

Music can be separated into three different disciplines – Performing, Composing, and Listening and Appraising. The three branches of Music are taught and developed together with the aim to build personal skills that pupils can draw upon to succeed, not only in Music lessons but also beyond school life and in future employment. The life skills that are developed, such as problem solving, perseverance, time management, listening skills, confidence and self-evaluation, are an integral part of the development of subject specific skills as well as creating well-rounded individuals.

Opportunities are embedded for pupils to be able to hone and develop practical aspects of performance and composition while learning and applying relevant musical theory. Skills such as self-awareness and discipline give them a holistic experience that they can use within their musical studies and beyond.

Key Stage 3

Music at KS3 is taught through Years 7, 8 and 9 where pupils are given the opportunity to build upon and learn new skills in performing, composing and appraising. Pupils will be taught to play and perform confidently in a range of solo and ensemble contexts using their voice and playing instruments fluently with accuracy and expressions. They will improvise, compose, extend and develop musical ideas by drawing upon a range of musical structures, styles and genres. Pupils will use staff and other relevant notations to identify and use the dimensions of music expressively, listening with increasing discrimination to a wide range of music from great composers and musicians. This will allow them to develop a deepening understanding of music that they perform and listen to.

Key Stage 4

Year one of the GCSE Music course comprises of three units which cover performance, composing and listening and appraising. Within these contexts, students study the key content of musical elements, content and language through the Areas of Study and set pieces to show how these are used within different types of music. Students will learn to perform, compose and appreciate different types of music, developing critical and creative thinking, cultural, aesthetic and emotional awareness and the ability to make music individually and as part of a group. The second year of the course builds on the knowledge and skills that students have acquired during the first year of the qualification. The three units that students cover in the two years consist of:

- Performing: one solo and one ensemble performance, covering different approaches to practical performance.
- Composing: a total of two compositions, one to a brief set by Pearson and one either free composition or set to a brief.
- Appraising: a 1 hour 45 minute comprising of listening questions, musical dictation and extended response questions.

The two years of study culminate in the Appraising paper at the end of the final year, and the submission of the performance recital and two compositions.

Key Stage 5

Year one of the A Level Music course comprises of three units which cover performance, composing and listening and appraising. Within these contexts, students study the key content of musical elements, content and language through the Areas of Study and set pieces to show how these are used within different types of music. Students will learn to perform, compose and appreciate different types of music, developing critical and creative thinking, cultural, aesthetic and emotional awareness and the ability to make music individually and as part of a group. The second year of the course builds on the knowledge and skills that students have acquired during the first year of the qualification. The three units that students cover in the two years consist of:

1. Performing: a performance of one or more pieces, performed as a recital.
2. Composing: a total of two compositions, one to a brief set by Pearson and one either free composition or set to a brief.
3. Appraising: a two-hour paper comprising of listening questions, musical dictation and two extended response questions.

The two years of study culminate in the Appraising paper at the end of the final year, and the submission of the performance recital and two compositions.

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessments How do we and the pupils know what has been learnt?
7/8/9	<ul style="list-style-type: none"> - The difference between solo and ensemble performances and the techniques associated with each. - How to extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. - The history of the music that they listen to and perform, including contexts, era and language used. 	<ul style="list-style-type: none"> - Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the work of the great composers and musicians. - 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 musical level. - Perform with fluency, expression and technical control, engaging critically and creatively with music. 	<ul style="list-style-type: none"> - How music is created, produced and communicated through the use of the musical elements and appropriate musical notations, pitch, duration, dynamics, tempo, timbre, texture and structure. - How to identify and use the elements of music expressively and with increasing sophistication, including the use of tonalities and other musical devices. - How to listen and analysis different musical styles, using appropriate musical terminology relevant to the style and context. 	<ul style="list-style-type: none"> - Formative assessment every second/third lesson based on KPI for the topic. Could be a performance assessment, composition task or theoretical activity. - Final performance assessment at end of topic in which appropriate feedback/target setting is applied using the WWW, EBI and Next Steps approach.

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessments How do we and the pupils know what has been learnt?
10/11	<ul style="list-style-type: none"> - Differences and similarities in performance techniques across a range of instruments, ensemble settings and performance types. - How different compositional techniques can be applied to musical ideas to create coherent and structured compositions, effectively incorporating a range of musical elements. - The musical features, contexts and composers from four Areas of Study, 	<ul style="list-style-type: none"> - Apply performance techniques in a range of settings to perform for at least four minutes. - Develop and extend compositional ideas to produce two compositions, of at least three minutes combined duration. - Analyse how musical techniques have been applied to pieces from a range of genres, comparing and evaluating the musical elements, contexts and language used. 	<ul style="list-style-type: none"> - How to make music individually and in groups, performing with control by using phrasing, dynamics and articulation appropriate to their chosen style and mood of the music. - How to explore a range of compositional starting points and what elements, techniques and resources and be used to develop and manipulate ideas while considering the purpose and intention of their pieces. - The stylistic features of music pertinent to different eras and the conventions used in different times and places and how music relates to the context in which it was created. 	<ul style="list-style-type: none"> - Non-examined assessment for solo and performance pieces and compositional work, internally marked and externally moderated. Half termly assessments take place and are marked according to exam criteria. - Set piece end of topic assessments focusing on listening, appraising and extended writing of set pieces and unfamiliar listening.

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12/13 Music	<ul style="list-style-type: none"> - How to make use of musical elements, techniques and resources to interpret and communicate musical ideas with expressive control and an understanding of style and context. - The processes by which music we experience comes into being, exploring a range of compositional starting points and applying different techniques for developing and manipulating ideas. - The content of musical elements, context and language through six compulsory Areas of Study. 	<ul style="list-style-type: none"> - Apply performance techniques in a range of settings to complete a recital performance that is a minimum of eight minutes in length. - Develop and extend compositional ideas to produce two compositions with a combined minimum duration of six minutes. - Critically analyse how musical techniques have been applied to pieces of a range of genres, comparing and evaluating the musical elements, contexts and language used. - Apply knowledge and understanding of musical elements, context and language to make critical judgements about the repertoire and context of the pieces studied, using specific musical vocabulary associated with the styles and genres. 	<ul style="list-style-type: none"> - How to perform fluently and expressively with control and continuity, showing critical understanding of the overall shape, direction and style of their performance pieces. - Specialist musical vocabulary and notation appropriate to context and the relationship between compositional devices and techniques, musical elements, harmonic progressions and structures appropriate to the context. - How to analyse and evaluate music in aural and written forms to formulate critical judgements achieved through attentive listening. 	<ul style="list-style-type: none"> - Non-examined assessment for solo and performance pieces and compositional work, internally marked and externally moderated. Half termly assessments take place and are marked according to exam criteria. - Set piece end of topic assessments focusing on listening, appraising and extended writing of set pieces and unfamiliar listening.