Music Curriculum Overview - Spring 2027

Link to Curriculum Overview KS 3
Link to Curriculum Overview KS 4

Year 7	
What are you teaching? Spring 1	**What are you teaching? Spring 2**
Introduction to Musical Theatre (Lion King) ***Link to SOW***	*Introduction to African Music (Jambo)* ***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 learn to identify musical notation and different note lengths. They will recognise how note duration is used in the music they hear every day, and build confidence in recognising and playing chord structures within a piece of music.	Students will explore how African music uses rhythm and trace its influence on modern contemporary music. They will learn to identify key musical characteristics, such as the call-and-response pattern, and recognise traditional instruments like the djembe drum.
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?**
Build confidence in reading notation *Recognise pitch in music* *Understand how music is used in films and musicals*	*Build confidence in singing collaboratively* *Recognise pitch in music* *Understanding world music (African Music)*
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? Spring 1	**What are you teaching? Spring 2**
Pirates of the Caribbean (Film Music) ***Link to SOW***	**Greensleeves and music from Renaissance period** ***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 study and perform the theme from *Pirates of the Caribbean* to develop their practical skills. They will focus on navigating a 3/4 time signature and playing a sequence of chord inversions. Through this, students will build performance confidence, focusing on accurate timing and note durations.	Students will transition from playing in 4/4 time to performing in a 3/4 time signature, learning how to read and count three beats in a bar. They will recognise how this 3-beat feel is used in everyday music. Additionally, they will analyse musical texture by playing chord structures using both the left and right hands.
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?**
• *To play a music piece in ¾ time signature* • *To understand the term Anacrusis and how this is used* • *To recognise how dotted notes are used*	• *To be able to play music in 3 beats in a bar* • *Have a wider understanding how music was developed in the Renaissance period* • *To use a range of chords inline with their piece of music*
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 9	
What are you teaching? Spring 1	**What are you teaching? Spring 2**
Introduction to Hip Hop Music	**Rock and Roll (Blues)**

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 hip-hop as part of their study of popular music. They will learn to identify the key musical elements and instruments characteristic of the genre, and analyse how hip-hop lyrics relate to real-life experiences. Additionally, they will study song structure, building essential skills they will need for Year 10.	Students will identify musical notation and note lengths, recognising how note duration is used in everyday music. They will analyse and play chord structures using both hands to understand the 12-bar blues progression. Additionally, they will focus on timing and coordination, ensuring that both the melody and chords are played in the correct rhythmic sequence.
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?**
• *Be able to understand the compositional features used in Hip Hop* • *Be able to identify the sonic features used in Hip Hop* • *Develop skills in chord inversions* ***Link to SOW***	• Recognise the 12 bar Blues • Showing awareness of the history of the Blues • To be able to play a Blues Bassline using Bb and Eb ***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? Spring 1	**What are you teaching? Spring 2**
Component 2 -	*Component 2 -*
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**

Coursework	Coursework
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?**
• *Demonstrate professional and commercial skills for the music industry* • *Apply development processes for music skills and techniques* • *Develop Professional skills for the music industry*	• *Demonstrate professional and commercial skills for the music industry* • *Apply development processes for music skills and techniques* • *Develop Professional skills for the music industry*
Is this topic on the National Curriculum? **No** **Will all staff be teaching this unit?** **Yes**	**Is this topic on the National Curriculum?** **No** **Will all staff be teaching this unit?** **Yes**

Year 11	
What are you teaching? Spring 1	**What are you teaching? Spring 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?**
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*	• *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***	• *Comment on the creatine process and outcome in response to a music brief* ***Link to Curriculum Overview***
Is this topic on the National Curriculum? **No** **Will all staff be teaching this unit?** **Yes**	**Is this topic on the National Curriculum?** **No** **Will all staff be teaching this unit?** **Yes**