



Ansford Academy

Music

Curriculum Booklet for 2025 - 2026

Subject Lead: Mrs Ki Marshfield

Music Curriculum Intent:

"Without music, life would be blank to me"

Accomplished pianist and author, Jane Austen

At the heart of the Music Department at Ansford Academy is the belief that 'Music is for Everyone'. We believe that every student should have the opportunity to experience a varied and inclusive music curriculum, which will inspire a determination to achieve excellence. Our programme of study aims to develop three 'Golden Strands' of musical learning:

Composition, Performance and Musical Appraising. All three components are essential in producing well-rounded, skilled musicians.

Our Key Stage 3 lessons are based on both practical music making and musical appraising. Students will explore a wide range of genres, developing their skills and knowledge of music through a rich and varied musical framework. Year on year, students are encouraged to deepen their understanding of the musical elements by building in new topics and being able to work to a higher and more in-depth standard. Students are encouraged to refine their instrumental skills and to progress their compositional styles, so that students develop a fluency of music with increasing understanding and sophistication.

To further progress instrumental skills there is also the option of one to one instrumental lessons, and musical performances in school and in the community. Also, to develop the students' appreciation of music from a diverse range of cultures, they will have the opportunity to attend music trips and visiting musicians will be invited to the school to inspire the next generation of professional musicians. Students will develop a knowledge of music through the integration of the Golden Strands. They will participate, collaborate and work with others as musicians, adapting to different musical roles and respecting the values and benefits others bring to musical learning.

Our students will understand musical traditions and the part music plays in national and global culture and in personal identity. We are extremely proud of the music talent at Ansford Academy. Lunchtime and after school Music clubs are available for all those who wish to attend as well as use of the music practice rooms and various instruments and musical equipment in the department. We boast some extremely talented singers, musicians and bands who regularly entertain our community at our annual awards evening, in our annual musical production as well as at other school events.

Music Curriculum Implementation:

Music is delivered in a weekly lesson to mixed ability classes, normally in tutor groups in Year 7 and then in A/B mixed halves of the year for Years 8 and 9. The curriculum aims to cover all the basics required to access music: notation, musical elements and basic listening and performance skills in the beginning of Year 7 which then are built upon in each term-long topic. Composition skill is added in Year 8 and each topic then draws on all 3 areas of skills; Performing, Composing and Listening/Appraising, at an increasing level of depth and difficulty, moving upwards in a spiral towards KS4.

Throughout KS3, music progress is monitored and assessed in a variety of ways. These may include formal, summative assessment such as a test based on knowledge recall, applying knowledge to tasks such as matching terms and definitions or using a listening extract and answering questions about the piece heard. Alternatively, progress can be assessed in a more informal, formative way including playing performance or composition work to peers and the class teacher for verbal and written feedback. Most practical work is assessed in a more 'workshop' style where the class teacher will work with a student on a one-to-one basis to hear and discuss their work, modelling next steps and correcting any misconceptions as they go.

Key Stage 3

KS3 lessons focus on the musical elements in order to be able to understand how music is composed, performed and creates mood and atmosphere or tells a story appropriately. Each topic will usually incorporate a performance based task; learning well known tunes, chords and bass patterns; composing music in the style learnt about and listening activities. Listening activities can form a small task within a lesson through to an entire lesson task or an exam/test.

Key Stage 4

At Key Stage 4, students study 3 separate components with the Pearson Edexcel exam specification. The GCSE course is structured as follows:

Performing Music (30%): Students perform and record a solo and an ensemble piece which is marked by their teacher and submitted for moderation.

Composing Music (30%): Students compose 2 pieces of music, one free and one to a set brief. These are marked by their teacher and submitted for moderation.

Listening and Appraising (40%): Students sit an exam which tests knowledge on six of the eight set works, melodic and rhythmic dictation, an unfamiliar work and then a longer essay question comparing one of the eight set works with an unfamiliar piece. Each question is based on an extract(s) of the set work and then a series of questions about that piece/extract.

Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Lessons per fortnight	2	2	2	5	5

Year 7 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	Life As a Musician I • Musical Elements • Rhythmic and pitch notation • Basic keyboard skills; How to know which key is which, where to place your hand, What's the difference between the white and black keys? • Learning simple tunes on the keyboard: Mary had a little lamb, Welsh Lullaby	Musical Aptitude Test (Baseline) Marks: 31 Marks
2	Life As a Musician II • Introduction to appraising music/listening skills • Performing The Lion, Aquarium and Tortoises from The Carnival of the Animals	Carnival of the Animals performance Marks: D/R/M criterion based Listening Assessment Marks: 40 Marks
3	Instruments of the Orchestra I • What is an orchestra? • The 4 families of instruments • Introduction to Ode to Joy performance piece	Ode to Joy performance Marks: D/R/M criterion based
4	Instruments of the Orchestra II • What is a conductor? • Conduct patterns in 2, 3 and 4 beats • Performing Ode to Joy on keyboards, recorders and glockenspiels/xylophones	Conducting demonstration Marks: D/R/M criterion based
5	Samba I • The purpose and origins of Samba music • Which instruments are used in Samba? • Design and make your own percussion instrument using recycled materials • Samba listening activities	Year 7 exam Time: 40 mins Marks: 40 marks
6	Samba II • Develop improvisation, performance and ensemble skills using call and response • Create polyrhythm as a class • Prepare a whole class performance of a samba piece to perform at the end of term	Samba performance task Marks: D/R/M criterion based

Year 8 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	Music for TV I - Introduction to composition - Learn to play a series of TV theme tunes; Batman, The Simpsons - Listen to different pieces of advert music and discuss how the music is composed to be appropriate for the product	Key terms research task (homework) Marks: D/R/M criterion based
2	Music for TV II - Advert composition - Create a storyboard for a TV advert - Create musical ideas to represent the actions happening in a TV advert - Compose music for a food product of choice - Perform advert composition and complete self assessment	Advert composition task Marks: D/R/M criterion based
3	Blues I - Know the origins of Blues music and links to the Transatlantic Slave Trade - Listen to significant pieces of Blues music and discuss how musical elements are used - Learn to play the different feature of Blues music: 12-bar blues chord progression, walking bass line, head melody	12-bar blues chords performance Marks: D/R/M criterion based
4	Blues II - Work individually or with another student to combine different elements of Blues music and develop ensemble skill - Use a Blues scale and improvise melody - Research Blues song lyrics and use a set to compose a short Blues piece - Complete Year 8 exam	Blues ensemble performance Marks: D/R/M criterion based
5	Song writing: The 4-chord trick I - What is the role of chords in music? - What are the most useful chords? - How can we add secondary chords and make progressions more interesting? - Know which songs commonly use the “4 chord trick” and play some examples	Year 8 exam Time: 40 mins Marks: 40 marks
6	Song writing: The 4-chord trick II - Know the sections of a popular song and the function of each - How do we write melody? - How are lyrics set to music? - Compose own song in clear sections using lyrics, melody and chords.	Popular Song composition Marks: D/R/M criterion based

Year 9 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	World Music I - How is Music used around the world? - How do we know where music comes from by listening to it? - Know the purpose, instruments used and how to compose and perform a piece of traditional Chinese music - Know the purpose, instruments used and how to compose and perform a piece of traditional Indian music	Indian melody task performance Marks: D/R/M criterion based
2	World Music II - Know the purpose, instruments used and how to compose and perform a piece of African drumming music - Know the purpose, instruments used and how to compose and perform a piece of traditional Caribbean music - Prepare an assessment piece in Reggae style using lyrics research and written about a 'social issue'	Reggae protest song composition and performance Marks: D/R/M criterion based
3	Popular Music Projects I - Work in a small group to research a band or musician of your choice. Prepare a short presentation about this artist discussing their musical background, accolades and media perception - Complete a musical analysis of one of the artist's songs to include in the presentation	Listening Analysis Marks: D/R/M criterion based
4	Popular Music Projects II - Work individually to learn a musical part and then work as an ensemble to prepare a performance of one of the artists songs - Peer assess a series of presentations and musical performances from each group in the class	Presentation (including musical performance) Time: 10 mins Marks: 40 marks
5	Film Music I - Identify famous film theme tunes - What is a leitmotif and how are they used? Listen to a series of theme tunes that use these and learn to play - Know what theme tune and incidental music are - Watch documentary (20 minutes) about Disney Pixar sound design and film animation - Learn about foley, diegetic and non-diegetic sound, use of the orchestra and manipulation of musical elements completing short composition tasks to practice these skills across a series of lessons	Year 9 Exam Time: 40 minutes Marks: 40 Marks
6	Film Music II - Spot a film clip and create a storyboard of the action in the scene - Compose and perform own musical ideas linked to film clip and storyboard for final assessment	Film music composition Marks: D/R/M criterion based

Year 10 GCSE Music Programme of Study

Exam Board: Pearson Edexcel

Exam Specification: Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Music (1MU0)

Term	Curriculum Foci	Formal Assessment
1	Musical Theory • 'Getting to know you' baseline test • Introduction to each of the musical elements including associated terminology • Introduction to musical dictation • Listening tasks to identify use of musical elements (classwork and homework) • Mini composition tasks showcasing use of the musical elements • Give first solo performance in lessons	Solo performance 1 Marks: 30 marks
2	Composition skills & Listening and Appraising (AoS1) • Continued work on building and developing composition skills; building longer melodies and sectional pieces. How to write for multiple instruments • Introduction to Area of Study 1 - Instrumental Music 1700 - 1820 • Detailed analysis of set work 1 - J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major • Give first ensemble performance in lessons	Ensemble performance 1 Marks: 30 marks
3	Composition skills & Listening and Appraising (AoS1&2) • Continued work on building and developing composition skills; how to develop and extend ideas using sequence, counter melody & modulation • Detailed analysis of set work 2 - L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique' • Detailed analysis of set work 3 - H Purcell: Music for a While • Complete practice exam questions focussing on exam technique and application of knowledge. Understand the exam 'command words' and what is required for each type of question • Give second solo performance in lessons	Practice listening questions Marks: Variable Solo performance 2 Marks: 30 marks
4	Composition skills & Listening and Appraising (AoS1&2) • Complete first draft of composition and submit for marking • Detailed analysis of set work 4 - Queen: Killer Queen (from the album 'Sheer Heart Attack') • Give second ensemble performance in lessons	Composition 1 (first draft) Marks: 30 marks Ensemble performance 2 Marks: 30 marks
5	Listening and Appraising (AoS2) • Continue to make improvements and developments to composition 1 work • Develop exam technique by completing a range of questions about the 4 set pieces in Area of Study 1 and 2.	Year 10 exam Time: 1 hour 45 mins Marks: 80 marks Solo Performance 3

	- Learn how to compare 2 set works in a longer, essay-style answer for section B of the exam. - Sit Year 10 exam paper (modified) - Give third solo performance in lessons.	Marks: 30 marks
6	Composition skills - Continue to make improvements and developments to composition work and submit for a second formal mark - Review exam paper, technique, areas to develop - Give a third ensemble performance in lessons	Composition 2nd Draft Marks: 30 marks Ensemble performance 3 Marks: 30 marks

Year 11 GCSE Music Programme of Study

Exam Board: Pearson Edexcel

Exam Specification: Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Music (1MU0)

Term	Curriculum Foci	Formal Assessment
1	Composition skills & Listening and Appraising (AoS3) - Composition 1 is submitted for final marking - Begin work on composition 2 - Set Brief. What is required for each brief? How can this be met? Discuss and try out ideas in lessons. - Detailed analysis of set works 5 and 6 - S Schwartz: Defying Gravity (from the album of the cast recording of Wicked) and J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)	Composition 1 final mark Marks: 30 marks
2	Composition & Listening and Appraising (AoS4) - Detailed analysis of set works 7 and 8 - Afro Celt Sound System: Release (from the album 'Volume 2: Release') and Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza') - Revise AoS 1-3 and prepare for Year 11 mock exam completing past questions including unfamiliar listening, melodic and rhythmic dictation, short answer and long answer questions. - Continue work on composition 2 and submit for a first formal mark - Sit Year 11 mock exam paper (full)	Composition 2 first draft Marks: 30 marks Year 11 exam Time: 1hr 45 mins Marks: 80 marks
3	Composition skills & Listening and Appraising - Continue work on composition 2 and submit for a second formal mark - Revisit set works and complete regular practice questions to identify gaps in knowledge and any weaknesses in exam technique - Penultimate performance opportunity for either solo or	Composition 2 second draft Marks: 30 marks Performance Marks: 30 marks

	ensemble pieces in lessons. Recording for final submission of coursework.	
4	Composition and Performing • Continue work on composition 2 and submit for final formal mark • Revisit set works and complete regular practice questions to identify gaps in knowledge and any weaknesses in exam technique • Complete whole past exam papers to practice timing of answering questions • Final performance opportunity for either solo or ensemble pieces in lessons. Recording for final submission of coursework	Composition 2 final draft Marks: 30 marks Performance Marks: 30 marks
5	Final completion • All performance and composition coursework needs to be finished, final marked, marks shared with candidates and then submitted for moderation by 15 May • Revisit set works and complete regular practice questions to identify gaps in knowledge and any weaknesses in exam technique • Complete whole past exam papers to practice timing of answering questions	Exam paper Time: 1 hr 45 mins Marks: 80 marks
6	Final GCSE exam	