

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 refine 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 the exam board and one free composition.
- 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 recordings of solo and ensemble performances 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 the exam board and one free composition.
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 recorded 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'.	Assessment (KPIs)
7 Term 1	<u>71 a & 71b - Keyboard Skills & Elements of Music</u> Pitch, Dynamics, Duration, Tempo, Texture, Timbre, Sonority, Articulation, Silence. Music notation, note values, rests, sharps and flats, rhythmic skills, treble clef notes, ledger lines, piano fingering (1-5) Year 7 Christmas Carol practice for Carol Service	➤ Recognise the Elements of Music when listening to and appraising music from different times and different places and being able to use them correctly and effectively in musical compositions and performances. ➤ Practicing pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm ➤ Understand the concept of piano fingering (1-5) ➤ Explore playing different keyboard pieces from different times and places.	➤ Use correct Italian musical terms and musical symbols when describing dynamics (<i>e.g. pp, p, mp, mf, f, ff</i>) and some basic Italian terms used to describe tempo (<i>Adagio, Andante, Allegro, Presto</i>). ➤ Navigate basic functions around a keyboard <i>e.g. mains power, on/off switch, connecting headphones and splitters, keyboard hygiene etc.</i> ➤ Play simple warm-ups, scales and melodies which has the pitch or note names written on the music. ➤ Find and play "Middle C" on a keyboard. ➤ Add a basic accompaniment on the left hand (such as chords as triads).	1. Listening and Appraising Assessment on Elements of Music 2. Short Composition Assessment on Elements of music 3. Performance Assessment on playing keyboard pieces.
7 Term 2	<u>72a. Rhythmic Skills (Samba/Stomp Project)</u> Call and Response, Improvisation, Ostinato, Percussion, Polyrhythm, Texture, Pulse, Rhythm, Syncopation	➤ Use rhythmic features such as ostinato, polyrhythms, call and response and syncopation when performing and improvising	➤ Understand and use rhythmic features such as polyrhythms and call and response when performing Samba or Stomp type rhythmic performance ➤ Perform as a large ensemble with good awareness of other roles and responding accurately to cues given by the ensemble leader	1. Listening and Appraising Assessment on Rhythmic Skills 2. Composition Assessment on Rhythmic Skills 3. Performance Assessment on Rhythmic Skills

Year	Knowledge (Topics /Contexts) What pupils will 'know' .	Skills acquired What pupils will be able to 'do' .	Concepts developed What pupils will 'understand' .	Assessment (KPIs)
	<u>72b. Renaissance Music</u> Time signatures, bars, bar lines, double bars and repeat marks Read simple phrases using pitch and rhythmic notation on the treble clef containing melodies that move mostly in step Understand note values: Semibreves, Minims, Crotchets, Quavers, Semiquavers and some rests	➤ Listen to music of the Renaissance with a deepening understanding of musical concepts ➤ Recognise the timbres of the Renaissance ➤ Compose Renaissance music using rhythmic ostinato, pentatonic minor scales and binary form	➤ Create rhythmic and melodic material within given structures of Renaissance music, and maintain an instrumental part; analyse and describe musical structures and other features using the appropriate technical terms and vocabulary with awareness of how different parts fit together	1. Listening and Appraising Assessment on Renaissance Music 2. Composition Assessment on Renaissance Music 3. Performance Assessment on Renaissance Music
<u>7 Term 3</u>	<u>73a. Folk Music</u> Folk Song, Work Song, Sea Shanty, Oral Tradition, Pedal, Drone, Ostinato, Chords, Triad, Broken Chords, Arpeggio, Alberti Bass, Intervals, 5ths; Arrangement, Basic Folk Song Structure: Introduction (intro), Chorus/Refrain, Verse; Folk Song Textures: Melody, Chords, Bass Line; Instruments of Folk. <u>73b. Vocal skills</u> A cappella, Accompanied, Soprano, Alto, tenor, Bass, Ensemble, Solo, Duets, Harmony, Melody, Unison, Rounds, Texture, Operatic Singing, Oratorio	➤ Use different forms of Musical Accompaniments to accompany traditional Folk Songs in different ways, showing an awareness of intervals and the Harmony created. ➤ Know some of the different instruments, timbres and sonorities often used in the performance of Folk Music. ➤ Develop vocal skills including the importance of warming up the voice before singing and singing in tune and in time with others in a variety of roles and contexts. ➤ Perform a wide variety of different types and styles of songs from different times and different places with awareness of parts	➤ Understand the different textural layers and form and structure of Folk Songs. ➤ Understand and use the different musical information given on a sheet music and available musical resources in playing an effective Musical Arrangement of a Folk Song. ➤ Develop an understanding of a variety of vocal music and acquire a technical vocabulary to match ➤ Sing in a group performing in at least 2 parts ➤ Understand the importance of singing with a sense of style and interpret the mood of the songs	1. Listening and Appraising Assessment on Folk Music 2. Performance Assessment on Folk Music 1. Listening and Appraising Assessment on Vocal Skills 2. Performance Assessment on Vocal Skills

Year	Knowledge (Topics /Contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
8 Term 1	<u>81 a & 81b - Keyboard Skills & Musical Textures</u> Musical textures – Monophonic, Homophonic, Polyphonic, Contrapuntal, Layered, Heterophonic More Music notation to build on from year 7, more note values, dotted notes, triplets, rests, sharps and flats, major and minor scales, chromatic scales, rhythmic skills, treble clef notes, bass clef notes, leger lines	➤ Recognise the different Musical textures and how they change when listening to and appraising music from different times and different places and being able to use them correctly and effectively in musical compositions and performances. ➤ Practicing pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm	➤ Use correct musical terms, when describing musical textures such as, Monophonic, Homophonic, Polyphonic, Contrapuntal, Layered, Heterophonic ➤ Understand how to play dotted notes, triplets, rests, sharps and flats, major and minor scales, chromatic scales on keyboards ➤ Understand how to perform two sounds correctly on an African drum	1. Listening and Appraising Assessment on Musical textures 2. Short Composition Assessment on Musical Textures 3. Performance Assessment on playing keyboard pieces.
8 Term 2	<u>82a. Rhythmic Skills (African Drumming)</u> More rhythmic skills to build on from year 7 Call and Response, Improvisation, Ostinato, Percussion, Polyrhythm, Texture, Pulse, Rhythm, Syncopation, Swing/Swung rhythms, Master Drummer, Drum Circle, Cross Rhythms, African Drumming hitting techniques, Open sound, Slap Sound, Tone Sound <u>82b. Jazz/Blues</u> 12-Bar Blues, Blues Chord Sequence, Blues Song Structure (AAB) Blues Scale, Blues Song Lyrics; Chords and Seventh Chords I, IV, V & V7; Chord Vamps; Walking Bass, Improvisation; Swing/Swung Rhythms; Ostinato, Riffs, Fills and Solos	➤ Recognise, perform and create African music with an understanding of musical conventions and processes ➤ Explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities ➤ Learn about different African musical instruments and make connections between these sounds and timbres available within the classroom ➤ Listen to a range of different African music, identifying characteristic musical features ➤ Play a 12-bar Blues Chord Sequence. ➤ Play a walking bass line with chords ➤ Understand and demonstrate what makes an "effective" Jazz improvisation <i>e.g., using the notes of the Blues Scale.</i>	➤ Understand how to perform as part of a group a cyclic rhythm as part of a polyrhythmic texture ➤ Compose and accurately record own rhythm, with some syncopation, performing it individually and as part of a group polyrhythmic texture ➤ Recognise and identify more complex features of African music such as syncopation and polyrhythm when listening and use these features as part of a larger African-inspired group composition. ➤ Understand how to perform well as part of a group, while playing walking bass, chords and melody at the same time in time with each other	1. Listening and Appraising Assessment on Rhythmic Skills 2. Composition Assessment on Rhythmic Skills 3. Performance Assessment on Rhythmic Skills 1. Listening and Appraising Assessment on Jazz/Blues Music 2. Performance Assessment on Blues Music

Year	Knowledge (Topics /Contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment (KPIs)
8 Term 3	83a. Baroque Music (Ground Bass) Characteristics of Baroque Music, Polyphonic/Contrapuntal texture, Terraced Dynamics, Baroque Instruments and Baroque Orchestra, Virtuosoic Playing, Harpsichord, Ground Bass structure, Figured Bass, Ornamentation, Melisma, Word painting. 83b. Vocal skills More Vocal Skills training to build on from year 7, developing both solo and ensemble singing skills. A cappella, Accompanied, Soprano, Alto, tenor, Bass, Ensemble, Solo, Duets, Harmony, Melody, Unison, Rounds, Texture, Operatic Singing, Oratorio, Musicals, Popular singing, Jazz Singing, Scatt singing and improvising.	➤ Identify the main features of the music of the Baroque era and perform in an appropriate style. ➤ Explore ground bass through listening and performing. ➤ Compose or arrange by adding own musical ideas to a given ground bass ➤ Develop and refine vocal skills including the importance of warming up the voice before singing and singing in tune and in time with others in a variety of roles and contexts. ➤ Perform a wide variety of different types and styles of songs from different times and different places with awareness of parts including Classical, Pop, Jazz and Musical styles.	➤ Recognise and identify the characteristics of Baroque Music and be able to apply it to their own performances and arrangements of Baroque music ➤ Understand the differences and similarities between Oratorios and Operas. ➤ Develop an understanding of a variety of vocal music and acquire a technical vocabulary to match ➤ Sing in a group performing in 2,3 or 4 parts harmony ➤ Understand the importance of singing with a sense of style and interpret the mood of the songs ➤ Understanding and demonstrating the stylistic singing differences between Classical, Pop, Jazz and Musicals.	1. Listening and Appraising Assessment on Baroque Music 2. Composition Assessment on Baroque Music 3. Performance Assessment on Baroque Music
9 Term 1	Musicals Aria, Song, Recitative, Overture, Solo, Chorus, Duet, Melody, Melisma, Syllabic, Opera, Oratorio, Lied, how to perform in a musical style.	➤ Identify the main features of the Musicals Genre through listening and appraising activities and be able to apply them to their own musical performances ➤ Explore singing in a musical theatre style through performing scenes from musicals and develop singing and musicianship skills.	➤ Show a clear understanding of the genre of the musical and how this shares features of opera as well as containing its own unique features and differences ➤ Perform a musical scene from a musical with an enhanced sense of diction and musical expression when singing and taking on a leading role in organising, rehearsing and performing the chosen song with a good sense of occasion, purpose and context.	1. Listening and Appraising Assessment on Musicals 2. Composition Assessment on Musicals 3. Performance Assessment on Musicals

Year	Knowledge (Topics /Contexts) What pupils will ‘know’.	Skills acquired What pupils will be able to ‘do’.	Concepts developed What pupils will ‘understand’.	Assessment (KPIs)
9 Term 2	<u>Film Music</u> Leitmotif, Soundtrack, Theme Song, Sequencing, Storyboard, ‘Borrowed’ Music, Click Tracks/Timing, Theme, Sound Effects, Motif, Timbre/Sonority, Musical Clichés.	➤ Know and understand most of the purposes of film music. ➤ Aurally identify a range of different types of film music using appropriate musical vocabulary referring to the elements of music to justify their choices. ➤ Perform more complex leitmotifs and themes from a range of film soundtracks showing accuracy of pitch and rhythm. ➤ Use storyboards and/or cue sheets to plan an effective film music soundtrack revising and refining ideas through rehearsal.	➤ Understand how music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. ➤ Understand how timing is a crucial factor in the composition and performance of music for film. ➤ Understand how film music can change the viewer’s interpretation of a scene. ➤ Understand how to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.	1. Listening and Appraising Assessment on Film Music 2. Composition Assessment on Film Music 3. Performance Assessment on Film Music
9 Term 3	<u>Popular Music (Composing Songs)</u> Popular Song Structure: Introduction (intro), Verse(s), Strophic, Link, Pre-Chorus, Chorus, Bridge/Middle 8, Coda (outro); Lyrics, Hook, Riff, Melody, Counter-Melody, Texture, Chords, Accompaniment, Bass Line, Lead Sheet, Arrangement, Cover Version, Melodic Motion: Conjunct, Disjunct, Range; Instruments, Timbres and Sonorities in Songs.	➤ Describe the use of riffs, structure, lyrics and melody in songs, using appropriate musical vocabulary. ➤ Perform independent parts of well-known songs on their own and in an ensemble. ➤ Use the words “Conjunct” and “Disjunct” when describing melodic motion aurally and when looking at melodies in staff notation. ➤ Understand and use all elements and terms relating to popular song structure through listening and appraising and performing. ➤ Demonstrate an understanding of Lead Sheets by confidently navigating around different sections when performing, arranging, and listening.	➤ Understand the different textural and structural elements of a song/popular song. ➤ Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song.	1. Listening and Appraising Assessment on Popular Music 2. Composition Assessment on Popular Music 3. Performance Assessment on Popular Music

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10 Term 1	<u>Musical Forms and Devices</u> <u>(Music Theory/Solo Performance)</u> <u>Introduction to area of study 1: Forms and Devices with terminology as appropriate:</u> Binary, ternary and rondo forms. Repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions <u>Performing – establishing standards and setting targets: first practical assessment</u> Notating a simple melody, Using ICT in the music department. Appreciating and using the elements/ 'building blocks, Recapping the basics – aural, notational and listening skills. <u>Introduction to prepared extract – Badinerie:</u> Refer to the analysis published on the resources website and cover all elements of music, and relevant terminology from Appendix C, as well as additional terms/knowledge relevant only to the set work e.g. alto clef. <u>Introduction to area of study 4:</u> Popular Music, with terminology as appropriate: Rock and pop styles (revisiting Blues from KS3), strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill,	➤ Performing in front of others ➤ Composing e.g. writing a melody in a simple structure using devices ➤ Start a composing 'sketch book' ➤ Class performance of Badinerie drawing out relevant teaching points (available from WJEC Eduqas: free resources) ➤ Listening exercises to develop notation skills ➤ Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4 ➤ Class performance of Africa (available from WJEC Eduqas website: free GCSE resources) ➤ Incorporating synthesized sounds with vocal work and accompaniment ➤ Composing with chords (and melody); also, relevant rhythmic ideas ➤ Include all relevant ideas in composing 'sketch book' ➤ Improvisation tasks, both in groups, twos (for 'call and answer' technique) and individually ➤ Listening exercises to develop notation skills; aural recognition of the difference between major and minor, and 'perfect' intervals i.e. 4th, 5th ,8ve ➤ Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4	➤ Understand how to use performing skills to refine their solo performances ➤ Understand how to use composition skills to refine their free compositions ➤ Understand the importance of being able to develop melodies and use appropriate harmony in compositions ➤ Understand how different structures work and used effectively when composing ➤ Understand the use of musical textures and musical elements to enhance their compositions ➤ Understand the importance of ear training to help develop their listening and appraising skills ➤ Understand how to compose by using Binary, ternary and rondo forms ➤ Understand how to use repetition, contrast, sequence, ostinato, conjunct and disjunct movement, chords, chord progressions, cadences, modulation in own compositions. Understand the characteristics of: ➤ Baroque music ➤ Popular music ➤ Music for ensemble ➤ Chamber Music ➤ Jazz ➤ Musical theatre ➤ Film Music	➤ Solo and possibly ensemble performance ➤ Assessment of melody ➤ Short listening test to include basic rhythmic and pitch dictation (separately), and recognition of some devices, elements and instruments ➤ Homework – listen to three pieces of music (one in binary, one in ternary and one in rondo form), and write a paragraph about each. Include the details of the date and composer, and then give a general account of the music. ➤ Ensemble or solo performance and peer assessment of group work ➤ Assessment of chordal work and ideas in composing sketch book ➤ Short listening tests, interspersed throughout the project ➤ Homework – choose a pop or rock song to analyse/ appraise and give a short presentation.

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	break, intros and outros, backing tracks, improvisation. <u>Appraising - more challenging theoretical and aural work:</u> Primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms, the relationship between melody and chords. How to 'describe' a piece using the elements of musical language <u>Introduction to prepared extract – Africa:</u> Refer to the analysis published on the resources website and cover all elements of music, and relevant terminology from Appendix C, as well as additional terms/knowledge relevant only to the set work.		➤ Understand how to identify instrument sounds, techniques and musical elements and devices while answering listening and appraising type questions Understand the characteristics of: ➤ Baroque music ➤ Popular music ➤ Music for ensemble ➤ Chamber Music ➤ Jazz ➤ Musical theatre ➤ Film Music	
<u>10 Term 2</u>	<u>Music for Ensemble / Film Music (Music Theory/Solo Performance)</u> <u>Introduction to area of study 2: Music for Ensemble</u> Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11). Composing using texture and sonority (chords and melody) including: Monophonic, homophonic, unison, chordal, melody and accompaniment, counter melody	➤ Compose a short piece (homophonic texture) ➤ Extension work: compose a contrasting section which demonstrates imitation between the parts of an ensemble ➤ Perform a piece in one of the styles associated with the area of study as a member of an ensemble ➤ Listening exercises to develop notation skills and aural awareness ➤ Ongoing listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4 ➤ Ensemble / Solo performing	➤ Understand how to compose using texture and sonority (chords and melody) including: Monophonic, homophonic, unison, chordal, melody and accompaniment, counter melody	➤ 'Own choice' Ensemble performance ➤ Assessment of compositional ideas ➤ Short listening tests and activities, interspersed throughout SoW ➤ Homework - Listening: Writing an extended answer on a piece of chamber music/jazz or music theatre ➤ Ensemble / Solo performance: show back in front of class, or invited audience ➤ Assessment of film music composition, with clear targets

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	Introducing additional concepts of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor <u>Introduction to area of study 3: Film Music, with devices and terminology:</u> Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot The effect of audience, time and place, and how to achieve this through use of the musical elements Use of sonority, texture and dynamics to create a mood How to achieve contrasts and develop initial ideas when composing	➤ Composing to a brief (i.e. a piece of film music): ➤ creating the situation ➤ achieving contrasts ➤ composing the 'main' theme(s) ➤ developing the material ➤ Use music technology to achieve best effect ➤ Producing a score / leadsheet ➤ Listening exercises to further develop notation skills ➤ Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4	➤ Understand how to use Layering, imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas in own compositions ➤ Understand how to refine and develop own compositions for submission ➤ Understand all of the use of musical elements in Set Works	set for further development and refinement ➤ Short listening tests ➤ Homework – Choose a piece of film music to: analyse/appraise and write an extended answer describing how the composer uses the musical elements to achieve the desired effect.
<u>10 Term 3</u>	<u>Solo Performance/Composition 1)</u> Revisit all topics from year 10 using different pieces as listening and performing examples Complete free composition project (of choice) and submit Continue to build aural skills through frequent practice.	➤ Free composition ➤ Work on year 10 performance pieces ➤ Listening exercises to further develop notation skills ➤ Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4	➤ Understand the importance of having control over their instruments and singing and playing with good intonation	➤ Mock Performance Assessment – two pieces, with at least one ensemble (times should be noted, and feedback given) ➤ Assessment of composition to WJEC Eduqas criteria. ➤ Discussion should follow with learners re. targets, refinement etc. ➤ Mock listening exam based on all areas of study

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11 Term 1	<u>Solo Performance Recordings/ (Composition 2)/Exam Revision</u> Revisit area of study 1: Forms and Devices (with more advanced topics and practical content) Variation form and strophic form in classical music. Recognition of features of baroque, classical and romantic periods Revisit: imitation, pedal, canon, alberti bass and all harmonic features <u>Revisit and revision: Badinerie</u> • Exam techniques: hints and tips • Building a vocabulary revision list • Clarifying theoretical points <u>Revisit area of study 4: Popular Music (with more advanced topic/class/practical content)</u> Bhangra and fusion Loops, samples, panning, phasing, melismatic/syllabic <u>Revisit Set Work- Africa</u> • Exam techniques: hints and tips • Building a vocabulary revision list • Clarifying all relevant theoretical points	➤ Select final choice of pieces for the practical examination ➤ Work and rehearse all performances ➤ Begin work on the piece for the WJEC Eduqas Composition set brief ➤ Continued regular practice on appraising questions in the style of the examination, including comparisons of extracts ➤ Class project - Bhangra ➤ Continued work on performance (ensemble and/or solo), recording final performances as appropriate ➤ Show back in front of class; feedback and target setting ➤ Complete WJEC Eduqas set composition: final refinements, production of score/leadsheet and composition log.	➤ Understand the importance of making appropriate use of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor in the set brief composition ➤ Understand the characteristics of Bhangra and fusion ➤ Understand how to identify loops, samples, panning, phasing in a piece of music when listening and appraising.	➤ Assess performances to WJEC Eduqas criteria when ready ➤ Monitor composition, processes, progress and composition log ➤ Regular listening tests and homework exercises. ➤ Build department resources bank for learners to access according to ability and musical understanding. ➤ Assess composition to brief using WJEC Eduqas criteria. Ensure that all authentication procedures have been included ➤ Continue to assess performances when ready to WJEC Eduqas criteria ➤ Regular listening tests and homework exercises ➤ Mock exam

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<u>11 Term 2</u>	<u>Final Performance Recordings/ (Composition 2)/Exam Revision</u> <u>Revisit Music for Ensemble (with more advanced topic/class/practical content):</u> Polyphonic, layered, round, canon and counter melody Cover all styles not completed in year 10 <u>Revisit Film Music (with any further topics/content):</u> Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of pattern work, sustained notes and polyphonic textures to vary the textures Complete all coursework Listening practice and final examination. Ensure the specification content is fully covered	➤ Revisit free composition (possibly include earlier workings from sketch book) ➤ Continued work on performances, recording when appropriate ➤ Complete free composition ➤ Complete all performances	➤ Understand the importance of having control over their instruments and singing and playing with good intonation ➤ Understand how to use performing skills to refine and record the final solo and ensemble performances ➤ Understand how to use composition skills to refine and record the final compositions	➤ More Mock exam paper practises in lessons ➤ Continue to assess performances to WJEC Eduqas criteria ➤ Monitor composition ➤ Complete all course work and assess using WJEC Eduqas criteria Complete all necessary documentation ready for submission
<u>11 Term 3</u>	<u>Exam Revision/Exam</u> Listening practice and final examination	➤ Exam practice questions, both at home and in class ➤ Discussion of revision techniques and learner answers – (and how to improve answers and achieve higher marks!) ➤ Consolidation of examination techniques and expectations ➤ Top tips and revision booklets etc		➤ Appraising examination