

	Half Term 1 (7 weeks)	Half Term 2 (7 weeks)	Half Term 3 (6 weeks)	Half Term 4 (6 weeks)	Half Term 5 (6 weeks)	Half Term 6 (7 weeks)
7	<p><u>Content</u> <b>Inter-related Dimensions of Music</b> Exploration of the inter-related dimensions of music first taught at KS2. Through ensemble based performance activities students will continue their understanding of the different dimensions that build a piece of music. Concentrating on vocal skills students will perform in large and small groups to develop their ensemble and performance skills.</p>	<p><u>Content</u> <b>Rhythms of the World - African Drumming</b> This unit explores the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa. Students explore the different African Drum performance techniques and the effect this has on the timbre and sonority of the sounds produced. They then move on to perform and create, by composing and improvising simple rhythms and, using repetition, turn these into cyclic rhythms. These are then combined and overlapped to create polyrhythms and a polyrhythmic texture: a characteristic of much African music. Students are also introduced to rhythm grids and rhythm grid notation which can be extended to include single line rhythm notation using the note values of a semibreve, minim, crotchet, quaver and pair of quavers.</p>	<p><u>Content</u> <b>Keyboard Skills</b> This unit is about exploring pitch and melody, as well as developing an effective keyboard performance technique. The unit begins with introduction to the treble clef and notes on the treble clef, this combined with their previous knowledge of rhythm helps to develop their basic understanding of melody. Students will move through a variety of keyboard pieces developing in difficulty, with a focus on correct finger position, rhythm and pitch.</p>	<p><u>Content</u> <b>Gamelan</b> During this unit we introduce the history and origins of Gamelan, discovering the melodies and rhythms of the genre. Through ensemble performance and composition students will be developing their understanding and knowledge of rhythm and pitch.</p>	<p><u>Content</u> <b>Ukulele Skills</b> During this unit we develop our performance skills on the ukulele. We begin by learning the different parts of the ukulele and becoming familiar with the tuning of the strings. Students then move onto understanding chord diagrams and how to interpret them before learning how to play them on the ukulele, developing either a solo or ensemble piece.</p>	<p><u>Content</u> <b>Hooks and Riffs</b> In this unit we look further into popular music by exploring hooks, riffs and ostinato patterns. Through performances of a variety of hooks and riffs, keyboard skills will be developed by students using more complex rhythms.</p>
	<p>In the first term we look at the inter-related dimensions of music as these are the fundamental features that are used throughout music education, as they help students understand how to evaluate, create and perform music. Exploring these features should be developing from what was learnt in KS2, however in many cases it has only been covered in very basic detail, if any at all.</p>	<p>Once students have a grasp on the inter-related dimensions of music and what they mean we move onto pulse and rhythm, looking deeper into how they are used. Students start to learn how to perform, read and write basic rhythms.</p>	<p>When students have developed their deeper understanding of rhythm, moving onto pitch is the next step for developing their knowledge and understanding of melody. Learning the basic skills to be able to play simple melodies on the keyboard.</p>	<p>We look at Gamelan in year 7 as we continue to look into world music. The students learn different types of scales and create their own music which builds on from the previous topics.</p>	<p>We teach Ukulele skills in year 7 as it introduces the students to a new type of instrument. The unit also acts as an introduction to chords and major and minor keys. The topic is also based on learning and performing popular music.</p>	<p>We look at hooks and riffs after being introduced to popular music in the previous topic. Hooks and riffs build on the performance skills learnt and developed throughout year 7.</p>
	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>➤ Exploring the meaning of the different inter-related dimensions of music (pulse, rhythm, pitch, tempo, timbre, dynamics, texture). Looking into why we need them and how</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>➤ Exploring how and why rhythms are used in West African drumming music.</li> <li>➤ Explore the culture and traditions of West African drumming.</li> <li>➤ Learning how to understand and write basic notation.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>➤ Exploring how and why pitch is used.</li> <li>➤ History and development of the keyboard/piano.</li> <li>➤ Developing understanding of notation.</li> <li>➤ Correct performance technique for playing the keyboard/piano.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>➤ Learning about the history and traditions of Gamelan and where it comes from.</li> <li>➤ Learning about scales - Slendro &amp; Pelog.</li> <li>➤ Learn about instruments of the Gamelan orchestra, how they are played and</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>➤ Learning the history of the ukulele and it's similarity to other instruments.</li> <li>➤ Learning the different parts of the ukulele.</li> <li>➤ Understanding what a chord is.</li> <li>➤ Understanding chord diagrams.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>➤ Exploring the difference between hooks and riffs and how they interlink.</li> <li>➤ Exploring how hooks and riffs have been used in different styles and genres of music for centuries.</li> </ul>

	<p>they are used in all types of music.</p> <ul style="list-style-type: none"> <li>➤ Understanding of why technical exercises are used to develop performance skills.</li> <li>➤ Developing understanding of using the voice and how it can be used.</li> </ul>	<ul style="list-style-type: none"> <li>➤ What music would be without rhythm.</li> </ul>		<p>their role within the orchestra.</p> <ul style="list-style-type: none"> <li>➤ Exploring interlocking melodies through performance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learning the terms major and minor.</li> <li>➤ Exploring the structure of pop songs.</li> </ul>	
	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Performance - Technical exercises for the voice.</li> <li>➤ Vocal skills – using the voice in different and creative ways.</li> <li>➤ Ensemble performance in large and small groups.</li> <li>➤ Following musical direction.</li> <li>➤ Ensemble leadership.</li> <li>➤ Music analysis.</li> <li>➤ Evaluation of performances.</li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Listening – being able to identify different pulses and rhythms.</li> <li>➤ Performance - Rhythmical performance on a variety of percussion instruments.</li> <li>➤ Ensemble performance in larger and smaller groups.</li> <li>➤ Individual performance.</li> <li>➤ Following musical direction.</li> <li>➤ Ensemble leadership</li> <li>➤ Composition</li> <li>➤ Notation – reading and writing basic notation.</li> <li>➤ Evaluation of performance.</li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Notation – understanding, reading and creating music on the treble clef.</li> <li>➤ Performance on the keyboard – learning correct performance technique.</li> <li>➤ Individual performance</li> <li>➤ Evaluation of performance.</li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Listening – identifying different patterns within melodies.</li> <li>➤ Notation - Reading grid notation.</li> <li>➤ Performance - Melodies on tuned percussion.</li> <li>➤ Ensemble performance in larger and smaller groups.</li> <li>➤ Following musical direction.</li> <li>➤ Ensemble leadership.</li> <li>➤ Composition.</li> <li>➤ Grid notation.</li> <li>➤ Evaluation of performance.</li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Performance on ukulele – playing chords, strumming.</li> <li>➤ Ensemble performance in larger and smaller groups.</li> <li>➤ Vocal skills – singing popular songs as well as performing chords.</li> <li>➤ Following musical direction.</li> <li>➤ Ensemble leadership.</li> <li>➤ Evaluation of performance.</li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Listening – analysing pieces of music looking into hooks, riffs and ostinatos.</li> <li>➤ Performance - Hooks, riffs and ostinatos.</li> <li>➤ Keyboard performance.</li> <li>➤ Reading notation.</li> <li>➤ Composition.</li> <li>➤ Ensemble performance in small groups.</li> <li>➤ Evaluation of performance.</li> </ul>
	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>➤ Individual and ensemble vocal performance assessment.</li> </ul>	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>➤ Individual and ensemble performance assessment. Rhythm composition.</li> </ul>	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>➤ Individual keyboard performance assessment.</li> </ul>	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>➤ Ensemble performance of a Gamelan piece.</li> <li>➤ Group composition of a Gamelan piece.</li> </ul>	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>➤ Ensemble performance of a song – playing chord sequence on the ukulele and singing a melody.</li> </ul>	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>➤ Performance of hooks, riffs and ostinatos.</li> </ul>
	<p><u>The Big Question</u> <b>Which inter-related dimension of music is the most important?</b></p>	<p><u>The Big Question</u> <b>Is traditional music as important as popular music?</b></p>	<p><u>The Big Question</u> <b>Is there a right or wrong way to play an instrument if it still creates sound?</b></p>	<p><u>The Big Question</u> <b>Isn't all music world music?</b></p>	<p><u>The Big Question</u> <b>What is the most important aspect of popular music?</b></p>	
8	<p><u>Content</u> <b>The Blues</b> This unit delves into this history of slavery, looking into the origins of Blues music. Through analysis, performance and composition the key stylistic features of the blues are learnt and developed.</p>	<p><u>Content</u> <b>Film Music</b> Introduction and exploration of the key stylistic features of film music. Leitmotifs are an important aspect of film music and pupils explore how composers have used these to represent certain characters and situations within films and how, through the manipulation of the inter-related dimensions of music, these can be changed to suit different on-screen situations.</p>	<p><u>Content</u> <b>Theme and Variations</b> The unit begins by exploring basic ways to vary an existing theme. Students learn a well known melody to use as their theme, then develop their own variation by using the inter-related dimensions of music and simple musical devices in terms of changing: pitch (octave), timbre,, articulation, tempo, dynamics, rhythm, key and adding: pedal, drone, ostinato, rhythm, decoration (passing notes).</p>	<p><u>Content</u> <b>Electronic Dance Music</b> This unit takes an explorative look into EDM and the variety of different styles it represents. By exploring the main characteristic musical features of EDM students will develop their performance skills. They will also be introduced to DAW and create their own short EDM track using loops.</p>	<p><u>Content</u> <b>Samba</b> This unit introduces the polyrhythmic style of Latin-American Samba and revises and revisits many key concepts concerning rhythm, beat and pulse from student's learning including features such as polyrhythms, cyclic rhythms, syncopation, ostinato and call and response. The experience of performing together as a class or larger group ensemble aims to give pupils the exhilaration and physical impact of ensemble percussion music.</p>	<p><u>Content</u> <b>Exploring songs and arrangements</b> In this unit we explore the different types and styles of songs from different times, places and styles. Understanding how popular songs have been performed in different arrangements by different groups and artists. We develop learning about hooks and riffs and how these have been used in popular songs. Students create their own popular song performance that uses structure, instrumentation, lyrics, chords, melody and other features they have learnt about.</p>

<p>We study the blues in year 8 as it develops the performance and creation skills first learnt in year 7. It also introduces the students to another different style of music and its history.</p>	<p>We study film music in year 8 as there are quite a few different terms to learn about and understand in order for the students to be able to analyse film music. In order to fully understand these new terms a good grasp of the inter-related dimensions of music is needed which is why this is not studied in year 7. The performance pieces we look at in this topic are also harder in difficulty than previous pieces.</p>	<p>This topic looks into another style of music and musical structure from a different period in time. We look at it in year 8 as there are different aspects of performance and creation to work on that wouldn't have been developed enough in year 7 but should be by this point in year 8.</p>	<p>We look at dance music in year 8 as it continues to explore different styles and structures of music. In this topic there is also a chance for students to explore DAW/Music software.</p>	<p>We explore Samba in year 8 as it continues our look into world music developing students ensemble and rhythm skills.</p>	<p>The last topic we look at in year 8 is designed to bring together most of the skills learnt in KS3 to create individual and ensemble performances.</p>
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>➤ Learn about slavery and how the blues originated from it (this is also explored in History lessons during year 8).</li> <li>➤ Exploring structure within music and the different types used in blues music.</li> <li>➤ Learning about different ways of playing melodies.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>➤ Exploring the history of music within film.</li> <li>➤ Learning about the different musical techniques used to create effects within film music and suit different situations.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>➤ Learning about how theme and variations have been used within music for centuries, looking at examples from different types of music.</li> <li>➤ Learning about different musical structures.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>➤ Learning about different types of dance music and the history of dance music.</li> <li>➤ Exploring DAW and how it is used to create music.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>➤ Exploring the history, traditions and culture of Samba.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>➤ Learning about arrangements within pop music.</li> <li>➤ Looking into song structure.</li> </ul>
<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Listening – identifying characteristics of blues music.</li> <li>➤ Analysis – different characteristics of blues music.</li> <li>➤ Performance of chord sequences.</li> <li>➤ Performance of scales.</li> <li>➤ Improvisation.</li> <li>➤ Ensemble performance in smaller groups.</li> <li>➤ Evaluation of performance.</li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Listening – identifying key elements of film music.</li> <li>➤ Analysis.</li> <li>➤ Reading notation.</li> <li>➤ Performing melodies on the keyboard.</li> <li>➤ Performing bass lines or chords as an accompaniment.</li> <li>➤ Ensemble performance in smaller groups.</li> <li>➤ Individual performance.</li> <li>➤ Evaluation of performance.</li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Listening.</li> <li>➤ Analysis.</li> <li>➤ Reading notation.</li> <li>➤ Performing melodies on the keyboard.</li> <li>➤ Performing ostinatos on the keyboard.</li> <li>➤ Composition – creating own variation.</li> <li>➤ Individual performance.</li> <li>➤ Evaluation of performance.</li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Listening.</li> <li>➤ Analysis.</li> <li>➤ Performance - melody and bass line on the keyboard.</li> <li>➤ Use of DAW software – using loops.</li> <li>➤ Composition – creating dance music.</li> <li>➤ Evaluation of performance.</li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Listening – identifying different patterns within melodies.</li> <li>➤ Notation - reading and understanding rhythmic notation.</li> <li>➤ Ensemble performance in a large group.</li> <li>➤ Following musical direction.</li> <li>➤ Ensemble leadership.</li> <li>➤ Performance - Improvisation.</li> <li>➤ Evaluation of performance.</li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Listening.</li> <li>➤ Analysis.</li> <li>➤ Reading notation.</li> <li>➤ Vocal skills.</li> <li>➤ Performance – chords on keyboard/ukulele/guitar.</li> <li>➤ Performance – melody and basslines.</li> <li>➤ Ensemble performance in larger and smaller groups.</li> <li>➤ Individual performance.</li> <li>➤ Following musical direction.</li> <li>➤ Ensemble leadership.</li> <li>➤ Evaluation of performance.</li> </ul>
<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>➤ Performance assessment of key characteristics of the blues.</li> </ul>	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>➤ Composition and performance of music to accompany a film scene.</li> </ul>	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>➤ Performance of theme and variation.</li> <li>➤ Composition of variation.</li> </ul>	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>➤ Performance of EDM piece.</li> <li>➤ DAW project composition of EDM track.</li> </ul>	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>➤ Ensemble performance of a Samba piece.</li> </ul>	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>➤ Ensemble performance of cover version of a popular song.</li> </ul>
<p><u>The Big Question</u> Do you think Blues would exist if there was no slavery?</p>	<p><u>The Big Question</u> Can the music in a film be more iconic than the film itself?</p>	<p><u>The Big Question</u> Is modern music more important than historical music?</p>	<p><u>The Big Question</u> Are electronic instruments real instruments?</p>	<p><u>The Big Question</u> Should Samba be performed outside of the carnival?</p>	<p><u>The Big Question</u> Aren't all cover songs an arrangement?</p>

9	<p><u>Content</u></p> <p style="text-align: center;"><b>Britpop</b></p> <ul style="list-style-type: none"> <li>➤ Exploring the origins and history of Britpop</li> <li>➤ Analyse pieces of Britpop music looking into and learning about the key stylistic techniques</li> <li>➤ Research iconic artists</li> <li>➤ Perform some of the stylistic techniques of Britpop. <ul style="list-style-type: none"> <li>- Song structure</li> <li>- Chords</li> <li>- Lyrics</li> <li>- Singing</li> </ul> </li> </ul>		<p><u>Content</u></p> <p style="text-align: center;"><b>Synthpop</b></p> <ul style="list-style-type: none"> <li>➤ Exploring the origins and history of synthpop</li> <li>➤ Analyse pieces of music from the synth pop genre looking into and learning about the key stylistic techniques</li> <li>➤ Research iconic artists</li> <li>➤ Mini DAW project using loops.</li> <li>➤ Perform some of the stylistic techniques of synthpop <ul style="list-style-type: none"> <li>- Hooks and Riffs</li> <li>- Melody</li> <li>- Instruments</li> <li>- Structure</li> </ul> </li> </ul>		<p><u>Content</u></p> <p style="text-align: center;"><b>Reggae</b></p> <ul style="list-style-type: none"> <li>➤ Exploring the origins and history of Reggae</li> <li>➤ Analyse pieces of music from the reggae genre looking into and learning about the key stylistic techniques</li> <li>➤ Research iconic artists</li> <li>➤ Perform some of the stylistic techniques of reggae <ul style="list-style-type: none"> <li>- Chords</li> <li>- Hooks and Riffs</li> <li>- Bass line</li> <li>- Drum Patterns</li> <li>- Lyrics</li> <li>- Singing</li> </ul> </li> </ul>	
	During year 9 we concentrate on different styles and genres of music in recent history, building on the foundations of the inter-related dimensions of music developed in year 7 & 8.					
	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>➤ British Culture and British History from the 1990's.</li> <li>➤ Art - Conceptual art, lens and video based media from the 1990's.</li> </ul>		<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>➤ Development of music technology.</li> <li>➤ Popular culture in the 1980's.</li> <li>➤ Development of DAW understanding.</li> </ul>		<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>➤ Geography - Caribbean islands.</li> <li>➤ RE - rastafarianism and rasta culture.</li> <li>➤ Understanding of traditions, history and culture of the Caribbean Islands.</li> </ul>	
	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Analysis</li> <li>➤ Research</li> <li>➤ Individual performance</li> <li>➤ Paired performance</li> <li>➤ Evaluation of performance.</li> </ul>		<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Analysis</li> <li>➤ Research</li> <li>➤ DAW project - loops</li> <li>➤ Individual performance</li> <li>➤ Paired performance</li> <li>➤ Evaluation of performance and composition</li> </ul>		<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Analysis</li> <li>➤ Research</li> <li>➤ Ensemble performance</li> <li>➤ Individual performance</li> <li>➤ Ensemble leadership</li> <li>➤ Evaluation of performance and composition</li> </ul>	
	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>➤ Performance of a Britpop song, this can be individual or part of an ensemble.</li> </ul>		<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>➤ Performance of a synthpop song, this can be individual or in pairs.</li> <li>➤ Mini DAW project - Composition of Synthpop track</li> </ul>		<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>➤ Performance of a reggae song - ensemble.</li> </ul>	
	<p><u>The Big Question</u></p> <p><b>Blur vs Oasis?</b></p>		<p><u>The Big Question</u></p> <p><b>Is a Synthesizer a real instrument?</b></p>		<p><u>The Big Question</u></p> <p><b>Would reggae exist without Bob Marley?</b></p>	
10 GCSE	<p><u>Content</u></p> <p><b>Introduction to the GCSE course:</b></p> <ul style="list-style-type: none"> <li>- Build on knowledge and experience at KS3</li> <li>- Consolidate basic musical vocabulary and knowledge</li> <li>- Study exemplar performances and compositions</li> <li>- Look at the assessment criteria for the coursework tasks.</li> </ul> <p><b>Instrumental Music 1700–1820 set works:</b></p> <p>J.S. Bach: 3rd Movement from Brandenburg Concerto no.5 in D major.</p>	<p><u>Content</u></p> <p><b>Instrumental Music 1700–1820 wider listening:</b></p> <ul style="list-style-type: none"> <li>- Explore pieces in genres related to the two set works, which may include: <ul style="list-style-type: none"> <li>- concerti by Vivaldi</li> <li>- concerto grosso by Handel</li> <li>- piano sonata movements by Haydn and Mozart.</li> </ul> </li> <li>- In each case relating the music to the set works studied through their use of musical elements, musical contexts and musical language.</li> <li>- The works studied here give a background to the set works already studied. The concerto movements</li> </ul>	<p><u>Content</u></p> <p><b>Vocal Music set work:</b></p> <p>Queen: 'Killer Queen' (from the album <i>Sheer Heart Attack</i>)</p> <ul style="list-style-type: none"> <li>- Explore this piece by using the students' knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Now both pieces have been studied comparative and evaluative skills can be practised between the two.</li> <li>- This area of study is diverse but coverage at this stage should reflect 20th-century popular approaches to songwriting,</li> </ul>	<p><u>Content</u></p> <p><b>Free composition inspirations and task setting:</b></p> <ul style="list-style-type: none"> <li>- Discuss possible routes into free composition, based on KS3 experiences, and providing examples and guidance towards inspirations.</li> </ul> <p><b>Thereafter free composition is ongoing.</b></p> <p><b>Music for Stage and Screen set work:</b></p> <p>S. Schwartz: 'Defying Gravity' (from the album of the cast recording of <i>Wicked</i>)</p> <ul style="list-style-type: none"> <li>- Explore this piece by using the students' knowledge and understanding of</li> </ul>	<p><u>Content</u></p> <p><b>Music for Stage and Screen set work:</b></p> <p>J. Williams: 'Main title/rebel blockade runner' (from the soundtrack to <i>Star Wars Episode IV: A New Hope</i>)</p> <ul style="list-style-type: none"> <li>- Explore this piece by using the students' knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Now that each piece has been studied, comparative and evaluative skills can be practised between the two.</li> <li>- The study of this set work should examine</li> </ul>	<p><u>Content</u></p> <p><b>Music for Stage and Screen wider listening:</b></p> <ul style="list-style-type: none"> <li>- Explore pieces in genres related to the second set work, which may include: <ul style="list-style-type: none"> <li>- excerpts from other film scores by Deborah Lurie and composers like Howard Shore.</li> </ul> </li> <li>- In each case relating the music to the set works studied through their use of musical elements, musical contexts and musical language.</li> <li>- The wider listening should enhance the study of matching music with images undertaken in the set work.</li> </ul>



<p>L. van Beethoven: 1st Movement from Piano Sonata no.8 in C minor 'Pathétique'</p> <ul style="list-style-type: none"> <li>- Explore these pieces by using the students' knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Once each piece has been studied, comparative and evaluative skills can be practised between the two.</li> <li>- The set works show the link between Baroque instrumental music and dance genres. They also, and introduce fugue, and also the 19th-century Romantic sensibility in music and its application to sonata form.</li> </ul> <p><b>Preparation for the performance component is ongoing.</b></p>	<p>give a context for the Bach set work and the piano sonata movements should show a progression in the writing for piano and in the development of sonata form.</p> <p><b>Vocal Music set work:</b> H. Purcell: 'Music for a While'</p> <ul style="list-style-type: none"> <li>- Explore this piece by using the students' knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music.</li> <li>- This area of study is diverse but coverage at this stage should reflect Baroque approaches to songwriting, including ground bass structures.</li> </ul> <p><b>Preparation for the performance component is ongoing.</b></p>	<p>including ground bass and verse and chorus structures.</p> <p><b>Vocal Music wider listening:</b> Explore other settings of words to music for soloist and accompaniment, which may include:</p> <ul style="list-style-type: none"> <li>- arias by G.F. Handel and J.S. Bach</li> <li>- songs by Beach Boys and Alicia Keys</li> <li>- if time, songs by Schubert, Faure and/or Britten</li> <li>- In each case looking at the relationship of the words and music, and the use of musical elements, musical contexts and musical language.</li> <li>- There should be coverage of the full chronological period from 1600s to 1900s, including a range of structures (strophic, through-composed, verse and chorus, da capo aria, etc.) and styles.</li> </ul> <p><b>Preparation for the performance component is ongoing.</b></p>	<p>musical elements, musical contexts and musical language to make critical judgements about the music.</p> <ul style="list-style-type: none"> <li>- The study of this set works should examine popular contemporary musical theatre styles.</li> </ul> <p><b>Preparation for the performance component is ongoing</b></p>	<p>composing sound to match pictures.</p> <p><b>Music for Stage and Screen wider listening:</b></p> <ul style="list-style-type: none"> <li>- Explore pieces in genres related to the first set work, which may include: <ul style="list-style-type: none"> <li>- songs from musicals like <i>Matilda</i> and <i>Hairspray</i>.</li> <li>- In each case relating the music to the set work studied through their use of musical elements, musical contexts and musical language.</li> <li>- The wider listening should enhance the study of contemporary musical theatre.</li> </ul> </li> </ul> <p><b>Free composition is ongoing.</b></p> <p><b>Preparation for the performance component is ongoing.</b></p>	<p><b>Work on free composition.</b></p> <p><b>Preparation for the performance component is ongoing.</b></p>
<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Analysis of AOS1 &amp; Set Works <ul style="list-style-type: none"> <li>- Knowledge &amp; understanding</li> <li>- Musical elements</li> <li>- Musical context</li> <li>- Musical language</li> </ul> </li> <li>➤ Performance - Solo</li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Analysis of AOS1 &amp; Wider Listening, AOS2 &amp; Set Work <ul style="list-style-type: none"> <li>- Knowledge &amp; understanding.</li> <li>- Musical elements</li> <li>- Musical context</li> <li>- Musical language</li> </ul> </li> <li>➤ Performance - Solo</li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Analysis of AOS2, Set Work &amp; Wider Listening. <ul style="list-style-type: none"> <li>- Knowledge &amp; understanding.</li> <li>- Musical elements</li> <li>- Musical context</li> <li>- Musical language</li> </ul> </li> <li>➤ Performance - Solo</li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Analysis of AOS3 &amp; Set Work <ul style="list-style-type: none"> <li>- Knowledge &amp; understanding.</li> <li>- Musical elements</li> <li>- Musical context</li> <li>- Musical language</li> </ul> </li> <li>➤ Performance - Ensemble</li> <li>➤ Composition <ul style="list-style-type: none"> <li>- Developing musical ideas.</li> <li>- Compositional techniques &amp; strategies.</li> <li>- Ensuring technical control &amp; coherence.</li> <li>- Methods of notating composition scores.</li> </ul> </li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Analysis of AOS3 Set Work &amp; Wider Listening <ul style="list-style-type: none"> <li>- Knowledge &amp; understanding.</li> <li>- Musical elements</li> <li>- Musical context</li> <li>- Musical language</li> </ul> </li> <li>➤ Performance - Solo</li> <li>➤ Composition <ul style="list-style-type: none"> <li>- Developing musical ideas.</li> <li>- Compositional techniques &amp; strategies.</li> <li>- Ensuring technical control &amp; coherence.</li> <li>- Methods of notating composition scores.</li> </ul> </li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Analysis of AOS3 &amp; Wider Listening <ul style="list-style-type: none"> <li>- Knowledge &amp; understanding.</li> <li>- Musical elements</li> <li>- Musical context</li> <li>- Musical language</li> </ul> </li> <li>➤ Performance - Ensemble</li> <li>➤ Composition <ul style="list-style-type: none"> <li>- Developing musical ideas.</li> <li>- Compositional techniques &amp; strategies.</li> <li>- Ensuring technical control &amp; coherence.</li> <li>- Methods of notating composition scores.</li> </ul> </li> </ul>
<p><u>Assessment</u></p>	<p><u>Assessment</u></p>	<p><u>Assessment</u></p>	<p><u>Assessment</u></p>	<p><u>Assessment</u></p>	<p><u>Assessment</u></p>

	<ul style="list-style-type: none"> <li>➤ Solo Performance</li> <li>➤ Exam Questions on Set Works for AOS1</li> </ul>	<ul style="list-style-type: none"> <li>➤ Solo Performance</li> <li>➤ Exam Questions on Set Works &amp; Wider Listening for AOS1</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensemble Performance</li> <li>➤ Exam Questions on Set Works &amp; Wider Listening for AOS2</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensemble Performance</li> <li>➤ Exam Questions on Set Works for AOS3</li> </ul>	<ul style="list-style-type: none"> <li>➤ Solo Performance</li> <li>➤ Exam Questions on Set Works for AOS3</li> </ul>	<ul style="list-style-type: none"> <li>➤ Solo Performance</li> <li>➤ Exam Questions on Set Works &amp; Wider Listening for AOS3</li> </ul>
11 GCSE 2024	<p><u>Content</u> <b>Revision of Year One areas of study.</b></p> <p><b>Fusions set works:</b> Afro Celt Sound System: 'Release' (from the album <i>Volume 2: Release</i>)</p> <p>Esperanza Spalding: 'Samba em Preludio' (from the album <i>Esperanza</i>)</p> <ul style="list-style-type: none"> <li>- Explore these pieces by using the students' knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Once each piece has been studied comparative and evaluative skills can be practised between the two.</li> <li>- The individual cultures that have been 'fused' should be isolated and the resulting fusion evaluated as a work of popular culture.</li> </ul> <p><b>Preparation for the performance component is ongoing.</b></p>	<p><u>Content</u> <b>Fusions wider listening:</b></p> <ul style="list-style-type: none"> <li>- Explore in which two or more styles are combined to create a fusion, which should include music from African, Turkish, Afro-Cuban Jazz and Latin traditions.</li> <li>- In each case relating the music to the set works studied through their use of musical elements, musical contexts and musical language.</li> <li>- The stylistic characteristics of each individual style must be isolated and then the fusion of the styles evaluated for its effectiveness.</li> </ul> <p><b>Discussion of composition briefs:</b></p> <ul style="list-style-type: none"> <li>- Explore the guidelines in the specification as a basis for discussion as to how briefs might be tackled.</li> </ul> <p><b>Thereafter composing to a brief is ongoing.</b></p> <p><b>Preparation for the performance component is ongoing.</b></p>	<p><u>Content</u></p> <p><b>Composing to a brief is ongoing.</b></p> <p><b>Preparation for the performance component is ongoing.</b></p>	<p><u>Content</u></p> <p><b>Revision of all set works and consolidation of wider listening.</b></p> <p><b>Complete composition to a brief.</b></p> <p><b>Record performances.</b></p>	<p><u>Content</u></p> <p><b>Revision of all set works and consolidation of wider listening.</b></p> <p><b>Complete free composition</b></p> <p><b>Performing and Composing submitted for moderation.</b></p>	<p><u>Content</u></p> <p><b>Written examination</b></p>
	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Analysis of AOS4 &amp; Set Works <ul style="list-style-type: none"> <li>- Knowledge &amp; understanding</li> <li>- Musical elements</li> <li>- Musical context</li> <li>- Musical language</li> </ul> </li> <li>➤ Performance - Ensemble &amp; Solo</li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Analysis of AOS4 &amp; Wider Listening <ul style="list-style-type: none"> <li>- Knowledge &amp; understanding.</li> <li>- Musical elements</li> <li>- Musical context</li> <li>- Musical language</li> </ul> </li> <li>➤ Performance - Ensemble &amp; Solo</li> <li>➤ Composition <ul style="list-style-type: none"> <li>- Responding to a brief.</li> </ul> </li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Performance - Ensemble &amp; Solo</li> <li>➤ Composition <ul style="list-style-type: none"> <li>- Responding to a brief.</li> <li>- Developing musical ideas.</li> <li>- Compositional techniques &amp; strategies.</li> <li>- Ensuring technical control &amp; coherence.</li> </ul> </li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Performance - Ensemble &amp; Solo</li> <li>➤ Composition <ul style="list-style-type: none"> <li>- Responding to a brief.</li> <li>- Developing musical ideas.</li> <li>- Compositional techniques &amp; strategies.</li> <li>- Ensuring technical control &amp; coherence.</li> </ul> </li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Analysis of AOS1, AOS2, AOS3, AOS4. <ul style="list-style-type: none"> <li>- Knowledge &amp; understanding.</li> <li>- Musical elements</li> <li>- Musical context</li> <li>- Musical language</li> </ul> </li> <li>➤ Composition <ul style="list-style-type: none"> <li>- Responding to a brief.</li> <li>- Developing musical ideas.</li> </ul> </li> </ul>	<p><u>Skill development</u></p> <ul style="list-style-type: none"> <li>➤ Revision techniques</li> </ul>

		<ul style="list-style-type: none"> <li>- Developing musical ideas.</li> <li>- Compositional techniques &amp; strategies.</li> <li>- Ensuring technical control &amp; coherence.</li> <li>- Methods of notating composition scores.</li> </ul>	<ul style="list-style-type: none"> <li>- Methods of notating composition scores.</li> </ul>	<ul style="list-style-type: none"> <li>- Methods of notating composition scores.</li> </ul>	<ul style="list-style-type: none"> <li>- Compositional techniques &amp; strategies.</li> <li>- Ensuring technical control &amp; coherence.</li> <li>- Methods of notating composition scores.</li> </ul>	
	<u>Assessment</u> <ul style="list-style-type: none"> <li>➤ Ensemble Performance</li> <li>➤ Exam Questions on Set Works for AOS4</li> </ul>	<u>Assessment</u> <ul style="list-style-type: none"> <li>➤ Ensemble Performance</li> <li>➤ Exam Questions on Set Works for AOS3</li> <li>➤ Mock Exam</li> </ul>	<u>Assessment</u> <ul style="list-style-type: none"> <li>➤ Mock Exam</li> </ul>	<u>Assessment</u> <ul style="list-style-type: none"> <li>➤ Ensemble &amp; Solo Performance</li> <li>➤ Exam Questions on Set Works for all AOS</li> </ul>	<u>Assessment</u> <ul style="list-style-type: none"> <li>➤ Free &amp; Brief Composition</li> <li>➤ Mock Exam</li> </ul>	<u>Assessment</u> <ul style="list-style-type: none"> <li>➤ FINAL EXAM</li> </ul>
11 BTEC 2023	<u>Content</u> <b>BTEC Component 2 (LAB)  Development of Skills  (continued)</b> <ul style="list-style-type: none"> <li>➤ Applying and developing individual musical skills and techniques</li> <li>➤ Analysing and evaluating own skills in performance, creation and production</li> <li>➤ Creating a development plan to improve skills</li> <li>➤ Keeping a progress log of skills</li> <li>➤ Recording evidence for progress log</li> </ul>	<u>Content</u> <b>BTEC Component 3 Prep</b> <ul style="list-style-type: none"> <li>➤ Develop and present music in response to a given commercial musical brief.</li> <li>➤ Work to strengths and interests and apply the skills that they have learnt during the BTEC course.</li> <li>➤ Focus on a particular area of the music industry that appeals to the student and respond as a composer, performer or producer.</li> </ul>	<u>Content</u> <b>BTEC Component 3 Prep &amp; EXAM</b> <ul style="list-style-type: none"> <li>➤ <del>Develop and present</del> music in response to a given commercial musical brief.</li> <li>➤ Work to strengths and interests and apply the skills that they have learnt during the BTEC course.</li> <li>➤ Focus on a particular area of the music industry that appeals to the student and respond as a composer, performer or producer.</li> </ul>	<u>Content</u> <b>BTEC Component 3 EXAM</b> <ul style="list-style-type: none"> <li>➤ 23 hours of formal and informal supervision</li> <li>➤ 4 hours – Activity 1 prep</li> <li>➤ 2 hours – Activity 1</li> <li>➤ 16 hours – Activity 2 – Creation of a music product</li> <li>➤ 1 hour – Activity 3</li> </ul>	<b>COURSE FINISHED</b>	<b>COURSE FINISHED</b>
	<u>Skill development</u> <ul style="list-style-type: none"> <li>➤ Skills audit</li> <li>➤ Development Plan</li> <li>➤ Develop performance, creation and production skills linking to development</li> <li>➤ Respond to and act upon feedback</li> <li>➤ Music Industry skills - time management, self-discipline, working with others, correct and safe use of equipment, resources required, how to audit your</li> </ul>	<u>Skill development</u> <ul style="list-style-type: none"> <li>➤ Research</li> <li>➤ Use of DAW software to create a music product</li> <li>➤ Composition</li> <li>➤ Performance</li> <li>➤ Analysis</li> <li>➤ Respond to and act upon feedback</li> </ul>	<u>Skill development</u> <ul style="list-style-type: none"> <li>➤ Research</li> <li>➤ Use of DAW software to create a music product</li> <li>➤ Composition</li> <li>➤ Performance</li> <li>➤ Analysis</li> <li>➤ Respond to and act upon feedback</li> </ul>	<u>Skill development</u> <ul style="list-style-type: none"> <li>➤ Research</li> <li>➤ Production using DAW software</li> <li>➤ Performance</li> <li>➤ Composition</li> <li>➤ Analysis</li> </ul>		

	<p>skills and plan for development, how to respond appropriately to, and act on, feedback given, methods of capturing musical development, approaches to clear and organised communication, how to share and comment on work professionally.</p>					
	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>➤ Component 2 Learning Aim B – Skills audit &amp; Evaluation; Progress log; Evidence</li> </ul>	<p><u>Assessment</u></p> <p>Mock Exam based on Component 3</p> <ul style="list-style-type: none"> <li>➤ Includes: <ul style="list-style-type: none"> <li>Activity 1 – Initial ideas to the brief</li> <li>Activity 2 – Music product</li> <li>Activity 3 – Written conclusion</li> </ul> </li> </ul>	<p><u>Assessment</u></p> <p>Mock Exam based on Component 3</p> <ul style="list-style-type: none"> <li>➤ Includes: <ul style="list-style-type: none"> <li>Activity 1 – Initial ideas to the brief</li> <li>Activity 2 – Music product</li> <li>Activity 3 – Written conclusion</li> </ul> </li> </ul>	<p><u>Assessment</u></p> <p><u>EXAM</u></p> <ul style="list-style-type: none"> <li>➤ Activity 1 – Initial ideas to the brief</li> <li>➤ Activity 2 – Music product</li> <li>➤ Activity 3 – Written conclusion</li> </ul>		