



KS4 Music 2023/2025



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Component One: Exploring musical products			Component One Assignment Task	Component Two: Music skills development	
Assessment Method	Mock assignments Verbal feedback Written feedback			Internal assessment of assignment External moderation	Mock assignments Verbal feedback Written feedback	
 Opportunities	CEIAG – Diversity of roles in the music industry, music technology. Listening and performing. Performance, creative composing, arranging. SMSC – Care values, supporting others, Cultural capital, character education, spiritual development. ENRICHMENT – Visiting professionals, peripatetic lessons. Performance styles, events and venues. Clubs. BRITISH VALUES – Respect and tolerance, duty of law					
11	Component Two: Music skills development	Component Two Assignment Task	Component Three: Responding to a music brief			
Assessment Method	Mock assignments Verbal feedback Written feedback	Internal assessment of assignment External moderation	Externally assessed			
 Opportunities	CEIAG – Roles in the performing arts industry. SMSC – Care values, supporting others, Cultural capital, character education, spiritual development. ENRICHMENT – Clubs, performance opportunities. BRITISH VALUES – Respect and tolerance, duty of law					
E-Safety	Use of secure websites No use of personal details Internet used as research tool Use of computers in line with school policy					

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Where does 'Respect, Inspire and Achieve' feature in our curriculum?

Vision

To ensure that all young people, regardless of their background, achieve their best in a safe, secure, caring yet challenging learning environment where all of our students are inspired to respect others. To develop their talents and to raise their aspirations to leave school with the academic, social and practical skills to lead a successful, happy and responsible life.

RESPECT	Politeness, honour, and care shown towards someone or something that is considered important (OED) Consider: Respect for other people, beliefs, culture, behaviour, learning, the environment...
10	Working as band to reproduce professional repertoire. Group work and collaboration – respecting each other's ideas and developing performances as a group of equals.
11	Performance to an audience – interaction and awareness.
INSPIRE	The desire, confidence, or enthusiasm to do something well (OED) Consider: Aspirations, future learning/ study, how to improve, target setting to achieve goals...
10	Use of music technology. Genres and styles of performance.
11	Future careers and job roles in the performing arts. Working practices and processes of professionals in the performing arts industry. Working to a brief and the connections with working practices in the industry. Input and workshops from professional theatre companies – New Wolsey Theatre.
ACHIEVE	To succeed in reaching a particular goal, status, or standard, especially by making an effort for a long time Consider: Achieve targets, improving work/ grades...
10	Target setting to improve practical performance and theoretical understanding of performance and how this communicates to an audience. Use of exemplar theory and practical work and working to achieve a standard aligned with this. Use of professional repertoire and exemplar performances to set the standard and show opportunities in the use of skills and stage presence. Self-reflection and guided practice.
11	Independently working to achieve the goals as set out in the brief provided by exam board. Improvement and refinement of performance work to develop skills and working practices. Target setting to improve practical performance and theoretical understanding of performance and how this communicates to an audience. Self-reflection and guided practice.