

St Paul's Academy

Music Curriculum Overview

Why we teach music at St Paul's Academy:

There is rhythm in all of life. We learn to recognise and flow with it. Participation in music teaches us to read ahead, to respond in real time to feedback, work in a team, and to develop creative works. Music builds bonds – something essential in thriving communities.

Through music education, we contribute to preparing our children for adult life.

How music links to our values:

Students will leave St Paul's as confident, **ambitious** music makers with the skill to communicate effectively through sound. They will have built the key **knowledge** which demystifies their soundscape and provides cultural capital to pupils from diverse backgrounds. The music curriculum maintains **coherence** through carefully sequenced lessons which give opportunities to hear, see, practice and perform with appropriately-spaced repetition. We **respond** to the learning needs of pupils through the discerning use of assessment, adjusting curriculum content to ensure that musical knowledge remains accessible. We carefully consider resourcing to ensure that practical barriers to participation are tackled, allowing all sections of our community to progress on their journeys toward music **mastery**. Our class-based offer is **enriched** through ensemble opportunities such as choirs and bands, along with performances, workshops and visits.

Disciplinary Knowledge



Powerful Performance

Dynamics and expression / articulation / rhythm / tempo / reading notation / technical control / intonation / accuracy / ensemble communication / improvisation / working memory / sight reading



Creative Composition

Use of elements / structure / purpose / audience / idea generation and development / use of music technology / sheet music writing






Articulate Appraisal



















Intervals / pitch recognition / aural analysis / description / appropriate use of musical vocabulary / dictation / ear training / active listening / genre and period recognition

Substantive Knowledge





































Musical eras/periods
 Melody
 Articulation
 Dynamics
 Tempo
 Structure
 Harmony
 Instruments
 Rhythm
 Texture
 Timbre
 Features of periods
 Features of genres
 Musical form
 Musical contexts
 Music in communities
 Music in media
 Musical devices
 Ensemble types
 Instruments
 Notation
 Harmony
 Layering
 Editing
 Quantising
 Recording

Music Curriculum Map - Key Stage 3 – Topics by Term
















<i>Substantive Knowledge Themes</i>	Music Elements 	Music Language 	Music Context 
<i>Disciplinary Bug Ideas</i>	Performance	Composition	Appraisal

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 7 (‘24-’25)	Topic: Afro/Gospel KQ: What makes an effective vocal performance? Key Vocabulary: Melody, Harmony, Structure, Timing, Rhythm, Range, Alto, Tenor, Soprano, Bass, Vibrato, Choir, Duet, Solo, Forte, Piano, Octave, High/Low Pitch, intonation, Modulation, Unison, Time Signature	Topic: Classical Piano KQ: Why is the piano such a special instrument? Key Vocabulary: Piano, Right hand, Left hand, Fingers 1-5, Scale, Arpeggio, Ascending, Descending, Motif, Instrumentation, Chord, Triad, Structure, Timing, Rhythm.	Topic: Pop Bands KQ: What do Billie Eilish, Coldplay, Ed Sheeran have in common? Key Vocabulary: Riff, Hook, Pulse, Structure, Song Form, Verse, Chorus, Bridge, Intro, Outro, Guitar, Bass, Drumkit, Tambourine, Piano, Organ, Keyboard, Synthesiser, Vocals, Timing, Rhythm, Off-Beat	Topic: Beepbox KQ: Does technology make better music? Key Vocabulary: Loop, Fill, Pattern, Sequencing, Layer, Track, Structure, Melody, Rhythm, Texture, Instrumentation	Topic: Peter and the Wolf KQ: Can music tell a story all on its own? Key Vocabulary: Strings, Violin, Viola, Cello, Double Bass, Woodwind, Flute, Oboe, Clarinet, Bassoon, Brass, Trumpet, French Horn, Trombone, Tuba, Percussion, Timpani, Glockenspiel, Xylophone, Piano, Motif	Topic: Forms and Structures KQ: Does form and structure matter in music? Key Vocabulary: Intro, Outro, Repetition, Ternary, Binary, Call and Response, Instrumentation, Texture, Sonority	
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For 2024-25 only, the Y8 curriculum will mirror the Y7 curriculum. This is due to weekly music provision starting this year. In September 2025, Y8 will begin a curriculum which builds on this foundation.

Year 8 (‘24-’25)	<p>Topic: Afro/Gospel</p> <p>KQ: What makes an effective vocal performance?</p> <p>Key Vocabulary: Melody, Harmony, Structure, Timing, Rhythm, Range, Alto, Tenor, Soprano, Bass, Vibrato, Choir, Duet, Solo, Forte, Piano, Octave, High/Low Pitch, intonation, Modulation, Unison, Time Signature</p>	<p>Topic: Classical Piano</p> <p>KQ: Why is the piano such a special instrument?</p> <p>Key Vocabulary: Piano, Right hand, Left hand, Fingers 1-5, Scale, Arpeggio, Ascending, Descending, Motif, Instrumentation, Chord, Triad, Structure, Timing, Rhythm.</p>	<p>Topic: Pop Bands</p> <p>KQ: What do Billie Eilish, Coldplay, Ed Sheeran have in common?</p> <p>Key Vocabulary: Riff, Hook, Pulse, Structure, Song Form, Verse, Chorus, Bridge, Intro, Outro, Guitar, Bass, Drumkit, Tambourine, Piano, Organ, Keyboard, Synthesiser, Vocals, Timing, Rhythm, Off-Beat</p>	<p>Topic: Beepbox</p> <p>KQ: Does technology make better music?</p> <p>Key Vocabulary: Loop, Fill, Pattern, Sequencing, Layer, Track, Structure, Melody, Rhythm, Texture, Instrumentation</p>	<p>Topic: Peter and the Wolf</p> <p>KQ: Can music tell a story all on its own?</p> <p>Key Vocabulary: Strings, Violin, Viola, Cello, Double Bass, Woodwind, Flute, Oboe, Clarinet, Bassoon, Brass, Trumpet, French Horn, Trombone, Tuba, Percussion, Timpani, Glockenspiel, Xylophone, Piano, Motif</p>	<p>Topic: Forms and Structures</p> <p>KQ: Does form and structure matter in music?</p> <p>Key Vocabulary: Intro, Outro, Repetition, Ternary, Binary, Call and Response, Instrumentation, Texture, Sonority</p>																		
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

































For 2024-25 only, the Y9 curriculum will mirror the Y7 and 8 curriculum. This is due to weekly music provision starting this year. In September 2025, Y9 will begin a curriculum which builds on this foundation. By 2026/26, Y9 students will study a unique curriculum having received weekly music lessons for two years.

Year 9 (‘24-’25)	<p>Topic: Afro/Gospel</p> <p>KQ: What makes an effective vocal performance?</p> <p>Key Vocabulary: Melody, Harmony, Structure, Timing, Rhythm, Range, Alto, Tenor, Soprano, Bass, Vibrato, Choir, Duet, Solo, Forte, Piano, Octave, High/Low Pitch, intonation, Modulation, Unison, Time Signature</p>	<p>Topic: Classical Piano</p> <p>KQ: Why is the piano such a special instrument?</p> <p>Key Vocabulary: Piano, Right hand, Left hand, Fingers 1-5, Scale, Arpeggio, Ascending, Descending, Motif, Instrumentation, Chord, Triad, Structure, Timing, Rhythm.</p>	<p>Topic: Pop Bands</p> <p>KQ: What do Billie Eilish, Coldplay, Ed Sheeran have in common?</p> <p>Key Vocabulary: Riff, Hook, Pulse, Structure, Song Form, Verse, Chorus, Bridge, Intro, Outro, Guitar, Bass, Drumkit, Tambourine, Piano, Organ, Keyboard, Synthesiser, Vocals, Timing, Rhythm, Off-Beat</p>	<p>Topic: Beepbox</p> <p>KQ: Does technology make better music?</p> <p>Key Vocabulary: Loop, Fill, Pattern, Sequencing, Layer, Track, Structure, Melody, Rhythm, Texture, Instrumentation</p>	<p>Topic: Peter and the Wolf</p> <p>KQ: Can music tell a story all on its own?</p> <p>Key Vocabulary: Strings, Violin, Viola, Cello, Double Bass, Woodwind, Flute, Oboe, Clarinet, Bassoon, Brass, Trumpet, French Horn, Trombone, Tuba, Percussion, Timpani, Glockenspiel, Xylophone, Piano, Motif</p>	<p>Topic: Forms and Structures</p> <p>KQ: Does form and structure matter in music?</p> <p>Key Vocabulary: Intro, Outro, Repetition, Ternary, Binary, Call and Response, Instrumentation, Texture, Sonority</p>														
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Music Curriculum Map - Key Stage 4 – Topics by Term

<i>Substantive Knowledge Themes</i>	Music Elements 	Music Language 	Music Context 
<i>Disciplinary Bug Ideas</i>	Performance	Composition	Appraisal

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Topic: Forms and Devices</p> <p>Key Terminology: binary, ternary and rondo forms, repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions</p> <p>Performing establishing standards and setting targets: first practical assessment Notating a simple melody Using ICT in the music department Appreciating and using the elements/ 'building blocks' Recapping the basics – aural, notational and listening skills Introduction to prepared extract –Badinerie</p>	<p>Topic: Popular Music</p> <p>Key Terminology: rock and pop styles (revisiting Blues from KS3) strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation</p> <p>Appraising - more challenging theoretical and aural work: primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms the relationship between melody and chords How to 'describe' a piece using the elements of</p>	<p>Topic: Music for Ensemble</p> <p>Key activities:</p> <ul style="list-style-type: none"> Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11). Composing using texture and sonority (chords and melody) including: <ul style="list-style-type: none"> Monophonic, homophonic, unison, chordal, melody and accompaniment, counter melody Introducing additional concepts of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor 	<p>Topic: Film Music</p> <p>Key Ideas:</p> <p>Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas</p> <ul style="list-style-type: none"> The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot The effect of audience, time and place, and how to achieve this through use of the musical elements Use of sonority, texture and dynamics to create a mood How to achieve contrasts and develop initial ideas when composing 	<p>Topic: Revise and Compose</p> <p>Revisit all topics from year 10 using different pieces as listening and performing examples</p> <ul style="list-style-type: none"> Complete free composition project (of choice) and submit Continue to build aural skills through frequent practice. 	

	Instrumentation, anacrusis, simple triple time, repeat marks, ornamentation, trill, conjunct movement, sequence, octaves, minuet and trio, G major, D major, chordal analysis (using Roman numerals), perfect cadence, imperfect cadence, modulation to dominant, dominant 7th, chromatic movement.	musical language Introduction to prepared extract –Toto Africa instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key change			
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	DK   	DK   	DK   	DK   	DK   
Year 11	<p>Topic: Forms and Devices 2</p> <p>Forms and Devices (with more advanced topics and practical content) Variation form and strophic form in classical music Recognition of features of baroque, classical and romantic periods Revisit: imitation, pedal, canon, alberti bass and all harmonic features</p> <p>Revisit and revision: Eine Kleine Nachtmusik Exam techniques: hints and tips Building a vocabulary revision list Clarifying theoretical points</p>	<p>Topic: Popular Music 2</p> <p>(with more advanced topic/class/practical content) Bhangra and fusion Loops, samples, panning, phasing, melismatic/syllabic Revisit Since You've Been Gone</p> <p>Exam techniques: hints and tips Building a vocabulary revision list Clarifying all relevant theoretical points</p>	<p>Topic: Music for Ensemble 2</p> <p>Music for Ensemble (with more advanced topic/class/practical content): Polyphonic, layered, round, canon and countermelody Cover all styles not completed in year 10</p>	<p>Topic: Film Music 2</p> <p>Revisit Film Music (with any further topics/content): Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of pattern-work, sustained notes and polyphonic textures to vary the textures Complete all coursework Listening practice and final examination. Ensure the specification content is fully covered</p>	<p>Exams</p>
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	DK   	DK   	DK   	DK 