

Music Curriculum Map							
A. Formal Curriculum Key Stage 5							
Core Content & Skills		<b>By the end of Key Stage Five, students of Music and Music Technology should:</b> Understand musical structures, genres, and historical contexts. Perform a wide range of music with technical and expressive control. Compose original music in varied styles and for different purposes. Record and produce music using industry-standard tools. Apply independent research and critical thinking to music. Recognise music's cultural and social significance. Integrate practical and theoretical knowledge creatively.					
Prior Knowledge & Skills		<b>In Key Stage 5, Music and Music Technology students will build on prior learning by having the following:</b> Listening skills – You can pick out instruments, rhythms, melodies, and styles in different types of music. Basic music theory – You understand notation, keys, chords, time signatures, and scales. Performance experience – You can confidently play an instrument or sing, ideally at around Grade 4–5 level. Composing skills – You've had a go at writing your own music, either by hand or using music software. Tech know-how (for Music Tech students) – You've used basic recording tools or music software like Cubase and Musescore. Involvement in music – You've taken part in things like school bands, choirs, or music clubs. Don't worry if you're still developing in some areas—what matters most is your passion and willingness to learn.					
Future knowledge		<b>The KS5 Music/Music Technology curriculum prepares students for the following future learning:</b> University or conservatoire study in music, music technology, or related fields Advanced practical performance or composition at a professional or academic level Higher-level qualifications such as diplomas, degrees, or apprenticeships Careers in performance, production, composition, teaching, sound engineering, or media independent music-making, creative projects, and lifelong engagement with					
Year 13	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<p><b>Component 1:</b> Exploring the mark scheme, multiple mic techniques and preparing/starting the NEA set brief ·</p> <p><b>Component 2:</b> Advanced MIDI and sampling and preparing/starting the NEA set brief ·</p> <p><b>Component 3:</b> The impact of digital and sampling technology ·</p> <p><b>Component 4:</b> Advanced MIDI in practice</p>	<p><b>Component 1:</b> Mixing using advanced dynamics parameters and starting NEA brief ·</p> <p><b>Component 2:</b> Advanced synthesis techniques and starting NEA brief ·</p> <p><b>Component 3:</b> The impact of analogue technology ·</p> <p><b>Component 4:</b> Studio interconnection, microphones and acoustics</p>	<p><b>Component 1:</b> Advanced audio editing, pitch/rhythm correction and continuing NEA brief ·</p> <p><b>Component 2:</b> Automating parameters and continuing NEA brief ·</p> <p><b>Component 3:</b> Identifying effects and their parameters ·</p> <p><b>Component 4:</b> Audio editing and manipulating advanced parameters with automation</p>	<p><b>Component 1:</b> Supervised NEA sessions with skills-based starter activities ·</p> <p><b>Component 2:</b> Supervised NEA sessions with skills-based starter activities ·</p> <p><b>Component 3:</b> Mixing, mastering and comparing production techniques ·</p> <p><b>Component 4:</b> Focus on essay questions and evaluating production scenarios</p>	<p><b>Components 1 &amp; 2:</b> Moving towards completion with NEA brief and associated documentation ·</p> <p><b>Components 3 &amp; 4:</b> Focus on exam technique and final revision</p>	A level students sit Component 3 & 4 exams



	Key assessment points	<i>NEA set brief review and analysis tasks</i>	<i>Continuation of NEA coursework tasks</i>	<i>Midyear mock examination</i>	<i>Continuation and refinement of NEA Sample assessment for essay questions</i>	<i>Submission of all NEA tasks</i>	<i>Examination</i>
Year 12	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	<p>Term 1</p> <p><i>Component 1: Introduction to recording and mixing</i> <i>Component 2: Technology-based composition</i> · <i>Component 3: Introduction to the Component 3 exam</i> · <i>Component 4: Handling and mixing audio</i></p>	<p>Term 2</p> <p><i>Component 1: Recording acoustic/bass guitar and intermediate mixing skills</i> · <i>Component 2: MIDI and synthesis essentials</i> · <i>Component 3: Analogue technology and vocal production</i> · <i>Component 4: Theoretical and practical tasks focusing on MIDI, dynamics and distortion</i></p>	<p>Term 3</p> <p><i>Component 1: Exploring the mark scheme, recording percussion/keyboards and advanced mixing</i> · <i>Component 2: Exploring mark scheme criteria</i> · <i>Component 3: Detailed exploration of the question paper and focus on analogue synthesisers/electric instruments</i> · <i>Component 4: Detailed exploration of the question paper and specimen long-response questions</i></p>	<p>Term 4</p> <p>· <i>Component 1: Practice brief sessions, mixing practice and mastering</i> · <i>Component 2: Practice brief sessions</i> · <i>Component 3: Comparing analogue and digital effects</i> · <i>Component 4: Specimen questions</i></p>	<p>Term 5</p> <p>· <i>Component 1: Practice brief sessions, mixing practice and mastering</i> · <i>Component 2: Practice brief sessions</i> · <i>Component 3: Comparing analogue and digital effects</i> · <i>Component 4: Specimen questions</i></p>	<p>Term 6</p> <p><i>A level students sit mock Component 3 &amp; 4 exams</i> · <i>Component 1: Drum recording and preparing A-level brief</i> · <i>Component 2: Preparatory work towards A-level set brief</i> · <i>Components 3 &amp; 4: Exploring differences between the AS- and A-level papers</i></p>
	Key assessment points	<i>end of unit recording and examination style question paper.</i>	<i>specimen questions there will be a focus on vocal production techniques and how these have developed through the various eras of recording and production technology.</i>	<i>Longer response question paper examples</i>	<i>Specimen questions for this component will focus on all knowledge and content studied to date, with the addition of effects not already covered by past sample questions.</i>	<i>Preparation for mock examination through specimen questions</i>	<i>Mock examination papers completed</i>



Holistic development *To support students' broader development and enhance their cultural awareness, the music curriculum includes opportunities such as: Trips to live performances – e.g. concerts, musicals, operas, or professional rehearsals to experience music in context Workshops with industry professionals – composers, performers, producers, or sound engineers sharing real-world insights School performances and showcases – concerts, assemblies, talent shows, or collaborative arts events to build confidence and community Visits to music institutions or studios – including conservatoires, recording studios, or universities with strong music departments Cross-curricular projects – working with drama, dance, or media to create integrated performances or productions Exposure to diverse musical styles and cultures – through curriculum content, guest speakers, and themed music days or festivals Leadership and enrichment opportunities – such as leading ensembles, mentoring younger students, or supporting music clubs These experiences help students connect classroom learning with the wider world of music, enriching their education and expanding their cultural capital.*

