

# Music Subject Overview

The Appleton School



Music Department Curriculum Overview



## **Subject: Music**

### **Overall Curriculum Intent - our Visions and Aims (linked to the National Curriculum and specifications)**

As a department we are passionate about our subject and we are all practising musicians, this continuing our own learning. Through our passion we aim to engage and inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. We do not just prepare students for assessments and examinations in Music but look at developing a lifelong appreciation and love of Music.

Through our schemes of work, we develop students' skills through three main areas: performing, composing, listening and appraising.

#### **Performing**

The National Curriculum states that we should: *perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.*

Our intention is to develop an appreciation and passion for music and a passion for performing an increasingly challenging range of pieces across genres and subgenres, and across time periods and culture. This helps students develop an understanding of how composers create effects and achieve purposes using a range of musical elements. We use performing as a tool to study the theory of music but also to develop our understanding of composing and appraising.



## Composing

The National Curriculum states that we should: *learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.*

Our intention is to develop their theoretical knowledge through composition. Once students have experienced performing in a genre and using certain musical elements in performance, they are encouraged to compose using these ideas. We use singing in every scheme of work and look to continuously develop their vocal skills. We teach students keyboard skills and throughout KS3 they learn to play ukulele and some basic drumkit skills. Instrumental lessons are available to students if they wish to develop their skills in a particular instrument further. We use various music technology **things** such as keyboards, multi-tracking and the use of music software for more advanced composition.

## Listening and Appraising

The National Curriculum states that we should: *understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.*

Our intention is to develop personal responses to a variety of genres of music which can be discussed through classroom debate and through writing. Students are able to use the elements of music to appraise music. We study how and why music is composed and how it can be communicated.



## **How is the curriculum delivered?**

The Music curriculum is divided into units which are completed half-termly with performance, composition, listening and appraising skills being developed in every project. In Key Stage Three we build upon knowledge learnt from Key Stage Two. Some students have had a varied and rich musical education at Key Stage Two and some have only had the statutory requirement, so our Year 7 curriculum is strategically designed to place all students on an equal footing. For example, our first unit Rhythm and Beats focusses on developing prior learning, enabling a smooth transition. Each unit at Key Stage Three develops learning from the preceding unit. At Key Stage Three students have two Music lessons per fortnight. Key Stage Four schemes of work extend and develop learning from Key Stage Three. At Key Stage Four students have six Music lessons per fortnight.

## **How is the curriculum assessed?**

There are formative assessment opportunities provided in every Music lesson throughout both Key Stages. At Key Stage Three we run end of unit assessments every half term which assess the specific skills studied in that unit. We use Securing Success levels at Key Stage Three. During every lesson students are able to see what they need to do to achieve their target grade in that lesson, as well as what is required by the end of the unit to secure their appropriate outcome. Students are encouraged to use these descriptors to peer and self assess so that they become familiar and confident with the language as well as the process of assessment. At Key Stage Four students have regular assessment in performing, composing and appraising in lessons as well as three formal summative assessment opportunities each year. At Key Stage Four we use GCSE grades; level descriptors and grade boundaries to assess student work. Moderation is



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undertaken by the department to ensure consistency across the department. Additionally, we carry out moderation with Music teachers from other local school for Key Stage Four students.

Music Department Curriculum Overview



## **How is the curriculum enriched through clubs, concerts and visits?**

The Music department has a broad and varied timetable of extra-curricular opportunities. There are also subject-related extra-curricular clubs that prove very popular throughout the wider faculty of Performing Arts. These take place during lunchtimes and after school. As a faculty we produce two concerts as well as a musical every year. We encourage students to attend these clubs to develop their passion for the subject beyond the classroom.

### **Extra-curricular opportunities**

One of the department teachers is a singing specialist and they run the school choir. Students of all abilities are encouraged to join; the only requirement is a passion for singing and performing. There is also an elite singing group called Harmonics, which requires students to audition for a place in this. Ensemble extra-curricular opportunities include bands and Chamber Music group. The latter was set up to accommodate any combination of instrumentalists to be able to play music together. Bands are very popular and always feature in our concerts. Keyboard and ukulele clubs are a recent and popular addition to the extra-curricular timetable. These are open to all students of any ability and encourage students throughout the school to perform even if they do not have instrumental lessons.

Clubs that are provided by the wider faculty include: Dance club; Dynamics, which is an elite dance group which students must audition for; drama club. As well as performing, students can also be involved backstage during concerts and the school musical learning stage management, sound and lighting operation.



We encourage students to attend Music Theory Club, particularly students at Key Stage Four, to enhance their theoretical and music reading skills. Students can be entered for the ABRSM graded theory exams. We have had many students achieve their Grade 5 Music theory.

There are regular revision sessions for Key Stage Four students to assist them. Some students are invited to these if they show a particular weakness in an area of study, however most students choose to attend these to further support their learning. There are also one-to-one composition sessions for Key Stage Four students to support student learning in this component.

### **Visits**

Within the faculty of Performing Arts we run a varied trip programme. At Key Stage Four we organise trips that enhance the learning of the curriculum, as well as opportunities for students to enjoy. Many students have not seen live music before, outside of the school context, so it is important for them to experience this. In recent years we have taken advantage for the Royal Philharmonic Orchestra's school discount tickets in which students can see this world-renowned orchestra perform in some of the greatest concert halls in London for only £5. We are also lucky that we are close enough to be able to see some of the great performance that the West End theatres have to offer. In the last few years we have been to see Wicked, The Lion King and Phantom of the Opera. Last year we took a group of Key Stage Four students to The Handel House Museum to look at Baroque instruments within the setting of the great composers' house.



## **What skills and knowledge do students bring with them from Key Stage Two to Year 7?**

As a department we use the Year 6 transition visit to help us gauge where students are at with their music curriculum. We also attend Music network meetings and spend time discussing the primary curriculum and what our primary colleagues are teaching. In the first lesson of Year 7 students complete a baseline assessment test that also helps us understand what prior learning have been achieved and helps us plan subsequent learning.

Students should be able to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.





## **What skills and knowledge do students bring with them from Year 7 to Year 8?**

In addition to the previous list of skills and knowledge, which will be continually revisited and reinforced:

- Play and perform melody confidently using one hand on the keyboard fluently.
- Sing with accuracy and expression.
- Improvise melody in a variety of genres
- Compose a simple melody extending and developing ideas within a range of structures and styles.
- Be able to read and write using treble clef notation.
- Be able to understand the principle of bass clef notation.
- Use and identify different major and minor scales and tonalities.
- Listen to a variety of genres with increasing discrimination
- Develop a deeper understanding of the music they are performing and listening to within its context and history.



## **What skills and knowledge do students bring with them from Year 8 to Year 9?**

In addition to the previous list of skills and knowledge, which will be continually revisited and reinforced:

- Play and perform confidently melody and harmony on the keyboard.
- Play chords confidently on ukulele, being able to accompany a song.
- Sing confidently with accuracy and expression using harmony.
- Improvise over a 12 bar Blues chord sequence.
- Compose both melody and harmony being able to extend and develop ideas with a given structure.
- Use treble clef notation confidently and have an understanding of bass clef notation.
- Be able to identify a range of tonalities and scales.
- Listen to and identify key features of a wide range of musical styles and genres.
- Develop a deepening understanding of the music they are performing and listening to and its history.



## **What skills and knowledge do students bring with them from Year 9 to Year 10?**

In addition to the previous list of skills and knowledge, which will be continually revisited and reinforced:

- organisation of pitch (melodically and harmonically) including simple chord progressions
- use of tonality
- understanding structure of music especially those in the set works
- use of texture
- tempo, metre and rhythm including pulse, simple time, compound time, and basic rhythmic devices
- dynamics
- the effect of purpose and intention on how music is created, developed and performed
- reading and writing of staff notation including treble-clef and bass-clef note names
- recognising and accurately using appropriate musical vocabulary
- make use of musical elements
- perform music with control, making expressive use of phrasing and dynamics
- compose music that develops musical ideas, uses conventions, and explores the potential of musical structures and resources
- analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about repertoire within the Areas of Study



## What will students' study and when?

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<b>Year 7</b>	<p><b>Rhythm and Beats</b></p> <p><b>What prior leaning is to be revisited?</b></p> <ul style="list-style-type: none"> <li>• Ensemble performance</li> <li>• Ensemble singing</li> <li>• Composing</li> <li>• Appraising</li> </ul> <p><b>How will learning from this unit be developed later?</b></p> <ul style="list-style-type: none"> <li>• Use of rhythm notation</li> <li>• Key vocabulary</li> <li>• Composing</li> <li>• Ensemble performance</li> </ul>	<p><b>Highs and Lows</b></p> <p><b>What prior leaning is to be revisited?</b></p> <ul style="list-style-type: none"> <li>• Ensemble singing</li> <li>• Use of rhythm notation</li> <li>• Solo performance</li> <li>• Composing</li> <li>• Appraising</li> </ul> <p><b>How will learning from this unit be developed later?</b></p> <ul style="list-style-type: none"> <li>• Use of treble clef notation</li> <li>• Keyboard skills</li> </ul>	<p><b>Melody writing</b></p> <p><b>What prior leaning is to be revisited?</b></p> <ul style="list-style-type: none"> <li>• Ensemble singing</li> <li>• Use of treble clef notation</li> <li>• Composing</li> <li>• Solo performing</li> <li>• Ensemble performing</li> <li>• Appraising</li> </ul> <p><b>How will learning from this unit be developed later?</b></p> <ul style="list-style-type: none"> <li>• Composing melody</li> <li>• Performing and composing within structures</li> </ul>	<p><b>Jazz it up!</b></p> <p><b>What prior leaning is to be revisited?</b></p> <ul style="list-style-type: none"> <li>• Ensemble singing</li> <li>• Improvising</li> <li>• Performance</li> <li>• Use of treble clef notation</li> <li>• Playing a melody</li> <li>• Performing and composing within a structure</li> <li>• Appraising</li> </ul> <p><b>How will learning from this unit be developed later?</b></p> <ul style="list-style-type: none"> <li>• Performing and composing within different structures</li> </ul>	<p><b>Performance skills</b></p> <p><b>What prior leaning is to be revisited?</b></p> <ul style="list-style-type: none"> <li>• Ensemble singing</li> <li>• Solo performance</li> <li>• Ensemble performance</li> <li>• Performing within a structure</li> <li>• Use of treble clef notation</li> <li>• Appraising</li> </ul> <p><b>How will learning from this unit be developed later?</b></p> <ul style="list-style-type: none"> <li>• Performance of more complex pieces</li> <li>• Performing melody with harmony</li> </ul>	<p><b>Stories through music</b></p> <p><b>What prior leaning is to be revisited?</b></p> <ul style="list-style-type: none"> <li>• Ensemble singing</li> <li>• Composing melody within a structure</li> <li>• Use of elements of music</li> <li>• Solo performance</li> <li>• Appraising</li> </ul> <p><b>How will learning from this unit be developed later?</b></p> <ul style="list-style-type: none"> <li>• Use of musical elements to shape performance and composition</li> </ul>



<p><b>Year 8</b></p>	<p><b>The Blues</b></p> <p><b>What prior leaning is to be revisited?</b></p> <ul style="list-style-type: none"> <li>• Ensemble singing</li> <li>• Improvisation</li> <li>• Composing within a structure</li> <li>• Using riffs</li> <li>• Appraising</li> <li>• Treble and bass clef notation</li> <li>• Appraising</li> </ul> <p><b>How will learning from this unit be developed later?</b></p> <ul style="list-style-type: none"> <li>• Use of chordal harmony</li> <li>• Performing melody and accompaniment</li> </ul>	<p><b>Solo performance skills</b></p> <p><b>What prior leaning is to be revisited?</b></p> <ul style="list-style-type: none"> <li>• Ensemble singing</li> <li>• Scales and tonality</li> <li>• Developing keyboards skills</li> <li>• Performing melody and accompaniment</li> <li>• Treble and bass clef notation</li> <li>• Appraising</li> </ul> <p><b>How will learning from this unit be developed later?</b></p> <ul style="list-style-type: none"> <li>• Performance skills</li> <li>• Performing melody and accompaniment</li> </ul>	<p><b>Cover versions</b></p> <p><b>What prior leaning is to be revisited?</b></p> <ul style="list-style-type: none"> <li>• Ensemble singing</li> <li>• Ensemble performance</li> <li>• Using elements of music to shape a performance</li> <li>• Playing melody and chords</li> <li>• Treble and bass clef notation</li> <li>• Appraising</li> </ul> <p><b>How will learning from this unit be developed later?</b></p> <ul style="list-style-type: none"> <li>• Ensemble performance</li> <li>• Performing melody and accompaniment</li> </ul>	<p><b>Learning the ukulele</b></p> <p><b>What prior leaning is to be revisited?</b></p> <ul style="list-style-type: none"> <li>• Ensemble singing</li> <li>• Chordal harmony</li> <li>• Use of tonality</li> <li>• Performance skills</li> <li>• Ensemble performance</li> <li>• Appraising</li> </ul> <p><b>How will learning from this unit be developed later?</b></p> <ul style="list-style-type: none"> <li>• Ensemble performance</li> <li>• Use of ukulele in mixed ensemble</li> </ul>	<p><b>Ensemble performance skills</b></p> <p><b>What prior leaning is to be revisited?</b></p> <ul style="list-style-type: none"> <li>• Ensemble singing</li> <li>• Ensemble performance</li> <li>• Ukulele and keyboard skills</li> <li>• Performing melody and harmony</li> <li>• Appraising</li> </ul> <p><b>How will learning from this unit be developed later?</b></p> <ul style="list-style-type: none"> <li>• Ensemble performance skills</li> <li>• Solo performance skills</li> <li>• Use of musical elements to shape performance and composition.</li> <li>• Appraising</li> </ul>
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<p><b>Year 9</b></p>	<p><b>Introduction to GCSE Music performance</b></p> <p><b>What prior leaning is to be revisited?</b></p> <ul style="list-style-type: none"> <li>• Ensemble performance skills</li> <li>• Listening to and appraising music</li> </ul> <p><b>How will learning from this unit be developed later?</b></p> <ul style="list-style-type: none"> <li>• Developing ensemble performance skills</li> <li>• Developing music analysis skills</li> </ul>	<p><b>Introduction to GCSE Music composition</b></p> <p><b>What prior leaning is to be revisited?</b></p> <ul style="list-style-type: none"> <li>• Composition skills</li> <li>• Listening to and appraising set works</li> </ul> <p><b>How will learning from this unit be developed later?</b></p> <ul style="list-style-type: none"> <li>• Developing composition skills</li> <li>• Developing music analysis skills</li> </ul>	<p><b>Western classical tradition and solo performance</b></p> <p><b>What prior leaning is to be revisited?</b></p> <ul style="list-style-type: none"> <li>• Solo performance skills</li> <li>• Listening to and appraising set works</li> </ul> <p><b>How will learning from this unit be developed later?</b></p> <ul style="list-style-type: none"> <li>• Developing solo performance skills</li> <li>• Developing music analysis skills</li> </ul>	<p><b>Western classical tradition and free composition</b></p> <p><b>What prior leaning is to be revisited?</b></p> <ul style="list-style-type: none"> <li>• Composition skills</li> <li>• Listening to and appraising set works</li> </ul> <p><b>How will learning from this unit be developed later?</b></p> <ul style="list-style-type: none"> <li>• Developing composition skills</li> <li>• Developing music analysis skills</li> </ul>	<p><b>Film music and ensemble performance</b></p> <p><b>What prior leaning is to be revisited?</b></p> <ul style="list-style-type: none"> <li>• Ensemble performance skills</li> <li>• Listening to and appraising set works</li> </ul> <p><b>How will learning from this unit be developed later?</b></p> <ul style="list-style-type: none"> <li>• Developing ensemble performance skills</li> <li>• Developing music analysis skills</li> </ul>	<p><b>Solo performance and revision of set works</b></p> <p><b>What prior leaning is to be revisited?</b></p> <ul style="list-style-type: none"> <li>• Solo performance skills</li> <li>• Listening to and appraising set works</li> </ul> <p><b>How will learning from this unit be developed later?</b></p> <ul style="list-style-type: none"> <li>• Developing solo performance skills</li> <li>• Developing music analysis skills</li> </ul>
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<p><b>Year 10</b></p>	<p><b>Fusions and solo performance</b></p> <p>What prior leaning is to be revisited?</p> <ul style="list-style-type: none"> <li>• How to analyse music</li> <li>• Excellent solo performance skills</li> </ul> <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> <li>• Revision of fusions set works for Component Three</li> </ul>	<p><b>Set brief composition and ensemble performance</b></p> <p>What prior leaning is to be revisited?</p> <ul style="list-style-type: none"> <li>• Composition skills</li> <li>• Excellent ensemble performance skills</li> </ul> <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> <li>• Revision of fusions set works for Component Three</li> </ul>	<p><b>Focus on Section B and finalise compositions</b></p> <p>What prior leaning is to be revisited?</p> <ul style="list-style-type: none"> <li>• Analysis of set works</li> <li>• Composition skills</li> </ul> <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> <li>• Revision of fusions set works for Component Three</li> </ul>	<p><b>Revision and finalise compositions</b></p> <p>What prior leaning is to be revisited?</p> <ul style="list-style-type: none"> <li>• Revision of set works</li> <li>• Composition skills</li> </ul> <p>How will learning from this unit be developed later?</p> <ul style="list-style-type: none"> <li>• Revision of fusions set works for Component Three</li> </ul>	<p><b>Revision and final examination</b></p> <p>What prior leaning is to be revisited?</p> <ul style="list-style-type: none"> <li>• Revision of set works</li> </ul>	
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## Why has learning been sequenced in this way?

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<b>Year 7</b>	This unit builds on prior learning from KS2. Baseline test used to assess prior learning.	Developing knowledge of rhythm notation into treble clef notation	Developing use of treble clef notation from performance into use in composition.	Developing composition into a structure.	Develop performance skills	Developing composition skills using elements of music such as dynamics.
<b>Year 8</b>	Use of treble and bass clef in performance and composition. Developing harmonic knowledge to include chords	To develop solo performance skills and develop keyboard skills.	To develop ensemble skills in a fun and engaging way.	To develop instrumental skills by learning the ukulele. This is then used in subsequent units to develop ensemble performance skills.	To consolidate everything learned at KS3. Some students will go on to study GCSE Music but for those who don't we intend to give them a lifelong love of music.	
<b>Year 9</b>	Building on learning at KS3. Focusing on ensemble performance to build confidence. Introducing more in-depth music analysis using set work Defying Gravity.	Introduction to GCSE composition and the techniques required. Further music analysis skills using set works Killer Queen.	Developing performance skills and in particular solo performance. Further music analysis skills using set works Music for a While, Brandenburg Concerto and Pathétique Sonata	Developing composition skills and starting the first piece of assessed coursework which is the Free Composition of Component Two.	Developing performance skills and in particular ensemble performance. Further music analysis skills using set works Star Wars.	Developing performance skills and in particular solo performance in preparation for their assessed coursework performance.
<b>Year 10</b>	Final solo performance. Further music analysis skills using set works Release and Samba em Preludio. Start set brief composition.	Set brief composition Final ensemble performance. Revision of set works in preparation for mock examination	Focus on Section B of component three in preparation for final examination.	Completion of set brief composition and revision of set works in preparation for final examination.	Preparation for the final examination	



## What cross-curricular themes have been identified?

Music is one of the most versatile subjects with links to most other subjects. Music is mathematical (reading notation), music is scientific (pitch), music is historical (historical periods of time), music is geographical (cultures and regions of the world), music is a language (reading music and terms of musical expression), music is art. With this in mind here are some of the areas we focus on in our schemes of work:

	<b>Autumn term 1</b>	<b>Autumn term 2</b>	<b>Spring term 1</b>	<b>Spring term 2</b>	<b>Summer term 1</b>	<b>Summer term 2</b>
<b>Year 7</b>	Rhythm and beats Mathematics	Highs and Lows Physics	Melody writing	Jazz it up! History	Performance skills	Stories through Music English Art
<b>Year 8</b>	Blues History Geography	Solo performance skills	Cover versions Business	Learning the ukulele	Ensemble performance skills Drama Performing Arts	
<b>Year 9</b>	Drama Performing Arts	Performing Arts	History	History	Drama	
<b>Year 10</b>	Geography					



## How will each unit be assessed to show that students are making progress?

	<b>Autumn term 1</b>	<b>Autumn term 2</b>	<b>Spring term 1</b>	<b>Spring term 2</b>	<b>Summer term 1</b>	<b>Summer term 2</b>
<b>Year 7</b>	Baseline test  End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment
<b>Year 8</b>	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment
<b>Year 9</b>	End of unit assessment	End of unit assessment Exam week	End of unit assessment	End of unit assessment Exam week	End of unit assessment	End of unit assessment
<b>Year 10</b>	End of unit assessment	Mock examination Performance deadline	End of unit assessment	Mock examination Composition deadline	Final examination	



## Are there any extra-curricular opportunities or visits linked with the schemes of work?

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<b>Year 7</b>	Music theory club	Christmas concert	Keyboard club	Performing Arts Festival		School musical
<b>Year 8</b>	Black History Month activities	Christmas concert	Band	Ukulele club Performing Arts Festival	Band	School musical
<b>Year 9</b>	Band Mixed Chamber group Choir Harmonics	Christmas concert  Visit to musical	Band Mixed Chamber group Choir Harmonics	Performing Arts Festival Visit to classical concert	Band Mixed Chamber group Choir Harmonics	School musical
<b>Year 10</b>	Band Mixed Chamber group Choir Harmonics	Christmas concert  Visit to musical	Band Mixed Chamber group Choir Harmonics	Performing Arts Festival Visit to classical concert	Band Mixed Chamber group Choir Harmonics	School musical



## What will students be expected to know and remember?

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<b>Year 7</b>	<ul style="list-style-type: none"> <li>Rhythm notation</li> </ul>	<ul style="list-style-type: none"> <li>Treble clef notation</li> <li>Good keyboard skills</li> </ul>	<ul style="list-style-type: none"> <li>Melody writing</li> <li>Composing</li> </ul>	<ul style="list-style-type: none"> <li>Use of riffs with melody</li> <li>Improvisation</li> </ul>	<ul style="list-style-type: none"> <li>Further keyboard skills</li> </ul>	<ul style="list-style-type: none"> <li>Use of musical elements</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>Use of melody and harmony</li> <li>12 Bar Blues structure</li> <li>Chords</li> </ul>	<ul style="list-style-type: none"> <li>Use of musical elements</li> <li>Two-handed keyboard skills</li> </ul>	<ul style="list-style-type: none"> <li>Excellent ensemble skills</li> <li>Use of musical elements in performance</li> </ul>	<ul style="list-style-type: none"> <li>Good ukulele skills</li> <li>Chords on the ukulele</li> </ul>	<ul style="list-style-type: none"> <li>Excellent mixed ensemble skills</li> <li>Developed use of elements of music</li> </ul>	
<b>Year 9</b>	<ul style="list-style-type: none"> <li>Ensemble performance skills</li> <li>Music theory</li> <li>Music analysis skills</li> </ul>	<ul style="list-style-type: none"> <li>Composition skills</li> <li>Music theory</li> <li>Music analysis skills</li> </ul>	<ul style="list-style-type: none"> <li>Solo performance skills</li> <li>Music theory</li> <li>Music analysis skills</li> </ul>	<ul style="list-style-type: none"> <li>Composition skills</li> <li>Music theory</li> <li>Music analysis skills</li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance skills</li> <li>Music theory</li> <li>Music analysis skills</li> </ul>	<ul style="list-style-type: none"> <li>Solo performance skills</li> <li>Music analysis skills</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>Solo performance skills</li> <li>Music analysis skills</li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance skills</li> <li>Composition skills</li> <li>Music analysis skills</li> </ul>	<ul style="list-style-type: none"> <li>Music analysis skills</li> </ul>	<ul style="list-style-type: none"> <li>Composition skills</li> <li>Music analysis skills</li> </ul>	<ul style="list-style-type: none"> <li>Music analysis skills</li> </ul>	

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