



KS4 MUSIC CURRICULUM MAP

Y10 foundation & transfer → Y11 set-work depth → independent listening, analysis and examination application

Curriculum sequence	Y10 AUTUMN	Y10 SPRING / SUMMER	Y11 AUTUMN	Y11 SPRING / SUMMER
UNDERSTANDING / LISTENING 1	Concept-first vocabulary, aural discrimination, melody, harmony, rhythm, articulation and dynamics. Wider listening transfers each concept beyond the immediate repertoire.	Texture, tonality, sonority, metre, tempo and structure; set-work application plus wider listening and unfamiliar transfer.	Set-work depth: named sections, precise evidence and cumulative retrieval. Wider listening keeps unfamiliar listening active.	Full set-work retrieval, unfamiliar listening, wider listening, 8-mark response and examination preparation.
PERFORMANCE	Protected curriculum time: technique, fluency, pulse, expression and suitable repertoire. Practical decisions reinforce musical vocabulary.	Protected performance continues: accuracy, style, ensemble/solo awareness and increasing independence.	Protected performance curriculum time continues alongside Understanding and Composition.	Performance completed by February half term; released curriculum time moves into Understanding, wider listening and exam preparation.
UNDERSTANDING / LISTENING 2	Hear → identify → classify → apply: repertoire supports vocabulary rather than replacing concept teaching.	Cumulative retrieval and increasingly demanding application; wider listening broadens stylistic knowledge and transfer.	Section × element × evidence knowledge is strengthened through listening, retrieval, comparison and explanation.	Selection of strongest evidence for the exact question; comparison and unfamiliar listening become increasingly independent.
COMPOSITION	Protected composition curriculum time: Composition Bridge, GarageBand/iPad and purposeful use of stylistic features.	Composition Bridge moves into GCSE free composition; pupils develop, review and refine increasingly independently.	Coursework continues with technical, constructive and expressive control alongside set-work study.	Composition completed by February half term; released curriculum time moves into set works, wider listening, EUT and exam preparation.
ASSESSMENT / RETRIEVAL	A4L shapes retrieval. Week A/B cycle and scheduled homework/tests support retention without inventing extra assessment.	Progressive 8-mark preparation: retrieve → precise evidence → explain; scaffolds reduce as security increases.	Cumulative section-specific retrieval; normally build multiple verified evidence chains where the music supports them.	Mock/EUT repair, best-fit extended-response practice, wider/unfamiliar listening and final exam independence.
CURRICULUM DESTINATION	Foundation knowledge is made practical and audible through performance, composition and wider listening.	Application and transfer: pupils connect what they hear, perform and compose.	Depth: pupils file knowledge by set work → section → element → precise evidence while practical strands continue.	After practical NEA completion, curriculum time becomes Understanding/exam dominant: retrieve → select → explain → transfer.
THREE CONNECTED STRANDS UNDERSTANDING / LISTENING ↔ PERFORMING ↔ COMPOSING. Practical experience strengthens analytical understanding.		WIDER LISTENING Continuous across KS4: broaden repertoire, reinforce vocabulary and develop transfer to unfamiliar music.		SEQUENCING Performance and Composition have protected curriculum time until completion; that time is then deliberately redirected to exam preparation.