

MUSIC

2026 – 2027



THE GRANGE SCHOOL



Music – Year 7

Key Learning Objectives	- To understand significance of the Elements of Music: pitch, dynamics, timbre, duration, tempo, texture. - To develop the skills to perform music with others. - To be able to create original music that communicates ideas and/or feelings.
Curriculum Content:	
Autumn Term 1st Half	Key Skills: Understanding the key words we use to describe music and how they are used in performance and composition. Exploring how we can use the elements to develop our own music.
Autumn Term 2nd Half	Musicians Toolkit: Learning how we write down and read music notation through pitch and rhythm. Learning basic keyboard skills and playing melodies on the keyboard.
Spring Term 1st Half	Pictures at an Exhibition: Exploring the instruments of the orchestra and families of instruments through listening to orchestral works. Composing using paintings as inspiration.
Spring Term 2nd Half	Gamelan Music: Building on keyboard skills whilst performing and composing in the style of Indonesian Gamelan music. Exploring other forms of notation.
Summer Term 1st Half	Samba: Exploring the rhythms and instruments of Brazilian music. Performing as a whole class and composing in small groups.
Summer Term 2nd Half	Make a Band 1: Learning to play the ukulele. Playing individual notes and strumming chords. Developing this into a group performance of a well-known song.
Assessments	Each half-term unit will be assessed in the classroom during lessons. Some projects will be assessed at different stages through regular performances.
Homework Structure	Appropriate tasks relating to each topic will be completed during the unit. These may be research, practice or listening to given extracts of music.
School-based enrichment opportunities	School choir, Orchestra, Termly Concerts, private practice sessions. Instrumental and vocal lessons are also available through the Aylesbury Music Service.
Resources available for home-based study	Wider listening through websites such as YouTube and use of music streaming services as appropriate.

Music – Year 8

Key Learning Objectives	- To increase awareness of the cultural and historical context of a wide variety of different musical genres. - To develop the skills to perform music with others. - To be able to create original music that is structured and expressive.
Curriculum Content:	
Autumn Term 1st Half	Vocal Project: Exploring a range of vocal styles of music and composing using voices. Focusing on Scat, Beatboxing and Rap.
Autumn Term 2nd Half	Haunted House: Discovering how composers make music. sound ‘scary’. Performing well-known scary film themes. Using classical techniques to create scary sounding music.
Spring Term 1st Half	African Drumming: Exploring the techniques to play Djembe. Creating whole class and small group performances using given rhythmic notation. Composing in the style of African music using the djembe.
Spring Term 2nd Half	Music for Animation: Analysing how music is used in. animation. Listening to examples and exploring how the music reflects the action. Using these techniques to create our own music for animation.
Summer Term 1st Half	Ukulele Skills: Building on playing skills and techniques learned in Y7 to perform a well-known song using strumming and picking techniques.
Summer Term 2nd Half	Make a Band 2: Exploring common ‘band’ instruments. Learning the basics of Guitar, bass guitar and drum kit. Using these instruments to prepare and perform a popular song.
Assessments	Each half-term unit will be assessed in the classroom during lessons. Some projects will be assessed at different stages through regular performances.
Homework Structure	Appropriate tasks relating to each topic will be completed during the unit. These may be research, practice or listening to given extracts of music.
School-based enrichment opportunities	Choir, Orchestra, termly Concerts, solo practice sessions. Instrumental and vocal lessons are also available through the Aylesbury Music Service.
Resources available for home-based study	Wider listening through sites such as YouTube or music streaming services as appropriate.

Music – Year 9

Key Learning Objectives	- To increase awareness of the cultural diversity in Music. - To develop the skills to compose and perform music with others. - To explore the role of music in a commercial context such as radio.
Curriculum Content:	
Autumn Term 1st Half	Video Game Music: Analysing the different styles of music used in different genres of video game. Performing well known melodies from video games on the keyboard. Creating music for a video game of their own design.
Autumn Term 2nd Half	MOBO: Exploring the contribution of black musicians to music history focusing on particular musicians from 18 th Century to now. Performing reggae music using ukulele.
Spring Term 1st Half	Blues: Understanding the significance of the 12-bar blues sequence. Learning to perform Blues. Creating songs based on 12-bar blues.
Spring Term 2nd Half	Songwriting: Composing, recording and producing a song from scratch.
Summer Term 1st Half	Nature Documentaries: Understanding the role of music in television. Composing music to fit with a given nature video. Evaluating the success of that work.
Summer Term 2nd Half	Make a Band 3: Continuing with skills learned in Year 7 and Year 8 to create a performance of a well-known song.
Assessments	Each half-term unit will be assessed in the classroom during lessons. Some projects will be assessed at different stages through regular performances.
Homework Structure	Eight tasks are included in a homework booklet given to all pupils at the beginning of the year. The booklet also includes some optional extension tasks.
School-based enrichment opportunities	Choir, Senior Choir, Orchestra, termly concerts, solo practice sessions. Instrumental and vocal lessons are also available through the Aylesbury Music Service.
Resources available for home-based study	Wider listening through the use of websites such as YouTube or music streaming sites as appropriate.

Music - GCSE

Course Details	Exam Board: Eduqas Level: GCSE Examination Structure: Listening and Appraising examination, including the study of two set works. Coursework/Controlled Assessment: Two performances (one must be an ensemble and one other) Two compositions (One free brief and one set by the exam board in September of Y11)
Key Learning Objectives	• Engage actively in the process of music study • develop performing skills individually and in groups to communicate musically with fluency and control of the resources used • develop composing skills to organise musical ideas and make use of appropriate resources • recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music • broaden musical experience and interests, develop imagination and foster creativity • develop knowledge, understanding and skills needed to communicate effectively as musicians • develop awareness of a variety of instruments, styles and approaches to performing and composing • develop awareness of music technologies and their use in the creation and presentation of music • recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology • develop as effective and independent learners with enquiring minds • reflect upon and evaluate their own and others' music • engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.
Curriculum Content – Year 10	
Autumn Term (September – December)	Practice skills and performance preparation: Exploring skills and making decisions as you prepare for a performance. Planning and practising to make your performance successful. You will be encouraged to choose your own pieces for performance to an audience. Music notation and theory: Learning staff notation and chord progressions. Understanding reading music in preparation for analysis.
Spring Term (January - April)	Musical Forms and Devices: Learning about the use of form and structure through listening, analysis, performance and composition. Music for Ensemble: Exploring different musical ensembles and how music differs between them. Study of set work 1 “Badinerie” by Bach.
Summer Term (May - July)	Music for Film: Composing to a brief. Writing for film. Exploring and analysing the music of other film composers Performance 1: Completing one of the coursework performance pieces through preparation in class and private practice.

Curriculum Content – Year 11	
Autumn Term (September – December)	Complete composition 1: Refining, developing, and extending the compositional ideas from the portfolio of ideas. Performance 2: Preparation, rehearsal and performance of the ensemble piece of performance coursework. Musical Fusion: Exploring Musical Fusion through listening and analysis.
Spring Term (January - May)	Complete composition 2: Prepare, develop and refine a composition based on a brief set by Eduqas from a choice of 4 options. These vary each year but are from the four areas of study. Revision and Exam Practice
Assessments	• Two pieces of performance coursework internally assessed and externally moderated • Two pieces of composition coursework internally assessed and externally moderated • A written examination in May externally assessed.
Homework / independent study	Tasks set to support assignments and prepare for written examination when appropriate. Daily practice of chosen instrument throughout the course
School-based enrichment opportunities	• School choir and ensembles. • Concert at Christmas. • Lunch time music clubs. • Theory breakfast
Resources available for home-based study	Private practice is essential for completion of this course.

Music – A-Level

Course Details	Exam Board: Eduqas Level: A-Level Examination Structure: Weighting of Composition Portfolio to Performance will be decided on a student by student basis. One is 25% the other 35%. Examination is on three areas of study: AoS A: Development of the Symphony AoS B, C or D: Chosen by students AoS E or F by agreement with students All assessed through weekly tasks and by final exam 40% of final grade. Coursework/Controlled Assessment: Option 1: 35% performance and 2 compositions (25%) Or Option 2: 25% performance and 3 compositions (35%) By agreement on a student by student basis Students will receive 2 hours per week of remote tuition AFTER school time on the exam content. They will receive 1 hour per week of remote tuition for composition at a mutually convenient time to be agreed in September. Students will receive 1 hour per week of face to face support in school to maintain composition exercises and performance practice.
Key Learning Objectives	• Students will improve their accuracy, interpretation, quality of performance and the evidence of musicianship within their performance. • Choosing appropriate instruments and being imaginative in your choice of combinations showing a good blend and balance • Using motifs and ostinati to make your piece memorable. All music should have tempo markings and exploit tempo to good effect: e.g. rallentando • Organise your piece clearly into sections with attention to balance and form. • Show understanding of the development of Music over time. Demonstrate understanding of changing musical trends and developments and how this effects music studied for the course.
Curriculum Content – Year 12	
Autumn Term 1st half (September – October)	• Intensive Grade 5 Theory course
Assessments	• Half Termly Assessment of ‘Exam’ content, Composition work and Performance skills as detailed in Assessment document.
Homework / independent study	Tasks set to support assignments and prepare for written examination when appropriate. Daily practice of chosen instrument throughout the course
School-based enrichment opportunities	• School choir and ensembles. • Concert at Christmas. • Spring ‘Concert with Cake’ • Summer Music Showcase • Lunch time music clubs. • Theory breakfast
Resources available for home-based study	Private practice is essential for completion of this course.