

Curriculum Overview - Thomas Hall 2025/2026								Music																																											
HT								X-mas								HT								Easter								HT																			
Week Beg.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40											
Year 7	Elements of Music								Computer and Video Game Music								Keyboard Skills								Rhythms of the World								IT Music Project								Enrichment week										
	The "Elements of Music" scheme introduces Year 7 students to the basic building blocks of music, including tempo, rhythm, structure, melody, harmony, dynamics, timbre, tonality and texture. As an introductory unit, it focuses on developing students' ability to hear and recognise and describe these elements through listening tasks and simple practical activities. Students will begin to apply key musical terminology and explore how music can have value and impact. This foundational knowledge prepares them for more advanced musical understanding and performance in future units.								The "Computer and Video Game Music" scheme introduces Year 7 students to the creative role of music and sound effects in gaming. Students explore how music can shape atmosphere, support character identity through motifs, and enhance storytelling in digital environments. Through composing to visuals and developing musical themes, they begin to understand how music is used interactively. The unit culminates in the creation of a short soundtrack or musical score for a game, including the opportunity to further refine their composition skills with a seasonal (winter) theme, building on their introductory musical knowledge.								The "Keyboard Skills" scheme introduces Year 7 students to the fundamentals of keyboard playing through a series of practical and accessible exercises. Students begin with five-note fingering to build basic technique and melodic control, then progress to using stretch fingering with simple harmonies and chromatic movement involving flats and sharps. Through learning well-known pieces such as the Imperial March and Hedwig's Theme, students develop hand coordination, chunking techniques, and musical fluency. The scheme also introduces arpeggios and common keyboard clichés, laying the groundwork for independent performance and future instrumental learning.								The "Rhythms of the World" scheme introduces Year 7 students to rhythm as a key musical element through an exploration of global rhythmic traditions and patterns. Students begin by understanding pulse and accents, before learning to read and perform rhythm grid notation in pieces such as the "Pulse Piece" and "Sevens". They go on to explore polyrhythms and ostinatos, developing their ensemble skills, timing, and coordination. This practical unit encourages teamwork, listening skills, and a deeper appreciation of rhythmic diversity, laying a strong foundation for future rhythm-based performance and composition work.								The "IT Project" scheme introduces Year 7 students to music production using digital audio workstations (DAWs) such as BandLab. Students explore key studio techniques including stereo placement, pitch shifting, reverb, echo, chorus, harmony, and EQ/mixing. Through a series of practical tasks, they apply these effects to their own music projects, learning how to shape sound creatively and technically. The scheme builds digital literacy, encourages experimentation, and culminates in students finalising and writing up their own mixed track, providing a strong foundation for further music technology work in later years.																		
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Year 8	Blues								Music Through Time								World Music - Africa								Song Writing								World Music - Samba								Enrichment week										
	The "Blues" scheme introduces Year 8 students to the historical and musical foundations of blues music, focusing on its structure, performance style, and cultural significance. Students learn to perform a basic 12-bar blues pattern, develop individual instrumental or vocal parts, and explore improvisation using the blues scale. Through ensemble work, they gain a deeper understanding of musical roles and how to collaborate effectively. The unit builds confidence in improvisation and reinforces key musical concepts such as chord sequences and structure, culminating in a group performance and assessment.								The "Music Through Time" scheme explores how repeated musical patterns—such as riffs, hooks, and ostinatos—are used across different genres and historical periods. Year 8 students analyse and perform patterns from popular songs like Sweet Dreams and Queen Cameo, before exploring their use in classical and Western art music. Through activities involving body percussion, vocal sounds, and instrumental work, students deepen their understanding of musical repetition and texture. This scheme strengthens listening and performance skills while highlighting the continuity and evolution of musical ideas over time.								The "World Music – Africa" scheme introduces Year 8 students to traditional African drumming through the exploration of key rhythms such as Kuku, Moribayassa, and Kpanlogo. Students learn to identify and perform polyrhythms and cross-rhythms, developing coordination, listening skills, and ensemble awareness. Practical sessions allow students to engage with authentic musical traditions, while composition tasks challenge them to create their own African-inspired piece of music. This unit enhances rhythmic understanding, promotes cultural appreciation, and encourages creativity through hands-on music-making.								The "Songwriting" scheme enables Year 8 students to develop their creative skills by exploring the key ingredients of writing original songs. Students learn how to construct chord progressions, craft rhythmic patterns, and write basslines, while also drawing inspiration from existing music. As the scheme progresses, they apply studio techniques such as stereo placement, pitch shifting, and key matching to enhance their compositions. Emphasis is placed on creating structure, combining musical elements, and using digital tools to arrange and refine their work. The unit culminates in students bringing together all their songwriting skills to produce a complete and original song.								The "World Music – Samba" scheme introduces Year 8 students to the vibrant rhythms and cultural background of Samba music. Students explore its historical roots and key rhythmic patterns, while developing their practical skills through keyboard drumming and digital music production. Using software such as BandLab, they create a Samba-inspired rhythm project, applying effects like reverb and echo to enhance their compositions. The scheme combines cultural understanding with modern studio skills, culminating in a final mixed version of their Samba rhythm project, showcasing both their musical and technical progress.																		
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Year 9	Film Music								Pop Remixes and Variations								Rock n Roll								World Music - Salsa								Offbeat								Project - Group Work								CEW Week		
	The "Film" scheme introduces Year 9 students to the role of music in film, focusing on how it enhances mood, character, and narrative. Students explore the history of film music, study the use of leitmotifs, and analyse iconic examples such as the James Bond soundtrack. Through listening and performance tasks, they learn how musical elements are used to create tension and identity in film genres including action, horror, and thriller. The unit culminates in students composing and performing their own James Bond-style theme and a Horror or Thriller soundtrack, developing both their creative and analytical skills.								The "Variations and Pop Remixes" scheme challenges Year 9 students to explore advanced compositional techniques through the creation of musical variations. Students experiment with devices such as augmentation, diminution, canon, inversion, retrograde, and changes in tonality to transform and develop musical themes. The scheme encourages creativity through both classical theme-and-variation composition and the application of these techniques to remixing pop melodies. As students progress, they undertake an extended project where they compose and refine their own variations or remixes, deepening their understanding of musical structure, texture, and development.								The "Rock n Roll" scheme introduces Year 9 students to the key musical features of early rock music through performance and composition. Students begin by exploring characteristic bass lines and triads, learning how they underpin iconic tracks such as Rock Around the Clock. Through practical work, they develop their understanding of chord progressions, rhythmic drive, and song structure. The scheme culminates in students composing and performing their own Rock n Roll-style songs, allowing them to apply their knowledge creatively while developing ensemble and performance skills.								The "World Music – Salsa" scheme introduces Year 9 students to the cultural and musical characteristics of Salsa, focusing on its rhythmic drive, instrumental layering, and Latin American roots. Students begin by exploring the genre through the question "What is Salsa?" before learning to perform a piece such as Toca Bonita. They then apply their understanding by arranging and performing a Salsa cover version, allowing them to adapt known music within the stylistic conventions of the genre. This scheme enhances ensemble performance skills, cultural appreciation, and stylistic awareness.								The "Off Beat" scheme explores the musical features and cultural origins of Reggae, focusing on its distinctive use of offbeat chords, syncopated rhythms, and rich textures. Year 9 students examine how bass lines, hooks, and lyrics contribute to the Reggae style, drawing on examples from Caribbean music traditions. Through listening, performance, and composition tasks, they learn how to layer parts effectively and create their own Reggae-inspired arrangements. This scheme deepens students' understanding of genre, musical structure, and cultural context while enhancing their skills in ensemble work and music production.								The "Project Group Work" scheme allows Year 9 students to consolidate their musical skills through a collaborative composition and performance project. Working in small groups, students respond to a set brief, using their knowledge of musical elements, structures, and styles to create an original piece. This scheme encourages independence, teamwork, and creativity, while also developing planning, rehearsal, and performance skills. It provides a valuable opportunity for students to apply everything they have learned throughout Key Stage 3 in a practical and purposeful musical outcome.										
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YEAR 10 BTEC Music	Introduction to Course	Exploring Music Products and Styles (Component 1)																Revision of Music Styles and DAW				Component 1 Coursework and assessment				Music Skills Development (Component 2)				Responding to brief practice				Preparation for Mock (Component 3)	Mocks	Music Skills Development				CEW Week											
		In this topic, students explore a range of music products such as recordings, compositions, and live performances while developing an understanding of key genres and musical styles. They analyse how musical elements, techniques, and technology are used across different contexts and time periods. Alongside listening and research, students begin to develop practical skills through performance, composition, and use of music technology. This foundational unit supports a broad understanding of the music industry and helps learners build confidence in applying musical knowledge and skills.																Students revisit key musical styles and strengthen their understanding through focused listening. They also develop practical skills using DAWs, learning to set up, sequence, and edit music with increasing confidence.				In this phase, students focus on completing the written element of Task 1, analysing different music products and exploring how style, purpose, and techniques vary. They apply research and listening skills to evaluate recordings, performances, and compositions, developing their ability to write reflectively and critically.				Students begin Component 2 by completing a skills audit to assess their current strengths and areas for improvement in performance, creation, and music technology. This helps set personal goals and guides their development throughout the unit.				Students spend two weeks practising how to respond to a music brief, developing ideas and building confidence ahead of their upcoming mock assessment.						students spend three weeks focusing on further developing their musical skills in performance, composition, or production. This phase allows for targeted practice, experimentation, and consolidation of techniques in a supportive and creative environment, helping students strengthen areas identified for improvement.															
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YEAR 11 BTEC Music	Introduction to Component 2	Music Skills Development (Component 2)																Responding to brief Preparation and completion (Component 3)																Administration and Catch Up				GCSE Exams	GCSE Exams												
		As students return in Year 11, the focus shifts to building on the foundations laid in their initial skills audit. They continue to develop and refine their chosen musical skills—whether in performance, composition, or production—with greater independence and purpose. Emphasis is placed on improving technique, creativity, and consistency while producing high-quality music products. Students will reflect regularly on their progress, using feedback to make improvements and meet their personal targets. This phase prepares them for the final stages of Component 2, ensuring their development work is well-documented and clearly linked to their outcomes.																In this phase, students focus on finalising and organising all evidence for Component 2. This includes refining practical work, written reflections, and progress logs to ensure all assessment criteria are met. Students review teacher feedback, make final improvements, and collate their materials into a complete portfolio ready for submission.																Students focus on developing their ability to interpret and respond to a music brief. They explore multiple examples and approaches, learning how to generate ideas, plan effectively, and tailor their work to suit a specific purpose and audience. This phase builds creative thinking and time management skills in preparation for their final controlled assessment. As part of this preparation, students will also take part in an exam-style task under timed conditions to practise working independently and applying their skills in a realistic setting.																This final phase allows time for students to complete any outstanding work, respond to final feedback, and ensure all evidence is ready for submission. It also includes administrative tasks such as organising portfolios and verifying assessment requirements, supporting all learners to complete the course successfully.	
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