

The De Montfort School

Music curriculum map- 2026/2027

Head of Music- Mr P Stones

Year 6 Music (Key Stage 2)

By the end of Year 6 students will have worked on the following key skills and knowledge

Autumn term Find Your Voice (Singing)	Spring term Ukulele skills (Ukulele)	Summer term Percussion (Drumming & Percussion)
Within this unit, students will: - Sing a wide range of songs from a variety of cultures - Understand how to take care of their voice - Understand different types of ensembles that involve singers, and opportunities for them to sing in school ensembles. - Understand common types of song (rounds, call & response etc.) and song structure features (verse, chorus) - Understand how to identify elements of music when they sing and when they listen - Perform to an audience and provide feedback to peers - Sing melodies and accompaniment in harmony.	Within this unit, students will: - Understand the history and cultural identity of the ukulele - Compare the ukulele to other string instruments - Understand techniques for playing the instrument correctly and be able to demonstrate this to others - Understand how a ukulele performs chords and melodies and identify these within a song - Be able to perform with and without a plectrum - Understand how both TAB and chord charts work - Be able to play a range of chords with a pulse - Understand opportunities for them to perform outside of the classroom in school ensembles.	Within this unit, students will: - Identify/compare a range of percussion instruments - Perform rhythms within a set pulse on more than one percussion instrument - Create/compose percussion pieces - Understand key terms linked to the elements of music and percussion (syncopation, polyrhythms etc.) - Perform to an audience and provide peer feedback - Understand the cultural identity of drums and perform in a culturally appropriate way using key terms (i.e. djembefola) - Understand basic drumming techniques through chair drumming.

Assessment	Assessment	Assessment
End of unit, key terms and cultural understanding quiz	End of unit, key terms and cultural understanding quiz	End of unit, key terms and cultural understanding quiz
Performance within small/large groups for each piece	Performance within small/large groups for each piece	Performance within small/large groups for each piece

Year 7 Music (Key Stage 3)		
By the end of Year 7 students will have worked on the following key skills and knowledge		
Autumn term Vocalising (Singing)	Spring term Classical keyboard (keyboard)	Summer term Guitar skills (Guitar)
Within this unit, students will: - Understand musicians that are linked to singing and why they are culturally important - Perform with an understanding of technique and style - Sing considering phrasing, pitch, pulse and tempo - Perform songs in harmony, singing both melody and harmony parts. - Understand features of different vocal styles and perform using these (e.g. beatboxing)	Within this unit, students will: - Understand musicians that are linked to keyboard and why they are culturally important - Perform with an understanding of technique and style - Identify different types of chords and how to perform these using '135' technique. - Perform using both left- and right-hand parts - Collaborate with others to create a musical performance	Within this unit, students will: - Understand musicians that are linked to guitar and why they are culturally important - Perform with an understanding of technique and style - Compare the guitar to other string instruments - Understand how a guitar performs chords and melodies and identify these within a song

- Identify elements of music in the songs they perform and evaluate how they are using these - Perform to an audience and provide peer feedback linked to the elements of music	- Provide peer feedback linked to cultural understanding, technique or the elements of music - Understand how pieces they perform fit into either Baroque, Classical or Romantic era music	- Be able to perform with and without a plectrum - Understand how both TAB and chord charts work, and when they may be used. - Be able to play a range of chords with a pulse - Understand opportunities for them to perform outside of the classroom in school ensembles.
Assessment	Assessment	Assessment
End of unit, key terms and cultural understanding quiz	End of unit, key terms and cultural understanding quiz	End of unit, key terms and cultural understanding quiz
Performance within small/large groups for each piece	Performance of each piece as either a soloist or duo to the teacher	Performance within small/large groups for each piece

Year 8 Music (Key Stage 3)		
By the end of Year 8 students will have worked on the following key skills and knowledge		
Autumn term Reggae (Band skills)	Spring term Music on film (Composition)	Summer term Blues music (Keyboard)

Within this unit, students will: - Understand musicians that are linked to Reggae and why they are culturally important - Perform with an understanding of technique and style of Reggae music - Identify different types of chords and how to perform these using '135' technique on keyboard and correctly on guitar - Perform in tempo with a small and large ensemble - Provide peer feedback linked to cultural understanding, technique or the elements of music to help a group rehearse and perform - Understand musical features of a song and be able to identify these when performing or listening.	Within this unit, students will: - Understand features of film music and key composers - Perform with an understanding of technique and style of a wide range of film music. - Perform melodies and accompaniments from film music and understand how composers use these to create a mood. - Understand and use a range of compositional techniques to create a mood. - Provide peer feedback to others to assist in composition - Understand musical features of different types of film music and be able to identify these when composing or listening. - Create a piece of music which represents a character - Create a piece of music which represents a film scene.	Within this unit, students will: - Understand musicians that are linked to the Blues and why they are culturally important - Perform with an understanding of technique and style of Blues music - Identify different types of chords and how to perform these using '135' technique on keyboard as well as walking bass lines - Perform in tempo with a small and large ensemble - Provide peer feedback linked to cultural understanding, technique or the elements of music to help a group rehearse and perform - Understand musical features of a song and be able to identify these when performing or listening.
Assessment End of unit, key terms and cultural understanding quiz	Assessment End of unit, key terms and cultural understanding quiz	Assessment End of unit, key terms and cultural understanding quiz

Performance within small/large groups for each piece	Composition of film music using notation	Performance within small/large groups for each piece
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Year 9 Music (Key Stage 3)		
By the end of Year 9 students will have worked on the following key skills and knowledge		
Autumn term Music Production (Technology/Keyboard)	Spring term Rock bands (Guitar/Band skills)	Summer term Songwriters (Tech/Composition)
Within this unit, students will: - Understand features of music technology and how these can be used on a DAW. - Understand performers and composers that use music production - Perform melodies and accompaniments which are recorded onto a DAW. - Understand and use a range of compositional techniques that can be used in music production.	Within this unit, students will: - Understand musicians that are linked to Rock and why they are culturally important - Perform with an understanding of technique and style of Rock music - Identify different types of chords, perform a range of chords across the neck of the guitar and change fluently between chords - Perform in tempo with a small and large ensemble - Provide peer feedback linked to cultural understanding, technique or the	Within this unit, students will: - Understand key songwriters and be able to identify genres they compose within. - Compose musical ideas using technology and notation, as well as evaluate reasons for using both - Compose melodies and accompaniments on an instrument - Compose lyrics to accompany a melody

- Provide peer feedback to others to assist in composition - Understand musical features and use them when performing or creating using technology - Create a piece of music for a set brief.	elements of music to help a group rehearse and perform- - Understand musical features of a song and be able to identify these when performing or listening. - Compose a section of a song as a rock ensemble.	- Understand and use a range of compositional techniques that can be used. - Provide peer feedback to others to assist in composition - Create a piece of music for a set brief.
Assessment End of unit, key terms and cultural understanding quiz Composition/songwriting using music technology	Assessment End of unit, key terms and cultural understanding quiz Performance within small/large groups for each piece	Assessment End of unit, key terms and cultural understanding quiz Composition/songwriting using music technology or notation

Eduqas GCSE Music (Key Stage 4)		
By the end of GCSE Music students will have worked on the following key skills and knowledge		
Appraising examination (40%) <i>Summer Year 11</i>	Composition (30%) <i>Internally marked</i>	Performance (30%) <i>Internally marked</i>
Area of Study 1- Musical forms and devices	Autumn Year 10- Composition One	Class based performances

<i>Set work: Badinerie (JS Bach)</i> Area of Study 2- Music for ensembles Area of Study 3- Film Music Area of Study 4- Popular Music since 1960 <i>Set work: Africa (Toto)</i> Key learning: - Identifying the ‘Elements of Music’ and explaining how they are used within a piece of music - Identifying key information about a piece of music, in addition to the ‘Elements of Music’ - Score reading and identifying notes on written music - Writing down a melody when it is dictated - Creating extended pieces of description, explaining how a piece of music creates a mood - Recalling vocabulary within Eduqas’ Appendix C	Students will be taught a range of composing techniques and strategies and then will use these to write a short first composition. Spring Year 10- Free Composition (15%) Students will work on their Free composition. They will compose a piece of music using Sibelius that lasts more than 2 minutes and uses a variety of musical ideas. They will also write up a brief, explaining what the piece has been written for. During this process a journal will be kept, explaining how the piece was composed and where musical ideas came from. Autumn Year 11- Set Brief Composition (15%) Students will complete a Set Brief composition. They will compose a piece of music using Sibelius that lasts more than 2 minutes and uses a variety of musical ideas. This will be in response to one of four ideas released by Eduqas in September of Year 11. During this process a journal will be kept, explaining how the piece was composed and where musical ideas came from.	During both Year 10 and Year 11, students will showcase their performance skills on an instrument of their choosing. This will allow for sufficient feedback to support them with their performance coursework. For some students this will include band work, sampling, solo recordings, ensemble performances and instrument workshops. Autumn Year 11- Performance recordings (30%) Students will complete a performance recording in Autumn of Year 11. This is required to be more than 4 minutes long. There must be 1 minute of recording where the student is accompanying a melody line, as part of an ensemble.
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BTEC Music Performance (Key Stage 5)

By the end of BTEC Music Performance students will have worked on the following key skills and knowledge

Year One (Year 12) learning journey

Unit One: Practical Music theory (Non-externally assessed)

Learners will develop their knowledge and understanding of music theory and apply their understanding in practical, real-world scenarios such as arranging famous pieces of music into different styles and composing new pieces.

Unit Three: Ensemble performance (Externally Assessed)

Learners work alongside other musicians as part of an ensemble and develop rehearsal and performance skills and techniques.

Students will devise a programme of pieces all aimed at showing off the skills and talents within the band. This will culminate in a performance where students will showcase their ensembles in a public performance.

Wider musicianship (Year One) (Non-assessed)

- Band skills
- Solo performance skills
- Music reading skills
- Evaluation of the elements of music
- Justification of musical ideas
- Song choice
- Public performance

Year Two (Year 13) learning journey

Unit Six: Solo performance (non-externally assessed)

Learners will put together a performance portfolio of different pieces both

Unit Two: Professional practice in the Music Industry (Externally Assessed)

Learners explore what it takes to become a professional in the music industry. As part of this

Wider musicianship (Year Two) (Non-assessed)

- Industry skills
- Work with music industry specialists

individually and as a member of an ensemble. Students will run rehearsals and organize the musicians as if they themselves were a solo artist. This unit will conclude with the student taking to the stage in a real-world performance setting.	they will learn how to book shows and tours, license music for films and TV, release records, running PR campaigns and much more. These will encompass real world scenarios that will enable students to gain an understanding of the music industry.	- Practical performance skills - Help with HE Music preparation - Band performance - Music industry careers
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