

KS4 Curriculum Plan 2025-26

		LP1	LP2	LP3	LP4	LP5
TOPIC		RIFFS, LOOPS & OSTINATI	TEXTURE:	SEQUENCES:	HARMONY	Free COMPOSITION
Year 10	Knowledge	Linking the four key areas of study through these melodic devices. Riffs in Rock 1 and 2, Riffs in Caribbean Music, Ostinati in Minimalism and Ostinati and Variation in Classical. Pupils will analyse, perform and compose developing their understanding of 'Riffs, Loops and Ostinati'.	Linking the four key areas of study through a variety of textures. Homophonic Texture in the Baroque, Accompanied Melody in Folk, Accompanied Melody in Pop, Contrapuntal texture in Rock, Contrapuntal texture in 20th Century Orchestral. Pupils will analyse, perform and compose developing their understanding of 'Texture'.	Linking the four key areas of study through this melodic device. Vocal Sequence in Pop 1, Sequence in Musicals, Sequence in Sonata, Sequence in Cuban Music, Sequence in Piano Music. Pupils will analyse, perform and compose developing their understanding of 'Sequences'.	Linking the four key areas of study through harmony. Use of dominant harmony in Blues, Suspended chords in pop, Extended harmony in Jazz, Typical 4 part harmony in the classical period. Pupils will analyse, perform and compose developing their understanding of 'Harmony'.	Embedding all approaches to composing applied to their free composition. Pupils should be able to demonstrate their knowledge of composition through their own NEA work.
	Skills	Recognising key devices used in music aurally and within sheet music. Drawing out key features from a piece of music covering each area of study applying key terminology. Being able to perform key piece of music that exploit compositional devices. Compositional skills applied in the style of the pieces studied. Performing to an audience. Note reading skills.	Recognising key devices used in music aurally and within sheet music. Drawing out key features from a piece of music covering each area of study applying key terminology. Being able to perform key piece of music that exploit compositional devices. Compositional skills applied in the style of the pieces studied. Performing to an audience.	Recognising key devices used in music aurally and within sheet music. Drawing out key features from a piece of music covering each area of study applying key terminology. Being able to perform key piece of music that exploit compositional devices. Compositional skills applied in the style of the pieces studied. Performing to an audience. Note reading skills.	Recognising key devices used in music aurally and within sheet music. Drawing out key features from a piece of music covering each area of study applying key terminology. Being able to perform key piece of music that exploit compositional devices. Compositional skills applied in the style of the pieces studied. Performing to an audience. Note reading skills.	Recognising key devices used in music aurally and within sheet music. Drawing out key features from a piece of music covering each area of study applying key terminology. Being able to perform key piece of music that exploit compositional devices. Compositional skills applied in the style of the pieces studied. Working with others (team) towards a final brief. Performing to an audience. Creativity when working on initial ideas also showing development.
	Key Vocab	Melody: conjunct, scalar, arpeggio, passing notes, diatonic, ostinato Harmony: diatonic, perfect, imperfect Tonality: major, minor, modulation Structure: Theme & variation Sonority: string timbre, arco Texture: homophonic, contrapuntal, imitation, canon Tempo, Metre, Rhythm: simple, triplet Dynamics/Articulation: pp, p, mp, mf, f, ff, crescendo, diminuendo Phrasing: legato, staccato	Melody: conjunct, scalar, arpeggio, passing notes, diatonic, ostinato Harmony: diatonic, perfect, imperfect Tonality: major, minor, modulation Structure: Theme & variation Sonority: string timbre, arco Texture: homophonic, contrapuntal, imitation, canon Tempo, Metre, Rhythm: simple, triplet Dynamics/Articulation: pp, p, mp, mf, f, ff, crescendo, diminuendo Phrasing: legato, staccato	Melody: riff, ostinato Harmony: I, V progression Tonality: major Structure: song form Sonority: Hammond organ Texture: homophonic, vocal close harmonies Tempo, Metre, Rhythm: offbeat, skank, Dynamics/Articulation: staccato	Melody: ostinato, motifs Harmony: dissonance Tonality: tonal ambiguity Structure: repeated, loop Sonority: marimba Texture: imitative, layering, canon Tempo, Metre, Rhythm: syncopation	Progression, Texture, Pulse, Time signature, Key signature, Instrumentation.

		LP1	LP2	LP3	LP4	LP5
TOPIC		Paul Simon's Graceland and NEA	Mozart's Clarinet Concerto and NEA	Mozart's Clarinet Concerto, NEA and Exam.	Exam Practice	
Knowledge		Understanding Music Developing a knowledge of set study piece: Graceland by Paul Simon Performing Music Working on solo performance for NEA component. Composing Music Working on free composition for NEA component.	Understanding Music Developing a knowledge of set study piece: Clarinet Concerto in A by Mozart. Performing Music Working on solo performance for NEA component. Composing Music Working on free composition for NEA component.	Understanding Music Developing a knowledge of set study piece: Clarinet Concerto by Mozart. Performing Music Working on group performance for NEA component. Composing Music Working on brief composition for NEA component as directed by briefs from exam board.	Understanding Music Developing a knowledge of listening through exam practice. Performing Music Working on group performance for NEA component. Composing Music Working on brief composition for NEA component as directed by briefs from exam board.	

Year 11	Skills	<p>Performing music – a performance lasting at least 4 minutes to a grade standard combining solo and ensemble pieces within the repertoire.</p> <p>Performing to an audience.</p> <p>Composing music – compose two pieces of music to a brief as given by exam board and a free composition.</p> <p>Appraising – terminal exam with pupils demonstrating their knowledge of a variety of styles of music from throughout periods of history.</p> <p>Aural/listening skills recognising changes in music applying key terminology.</p>	<p>Performing music – a performance lasting at least 4 minutes to a grade standard combining solo and ensemble pieces within the repertoire.</p> <p>Performing to an audience.</p> <p>Composing music – compose two pieces of music to a brief as given by exam board and a free composition.</p> <p>Appraising – terminal exam with pupils demonstrating their knowledge of a variety of styles of music from throughout periods of history.</p> <p>Aural/listening skills recognising changes in music applying key terminology.</p>	<p>Performing music – a performance lasting at least 4 minutes to a grade standard combining solo and ensemble pieces within the repertoire.</p> <p>Performing to an audience.</p> <p>Composing music – compose two pieces of music to a brief as given by exam board and a free composition.</p> <p>Appraising – terminal exam with pupils demonstrating their knowledge of a variety of styles of music from throughout periods of history.</p> <p>Aural/listening skills recognising changes in music applying key terminology.</p>	<p>Performing music – a performance lasting at least 4 minutes to a grade standard combining solo and ensemble pieces within the repertoire.</p> <p>Performing to an audience.</p> <p>Composing music – compose two pieces of music to a brief as given by exam board and a free composition.</p> <p>Appraising – terminal exam with pupils demonstrating their knowledge of a variety of styles of music from throughout periods of history.</p> <p>Aural/listening skills recognising changes in music applying key terminology.</p>	
	Key Vocab	Melody, articulation, dynamics, texture, structure, harmony, instruments, rhythm, tonality.	Melody, articulation, dynamics, texture, structure, harmony, instruments, rhythm, tonality.	Melody, articulation, dynamics, texture, structure, harmony, instruments, rhythm, tonality.	Melody, articulation, dynamics, texture, structure, harmony, instruments, rhythm, tonality.	