

Music

Curriculum core purpose. Intent

At Old Buckenham High School the music department follows a highly practical approach to lessons. Students are involved in listening, singing, performing, and creating from day one as we encourage active involvement for everyone regardless of ability or experience. Our main objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the importance of all types of music, and a respect for the role that music may wish to be expressed in any person's life. Our music curriculum will engage and inspire students to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity, and sense of achievement. As they progress, they will develop a critical engagement with music, allowing them to compose and to listen with discrimination. KS3 music provides a rich and exciting journey through different musical styles and traditions, which is enhanced with instruments such as keyboards, ukuleles, percussion instruments, and pop/rock band instruments. Students learn to take part willingly and value all musical contributions to their shared music making.

Community

We study various musical cultures from around the world in KS3 to allow students to learn about the purpose of music for others from different origins and backgrounds. We ensure all students can see a pathway to a career in music through units of work which focus on the many job roles within the music industry. As well as performers, our live music events encourage students to take on board the nonperforming roles so that they can learn and develop the skills needed to fulfil their role and responsibilities similar to those which they could pursue as a career.

Ambition

Our Music curriculum is ambitious for all learners regardless of their starting point. We believe that every student has the capacity to succeed in learning to play a musical instrument and develop into a confident musician. We challenge students to improve their creative and musical skills. Lessons are designed to encourage resilience, perseverance, and a growth mindset, whether students are working individually or as part of a group.

Our curriculum is designed to stretch and challenge learners to develop playing skills, acquire a broad musical vocabulary, and perform with increasing confidence. We aim for students to gain a sense of achievement through performance. All curriculum projects contain challenge to encourage all

students to achieve their potential in the subject. We help students build up a wealth of knowledge and skills with which they can confidently use to express themselves musically, in a stylistic and professional manner.

Respect

Respect is naturally woven into the Music curriculum as students explore diverse cultures and musical styles. We emphasise the importance of understanding and valuing different genres and styles of music. Students learn to approach unfamiliar traditions with curiosity and open-mindedness, which in turn fosters respectful attitudes both within and beyond the classroom.

Through the study of music and culture, we develop students' awareness of global citizenship and the importance of treating others with dignity and consideration, regardless of nationality, background, or beliefs.

Content-Knowledge and Skills.

Throughout KS3 and 4 students will:

- Develop general musicianship (sense of pulse, pitch, notation reading, interpretation, musical memory, rehearsal skills)
- Develop music performance skills through a variety of instruments including Keyboards, ukuleles, guitar, percussion and singing.
- Learn to compose their own music from a variety of starting points.
- Develop listening and critical engagement skills
- Foster an appreciation for various musical styles

Subject specific pedagogy

Tasks are designed to encourage students to develop their performing, composing, listening and evaluating skills while learning the importance of the Elements of music and that part they play in all music. All lessons contain a practical element with a focus on paired and group work.

Lessons are planned to ensure progression and challenge for all. Assessment is continuous and formative, with students given opportunities to reflect, refine, and improve their performance. Differentiation is embedded in every lesson, with all students supported to achieve their full potential.

MUSIC Curriculum Content 2025-26

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Year 10 Music: Tech Award in Music Practice	Introduction to the course, essential music theory requirements, Practical workshops and research projects on music from the 1950's to the present. Learning to use music technology.	Component 1 NEA (Non-Exam Assessment) 30% of course. Assignment brief set by exam board testing skills developed in Term 1.	Submit C1 work. Preparation for Component 2 – skills development. Practical workshops developing playing skills and/or music technology skills.
Year 11 Music: Tech Award in Music Practice	Component 2 NEA – Music Skills Development - 30% of course. Assignment brief set by exam board, completed by Christmas.	Component 3, 40% of course. Exam board releases brief in January. Combines skills developed throughout the course. Students reproduce a song from one style/genre in another style/genre (i.e. a rock song in a reggae style). Song and style lists issued by exam board.	C3, all work completed and sent to exam board at the beginning of May.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 Media: Tech Award in Creative Media Production	Introduction to the course, looking at the purpose of media products and how audiences react to them. Practical workshops and research projects/case studies. Learning to	Mini mock of Component 2 (Components 1 and 2 can be completed out of sequence, 2 before 1 is common practice in many schools). Create a magazine cover and article to a given brief.	Component 2 NEA (Non-Exam Assessment) 30% of course. Assignment brief set by exam board, released in January, testing skills developed in Term 1.		C2 work submitted early May. Preparation for Component 1 –research media products: Audio/Visual; Print/Publishing; Interactive. Learn to analyse films, posters and magazines.	

	use photo editing software.			
Year 11 Media: Tech Award in Creative Media Production	Component 1 NEA – Understanding Media Products, 30% of course. Assignment brief set by exam board, released in September, completed by Christmas.	Component 3, 40% of course. Exam board releases brief in January. C3 combines skills learned in C1 and 2. Students create a media product in response to a brief set by the exam board. Preparation in first half term.	C3 - All work completed and sent to exam board at the beginning of May.	