



Curriculum Overview 2024 2025

Performing Arts Department

KS4 Music

Department	Performing Arts
Head of Department	Miss Tarrant
Department Members	Ms Hadok-Quadrio Miss McConnell Miss Wheeler (mat leave) Mrs Patching (mat leave)
Accommodation and Resources	3 specialist rooms 3 practice rooms Performance hall 4 staff iPad's 3 student iPad's

Curriculum Intent	At the end of Year 11, a student who has studied music at Fulston Manor PRIDES themselves in their <u>passion</u> for the subject. They have the confidence to take <u>risks</u> as they are supported and <u>support</u> others in performance, composition and their exploration of musical styles. They are aware of the wide range of <u>diversity</u> within musical styles and genres, and use accurate subject knowledge to <u>evaluate</u> musical works. They are strong, <u>independent</u> musicians with a comprehensive and broad subject knowledge.
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Curriculum Implementation

Key Stage 4:

What will my child learn in Year 10?

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	The Elements of Music and Solo Performance	Composition using DAW, Ensemble Performance and Analysing Musical Extracts	Beethoven and Queen	Exam Revision	Free Composition, Written Exam PPE	Free Composition and Performances
Previous knowledge	The musical elements and	How to compose a melody to a	Musical element key terms and	All musical elements and	Use of DAW software,	Use of DAW software,



recalled	some basic key terms associated with them, particularly; dynamics, tempo and tonality	given chord pattern	identifying musical features aurally	the key terms associated with them and features of each of the set works	creating melodies and chord patterns.	creating melodies. Individual performance skills for specific instruments
New Knowledge	Key terms associated with each of the musical elements, dynamics, rhythm and metre, structure, melody, instrumentation/ timbre, tempo, texture, tonality and harmony.	Using the software Sibelius and Garageband, creating chord patterns using cadences, melody writing	Understanding musical features and how they are used in context. Identifying musical features	How to answer eight-mark questions on the set works	Previous knowledge of composing is applied to compose the free composition piece of coursework. Written exam PPE Solo performance PPE	Previous knowledge of composing is applied to compose the free composition piece of coursework
Key Knowledge Assessment	Component 1 (<i>Understanding Music</i>) 40% of overall grade – Identifying musical features aurally. Component 2 (<i>Performing Music</i>) 30% of overall grade – Rehearse and evaluate solo and ensemble performances.	Component 3 (<i>Composing Music</i>) 30% of overall grade – Creating a chord pattern with harmonic progressions including cadences. Writing a melody featuring different rhythmic patterns and melodic movement.	Component 1 – Understanding and being able to identify features the first movement of Beethoven’s first symphony and three songs by Queen (Bohemian Rhapsody, The Seven Seas Of Rhye and Love of my Life)	Component 1 – In class listening question assessments and set work questions	Component 1 – PPE Component 3 (NEA work, worth 15% of overall grade) – first draft of a free composition	
Links to literacy and numeracy	<ul style="list-style-type: none"> ● Learning key terms, often these are in Italian. ● Musical elements: Melody, Harmony, Tonality, Texture, Timbre/Instrumentation, Rhythm, Tempo, Metre, Dynamics, Articulation. ● Basic maths skills involved in music theory, composing, grouping beats together, rhythmic understanding. ● Reading and understanding exam questions 					
Extra-Curricular opportunities	<ul style="list-style-type: none"> ● Choir, Samba Band, Orchestra, Dance and Drama clubs all take place weekly and all students in KS3 are welcome to join any of these groups. ● Concerts take place during every other term which all students are able to take part in if they attend extra-curricular clubs or students can audition to perform a solo or student-led piece. ● ‘Taking it Further’, available on the Performing Arts curriculum page, with details of further things to read, listen to and watch linked to the curriculum. 					



Links to careers/ aspirations	<ul style="list-style-type: none"> ● Watching professional performances ● Watching live performances ● Learning about a range of well-known composers
Links to our Fulston FAMILY values	<ul style="list-style-type: none"> ● Fortitude: mental resilience in persevering with developing coursework ● Ambition: challenging themselves to take risks when composing and in selection of musical performance material ● Mindful: peer reviewing in a sensitive but realistic way ● Integrity: appropriate use of independent time ● Leadership: organising rehearsals amongst peers and staff to enable a successful ensemble performance ● Young Citizens: students take on an active role within the department and become ambassadors for the subject

What will my child learn in Year 11?

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Brief Composition and Exam Revision	Exam Revision, Brief Composition, Solo and Ensemble Performances	Free Composition	Brief Composition, Solo and Ensemble Performances	Exam Preparation	N/A
Previous knowledge recalled	Use of DAW software, creating melodies and chord patterns. All musical elements and	Use of DAW software, developing melodies and exploring different musical element devices.	Use of DAW software, developing melodies and exploring different musical	Use of DAW software, developing melodies and exploring different musical element devices.	All musical elements and the key terms associated with them and features of each	N/A



	the key terms associated with them and features of each of the set works	Rehearsing solo and ensemble pieces on chosen instruments/ voice	element devices	Rehearsing solo and ensemble pieces on chosen instruments/ voice	of the set works	
New Knowledge	Composing to a brief (exact learning will depend on what the briefs are for the exam series)	No new knowledge as applying previous knowledge to work towards a first draft of coursework	No new knowledge as applying previous knowledge to work towards final coursework	No new knowledge as applying previous knowledge to complete all coursework	No new knowledge as applying previous knowledge to answer exam questions.	N/A
Key Knowledge Assessment	Component 1 – Written and listening exam questions Component 3 (NEA work, worth 15% of overall grade) – Creation of a chord pattern and the start of a developed melody which has stylistically appropriate musical features.	Component 2 (NEA work, worth 30% of overall grade) – Performing with a level of technical accuracy and expression. Component 3 (NEA work, worth 15% of overall grade) – Brief composition first draft.	Component 3 (NEA work, worth 15% of overall grade) – Final version of free composition	Component 3 (NEA work, worth 15% of overall grade) – Final version of brief composition. Component 2 – Solo and ensemble performance completed.	Component 1 (worth 40% of overall grade) – Final written exam	N/A
Links to literacy and numeracy	<ul style="list-style-type: none"> ● Learning key terms, often these are in Italian. ● Musical elements: Melody, Harmony, Tonality, Texture, Timbre/Instrumentation, Rhythm, Tempo, Metre, Dynamics, Articulation. ● Basic maths skills involved in music theory, composing, grouping beats together, rhythmic understanding. ● Reading and understanding exam questions 					
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Extended Learning Opportunities for KS4	<ul style="list-style-type: none"> ● 'Taking it Further' document available with details of what to watch, listen to and read related to the topic. ● Opportunity to watch a live, professional orchestra perform which is specifically aimed at GCSE music students, definitions are given for key terms along with live examples.
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Impact Statement	<ul style="list-style-type: none"> ● Students who study GCSE music at Fulston Manor will be equipped with the skills and knowledge to understand, appreciate, compose and perform within a variety of musical styles. They will have high aspirations which will enable them to foster a lifelong passion for music.
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