



Yate Academy - Curriculum Long Term Plan
Subject: Music /Music Tech

Curriculum Statement

The music curriculum at Yate Academy aims to empower students to share in the experience of creating music. Throughout their music lessons, students will explore a variety of styles of music, from across the world and across time, and in doing so develop their skills in the three core strands which underpin all music teaching at Yate: active **listening**, **composition**, and **performance**. Students will have the opportunity to learn to use their voices, to play a variety of instruments including keyboard and ukulele, and to write music of their own using both standard notation and music technology. Music is everywhere: in film and television, in concert halls and theatres, on the radio and online, and while every student arrives at Yate Academy with a different experience of and connection to music, our hope is that every student will leave with a richer understanding of, and curiosity for, the world around them.

	Year 7	Year 8	Year 9
Term 1 & 2	<p>1. Djembe Drumming <i>This unit introduces students to the basic building blocks of music, the musical elements, through practical ensemble performance as well as composition tasks using djembes and other percussion, both pitched and unpitched.</i></p>	<p>4. Samba and Latin American Music <i>This unit is highly practical and introduces students to key features of Samba such as polyrhythm. Similarly to Unit 1, this unit focuses on ensemble performance, with opportunities for students to contribute their compositions to a class piece</i></p>	<p>7. Music for Media <i>Unit 7 further explores ideas from Unit 3, focusing on how music is used in film and video games. Students will explore film soundtracks through performance and use what they have learned to compose their own soundtracks using music technology.</i></p>
Term 3 & 4	<p>2. Hooks and Riffs <i>Building on the basic composition and notation skills students develop in Unit 1, students explore patterns in popular music while developing keyboard and music technology skills.</i></p>	<p>5. The Concerto <i>While unit 3 focuses on classical music from 1820 onwards, this unit takes students further back in time to explore baroque and classical-era music through keyboard performances and composition.</i></p>	<p>8. The Electrification of Music <i>Drawing together ideas from Units 2, 6, and 7, this unit further develops students’ music technology skills. Through performance and composition, students will study the genres of rock, disco, and EDM, and how technological development has impacted music.</i></p>
Term 5 & 6	<p>3. Programme Music <i>Students are introduced to the orchestra in this unit, as well as how music can be used to tell a story, set a scene, or create a mood. Students will continue to develop their performance and composition skills using the keyboard, extending these skills through the addition of chords, and a shift towards solo performance.</i></p>	<p>6. Jazz, Blues, and Rock ‘n’ Roll <i>Focusing on American popular music of the early 20th century, students will learn about the development and contexts of these genres, and combine their performance and composition skills to learn how to improvise.</i></p>	<p>9. Indian Classical Music and Bhangra</p>

GCSE Music

	Year 10	Year 11
Term 1	Musical Elements - Key Stage 4	Solo Performance
Term 2	Area of Study 5 - Popular Music and AoS 4 - Film Music	Composition 2 and Ensemble Performance
Term 3	AoS 5 - Popular Music and AoS 4 - Film Music	Composition 2 and Ensemble Performance
Term 4	AoS 2 - The Concerto Through Time and AoS 3 - Rhythms of the World	Revising AoS 2 and 3
Term 5	AoS 2 - The Concerto Through Time (Composition) and AoS 3 - Rhythms of the World	Revising AoS 4 and 5
Term 6	Composition 1 and Solo Performance	

Music Technology

	Year 10	Year 11
Term 1	Content Area 3: Musical Elements, Styles, and Technology Content Area 2: The DAW	Content Area 5: Multitrack Recording NEA Preparation
Term 2	Content Area 3: Musical Elements, Styles, and Technology Content Area 2: The DAW	NEA Production
Term 3	Content Area 3: Musical Elements, Styles, and Technology Content Area 1: Music Technology and the Music Business	NEA Production & Mixing
Term 4	Content Area 1: Music Technology and the Music Business Content Area 4: Sound Creation	NEA Completion and Evaluation Review and Revision of all Content Areas
Term 5	Content Area 1: Music Technology and the Music Business Content Area 4: Sound Creation	Review and Revision of All Content Areas
Term 6	Content Area 4: Sound Creation Content Area 5: Multitrack Recording	

Curriculum Impact - How do you know students know more and remember more as a result of your curriculum?

Students can demonstrate what they know and remember in a variety of ways in music: during each lesson through low stakes quizzes and mini whiteboard tasks; at the end of each project through either a composition or performance; and through formal, exam-style listening assessments (twice per year at KS3, at least once per unit and during mock exams for KS5).

Composition and Performance

Students learn to use a variety of musical notation to support their presentation of compositional ideas from traditional staff notation, screenshot images with commentary, lead sheets with short explanations or detailed written accounts, allowing students to document and demonstrate their work in a format that allows all abilities to achieve. Students can use DAW software to create their compositions allowing students of all abilities to be able to create their own music. In composition students do not have to be able to play their own music but can request other musicians to do so as long as there are instructions on how that music is to be played. This allows for all students to write for instruments outside of their own musicianship ability, encouraging them to be creative. At KS3, students learn about a variety of musical styles and how to compose and perform in those styles. At KS4, the performance and composition components enable learners to pursue their individual preferences with a broad range of Areas of Study, enabling students to apply and demonstrate their musical understanding of a range of technical skills and abilities. Performance skills are demonstrated through a variety of approaches such as colour coded chord diagrams, annotated scores, lead sheets and aural skills alongside traditional scores and notated music

Active Listening

Listening and appraising skills are integrated into every lesson through listening questions, often using mini whiteboards. Through this students will develop the ability to recall key features when listening to music as well as tailoring approaches to question types to suit the individual needs of the students, allowing them to feel confident under exam conditions.

Further Impact

Alongside the core music curriculum at Yate Academy, students have a variety of co-curricular opportunities, both through the timetabled enrichment programme and through music clubs. Through both core and co-curricular students have the opportunity to develop and demonstrate instrumental skills. Our aim is that this broadens access to music at KS4; while the national average for take-up at GCSE is 7%, for 2025/26, 25% of our 10 cohort will be studying either Music GCSE or Music Technology.