				

MUSIC YEAR 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reggae	Keyboard Skills 3	Britpop	Film Music	Ukulele 3	My Music Project
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:					
<p><i>Students explore the history and context of reggae and demonstrate this knowledge in their written work.</i></p> <p><i>Students can identify key features and artists of Reggae.</i></p> <p><i>Students apply existing keyboard skills to perform elements of 3 Little Birds.</i></p>	<p><i>Students demonstrate their knowledge of treble clef and rhythm notes by learning increasingly complex melodies</i></p> <p><i>Most students are able to demonstrate their ability to play with both hands</i></p>	<p><i>Students explore the history and context of Britpop and demonstrate this knowledge in their written work.</i></p> <p><i>Students can identify key features and artists of Britpop.</i></p> <p><i>Students apply existing vocal and keyboard skills and work towards a performance of Wonderwall.</i></p>	<p><i>Students explore different genres of film and describe the music using key musical vocabulary</i></p> <p><i>Students can identify different compositional techniques when listening to music and suggest their impact</i></p> <p><i>Students create and develop their own leitmotif using music technology.</i></p>	<p><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></p> <p><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></p>	<p><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></p> <p><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></p> <p><i>Their work shows a good understanding of how a musician develops their style over time.</i></p>

Literacy links and keywords:					
<p>Reggae Chords Off beat Syncopation Walking bass Verse chorus structure Culture Identity Rastafarian</p>	<p>Quaver Crotchet Minim Semibreve Beats Treble clef Pitch Tempo Pitch Melody</p>	<p><i>Britpop</i> <i>Anthem</i> <i>Upbeat tempo</i> <i>Hook</i> <i>Social class</i> <i>Genre</i> <i>Influence</i> <i>Fashion</i> <i>Nostalgia</i></p>	<p><i>Leitmotif</i> <i>Atmosphere</i> <i>Dietetic sound</i> <i>Non-Diegetic sound</i> <i>Director</i> <i>Composer</i> <i>Midi Mock-up</i> <i>Repetition</i></p>	<p><i>Ukulele</i> <i>Strings</i> <i>Chords</i> <i>Strumming</i> <i>Melody</i> <i>Beat</i> <i>Off beat</i></p>	<p><i>Research</i> <i>Presentation</i> <i>Script</i> <i>Embedded</i> <i>Artist</i> <i>Genre</i></p>
Career links:					
<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>
SMSC Links:	<ol style="list-style-type: none"> 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 – OCR GCSE Music

Autumn 1 & 2		Spring 1 & 2		Summer 1	Summer 2
AOS: Concerto Through Time	AOS: Conventions of Pop	AOS: Rhythms of the world	AOS: Music for film	Revision of AOS Performance	Composition
Success Criteria	Success Criteria	Success Criteria	Success Criteria	Success Criteria	Success Criteria
<p>Key Periods</p> <ul style="list-style-type: none"> Baroque Concerto Classical Concerto Romantic Concerto <p>Types of Concerto</p> <ul style="list-style-type: none"> Baroque: Concerto Grosso, Solo Concerto Classical & Romantic: Solo Concerto 	<p>Students should be able to:</p> <p>1. Know the genres and artists</p> <ul style="list-style-type: none"> Understand music from four key strands: <ul style="list-style-type: none"> Rock 'n' Roll of the 1950s and 1960s Rock Anthems of the 1970s and 1980s Pop Ballads of the 1970s, 1980s and 1990s Solo Artists from 1990 to the present day <ul style="list-style-type: none"> Recognise important artists in each strand (e.g. Elvis Presley, Queen, Beyonce, etc.). <p>2. Identify typical musical features</p> <p>Students can recognise and describe features such as:</p> <ul style="list-style-type: none"> Instruments and timbre used in pop music (electric guitar, bass, synths, vocals, drum kit, etc.) 	<p>Key Regions Studied</p> <ul style="list-style-type: none"> India and Punjab (including Bhangra and Classical traditions) Eastern Mediterranean / Middle East Africa Central and South America <p>Students should understand and recognise...</p> <p>Musical Features</p> <ul style="list-style-type: none"> Rhythm & Metre <ul style="list-style-type: none"> Complex rhythms, cross-rhythms, syncopation, tala, cyclic patterns Texture <ul style="list-style-type: none"> Layering, call and response, 	<p>Types of Film Music</p> <ul style="list-style-type: none"> Underscore (background music) Themes and leitmotifs Diegetic music (heard by characters) Non-diegetic music (heard only by the audience) Ambient / sound effects integration <p>Students should understand and recognise...</p> <p>Musical Purposes</p> <p>Students should understand how music is used to:</p> <ul style="list-style-type: none"> Create mood and atmosphere Show character and emotion Build tension and drama Represent place, time and situation Support action and movement 	<p>Revision and exam technique for the Areas of Study.</p> <p>Exploration of performance techniques looking at their own performances and performances by others (professional and peers):</p> <p>Accuracy Technique and Tone Expression and Musicality Ensemble Skills (Group Performance) Solo Skills (Individual Performance) Reflection and Improvement Musical Vocabulary</p>	<p>Working on their composition portfolio, students work on the following areas:</p> <p>Accuracy and Technique</p> <p>Musical Ideas and Structure</p> <p>Harmony and Tonality</p> <p>Melody and Rhythm</p> <p>Texture and Instrumentation</p> <p>Expression and Musicality</p> <p>Creativity and Originality</p> <p>Reflection and Improvement</p> <p>Musical Vocabulary</p>
<p>Students should understand and recognise...</p> <p>Musical Features</p> <ul style="list-style-type: none"> Instrumentation: soloist vs orchestra, concertino & ripieno, continuo Texture: polyphonic, homophonic, contrasts between soloist and orchestra Structure: ritornello, sonata form influences, cadenzas Melody: ornamentation, sequences, lyrical Romantic melodies 					

<ul style="list-style-type: none"> • Harmony & Tonality: functional harmony, modulation, cadences • Rhythm & Metre: driving Baroque rhythms, Classical regularity, Romantic flexibility • Dynamics & Expression: increasing contrast over time 	<ul style="list-style-type: none"> • Pitch and melody, including riffs and memorable hooks • Rhythm and metre (strong beat, backbeat, groove) • Tempo, dynamics, texture and structure (verse–chorus form) • Harmony and tonality, ornamentation, repetition, ostinato 	<p>ostinato patterns</p> <ul style="list-style-type: none"> • Instrumentation & Timbre <ul style="list-style-type: none"> ◦ Dhol, tabla, surdo, agogo, steel pans, ud, kora, taiko drums, etc. • Melody & Pitch <ul style="list-style-type: none"> ◦ Use of modes, ragas, limited 	<ul style="list-style-type: none"> • Help storytelling <p>Key Musical Features Students should recognise and describe:</p> <ul style="list-style-type: none"> • Instrumentation & timbre <ul style="list-style-type: none"> ◦ Full orchestra, synths, hybrid scores, special effects • Melody 		
<p>Students should be able to...</p> <ul style="list-style-type: none"> • Identify the period of a concerto by listening • Describe how musical elements are used • Explain how concertos changed over time • Use accurate musical vocabulary • Recognise the changing role of the soloist • Understand context (audience, venue, style development) 	<p>and sequence</p> <ul style="list-style-type: none"> • These features help define the sound of pop music across decades. <p>3. Understand context and development</p> <ul style="list-style-type: none"> • Know how pop music has changed over time and how technology (amplification, recording, synthesizers) has influenced it. • Understand the cultural and social origins of different styles within pop music, and how the pop industry has grown. <p>4. Explain how composers/artists use musical elements</p> <p>Students should be able to use musical vocabulary to explain how specific musical elements are used in conventions of pop—for</p>	<p>pitch range in some traditions</p> <ul style="list-style-type: none"> • Tempo & Dynamics <ul style="list-style-type: none"> ◦ Often driven by rhythmic energy • Structure <ul style="list-style-type: none"> ◦ Repetition, cycles, build-up layers • Cultural Context <ul style="list-style-type: none"> ◦ Purpose of music (dance, celebration, storytelling, ceremony) 	<ul style="list-style-type: none"> ◦ Themes, leitmotifs, memorable hooks, character themes • Harmony & Tonality <ul style="list-style-type: none"> ◦ Dissonance, minor keys, pedal notes, chromaticism • Rhythm & Metre <ul style="list-style-type: none"> ◦ Ostinatos, driving rhythms, rhythmic motifs • Texture <ul style="list-style-type: none"> ◦ Thick orchestral 		
		<p>Students should be able to...</p> <ul style="list-style-type: none"> • Identify the region of an extract by listening • Recognise traditional instruments • Describe characteristic rhythmic features • Explain how musical elements are used 	<p>textures vs thin suspense textures</p> <ul style="list-style-type: none"> • Tempo & Dynamics <ul style="list-style-type: none"> ◦ Changes to match action and emotion • Technology <ul style="list-style-type: none"> ◦ Sampling, electronic 		

	<p><i>example, how a guitar riff or vocal hook contributes to the style of a rock anthem or a pop ballad.</i></p>	<ul style="list-style-type: none"> • Understand cultural significance of the music • Use accurate musical vocabulary confidently 	<p><i>effects, sound design elements</i></p> <p>Students should be able to...</p> <ul style="list-style-type: none"> • Identify film music techniques by listening • Explain how music enhances the scene • Describe how musical elements create meaning • Recognise use of leitmotif and recurring themes • Use accurate musical vocabulary • Understand context (composer intention, style influences) 		
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MUSIC YEAR 11 – 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	<p>Key focus – AOS 1 Ensemble Performance</p> <p><i>Students this term prepare for their ensemble performance:</i></p> <ul style="list-style-type: none"> • 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 S P O W E L L	<p>Key focus – composition: <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"> • 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 • be able to combine and develop various musical elements successfully within the composition using an appropriate structure to create a coherent piece • compose a composition that shows an understanding of the style, audience and/or occasion dictated by the OCR set brief. 			Revision	Exam