

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 and two 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 15 minutes 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 in an advance level. 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 a performance recital marked by an external examiner and submission of two compositions.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
7 Term 1	Keyboard Skills (Elements of Music/Forms & Devices/Renaissance) <u>Pupils will know:</u> The importance of correct playing position and posture and the importance of keyboard warm-ups. Correct keyboard fingering for better playing skills, built through a range of exercises such as scales and simple right-hand melodies in the key of C Major. White and black keys and their note names; sharps and flats as enharmonic equivalents and explore how to "read music" in the form of simple melodies and melodies from popular songs from treble clef staff notation. Add a second part of basic chords with the left hand.	Knowledge of Elements of Music such as: ➤ Rythms ➤ Melody ➤ Pitch ➤ Tempo ➤ Dynamics ➤ Duration ➤ Articulation ➤ Texture Knowledge of simple music notation such as: ➤ Crotchet ➤ Quaver ➤ Minim ➤ Semibreve	➤ 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, Renaissance/Classical/Romantic) ➤ Listen to music of the Renaissance/Classical/Romantic with a deepening understanding of musical concepts ➤ Recognise the timbres of the Renaissance/Classical/Romantic	➤ Use correct Italian musical terms and musical symbols when describing dynamics ➤ Navigate basic functions around a keyboard ➤ 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). ➤ Play rhythmic and melodic material within given structures of Renaissance/Classical/Romantic 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	➤ <i>pp</i>, ➤ <i>p</i>, ➤ <i>mp</i>, ➤ <i>mf</i>, ➤ <i>f</i>, ➤ <i>ff</i> ➤ <i>crescendo</i> ➤ <i>dimuniendo</i> ➤ <i>Adagio</i> ➤ <i>Andante</i> ➤ <i>Allegro</i> ➤ <i>Presto</i> ➤ Rythms ➤ Melody ➤ Pitch ➤ Tempo ➤ Dynamics ➤ Duration ➤ Articulation ➤ Texture ➤ Sonority/Timbre ➤ Silence ➤ Harmony ➤ Chords ➤ Rests ➤ Sharps ➤ Flats ➤ Treble Clef	Statement of Inquiry: Treble clef notation is a way of presenting music in written form which is communicated to the performer, who interprets this adding their own personal and cultural expression. Factual Inquiry Questions: What is a keyboard? What is fingering? Conceptual Inquiry Questions: How is treble clef staff notation used in music? How did the keyboard develop from other keyboard instruments? Debatable Inquiry Questions: To what extent does music need to be written down? To what extent does a performer's own interpretation of a piece of music differ from what the original composer may have intended? To what extent is there a "correct way" of playing the keyboard?

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7 Term 2	<u>Rhythmic Skills (Samba/Stomp/Composition Skills)</u> <u>Pupils will know:</u> How to identify instruments, structures and textures in a piece of percussion ensemble music How to perform as part of a group About the musical conventions used in Latin-American music How rhythmic patterns can be built over a pulse About the use of different timbres About call and response	Knowledge of: ➤ Ostinato patterns and polyrhythms ➤ Improvisation ➤ Using rhythm grids notation to perform from	➤ 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	➤ Call and Response ➤ Improvisation ➤ Ostinato ➤ Percussion ➤ Polyrhythm ➤ Texture ➤ Pulse ➤ Rhythm ➤ Syncopation	<u>Statement of Inquiry:</u> Samba; effect and influence of Samba on modern, popular music and club dance; development of Samba into a ballroom dance Learning About Samba Guided Reading and Comprehension Activity Listening and Appraising Activities which includes writing a short essay on how the composer makes use of melody, texture, sonority, rhythms and harmony.
7 Term 3	<u>Vocal Skills (Folk Music)</u> <u>Pupils will know:</u> How to sing confidently in a solo and ensemble setting with using healthy vocal techniques. About Voice types About different singing styles	Knowledge of: ➤ Singing in a range of simple rounds in two parts ➤ Experimenting with layering textures through previous vocal and/or instrumental work	➤ 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	➤ 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 part ➤ Understand the importance of singing with a sense of style and interpret the mood of the songs	➤ A cappella ➤ Accompanied ➤ Soprano ➤ Alto ➤ Tenor ➤ Bass ➤ Ensemble ➤ Solo ➤ Duets ➤ Harmony ➤ Melody ➤ Unison	Vocal Music and Singing Guided Reading and Comprehension Activity Folk Music Guided Reading and Comprehension Activity

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			➤ 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.	➤ 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.	➤ Rounds ➤ Texture ➤ Operatic Singing ➤ Oratorio ➤ Folk Song ➤ Work Song ➤ Sea Shanty ➤ Oral Tradition ➤ Pedal ➤ Ostinato	Listening and Appraising Activities which includes writing a short essay on how the composer makes use of melody, texture, sonority, rhythms and harmony.
8 Term 1	<u>Keyboard Skills (Forms & Devices/Ground Bass/Textures)</u> <u>Pupils will know:</u> About more Music notation to build on from year 7 How to play dotted notes, Semiquavers, Triplets, Rests Syncopated rhythms How to identify Binary Form, Ternary Form, Rondo Form, Ground Bass Structure and Baroque Music Characteristics	Knowledge of: ➤ Binary Form and or Rondo Form ➤ Monophonic Texture ➤ Layered Texture ➤ Dynamics Note values and rests ➤ Crotchet ➤ Quaver ➤ Minim ➤ Semibreve	➤ Recognise different Musical Forms, devices and 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 ➤ Identify the main features of the music of the Baroque era and perform in an appropriate style. ➤ Explore ground bass through listening and performing.	➤ Use correct musical terms, when describing musical forms/ devices and textures ➤ Understand how to play dotted notes, triplets, rests, sharps and flats, major and minor scales, chromatic scales on keyboards ➤ Recognise and identify the characteristics of Baroque Music and be able to apply it to their own performances	➤ Ternary ➤ Binary ➤ Rondo ➤ Monophonic ➤ Homophonic ➤ Polyphonic ➤ Contrapuntal ➤ Layered ➤ Heterophonic ➤ Dotted notes ➤ Triplets ➤ Rests ➤ Sharps and flats ➤ Major and minor scales ➤ Chromatic scales ➤ Treble clef notes ➤ Bass clef notes ➤ Leger lines	Baroque Music Guided Reading and Comprehension Activity Ground Bass Guided Reading and Comprehension Activity Listening and Appraising Activities which includes writing a short essay on how the composer makes use of melody, texture, sonority, rhythms and harmony.

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8 Term 2	<u>Rhythmic Skills / Composition Skills (African Drumming)</u> <u>Pupils will know:</u> More rhythmic skills to build on from year 7 How to identify instruments, structures and textures in a piece of percussion ensemble music/African Music How to perform as part of a group and take leading parts to conduct How to compose effectively using polyrhythms and different tones on African instruments	Knowledge of: ➤ Some African instruments such as Djembes or talking drums ➤ African Singing or Chanting ➤ Pulse ➤ Call and response ➤ Improvisation	➤ 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	➤ Understand how to perform two sounds correctly on an African drum ➤ 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.	➤ 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	African Music Guided Reading and Comprehension Activity African Drumming Guided Reading and Comprehension Activity Listening and Appraising Activities which includes writing a short essay on how the composer makes use of melody, texture, sonority, rhythms and harmony.
8 Term 3	<u>Vocal skills/Jazz & Blues</u> <u>Pupils will know:</u> More Vocal Skills training to build on from year 7, developing both solo and ensemble singing skills. How to use their vocal cords in a healthy way and sing with more confidence	Knowledge of: ➤ Singing in a range of simple rounds in two parts ➤ Experimenting with layering textures through previous vocal and/or instrumental work ➤ Soprano, Alto	➤ 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. ➤ Sing or play a 12-bar Blues Song	➤ 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	➤ A cappella ➤ Accompanied ➤ Soprano, Alto ➤ Tenor, Bass ➤ Ensemble ➤ Solo, Duets ➤ Harmony ➤ Melody, Unison ➤ Rounds ➤ Texture ➤ Operatic Singing ➤ Oratorio ➤ Musicals	Vocal Music and Singing Guided Reading and Comprehension Activity Jazz & Blues Guided Reading and Comprehension Activity Listening and Appraising Activities which includes writing a short essay on how the composer makes use of

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	How to sing harmonised parts effectively in ensemble singing with good blending How to use dynamics effectively to create right balance in ensemble singing How to control musical directions such as crescendo and diminuendo more effectively How to sing with emotions to be able to communicate the mood or the feeling of the song How to sing in a Jazz or blues style	➤ Tenor, Bass ➤ Ensemble ➤ Solo, Duets ➤ Operatic Singing ➤ Oratorio ➤ Musicals	➤ 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>	Classical, Pop, Jazz and Musicals. ➤ Understand how to perform well as part of a group, while singing or playing walking bass, chords and melody at the same time in time with each other	➤ Popular singing ➤ Jazz Singing ➤ Scatt singing and improvising. ➤ 12-Bar Blues ➤ Blues Chord Sequence Blues Song Structure (AAB) Blues Scale, Blues Song Lyrics ➤ Chord Vamps ➤ Walking Bass, Improvisation ➤ Swing/Swung Rhythms Ostinato ➤ Riffs ➤ Fills and Solos	melody, texture, sonority, rhythms and harmony.
9 Term 1	Musicals Pupils will know: About the history and development of the modern-day stage musical with its origins in opera About the importance of the "opening number" in a musical About the importance of occasion, style and context when composing and/or performing songs and scenes from a musical	Knowledge of: ➤ What is a musical ➤ 3 main elements of a musical ➤ Acting, Singing and dancing ➤ Solo ➤ Duet ➤ Chorus ➤ Opera ➤ Voice types	➤ 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.	➤ Aria ➤ Song ➤ Recitative ➤ Overture ➤ Solo ➤ Chorus ➤ Duet ➤ Melody ➤ Melisma ➤ Syllabic ➤ Opera ➤ Oratorio ➤ Lied ➤ how to perform in a musical style.	Musicals Guided Reading and Comprehension Activity Listening and Appraising Activities which includes writing a short essay on how the composer makes use of melody, texture, sonority, rhythms and harmony.

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9 Term 2	Film Music <u>Pupils will know:</u> How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. How timing is a crucial factor in the composition and performance of music for film. How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.	Knowledge of: ➤ What is film music ➤ Repeated musical pattern ➤ Motif ➤ Ostinato ➤ Riff ➤ Theme music ➤ Moods ➤ Minor and Major Chords ➤ Chord sequences	➤ 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.	➤ Leitmotif ➤ Soundtrack ➤ Theme Song ➤ Sequencing ➤ Storyboard, ➤ 'Borrowed' Music ➤ Click Tracks/Timing Theme ➤ Sound Effects ➤ Motif ➤ Timbre/Sonority ➤ Musical Clichés	<u>Factual Inquiry Questions:</u> ➤ How did Film Music originate and develop? ➤ How has "Classical Music" been used in films? <u>Conceptual Inquiry Questions:</u> ➤ How does knowledge of how a film music composer create a soundtrack allow us to create effective film soundtracks? <u>Debatable Inquiry Questions:</u> ➤ To what extent does film music enhance (or detract from) the visual on-screen action? Listening and Appraising Activities which includes writing a short essay on how the composer makes use of melody, texture, sonority, rhythms and harmony.
9 Term 3	Popular Music (Composing Songs) <u>Pupils will know:</u> How to compose using a Popular Song Structure	Knowledge of: ➤ Song Structure ➤ Verse ➤ Chorus ➤ Melody ➤ Texture ➤ Chords ➤ Accompaniment	➤ 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	➤ 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	➤ Introduction (intro) ➤ Verse(s), Strophic ➤ Link, Pre-Chorus ➤ Chorus ➤ Bridge/Middle 8 ➤ Coda (outro) ➤ Lyrics ➤ Hook ➤ Riff ➤ Melody	<u>Factual Inquiry Questions:</u> ➤ What musical information is given (not given) on a lead sheet? ➤ What are Primary and Secondary Chords? ➤ In what ways can the Elements of Music be refined or

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	And understand the different textural and structural elements of a song/popular song. And understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song.	➤ Song Structure ➤ Verse ➤ Chorus ➤ Melody ➤ Texture ➤ Chords ➤ Accompaniment	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 my confidently navigating around different sections when performing, arranging, and listening.	Arrangement of a Popular Song	➤ Counter-Melody ➤ Texture ➤ Chords ➤ Accompaniment ➤ Bass Line ➤ Lead Sheet ➤ Arrangement ➤ Cover Version ➤ Melodic Motion ➤ Conjunct ➤ Disjunct ➤ Range ➤ Instruments ➤ Timbres and Sonorities in Songs	manipulated to create new arrangements of an existing song or piece of music? Conceptual Inquiry Questions: ➤ How can we describe the form and structure and texture of different songs? ➤ How have songwriters used Primary and Secondary Chords as accompaniments to songs and as a basis for melodies and bass lines? ➤ Is change always relevant to create a new song or piece of music? Debatable Inquiry Questions: ➤ To what extent will songs remain "popular"? When do new/modern songs become old/traditional songs? Listening and Appraising Activities which includes writing a short essay on how the composer makes use of melody, texture, sonority, rhythms and harmony.

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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	Knowledge of: ➤ Binary Form ➤ Ternary Form ➤ Variations ➤ Repetition ➤ Ostinato ➤ Simple chord progressions ➤ Performance Skills ➤ Solo Performance ➤ Ensemble Performance	➤ 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	➤ 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.	➤ Binary ➤ Ternary ➤ Rondo ➤ Repetition ➤ Contrast ➤ Sequence ➤ Ostinato ➤ dotted rhythms ➤ conjunct and disjunct movement ➤ broken chord/arpeggio ➤ melodic and rhythmic motifs ➤ Major Chords ➤ Minor Chords ➤ Diminished Chords ➤ Augmented Chords ➤ 7th, 9th, and 11th chords	Listening and Appraising Activities which includes writing essays on how the composer makes use of melody, texture, sonority, rhythms and harmony. Writing essays on structures of Musical Forms Writing essays on Musical Eras and their characteristics

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	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, fi 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>	➤ Form ➤ Verse ➤ Chorus ➤ Riff ➤ Bridge ➤ intros and outros ➤ improvisation ➤ Primary Chords ➤ Syncopation ➤ Melody ➤ Form	➤ Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4 ➤ 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	Understand the characteristics of: ➤ Baroque music ➤ Popular music ➤ Music for ensemble ➤ Chamber Music ➤ Jazz ➤ Musical theatre ➤ Film Music Understand how to identify instrument sounds, techniques and musical elements and devices while answering listening and appraising type questions	➤ strophic form ➤ 32 bar song form ➤ verse, chorus ➤ middle 8 ➤ riffs, bridge ➤ break ➤ intros and outros ➤ backing tracks ➤ improvisation ➤ Primary and secondary chords ➤ Cadences ➤ standard chord progressions ➤ power chords ➤ rhythmic devices such as syncopation ➤ driving rhythms	Listening and Appraising Activities on different set pieces, which includes writing essays on how the composer makes use of melody, texture, sonority, rhythms and harmony. Writing essays on structures of Musical Forms Writing essays on Musical Eras and their characteristics

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
	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.	➤ Verse ➤ Chorus ➤ Riff ➤ Bridge ➤ intros and outros ➤ improvisation ➤ Primary Chords ➤ Syncopation ➤ Melody	➤ Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4	Understand how to identify instrument sounds, techniques and musical elements and devices while answering listening and appraising type questions	➤ Call and response ➤ Syncopation ➤ Verse Chorus Structure ➤ Rock band instruments ➤ Moderate tempo ➤ Mezzo forte dynamics ➤ Major tonality ➤ Diatonic harmony ➤ Pentatonic scale ➤ Common time ➤ Ostinato rhythms ➤ Syncopation ➤ Triplets	Listening and Appraising Activities on the set work - Africa, which includes writing essays on how the composer makes use of melody, texture, sonority, rhythms and harmony.
10 Term 2	<u>Music for Ensemble / Film Music</u> <u>(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:	Knowledge of: ➤ Repetition ➤ Leitmotif ➤ Monophonic texture ➤ Major and Minor chords ➤ Extended Chords ➤ Chromatic Notes	➤ 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 ➤ Understand how to use Layering, imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas in own compositions	➤ Jazz ➤ Music theatre ➤ Chamber Music ➤ Texture ➤ Sonority ➤ Monophonic ➤ Homophonic ➤ Chordal ➤ Unison ➤ Tonality ➤ Blues Structure ➤ Intervals ➤ Modulations ➤ Chromatic notes ➤ Leitmotif ➤ Repetition	Listening and Appraising Activities on different set pieces, which includes writing essays on how the composer makes use of melody, texture, sonority, rhythms and harmony. Writing essays on structures of Musical Forms Writing essays on Musical Eras and their characteristics

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
	Monophonic, homophonic, unison, chordal, melody and accompaniment, counter melody 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	➤ Repetition ➤ Leitmotif ➤ Monophonic texture ➤ Major and Minor chords ➤ Extended Chords ➤ Chromatic Notes	➤ 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 refine and develop own compositions for submission ➤ Understand all of the use of musical elements in Set Works	➤ Monophonic ➤ Homophonic ➤ Chordal ➤ Unison ➤ Tonality ➤ Blues Structure ➤ Intervals ➤ Modulations ➤ Chromatic notes ➤ Leitmotif ➤ Repetition ➤ Layering ➤ Imitation	Listening and Appraising Activities on different set pieces, which includes writing essays on how the composer makes use of melody, texture, sonority, rhythms and harmony. Writing essays on structures of Musical Forms Writing essays on Musical Eras and their characteristics

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
	How to achieve contrasts and develop initial ideas when composing					
10 Term 3	<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.	Knowledge of: ➤ Solo ➤ Duet ➤ Trio ➤ Ensemble ➤ Legato ➤ Staccato ➤ Dynamic markings ➤ Sonority ➤ Instruments of the orchestra	➤ 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	➤ Compositional devices ➤ Syncopation ➤ Sequence ➤ Ostinato ➤ Primary Chords ➤ Inverted Chords ➤ Chord Progressions ➤ Musical structures ➤ Development of the melody	Listening and Appraising Activities on different set pieces, which includes writing essays on how the composer makes use of melody, texture, sonority, rhythms and harmony. Writing essays on structures of Musical Forms Writing essays on Musical Eras and their characteristics
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	Knowledge of: ➤ Solo ➤ Duet ➤ Trio ➤ Ensemble ➤ Legato ➤ Staccato ➤ Dynamic markings ➤ Sonority	➤ 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	➤ 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	➤ Performing fluently with using appropriate performance markings ➤ Using good instrumental and vocal techniques	Listening and Appraising Activities on different set pieces, which includes writing essays on how the composer makes use of melody, texture, sonority, rhythms and harmony. Writing essays on structures of Musical Forms Writing essays on Musical Eras and their characteristics

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
	<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	➤ Bhangra and fusion ➤ Loops ➤ Sample ➤ Panning ➤ phasing, melismatic/syllabic	➤ 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 characteristics of Bhangra and fusion Understand how to identify loops, samples, panning, phasing in a piece of music when listening and appraising	➤ Melody ➤ Harmony ➤ Texture ➤ Rhythms ➤ Sonority ➤ Structure ➤ Tonality ➤ Dynamics ➤ Tempo ➤ Musical eras and their characteristics	Listening and Appraising Activities on different set pieces, which includes writing essays on how the composer makes use of melody, texture, sonority, rhythms and harmony. Writing essays on structures of Musical Forms Writing essays on Musical Eras and their characteristics
11 Term 2	<u>Final Performance Recordings/ (Composition 2)/Exam Revision</u> <u>Revisit Music for Ensemble (with more advanced</u>	Knowledge of: ➤ Musical elements ➤ Musical Structures ➤ Musical Eras	➤ Revisit free composition (possibly include earlier workings from sketch book) ➤ Continued work on performances, recording when appropriate ➤ Complete free composition	➤ Understand the importance of having control over their instruments and singing and playing with good intonation	➤ Melody ➤ Harmony ➤ Texture ➤ Rhythms ➤ Sonority ➤ Structure ➤ Tonality	Listening and Appraising Activities on different set pieces, which includes writing essays on how the composer makes use of melody, texture, sonority, rhythms and harmony.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
	<u>topic/class/practical content):</u> Polyphonic, layered, round, canon and countermelody 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	➤ Musical elements ➤ Musical Structures ➤ Musical Eras	Complete all performances	➤ 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	➤ Dynamics ➤ Tempo ➤ Musical eras and their characteristics	Writing essays on structures of Musical Forms Writing essays on Musical Eras and their characteristics Listening and Appraising Activities on different set pieces, which includes writing essays on how the composer makes use of melody, texture, sonority, rhythms and harmony. Writing essays on structures of Musical Forms Writing essays on Musical Eras and their characteristics
11 Term 3	<u>Exam Revision/Exam</u> Listening practice and final examination	Knowledge of: ➤ Musical elements ➤ Musical Structures ➤ Musical Eras	➤ 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	Understand how to analyse a piece of music from any given genre with using correct musical key terms.	➤ Melody ➤ Harmony ➤ Texture ➤ Rhythms ➤ Sonority ➤ Structure ➤ Tonality ➤ Dynamics ➤ Tempo	Listening and Appraising Activities on different set pieces, which includes writing essays on how the composer makes use of melody, texture, sonority, rhythms and harmony.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
			Top tips and revision booklets etc		➤ Musical eras and their characteristics	Writing essays on structures of Musical Forms Writing essays on Musical Eras and their characteristics

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
7 Term 1	<u>Keyboard Skills</u> <u>(Elements of Music/Forms & Devices/Renaissance</u>	➤ Listening and Appraising Assessment on Elements of Music and Renaissance Music ➤ Performance Assessment 1 on Keyboard Skills ➤ Written assessment on key vocabulary ➤ Performance Assessment 2 on Keyboard Skills	➤ Elements of Music ➤ Staff Notation ➤ Treble Clef Notes ➤ Instrumentation ➤ Timbre ➤ Texture	Teacher will model how to clap, sing and play correct note values to pupils and practise together until they develop more confidence. Teacher to use chunking, scaffolding and repetition methods for some pupils	Further develop their keyboard skills and become confident performers. Perform in a variety of styles <i>e.g. two-part pieces</i>. Perform keyboard duets. Work towards a "Grade 1-5" piano exam piece.
7 Term 2	<u>Rhythmic Skills</u> <u>(Samba/Stomp/Composition Skills)</u>	➤ Listening and Appraising Assessment on Rhythmic Skills(Samba/Stomp) ➤ Composition Assessment on Rhythmic Skills ➤ Written Assessment on key vocabulary ➤ Performance Assessment on Rhythmic Skills	➤ Call and Response ➤ Improvisation ➤ Ostinato ➤ Percussion ➤ Polyrhythm ➤ Texture ➤ Pulse ➤ Rhythm ➤ Syncopation	Teacher will model how to play/sing correct note values to pupils and practise together until they develop more confidence. Teacher to use chunking, scaffolding and repetition methods for some pupils	Further develop their rhythmic skills and become confident ensemble performers, getting ready for GCSE or A Level Ensemble Performance Exams

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
7 Term 3	<u>Vocal Skills (Folk Music)</u>	➤ Listening and Appraising Assessment on Vocal Skills/Folk Music ➤ Performance Assessment 1 on Vocal Skills ➤ Written assessment on key vocabulary ➤ Performance Assessment 2 on Vocal Skills/Folk Music	Singing in a range of rounds in two parts Experimenting with layering textures through previous vocal and/or instrumental work	Teacher will model how to play/sing correct note values to pupils and practise together until they develop more confidence. Teacher to use chunking, scaffolding and repetition methods for some pupils	Join a school vocal ensemble or a vocal ensemble which is external to the school Join school choir to develop skills learnt / increase repertoire & to perform in public to get ready for GCSE or A Level Performance Exams
8 Term 1	<u>Keyboard Skills (Forms & Devices/Ground Bass/Textures)</u>	➤ Listening and Appraising Assessment on Forms and Devices, Textures and Ground Bass ➤ Performance Assessment 1 on Keyboard Skills ➤ Written assessment on key vocabulary ➤ Performance Assessment 2 on Keyboard Skills	➤ Binary Form and Rondo Form ➤ Monophonic Texture ➤ Layered Texture ➤ Dynamics	Teacher will model how to play/sing correct note values to pupils and practise together until they develop more confidence.	Further develop their keyboard skills and become confident performers. Perform in a variety of styles
8 Term 2	<u>Rhythmic Skills / Composition Skills (African Drumming)</u>	➤ Listening and Appraising Assessment on Rhythmic Skills (African Drumming) ➤ Composition Assessment on Rhythmic Skills – African Drumming ➤ Written Assessment on key vocabulary ➤ Performance Assessment on Rhythmic Skills – African Drumming	African Singing or Chanting Pulse Call and response Improvisation	Teacher to use chunking, scaffolding and repetition methods for some pupils	Further develop their rhythmic skills and become confident ensemble performers, getting ready for GCSE or A Level Ensemble Performance Exams
8 Term 3	<u>Vocal skills/Jazz & Blues</u>	➤ Listening and Appraising Assessment on Vocal Skills/Jazz & Blues ➤ Performance Assessment 1 on Vocal Skills ➤ Written assessment on key vocabulary ➤ Performance Assessment 2 on Vocal Skills/Jazz & Blues	Singing in a group and performing in 2,3 or 4 parts harmony Singing with a sense of style and interpret the mood of the songs		Join school choir to develop skills learnt / increase repertoire & to perform in public to get ready for GCSE Exams

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
9 Term 1	<u>Musicals</u>	➤ Listening and Appraising Assessment on Musicals ➤ Performance Assessment 1 on Musicals ➤ Written assessment on key vocabulary ➤ Performance Assessment 2 on Musicals	➤ Acting, Singing and dancing ➤ Solo ➤ Duet ➤ Chorus ➤ Opera ➤ Voice types ➤ Performance skills	Teacher will model how to play/sing correct note values to pupils and practise together until they develop more confidence. Teacher to use chunking, scaffolding and repetition methods for some pupils	Further develop their performance skills and become confident performers. Perform in a variety of styles
9 Term 2	<u>Film Music</u>	➤ Listening and Appraising Assessment on Film Music ➤ Composition Assessment on Film Music ➤ Written assessment on key vocabulary ➤ Performance Assessment on Film Music	➤ Repeated musical pattern ➤ Motif ➤ Ostinato ➤ Riff ➤ Theme music ➤ Moods ➤ Minor and Major Chords ➤ Chord sequences ➤ Compositional Skills		Further develop their composition skills and become confident composers. Compose in a variety of styles
9 Term 3	<u>Popular Music (Composing Songs)</u>	➤ Listening and Appraising Assessment on Popular Music ➤ Composition Assessment on Popular Music ➤ Written assessment on key vocabulary ➤ Performance Assessment on Popular Music	➤ Song Structure ➤ Verse ➤ Chorus ➤ Melody ➤ Texture ➤ Chords ➤ Accompaniment ➤ Performance and Compositional Skills		Further develop their composition skills in a popular music style and become confident composers.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
10 Term 1	<u>Musical Forms and Devices</u> <u>(Music Theory/Solo Performance)</u>	➤ Listening and Appraising Assessments on Musical Forms and Devices ➤ Written assessments on Music Theory and key vocabulary ➤ Solo Performance Assessments	➤ Binary Form ➤ Ternary Form ➤ Variations ➤ Repetition ➤ Ostinato ➤ Simple chord progressions ➤ Performance Skills ➤ Solo Performance ➤ Ensemble Performance	Teacher to use chunking, scaffolding and repetition methods for some pupils	Further develop their performance skills and music theory to become confident performers, getting ready for A Level Performance and Music Theory Exams
10 Term 2	<u>Music for Ensemble / Film Music</u> <u>(Music Theory/Solo Performance)</u>	➤ Listening and Appraising Assessments on Music for Ensemble/Film Music ➤ Written assessments on Music Theory and key vocabulary ➤ Solo Performance Assessments	➤ Repetition ➤ Leitmotif ➤ Monophonic texture ➤ Major and Minor chords ➤ Extended Chords ➤ Chromatic Notes		Further develop their performance skills and music theory to become confident performers, getting ready for A Level Performance and Music Theory Exams
10 Term 3	<u>Solo Performance/ Composition 1)</u>	➤ Listening and Appraising Assessments on Musical Eras and unfamiliar pieces ➤ Written assessments on Music Theory and key vocabulary ➤ Solo Performance Assessments ➤ Ensemble Performance Assessments	➤ Solo ➤ Duet ➤ Trio ➤ Ensemble ➤ Legato ➤ Staccato ➤ Dynamic markings ➤ Sonority ➤ Instruments of the orchestra ➤ Musical elements ➤ Musical Devices ➤ Musical Genres		Further develop their performance skills, music theory and compositional skills to become confident performers and composers, getting ready for A Level Performance, Composition and Music Theory Exams

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
11 Term 1	<u>Solo Performance Recordings/ (Composition 2)/Exam Revision</u>	➤ Listening and Appraising Assessments on Musical Eras, set works and unfamiliar pieces ➤ Written assessments on Music Theory, key vocabulary and composition skills ➤ Solo and Ensemble Performance Assessments	➤ Solo ➤ Duet ➤ Trio ➤ Ensemble ➤ Legato ➤ Staccato ➤ Dynamic markings ➤ Sonority ➤ Instruments of the orchestra ➤ Musical elements ➤ Musical Devices ➤ Musical Genres	Teacher to use chunking, scaffolding and repetition methods for some pupils	Further develop their performance skills, music theory and compositional skills to become confident performers and composers, getting ready for A Level Performance, Composition and Music Theory Exams
11 Term 2	<u>Final Performance Recordings/ (Composition 2)/Exam Revision</u>	➤ Listening and Appraising Assessments on Musical Eras, set works and unfamiliar pieces ➤ Written assessments on Music Theory, key vocabulary and composition skills ➤ Solo and Ensemble Performance Assessments	➤ Solo ➤ Duet ➤ Trio ➤ Ensemble ➤ Legato ➤ Staccato ➤ Dynamic markings ➤ Sonority ➤ Instruments of the orchestra ➤ Musical elements ➤ Musical Devices ➤ Musical Genres		Further develop their performance skills, music theory and compositional skills to become confident performers and composers, getting ready for A Level Performance, Composition and Music Theory Exams
11 Term 3	<u>Exam Revision</u>	➤ Listening and Appraising Assessments on Musical Eras, set works and unfamiliar pieces ➤ Written assessments on Music Theory, key vocabulary and composition skills	➤ Musical elements ➤ Musical Devices ➤ Musical Genres ➤ Set Works ➤ Unfamiliar Works/Wider Listening		Further develop their musicianship skills to become confident musicians, getting ready for A Level Music Theory Exams