Music Curriculum Overview - Autumn 2026

[Link to Curriculum Overview KS 3]

[Link to Curriculum Overview KS 4]

Year 7	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Rhythm and Pulse ***Link to SOW***	*Basic introduction to basic score reading (Largo)* ***Link to SOW***
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
This introductory lesson and unit teaches students to recognise fundamental beats and rhythms found in everyday music. Through active learning, students will develop their skills as they listen, compose, and perform an original rhythmic piece for an audience using a diverse range of patterns.	In this unit, students will explore the life and career of a music practitioner while learning to perform *Largo*. Additionally, all students will have the opportunity to develop essential sight-reading skills and deepen their understanding of pitch and melody in everyday music.
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• *Understanding rhythm* • *Understanding the difference between an ostinato and polyrhythm* • *Duration of notes used in compositions*	• *Recognise the duration of notes used in music* • *To recognise melody and basic chords* • *To be able to use some basic sight reading skills*
Is this topic on the National Curriculum? **Yes** **Will all staff be teaching this unit?** **Yes**	**Is this topic on the National Curriculum?** **Yes** **Will all staff be teaching this unit?** **Yes**

Year 8	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
In this unit, students will explore the life and lasting influence of Ludwig van Beethoven while learning to perform *Ode to Joy* for an audience. Throughout this unit, students will develop a range of essential musical techniques, including pitch control and an understanding of note duration. ***Link to SOW***	In this unit, students will explore the art of film music through the iconic score of *Jurassic Park*, linking their analysis to the life and works of contemporary composer John Williams. Additionally, students will develop their music theory skills by defining new key signatures, specifically examining the F Major scale and the role of the B-flat (B ♭) accidental. ***Link to SOW***
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
Students will explore the life and career of a music practitioner by analysing a selected piece focused on melody and chord structures. Additionally, they will review fundamental theory skills, including time signatures and key dynamic terms such as *piano* and *forte*.	Students will explore the application of dotted notes and musical rests, building upon the foundational sight-reading skills they acquired in Year 7. This unit aims to deepen their rhythmic literacy and expand their overall confidence in reading notation.
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• *Recap on sight reading* • *Recap on note duration* • *Understanding the life and influence of a classical composer and how his music influences music today*	• *Duration of dotted notes* • *Key signature (F Major scale)* • *Technical chords used such as Bb major*
Is this topic on the National Curriculum?	**Is this topic on the National Curriculum?**

Yes **Will all staff be teaching this unit?** Yes	Yes **Will all staff be teaching this unit?** Yes

Year 9	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
In this unit, students will explore Pachelbel's Canon through both melodic and harmonic performance. They will develop their technique by navigating the piece's iconic eight-measure chord progression and executing diverse playing styles, ranging from solo melody playing to structured, arpeggiated accompaniment patterns. Additionally, students will analyse how timbre, instrumentation, and stylistic choices can transform a classical masterpiece across different musical genres.	In this unit, students will compose an original soundtrack for the iconic T-Rex scene from *Jurassic Park*. To prepare, students will analyse film scores across diverse genres, examining how composers manipulate the elements of music to shape narrative and emotion. Specifically, they will study how timbre (instrumentation) and pitch (dissonance and register) build suspense, how shifting dynamics and tempo drive tension, and how musical texture can be layered to match on-screen action. Students will then apply these techniques to construct their own synchronised compositions.
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
This project prepares students for Year 10 Music (Component 1). It teaches them how to take a piece of music and change its style (for example, turning a classical song into a hip-hop track). This is a key skill they will need if they choose to study music next year.	This project prepares students for Year 10 Music (Component 1). It helps them understand how film music works by looking at how instruments, pitch, and melody change the mood of a scene. This is an essential skill they will need if they choose to study music next year.
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**

• *Adapting chords* • *Performance skills* • *Manipulation of a classical piece into a contemporary piece of music* ***Link to SOW***	• Change of inst. [illegible] • Understanding pitch • Foley • Diegetic sounds • Non diegetic • Theme music ***Link to SOW***
Is this topic on the National Curriculum? **Yes** **Will all staff be teaching this unit?** **Yes**	**Is this topic on the National Curriculum?** **Yes** **Will all staff be teaching this unit?** **Yes**

Year 10	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Component 1 - Exploring music products and styles	*Component 1 - Exploring music products and styles*
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
This is to prepare them for their coursework which they will need to complete by Christmas	*This is to prepare them for their coursework which they will need to complete by Christmas*
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• *Researching 4 musical styles in terms of compositional and sonic features* • *Areas of development links to* • *Melody* • *Harmony* • *Tonality* • *Rhythm* • *Structure* • *Instruments*	• *Researching 4 musical styles in terms of compositional and sonic features* • *Areas of development links to* • *Melody* • *Harmony* • *Tonality* • *Rhythm* • *Structure* • *Instruments*

• *Texture* • *Production techniques*	• *Texture* • *Production techniques*
Is this topic on the National Curriculum? **Yes** **Will all staff be teaching this unit?** **Yes**	**Is this topic on the National Curriculum?** **Yes** **Will all staff be teaching this unit?** **Yes**

Year 11	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Component 3 (Skills) Responding to a brief	*Component 3 (Skills) Responding to a brief*
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
This is to prepare them for their exam which the students will be taking in January	/*This is to prepare them for their exam which the students will be taking in January*
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• *Understanding how to respond to a music brief* • *Select and apply musical skills in response to a music brief* • *Present a final product in response to a music brief* • *Comment on the creatine process and outcome in response to a music brief* ***Link to Curriculum Overview***	• *Understanding how to respond to a music brief* • *Select and apply musical skills in response to a music brief* • *Present a final product in response to a music brief* • *Comment on the creatine process and outcome in response to a music brief* ***Link to Curriculum Overview***
Is this topic on the National Curriculum? **Yes** **Will all staff be teaching this unit?** **Yes**	**Is this topic on the National Curriculum?** **Yes** **Will all staff be teaching this unit?** **Yes**