

<b>MUSIC</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><b>The Elements of Music:</b> - Composition. Notation. Solo and Group Performance. Body Percussion/Percussion Singing.</p> <p><u>Skills and Employability Skills:</u> - Confidence and self-belief Performing showing appropriate sensitivity Incorporating the elements of music effectively Organisation (practise regime, accountability) <b>*Careers Awareness – The Music Industry in general.</b></p>	<p><b>Rhythm: - Rhythm Grids</b> Rhythm &amp; Metre. Timbre &amp; Dynamics. Texture. Beat, Notation. Percussion Skills.</p> <p><u>Skills and Employability Skills:</u> - Reading basic notation in the form of a Rhythm Grid Performing as part of an ensemble showing an awareness of sensitivity with regards to balance and interpretation. Explore, ask questions, experiment. <b>*Careers Awareness – The Music Industry in general.</b></p>	<p><b>Composition: -</b> Notes of the Stave, Treble Clef, Time Signatures, Bar-lines, Notation values, reading rhythms, understanding note lengths. Writing skills using manuscript paper and keyboard skills.</p> <p><u>Skills and Employability Skills:</u> - Read notation (traditional) Reading (clapping rhythms) Writing of music Accurate application of 'rules' Set goals, consider success, positive, evaluate, communicate. <b>*Careers Awareness – The Music Industry in general.</b></p>	<p><b>Notes of the keyboard: Scales: -</b> Tonality. Melody. Major Scale, Pentatonic Scale: Improvisation. Composition, Solo Performance, Individual Part-playing. Group Performance.</p> <p><u>Skills and Employability Skills:</u> - Perform showing appropriate technical skills and sensitivity towards the keyboard. Independent learning, explore issues, Reflective learner <b>*Careers Awareness – The Music Industry in general.</b></p>	<p><b>Chords, Structure and Form: -</b> Harmony &amp; Tonality. Texture &amp; Melody, Hands Together! Further Keyboard Functions. Solo and Group Performance. Structure &amp; Form. Ternary Form. Repetition. Motif. Pulse.</p> <p><u>Skills and Employability Skills:</u> Appraise and analyse music. Extend thinking, question assumptions, experiment, set goals. <b>*Careers Awareness – The Music Industry in general.</b></p>	<p><b>Advert Music: -</b> Cross-curricular skills developed with Drama. Hooks explored Riffs Target audience and product Use all the skills and knowledge developed during Year 1 to 'sell a product' both musically and creatively within a performing arts setting (music and drama) <u>Skills and Employability Skills:</u> - Understanding balance and importance of role Assess progress, be open and positive, reasoned arguments and evidence. <b>*Careers Awareness – The Music Industry in general.</b></p>

Year 8	<p><b><u>Brazilian Samba: -</u></b>  Rhythm &amp; Metre.  Timbre &amp; Dynamics.  Structure &amp; Form. Un-tuned percussion.  Rhythm Patterns. Call and Response, Performances.</p> <p><u>Skills and Employability Skills: -</u>  Physical instrumental skills.  Understanding balance and importance of role.  An awareness of the leadership role of the lead ensemble performer.  Learning to adapt within a given structure.  Challenge, responsibility, initiative, perseverance.  Effective participation.  *Careers Awareness  The record industry, Public Relations and Advertising.</p>	<p><b><u>Indonesian Gamelan:</u></b>  - Texture &amp; Melody.  Structure &amp; Form.  Melodic Ostinati  Social Context.  Independent Part-playing. Composition.</p> <p><u>Skills and Employability Skills: -</u>  Performance through aural recognition.  Explore, adapt, organize, flexibility.  Effective participation.  *Careers Awareness – The Music Industry in general.  Church Music, Music Industry Touring.</p>	<p><b><u>American Blues: -</u></b>  Texture &amp; Melody.  Structure &amp; Form.  Harmony &amp; Tonality.  Improvisation. Jazz.  Social Context.  Lyrics. Group Performance.</p> <p><u>Skills and Employability skills: -</u>  Flair/appreciation of styles/genres, etc.  Improvisation within a given structure.  Challenge, anticipate, generate ideas, adapt.  *Careers Awareness – The Music Industry in general.  Performers and writers</p>	<p><b><u>Celtic (Scottish, Irish, Cornish) Folk:</u></b>  Harmony &amp; Tonality.  Texture &amp; Melody.  Rhythm &amp; Metre.  Timbre &amp; Dynamics.  Structure &amp; Form.  Drone. Pentatonic.  Ternary form.  Folk Tradition.  Composition.  Solo and Group Performance.</p> <p><u>Skills and Employability Skills:</u>  Appreciation within context (theoretical, cultural, social, historical, etc.)  Interpret, discuss issues, ask questions, share.  *Careers Awareness – The Music Industry in general.  Radio and Television.</p>	<p><b><u>Caribbean: - Calypso + Reggae:</u></b>  Texture &amp; Melody. Rhythm &amp; Metre. Harmony &amp; Tonality. Timbre &amp; Dynamics. Social Context. Tuned Percussion.  Syncopation.  Group Performance.</p> <p><u>Skills and Employability Skills:</u>  Understanding the limitations of specific instruments.  Compromise, negotiate, interpret, resolve.  *Careers Awareness – The Music Industry in general.  Instrument work and development.</p>	<p><b><u>Indian Raga: -</u></b>  Tonality. Rhythm &amp; Metre, Timbre &amp; Dynamics.  Texture &amp; Melody, Trad. Instruments. Raga and Tala.  Improvisation.  Fusion with Western Pop. <b>OR</b>  <b><u>African Music: -</u></b>  Rhythm &amp; Metre, Timbre &amp; Dynamics.  Texture. Trad instruments. Call and Response, African Language, Fusion with Western.</p> <p><u>Skills and Employability Skills:</u>  Recognising fusion as a device which incorporates many musical styles.  Recognition of rhythmical devices such as cross-rhythms and Poly-rhythms.</p>
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						Embrace change, manage emotions, challenge, extend thinking. *Careers Awareness – The Music Industry in general. Music Education, recording.
Year 9	<p><b>Classic Rock Riffs:</b> Harmony &amp; Tonality. Texture &amp; Melody. Rhythm &amp; Metre. Introduction to the Guitar: Strings and Frets. Fingering. Tablature, Listening to and Solo and Group Performance of Classic Rock Riffs. Riff-based Composition.</p> <p><u>Skills and Employability Skills:</u> - Independent learning. Perform showing appropriate technical skills and sensitivity towards the acoustic guitar. Read notation (tab)</p>	<p><b>The Three Chord Trick:</b> Harmony &amp; Tonality Texture &amp; Melody. Structure &amp; Form. Chords on Guitar. Songs using the 'Three Chord Trick', Songwriting. Christmas Songs. Guitars and Keyboards.</p> <p><u>Skills and Employability Skills:</u> Performing as part of an ensemble showing an awareness of sensitivity with regards to tuning, balance, interpretation). Organisation (practise regime, accountability)</p>	<p><b>Classic Classics:-</b> Rhythm &amp; Metre, Harmony &amp; Tonality, Texture &amp; Melody. Timbre &amp; Dynamics, Structure &amp; Form Listening to/Performing Hits from 'Classical' Repertoire (Baroque to Contemporary), Aural Recognition of Orchestral Instruments. Guitars, Percussion and Keyboards.</p> <p><u>Skills and Employability skills:</u> - Understanding balance and importance of role. Appreciation within context (Western</p>		<p><b>Recap. on knowledge, musical vocabulary and practical/creative skills learned to date in KS3 to enrich:-</b> <b>Film and TV Music:</b> - Rhythm &amp; Metre, Harmony &amp; Tonality, Texture &amp; Melody. Timbre &amp; Dynamics, Structure &amp; Form. Group Performances of James Bond Theme, Individual Part in an Ensemble, Mood Music, Composition for</p>	<p><u>End of KS3 Assessment.</u> 'Free Choice':- Performance Work to round off KS3 Course.</p> <p><u>Skills and Employability Skills:</u> - Confidence and self-belief. Incorporating the elements of music effectively in performance. Organisation (practise regime, accountability). Consolidation of all key skills learnt at Key Stage 3 level.</p>

	<p>Creative learning, explore.</p> <p>*Careers Awareness – The Music Industry in general.</p> <p>Music Education, recording.</p> <p>Music Industry Touring, Instrument Work and Development.</p>	<p>Identify questions, Independent learning, evaluate different perspectives.</p> <p>*Careers Awareness – The Music Industry in general.</p> <p>Music Education, recording.</p> <p>Performers and Writers.</p>	<p>Classical Tradition (1600-1900).</p> <p>Explore issues, reasoned arguments and evidence, Team work.</p> <p>Adapt behaviour, Collaborate, explore issues.</p> <p>*Careers Awareness – The Music Industry in general.</p> <p>Music Education, recording.</p> <p>Performers and Writers, Other Music Careers.</p>		<p>Film Clip, Related Listening.</p> <p><u>Skills and Employability Skills:</u></p> <p>Team Working, Collaborate, Manage Discussions, demonstrate fairness and responsibility.</p> <p>*Careers Awareness – The Music Industry in general.</p> <p>Music Education, recording.</p> <p>Film Music, Music Industry Merchandising, Music Journalism.</p>	<p>Manage discussions, responsibility, fairness, extend, ask questions.</p> <p>*Careers Awareness – The Music Industry in general.</p> <p>Music Education, recording, The Record Industry, Recording, Instrument Work and Development.</p>
Year 10	<p>Component 1 – Understanding Music</p> <p>Musical terms: Melody &amp; Harmony Major, minor, chromatic, pentatonic, blues scale, glissando, major and minor chords, discords, sevenths, note clusters,</p>	<p>Component 1 – Understanding Music</p> <p>Musical terms: Melody &amp; Harmony Melodic step and leap, diatonic intervals, unison and octave, cadence, ornamentation Rhythm and Metre Simple and compound time,</p>	<p>Component 3 - Composing</p> <p>Musical terms: Melody &amp; Harmony Diatonic intervals, phrasing and articulation, fifths, cadence Rhythm and Metre Simple and compound time, tempo/speed, accentuation</p>		<p>Area of Study – Western Classical Tradition 1650-1910</p> <p>Musical terms: Melody &amp; Harmony Diatonic intervals, tritone, phrasing and articulation. Rhythm and Metre Simple and compound time,</p>	<p>Popular Music</p> <p>Musical terms: Melody &amp; Harmony Melodic step and leap, sevenths, power chords, inversions/slash chords, phrasing and articulation, modulation Rhythm and Metre</p>

	<p>dissonant/consonant, harmonic rhythm Rhythm and Metre Pulse, syncopation, cross-rhythms, tempo, accentuation Instrumentation and Texture Instruments/voices, homophony, polyphony Dynamics Gradation of dynamics Musical Devices Sequence, ostinato, imitation, leitmotif Tonalities Major, minor, modal, pentatonic, atonal, bitonal Notations Treble clef, graphic notation</p> <p>Aural recognition of sequence, ostinato, imitation, leitmotif, Major, minor, modal, pentatonic, atonal, bitonal</p> <p><a href="#">Skills and Employability Skills: -</a></p>	<p>tempo/speed, accentuation Instrumentation and Texture Instruments/voices, homophonic, polyphonic Dynamics Common signs, symbols and terms Musical Devices Sequence, ground bass, drone, pedal, fugue, canon Tonalities Major, minor, modal Structures Binary, ternary, rondo Theme and variation, arch-shape Notations Treble clef, Bass clef, commonly used signs and symbols, rhythm notation from semiquaver to semibreve</p> <p>Score reading &amp; analysis.</p> <p>Aural recognition of major, minor, Instruments/voices, Sequence, ground bass, drone, pedal,</p>	<p>Instrumentation and Texture Instruments, homophonic, polyphonic Dynamics Common signs, symbols and terms Musical Devices Sequence, fugue, canon Tonalities Major, minor, modal, pentatonic, atonal Structures Binary, ternary, rondo Notations Bass clef, key signatures up to 4 sharps and 4 flats, commonly used signs and symbols, metronome marks, rhythm notation from semiquaver to semibreve</p> <p>Extra-curricular learning: Organised evening trip to live orchestral concert – performed pieces</p>		<p>tempo/speed, accentuation Instrumentation and Texture Instruments, homophonic, polyphonic Dynamics Common signs, symbols and terms Musical Devices Sequence, fugue, canon Tonalities Major, minor, modal, pentatonic, atonal Structures Binary, ternary, rondo Notations Treble clef, bass clef, key signatures up to 4 sharps and 4 flats</p> <p>Score reading &amp; analysis.</p> <p>Aural recognition of diatonic intervals, canon, homophonic, polyphonic, binary, ternary, rondo</p>	<p>Syncopation, cross rhythms Instrumentation and Texture Instruments/voices, synthesised, computer-generated sounds, sampling Dynamics Gradation of dynamics Musical Devices Sequence, imitation, drone, riff Tonalities Major, minor, modal, pentatonic Structures Call and response, arch-shape, strophic, popular song forms Notations Quantizing and aligning, rhythm notation, graphic notation, letter names of chord: major, minor (incl. sevenths)</p>
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<p>Independent learning. Perform showing appropriate technical skills and sensitivity towards the acoustic guitar. Read notation (tab) Creative learning, explore. <b>*Careers Awareness – The Music Industry in general. Music Education, recording. Music Industry Touring, Instrument Work and Development.</b></p>	<p>Binary, ternary, rondo, theme and variation</p> <p>Continuous monitoring.</p> <p>Solo performance: Recitals to be given &amp; recorded at the end of Spring 1.1</p> <p>Composition Start integrated assignment from AQA set briefs. Due end of Spring 2:2</p> <p>Ensemble performance: <a href="#">Skills and Employability Skills: Performing as part of an ensemble showing an awareness of sensitivity with regards to tuning, balance, interpretation).</a> Organisation (practise regime, accountability) Identify questions, Independent learning, evaluate different perspectives. <b>*Careers Awareness –</b></p>	<p>becomes classroom study.</p> <p>Score reading &amp; analysis.</p> <p>Aural recognition of diatonic intervals, cadences, simple and compound time, instruments, major, minor, modal, pentatonic, atonal</p> <p>Continuous monitoring.</p> <p>Solo performance: Recitals to be given &amp; recorded at the end of Spring 1.2</p> <p>Additional Assessment: Essay: Choose a suitable orchestral work and write a description of the composer's influence on the use of the orchestra.</p> <p>Integrated assignment</p>			<p>Continuous monitoring.</p> <p>Composition Set composition: Area of Study – Music for Special Events. Due end of Summer 1.2</p> <p>Continuous monitoring of Integrated Assignment via tutorials <a href="#">Skills and Employability Skills: Team Working, Collaborate, Manage Discussions, demonstrate fairness and responsibility.</a> <b>*Careers Awareness – The Music Industry in general. Music Education, recording. Film Music, Music Industry Merchandising, Music Journalism.</b></p>	<p>Aural recognition of power chords, slash chords, syncopation, instrumentation, riff, strophic form.</p> <p>Worksheet: Chords and rhythms</p> <p>Continuous monitoring.</p> <p>Composition Composition of popular song from given briefs. Due end of Summer 1.2</p> <p>Continuous monitoring of Integrated Assignment via tutorials</p> <p><a href="#">Skills and Employability Skills:</a> - Confidence and self-belief. Incorporating the elements of</p>
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		<p>The Music Industry in general.  Music Education, recording.  Performers and Writers.</p>	<p>Progress targets to be achieved by end of Spring 1.2  <u>Skills and Employability skills:</u> -  Understanding balance and importance of role.  Appreciation within context (Western Classical Tradition 1600-1900).  Explore issues, reasoned arguments and evidence, Team work.  Adapt behaviour, Collaborate, explore issues.  *Careers Awareness – The Music Industry in general.  Music Education, recording.  Performers and Writers, Other Music Careers.</p>			<p>music effectively in performance.  Organisation (practise regime, accountability).  Consolidation of all key skills learnt at Key Stage 3 level.  Manage discussions, responsibility, fairness, extend, ask questions.  *Careers Awareness – The Music Industry in general.  Music Education, recording, The Record Industry, Recording, Instrument Work and Development.</p>
Year 11	<p>Area of Study – Western Classical Tradition since 1910.  Musical terms:</p>	<p>Area of Study – Traditional Music  Musical terms:</p>	<p>Component 3 – Composing Music  Musical terms:</p>	<p>Revise Area of study – Western Classical Tradition 1650 - 1910</p>	<p>Revise Area of Study – Western Classical Tradition since 1910</p>	<p>Exams  <u>Skills and Employability Skills:</u> -</p>



<p>Melody &amp; Harmony Melodic step and leap, diatonic intervals, unison and octave, cadence, ornamentation Rhythm and Metre Simple and compound time, tempo/speed, accentuation Instrumentation and Texture Instruments/voices, homophonic, polyphonic Dynamics Common signs, symbols and terms Musical Devices Sequence, ground bass, drone, pedal, fugue, canon Tonalities Major, minor, modal Structures Binary, ternary, rondo, theme and variation, arch-shape Notations Treble clef, Bass clef, commonly used signs and symbols, rhythm notation from semiquaver to semibreve</p>	<p>Melody &amp; Harmony Major, minor, chromatic, pentatonic, blues scale, glissando, major and minor chords, discords, sevenths, note clusters, dissonant/consonant, harmonic rhythm Rhythm and Metre Pulse, syncopation, cross-rhythms, tempo, accentuation Instrumentation and Texture Instruments/voices, homophony, polyphony Dynamics Gradation of dynamics Musical Devices Sequence, ostinato, imitation, leitmotif Tonalities Major, minor, modal, pentatonic, atonal, bitonal Notations Treble clef, graphic notation  Area of Study – Popular Song since 1960</p>	<p>Melody &amp; Harmony Diatonic intervals, phrasing and articulation, fifths, cadence Rhythm and Metre Simple and compound time, tempo/speed, accentuation Instrumentation and Texture Instruments, homophonic, polyphonic Dynamics Common signs, symbols and terms Musical Devices Sequence, fugue, canon Tonalities Major, minor, modal, pentatonic, atonal Structures Binary, ternary, rondo Notations Bass clef, key signatures up to 4 sharps and 4 flats, commonly used signs and symbols, metronome marks, rhythm notation</p>	<p>Past Papers  Integrated assignment due <u>Skills and Employability Skills:</u> Appreciation within context (theoretical, cultural, social, historical, etc.) Interpret, discuss issues, ask questions, share. <b>*Careers Awareness – The Music Industry in general. Radio and Television.</b></p>	<p>Study – Orchestral Landmarks Past Papers  <u>Skills and Employability Skills:</u> Team Working, Collaborate, Manage Discussions, demonstrate fairness and responsibility. <b>*Careers Awareness – The Music Industry in general. Music Education, recording. Film Music, Music Industry Merchandising, Music Journalism.</b></p>	<p>Confidence and self-belief. Incorporating the elements of music effectively in performance. Organisation (practise regime, accountability). Consolidation of all key skills learnt at Key Stage 3 level. Manage discussions, responsibility, fairness, extend, ask questions. <b>*Careers Awareness – The Music Industry in general. Music Education, recording, The Record Industry, Recording, Instrument Work and Development.</b></p>
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	<p>Area of Study – Music for Special Events</p> <p>Musical terms: Melody &amp; Harmony Diatonic intervals, tritone, phrasing and articulation.</p> <p>Rhythm and Metre Simple and compound time, tempo/speed, accentuation</p> <p>Instrumentation and Texture Instruments, homophonic, polyphonic</p> <p>Dynamics Common signs, symbols and terms</p> <p>Musical Devices Sequence, fugue, canon</p> <p>Tonalities Major, minor, modal, pentatonic, atonal</p> <p>Structures Binary, ternary, rondo</p> <p>Notations Treble clef, bass clef, key signatures up to 4 sharps and 4 flats</p> <p>Listening: Score reading &amp; analysis.</p>	<p>Musical terms: Melody &amp; Harmony Melodic step and leap, sevenths, power chords, inversions/slash chords, phrasing and articulation, modulation</p> <p>Rhythm and Metre Syncopation, cross rhythms</p> <p>Instrumentation and Texture Instruments/voices, synthesised, computer-generated sounds, sampling</p> <p>Dynamics Gradation of dynamics</p> <p>Musical Devices Sequence, imitation, drone, riff</p> <p>Tonalities Major, minor, modal, pentatonic</p> <p>Structures Call and response, arch-shape, strophic, popular song forms</p> <p>Notations Quantizing and aligning, rhythm notation, graphic notation, letter</p>	<p>from semiquaver to semibreve</p> <p>Aural recognition of diatonic intervals, cadences, simple and compound time, instruments, major, minor, modal, pentatonic, atonal</p> <p>Additional Assessment: Short writing exercise – main orchestral developments from Haydn to Britten</p> <p>Solo performance: Final practise and second recording of solo performance from year 10 due end of Spring 2:1</p> <p><a href="#">Skills and Employability skills: - Understanding balance and importance of role. Appreciation within context (Western Classical Tradition 1600-1900).</a></p>			
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<p>Aural recognition of major, minor, Instruments/voices, Sequence, ground bass, drone, pedal, Binary, ternary, rondo, theme and variation, aural recognition of diatonic intervals, canon, homophonic, polyphonic.</p> <p>Additional Assessment: Short writing exercise - the use of melody in music for dance in the baroque period.</p> <p>Composition/arranging:</p> <p>Ensemble performance: Final practise and second recording of ensemble performance from year 10 due end of Autumn 2.1</p> <p>Continuous monitoring of Integrated Assignment via tutorials</p>	<p>names of chord: major, minor (incl. sevenths)</p> <p>Aural recognition of Sequence, ostinato, imitation, leitmotif, Major, minor, modal, pentatonic, atonal, bitonal, power chords, slash chords, syncopation, instrumentation, riff, strophic form.</p> <p>Additional Assessment: Short writing exercise - the use of the leitmotif in music for film</p> <p>Composition/arranging: Arrangement of Christmas Carol in popular song style.</p> <p>Integrated Assignment: Progress targets to be achieved by end of Autumn 2:2 <a href="#">Skills and Employability Skills:</a> <a href="#">Performing as part of an ensemble showing</a></p>	<p>Explore issues, reasoned arguments and evidence, Team work. Adapt behaviour, Collaborate, explore issues. <b>*Careers Awareness – The Music Industry in general. Music Education, recording. Performers and Writers, Other Music Careers.</b></p>				
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	<p>Sequence, fugue, canon  Tonalities  Major, minor, modal, pentatonic, atonal  Structures  Binary, ternary, rondo  Notations  Treble clef, bass clef, key signatures up to 4 sharps and 4 flats  <u>Skills and Employability Skills:</u> -  Independent learning.  Perform showing appropriate technical skills and sensitivity towards the acoustic guitar.  Read notation (tab)  Creative learning, explore.  *Careers Awareness – The Music Industry in general.  Music Education, recording.  Music Industry Touring, Instrument Work and Development.</p>	<p>an awareness of sensitivity with regards to tuning, balance, interpretation).  Organisation (practise regime, accountability)  Identify questions, Independent learning, evaluate different perspectives.  *Careers Awareness – The Music Industry in general.  Music Education, recording.  Performers and Writers.</p>				
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<p>Year 12</p>	<p>Area of Study (AoS) 1: Explore the Baroque solo concerto strand. Focus on listening skills, musical features and contextual knowledge. Optional AoSA: Initial exploration of all bulleted composers and development of listening skills. Introduce performance diary to include a focus on:</p> <ul style="list-style-type: none"> <li>□ rehearsal aims and targets</li> <li>□ preparation for performances</li> <li>□ reviews on performances seen/heard and impact on their own performance</li> <li>□ programme notes on their pieces</li> <li>□ final repertoire decisions and monitoring the timing of the programme</li> <li>□ production preparation and progress</li> <li>□ tips for rehearsing, repertoire choice</li> </ul>	<p>AoS1: The operas of Mozart strand. Focus on listening skills, musical features and contextual knowledge. Start analysis of set work The marriage of Figaro. Optional AoSA: Explore first bulleted composer. Two pieces minimum for analysis. Continue development of listening skills. Performance of two contrasting pieces. For production, initial recording of midi/audio tracks for one piece. Feedback for development with target setting. Programme note to be provided to demonstrate technical and interpretative understanding. Focus on the technical control assessment criteria.</p>	<p>AoS1: The operas of Mozart strand. Continue analysis of set work. Practise exam technique of short style questions. Optional AoSA: Explore second bulleted composer. Two pieces minimum for analysis. Continue development of listening skills. Mock recital assessment. Full performance of recital repertoire - a minimum of six minutes of music. For production, a minimum of six minutes of music – first completed mixes. Focus on the performance quality assessment criteria. (Performance: musical style and communication. Production: style, balance, blend, panning, use of effects.)</p>	<p>AoS1: The operas of Mozart strand. Complete analysis of set work. Practise exam technique of Recording of final AS performances and final mixes for production from 1 March to AQA deadline. Working on composition to a brief. Practice programme note. contextual analysis style questions. Optional AoSA: Explore third bulleted composer (only compulsory for A-level, but provides further options at AS). Two pieces minimum for analysis. Continue development of listening skills with focus on the extended response question. Optional AoSA: Review and consolidate</p>	<p>AoS1: The operas of Mozart strand. Review and consolidate set work knowledge. Practise exam style questions. AoS1: Practise listening skills relating to two strands and AoSA. Optional AoSA: Revision of AoS and practise listening questions and Recording of final performances and final mixes for production from 1 March to AQA deadline. Final submissions of both compositions with attention to the score/written account/lead sheet. Programme notes and recordings for each composition. <b>essay writing. AS external exam.</b></p>	<p>AoS1: Explore the piano music of Chopin, Brahms and Grieg strand. Focus on listening skills, musical features and contextual knowledge. Optional AoSB: Initial exploration of all bulleted composers and development of listening skills. <a href="#">Skills and Employability Skills: -</a></p> <p><a href="#">Understanding balance and importance of role.</a></p> <p><a href="#">Appreciation within context (Western Classical Tradition 1600-1900).</a></p> <p><a href="#">Explore issues, reasoned arguments and evidence, Team work.</a></p> <p><a href="#">Adapt behaviour, Collaborate, explore issues.</a></p>
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<p>and use of technology</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> assessment criteria</li> </ul> <p>Establishment and development of key compositional skills including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> rhythmic character</li> <li><input type="checkbox"/> strong melodic character and harmonic outline/direction</li> <li><input type="checkbox"/> melodic development</li> <li><input type="checkbox"/> use and timbre of instrumental resources</li> <li><input type="checkbox"/> use of overall textures and instrumental textures</li> <li><input type="checkbox"/> structure and phrasing</li> <li><input type="checkbox"/> harmonic basis, structure and development including cadences and modulations</li> <li><input type="checkbox"/> sense of style</li> <li><input type="checkbox"/> creating contrast</li> <li><input type="checkbox"/> writing idiomatically.</li> <li><input type="checkbox"/> reflection on performances</li> <li><input type="checkbox"/> written and verbal feedback</li> <li><input type="checkbox"/> targets for development.</li> </ul>	<p>Focus on the expressive control assessment criteria. Continue establishment and development of key compositional skills including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> rhythmic character</li> <li><input type="checkbox"/> strong melodic character and harmonic outline/direction</li> <li><input type="checkbox"/> melodic development</li> <li><input type="checkbox"/> use and timbre of instrumental resources</li> <li><input type="checkbox"/> use of overall textures and instrumental textures</li> <li><input type="checkbox"/> structure and phrasing</li> <li><input type="checkbox"/> harmonic basis, structure and development including cadences and modulations</li> <li><input type="checkbox"/> sense of style</li> <li><input type="checkbox"/> creating contrast</li> <li><input type="checkbox"/> writing idiomatically.</li> </ul> <p>Exercises and extracts linked to AoS, set works and optional study pieces. Continue working on</p>	<p>Formal assessment using assessment criteria. Programme note to be provided to demonstrate technical and interpretative understanding. Approaching the briefs. Use 2017 briefs as a starting point. For chorales:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> chords and voicing</li> <li><input type="checkbox"/> part writing</li> <li><input type="checkbox"/> chorale 'grammar' and rules</li> <li><input type="checkbox"/> cadences, cadential progressions and exploration of keys</li> <li><input type="checkbox"/> chorale 'style'.</li> </ul> <p>Working on composition</p> <p><u>Skills and Employability Skills:</u> - Appreciation within context (theoretical, cultural, social, historical, etc.) Interpret, discuss issues, ask questions, share.</p>	<p>knowledge. Focus on essay writing skills. Feedback and target setting.</p> <p><u>Skills and Employability Skills:-</u> Confidence and self-belief. Incorporating the elements of music effectively in performance. Organisation (practise regime, accountability) Manage discussions, responsibility, fairness, extend, ask questions.</p> <p><b>*Careers Awareness – The Music Industry in general. Music Education, recording, The Record Industry, Recording, Instrument Work and Development.</b></p>	<p><u>Skills and Employability Skills:</u></p> <ul style="list-style-type: none"> <li>- Physical instrumental skills.</li> <li>Understanding balance and importance of role.</li> <li>An awareness of the leadership role of the lead ensemble performer.</li> <li>Learning to adapt within a given structure.</li> <li>Challenge, responsibility, initiative, perseverance.</li> <li>Effective participation.</li> </ul> <p><b>*Careers Awareness – The record industry, Public Relations and Advertising. Music Health, Music Journalism.</b></p>	<p><b>*Careers Awareness – The Music Industry in general. Music Education, recording. Performers and Writers, Other Music Careers.</b></p>
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	<p>Baseline assessment of performance skills and initial indication of performance options.</p> <p>Exercises and extracts linked to AoS, set works and optional study pieces.</p> <p>Start exploring ideas and resources for composition 2: free composition.</p> <p>Identify stimulus ideas, composer, artist,</p> <p><u>Skills and Employability Skills:</u> - Physical instrumental skills.</p> <p>Understanding balance and importance of role.</p> <p>An awareness of the leadership role of the lead ensemble performer.</p> <p>Learning to adapt within a given structure.</p> <p>Challenge, responsibility, initiative, perseverance.</p> <p>Effective participation.</p> <p><b>*Careers Awareness</b></p>	<p>Knowledge/content in black</p> <p><u>Skills and Employability Skills:-</u></p> <p>Understanding balance and importance of role.</p> <p>Appreciation within context (Western Classical Tradition 1600-1900).</p> <p>Explore issues, reasoned arguments and evidence, Team work.</p> <p>Adapt behaviour, Collaborate, explore issues.</p> <p><b>*Careers Awareness – The Music Industry in general.</b></p> <p><b>Music Education, recording.</b></p> <p><b>Performers and Writers, Other Music Careers.</b></p>	<p><b>*Careers Awareness – The Music Industry in general.</b></p> <p><b>Radio and Television.</b></p> <p><b>Music Production, Recording.</b></p>			
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	The record industry, Public Relations and Advertising. Music Education.					
Year 13	<p>AoS1: Explore the piano music of Chopin, Brahms and Grieg strand. Start analysis of set works for this strand. Optional AoSB: Explore first bulleted composer. Two pieces minimum for analysis. Continue development of listening skills. Performance of recital repertoire - a minimum of 10 minutes of music. For production, a minimum of 10 minutes of music – all midi and audio recorded. Focus on the technical control assessment criteria. (Performance: accuracy of pitch, intonation, rhythm, quality of tone,</p>	<p>AoS1: Explore the piano music of Chopin, Brahms and Grieg strand. Continue analysis of set work. Practise exam technique of short style questions. Optional AoSB: Explore second bulleted composer. Two pieces minimum for analysis. Continue development of listening skills. Performance of recital repertoire - a minimum of 10 minutes of music. For production, a minimum of 10 minutes of music – production and mixing started. Focus on the expressive control assessment criteria. (Performance: tempo, dynamics,</p>	<p>AoS1: Explore the piano music of Chopin, Brahms and Grieg strand. Complete analysis of set works. Practise exam technique of contextual analysis style Mock recital assessment. Full performance of recital repertoire - a minimum of 10 minutes of music. For production a minimum of 10 minutes of music – first completed Working on composition to a brief. Optional AoSB: Explore third bulleted composer. Two pieces minimum for analysis.</p>	<p>AoS1: Explore the piano music of Chopin, Brahms and Grieg strand. Complete analysis of set works. Practise exam technique of contextual analysis style questions. Optional AoSB: Explore third bulleted composer. Two pieces minimum for analysis. Continue development of listening skills with focus on the extended response question. Mock recital assessment. Full performance of recital repertoire - a minimum of 10 minutes of music. For production a minimum of 10 minutes of music –</p>	<p>AoS1: Practise listening skills relating to all three strands. Revision of Chopin, Brahms and Grieg piano music set works and practise of analysis questions. Optional AoSB: Revision of AoS and practise listening questions and essay writing. Recording of final performances and final mixes for production from 1 March to AQA deadline. Final submissions of both compositions with attention to the score/written account/lead sheet. Programme notes and recordings for each composition.</p>	<p>Final individual revision and practise for the final exam. <a href="#">Skills and Employability Skills: -</a> Understanding balance and importance of role. Appreciation within context (Western Classical Tradition 1600-1900). Explore issues, reasoned arguments and evidence, Team work. Adapt behaviour, Collaborate, explore issues. <b>*Careers Awareness – The Music Industry in general.</b> <b>Music Education, recording.</b></p>



	<p>breathing, diction, bowing, pedalling etc.  Production: accuracy  Development of free composition and composing skills. of pitch, rhythm, articulation, phrasing, clarity of sound capture.)  Feedback for development with target setting.  <u>Skills and Employability Skills:</u> - Physical instrumental skills.  Understanding balance and importance of role.  An awareness of the leadership role of the lead ensemble performer.  Learning to adapt within a given structure.  Challenge, responsibility, initiative, perseverance.  Effective participation.  *Careers Awareness</p>	<p>phrasing and articulation.  Production: choice of timbres, dynamics, dynamic processing including compression and EQ.)  Feedback for development with target setting.  Completion of free composition.  Introduction of composition briefs and initial exploration of ideas.  Approaching the briefs. Use 2018 A-level briefs as a starting point.  For chorales:  <input type="checkbox"/> chords and voicing  <input type="checkbox"/> part writing  <input type="checkbox"/> chorale 'grammar' and rules  <input type="checkbox"/> cadences, cadential progressions and exploration of keys  <input type="checkbox"/> chorale 'style'.  <u>Skills and Employability Skills:-</u>  Understanding balance and importance of role.</p>	<p>Continue development of listening skills with focus on the extended response question.  Mock exam assessment.  mixes.  Focus on the performance quality assessment criteria.  (Performance: musical style and communication.  Production: style, balance, blend, panning, use of effects.)  Formal assessment using assessment criteria.  Feedback for development with target setting.  <u>Skills and Employability Skills:</u> - Appreciation within context (theoretical, cultural, social, historical, etc.)  Interpret, discuss issues, ask questions, share.  *Careers Awareness – The Music Industry in general.</p>	<p>first completed mixes.  Focus on the performance quality assessment criteria.  (Performance: musical style and communication.  Production: style, balance, blend, panning, use of effects.)  Formal assessment using assessment criteria.  Working on composition to a brief.  Mock exam assessment.  Feedback for development with target setting.  <u>Skills and Employability Skills:-</u>  Confidence and self-belief.  Incorporating the elements of music effectively in performance.  Organisation (practise regime, accountability)  Manage discussions, responsibility,</p>	<p><u>Skills and Employability Skills:</u>  Physical instrumental skills.  Understanding balance and importance of role.  An awareness of the leadership role of the lead ensemble performer.  Learning to adapt within a given structure.  Challenge, responsibility, initiative, perseverance.  Effective participation.  *Careers Awareness – The record industry, Public Relations and Advertising, Music Health, Music Journalism.</p>	<p><b>Performers and Writers, Other Music Careers.</b></p>
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	<p>The record industry, Public Relations and Advertising. Music Education.</p>	<p>Appreciation within context (Western Classical Tradition 1600-1900). Explore issues, reasoned arguments and evidence, Team work. Adapt behaviour, Collaborate, explore issues. *Careers Awareness – The Music Industry in general. Music Education, recording. Performers and Writers, Other Music Careers.</p>	<p>Radio and Television. Music Production, Recording.</p>	<p>fairness, extend, ask questions. *Careers Awareness – The Music Industry in general. Music Education, recording, The Record Industry, Recording, Instrument Work and Development.</p>		
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Careers link can be anything associated with **employability skills\*** as well as developing **careers awareness**

\*e.g. developing students' **self-management, team working skills, problem solving skills, communication skills** (for example, letter writing)