









Music Curriculum Map	
<p>St. Cuthbert's Curriculum Vision</p> 	<p>The curriculum at St Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics they need to flourish as literate, articulate, global citizens, who fulfil the Catholic Mission to bring about the Common Good.</p> <p>Specialism's vision: The Specialisms at St Cuthbert's offer an enriching experience where individual passions are discovered and nurtured within a culture of excellence.</p> <p>Music Curriculum vision: Our vision is that all learners will leave us with a broad and enriching music experience, having experienced listening, performing and composing in a musically rich environment and with a wide range of skills, greater confidence and cultural knowledge, as we believe that these prepare our learners for richer and fuller lives, not just exam success.</p>
<p>British Values</p>	<p>Individual liberty: Students show a sense of enjoyment and fascination in learning about themselves, others and the world around them. They show imagination and creativity in their learning.</p> <p>Mutual respect: Through listening and discussing music and the creative processes behind it, we often identify differences in opinions and feelings. Students are able to appreciate the differences in their own musical tastes, their classmates and the wider world.</p> <p>Democracy: In lessons students make decisions together in teams to create and perform music. They make sure that everyone's thoughts, suggestions and ideas are considered.</p> <p>Freedom of faiths and beliefs: By studying music from different countries and cultures students understand that we all share the same beliefs and values. They also understand the importance of values and ideas when working together in ensemble groups and learn to listen to others opinions when rehearsing for group performances.</p> <p>The rule of law: Students appreciate that the musical instruments that we use are cared for and never damaged. They understand that the rules for their use prepare us for using equipment in the world of work.</p>

Curriculum Icons Key						
Catholic Mission	Careers (CEIAG)	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and communication	Skills for Life
						
	Music 'at a glance'					
	AUTUMN	SPRING		SUMMER		
YEAR 7	Half Term 1 - Keyboard Skills Half Term 2 – Elements of Music	Half Term 3 – Instruments of the Orchestra Half Term 4 – Rhythm and Pulse		Half Term 5 – Structure and Form Half Term 6 – African Drumming		
YEAR 8	Half Term 1 – Hooks & Riffs Half Term 2 – The Blues	Half Term 3 – Reggae Music Half Term 4 – Samba Music		Half Term 5 – Folk Music Half Term 6 – Classical Music		
YEAR 9	Half Term 1 – Film Music Half Term 2 – Popular Music	Half Term 3 – Jazz Music Half Term 4 – Musicals		Half Term 5 – Minimalism Half Term 6 – Ground Bass		



YEAR 10	<p>Half Term 1 – AoS1 & music theory</p> <p>Half Term 2 – AoS1 (Music for Ensemble) & Performance</p>	<p>Half Term 3 – AoS2 & Composition</p> <p>Half Term 4 – AoS2, Set work 1 & Composition</p>	<p>Half Term 5 – AoS3, Set work 1 & Composition</p> <p>Half Term 6 – AoS3 & Composition</p>
YEAR 11	<p>Half Term 1 – AoS4, Set work 2 & Composition</p> <p>Half Term 2 – Set work 2 & Composition</p>	<p>Half Term 3 – AoS1/2 Revision & Composition</p> <p>Half Term 4 – AoS3/4 Revision & Composition</p>	<p>Half Term 5 – Past Paper Practice</p>

Y7 Music

YEAR 7		AUTUMN	SPRING	SUMMER
Year 7	Theme	<p>Half Term 1 - Keyboard Skills</p> <p>Half Term 2 – Elements of Music</p>	<p>Half Term 3 – Instruments of the Orchestra</p> <p>Half Term 4 – Rhythm & Pulse</p>	<p>Half Term 5 – Structure & Form</p> <p>Half Term 6 – African Drumming</p>
	Disciplinary Knowledge and skills	<p><u>Half Term 1 - Keyboard Skills</u> Students will learn about fundamental keyboard skills in order to best prepare them for future learning. Students will learn about the functions of the keyboard as well as basic warm up exercises through practical learning.</p> <p><u>Half Term 2 – Elements of Music</u> Students will learn about the elements of music as well as the appropriate terminology associated with each individual element. Students will encounter these elements both aurally and on a practical basis through performing a music piece.</p> <p><u>Half Term 1 - Keyboard Skills</u></p> <ul style="list-style-type: none"> • Notation on the treble clef stave • Fingering for keyboards 	<p><u>Half Term 3 – Instruments of the Orchestra</u> Students will understand how an orchestra functions as well as look the 4 instrumental musical families in detail. Students will look to perform a piece of music from an orchestral setting.</p> <p><u>Half Term 4 – Rhythm & Pulse</u> Students will have a real focus on rhythm, time signatures and rhythmic dictation within this genre. Students will look to compose their own rhythmic patterns as well as perform piece of music that focusses on pulse.</p> <p><u>Half Term 3 – Instruments of the Orchestra</u></p>	<p><u>Half Term 5 – Structure & Form</u> Students will focus on structure and form from the western classical era. Students will perform and compose a piece of music using one of the main structures used within the Western Classical era.</p> <p><u>Half Term 6 – African Drumming</u> Students will learn about the historical context and key features of African music. Students will have a real focus on rhythm within this topic and will compose and perform their own African drumming piece.</p> <p><u>Half Term 5 – Structure & Form</u></p> <ul style="list-style-type: none"> • Development of aural skills



YEAR 7		AUTUMN	SPRING	SUMMER
		<ul style="list-style-type: none"> • Hand position • Rhythmic values of music • Performance of a piano piece • Learning about scales – C major • Warm-up techniques • Chords <p><u>Half Term 2 – Elements of Music</u></p> <ul style="list-style-type: none"> • Learning about Dynamics and the terminology surrounding it • Learning about tempo and the terminology surrounding it • Learning about Rhythm and the terminology as well as the symbols surrounding it • Learning about tonality • Performance of a piano piece that utilises elements of music • Developing singing skills 	<ul style="list-style-type: none"> • Learning about the different instrumental families • Learning about the different functions of an orchestra • Developing aural skills • Performance of a piece of music from an orchestral composer • Developing performance and practical skills • Learning about timbre and the terminology surrounding it <p><u>Half Term 4 – Rhythm & Pulse</u></p> <ul style="list-style-type: none"> • Performance of a piece of piece of music • Having a real focus on time signatures and rhythmic dictation • Composition of melodic rhythms • Developing tempo and pulse skills • Development of aural skills • Learning about compositional technique • Developing singing skills 	<ul style="list-style-type: none"> • Learning about different structures used within Western Classical Traditions • Performance of a Western Classical piece of music • Composition of a melody for a section of music that students are performing • Developing warm up techniques and scales <p><u>Half Term 6 – African Drumming</u></p> <ul style="list-style-type: none"> • Performance of an African drumming piece • Composition of African drumming rhythms • Contextual background of African music • Developing of aural skills • Learning about drumming technique • Learning about and performing Call & Response style pieces • Developing singing skills
	Substantive knowledge and skills	<p><u>Half Term 1 - Keyboard Skills</u></p> <ul style="list-style-type: none"> • The development of the piano over time. 	<p><u>Half Term 3 – Instruments of the Orchestra</u></p> <ul style="list-style-type: none"> • The orchestra in other contexts e.g. film scores / adverts etc 	<p><u>Half Term 5 – Structure & Form</u></p> <ul style="list-style-type: none"> • Transfer understanding of structure to other music styles



YEAR 7		AUTUMN	SPRING	SUMMER
		<ul style="list-style-type: none"> Importance of expression in performance and it's effect Learning about functions of a keyboard Learning about articulation through terminology and symbols <p><u>Half Term 2 – Elements of Music</u></p> <ul style="list-style-type: none"> Extending knowledge of Italian terms for describing a range of tempo and dynamics 	<ul style="list-style-type: none"> The role of the conductor / professional musician and links to careers <p><u>Half Term 4 – Rhythm & Pulse</u></p> <ul style="list-style-type: none"> More complex / syncopated rhythms Developing reading a wider range of notation including dotted rhythms, semiquavers etc 	<p>such as popular music structures etc</p> <ul style="list-style-type: none"> Contextual background on western classical tradition music <p><u>Half Term 6 – African Drumming</u></p> <ul style="list-style-type: none"> Geographical facts relating to Africa Range of instruments traditionally used in African Music Historical facts and development of Music in African villages African music and dance / religion
	Key Vocabulary	<p><u>Half Term 1 - Keyboard Skills</u> Fingering, chord, melody, treble clef, stave, notes, keyboard & scales</p> <p><u>Half Term 2 – Elements of Music</u> Dynamics, forte, piano, crescendo, diminuendo, Tempo, Adagio, Andante, Allegro, Tonality, Major, minor, articulation, legato, staccato, rhythm, crotchet, semibreve, minim, quaver and elements.</p>	<p><u>Half Term 3 – Instruments of the Orchestra</u> Instruments, timbre, conductor, brass, trumpet, French horn, strings, violin, cello, woodwind, flute, clarinet & percussion</p> <p><u>Half Term 4 – Rhythm & Pulse</u> Dictation, rhythm, crotchet, minim, quaver, semibreve, time signature, 2/4, 3/4 & 4/4</p>	<p><u>Half Term 5 – Structure & Form</u> Binary form, Ternary form, Rondo form, Structure, Western Classical & sections</p> <p><u>Half Term 6 – African Drumming</u> African, drumming, slap, bass, rhythm, composition, call and response & polyrhythmic</p>

YEAR 7		AUTUMN	SPRING	SUMMER
	Texts	Reading a C major scale Reading treble clef – Lightly Row / Bad Romance / Ode to Joy	Reading treble clef – New World Theme Reading note values and time signatures	Reading note values and time signatures
	Assessment	<p><u>Half Term 1 - Keyboard Skills</u> Students will complete an end of topic performance of Bad Romance by Lady Gaga for their summative assessment. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic.</p> <p><u>Half Term 2 – Elements of Music</u> Students will complete an end of topic performance of Ode to Joy by Beethoven for their summative assessment. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic.</p>	<p><u>Half Term 3 – Instruments of the Orchestra</u> Students will complete an end of topic performance of 'The New World Theme' by Dvorak for their summative assessment. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic.</p> <p><u>Half Term 4 – Rhythm & Pulse</u> Students will complete an end of topic performance of a piece of music for their summative assessment. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic.</p>	<p><u>Half Term 5 – Structure & Form</u> Students will complete an end of topic performance of a Western Classical piece of music that will incorporate elements of composition for their summative assessment. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic.</p> <p><u>Half Term 6 – African Drumming</u> Students will complete an end of topic performance of an African piece of music that will incorporate elements of composition for their summative assessment. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic.</p>
Rationale		<p><u>Half Term 1 - Keyboard Skills</u> Previous Links: At KS2 pupils are introduced to singing, listening, composing and performing. Our KS3 curriculum builds on each of these four areas and applies them to different contexts. This allows students to</p>	<p><u>Half Term 3 – Instruments of the Orchestra</u> Previous Links: Students will have encountered some musical instrument sound either from listening or playing.</p>	<p><u>Half Term 5 – Structure & Form</u></p>



YEAR 7	AUTUMN	SPRING	SUMMER
	<p>develop the core skills of musicianship while experiencing a broad music curriculum.</p> <p>Future links: Students will begin to utilise their keyboard skills learnt within this topic in further KS3/KS4 topics as well as develop their skills further. Students will be able to more efficiently read treble notation to a higher level as well as warm up using more difficult scales in future topics.</p> <p>Why this: Students will need to know basic keyboards skills as well as functions of a keyboard in order to complete future performance tasks. In line with the national curriculum, students should have access to relevant staff notation and experience it in music settings, therefore, the focus on treble clef knowledge within this topic is key to their future success of reading notation in other more challenging topics.</p> <p><u>Half Term 2 – Elements of Music</u></p> <p>Previous Links: Students will have already encountered basic musical elements at</p>	<p>Students will also have knowledge of musical features learnt in the last topic that will enable them to complete an expressive musical performance in this unit of work.</p> <p>Future links: Students will need to know about instrumental families when composing musical ideas at KS3/KS4 level. Students will need to know the different timbres of each instrumental family and how to write for them at a more developed level.</p> <p>Why this: Students will need to use constructive language when describe elements or instruments of music. Students will also need to be able to identify instruments aurally as well as identify new instruments further on within the curriculum, so it is imperative that students are familiar with the basic orchestral family instruments before developing their knowledge.</p> <p><u>Half Term 4 – Rhythm & Pulse</u></p>	<p>Previous Links: Students will compose basic patterns rhythmically and will have had some encounters with music from the Western Classical era. Students will also have had experience performing expressive pieces of music and will have constantly come into contact with relevant staff notation.</p> <p>Future links: Students will use structure within analysis of musical pieces as well as future compositions. Students will also have to listen and identify features from other Western Classical genres.</p> <p>Why this: Students need to listen with a deepening understanding of the music they perform, so look at structural cohesion within music is essential in order to develop knowledge for composition or theoretical analysis of a piece. It's important for future topics to see how structure has developed over time from the Western Classical era to popular music of today.</p> <p><u>Half Term 6 – African Drumming</u></p>

YEAR 7	AUTUMN	SPRING	SUMMER
	<p>KS2 level and should be able to identify features of music from a selection of genres. Students should will also have basic keyboard skills in order to help them complete the next keyboard performance task</p> <p>Future links: Students will use the terminology gained in elements of music in other forms of aural activities. Students will be given questions at both KS3 and KS4 level that will require answers that use the knowledge gained from this topic. Students will also link the understanding of subject specific vocabulary to their future performances or compositions</p> <p>Why this: Knowing elements of music is a key function of music. Without knowing this key knowledge, students won't be able to play technically correct performances, compose appropriate pieces or aurally identify features linked to exam style questions. Embedding this knowledge as well as developing subject specific vocabulary over time is important with the features discovered within this topic.</p>	<p>Previous Links: Students will have encountered time signatures and rhythmic values in previous topics taught. Student will also have picked up basic performance skills on the keyboards from other topics.</p> <p>Future links: Students will begin to dictate rhythmic patterns at a much more challenging level in future KS3 topics. Students will also use this knowledge when composing a melodic line in the next unit of work. Students will also have used the time signature knowledge gained in this topic in future topics.</p> <p>Why this: Students need to have a firm understanding of rhythm and pulse in order to perform a piece of music effectively. These core skills will allow students to independently pick up a simple piece of music and be able to play it without any assistance. Students also need to cement their knowledge of staff notation as well as using the symbols appropriately</p>	<p>Previous Links: Students will have come into contact with basic rhythmic symbols and values from the elements of music topic. Students will also have come into contact with other elements of music from previous topics that will enable them to work through this unit of work.</p> <p>Future links: Students will need have to perform as part of an ensemble in future topics as well as compose more complicated rhythm patterns when completing future drum topics.</p> <p>Why this: Students will be playing as part of an ensemble for the first time in this topic, so students will need to take their timing and communication skills into other topics where the pieces are more challenging. Therefore, it's important for students to understand how to work together as part of ensemble, which is why this topic has been selected. The importance of rhythm within this topic also helps prepare them for the rhythm</p>



YEAR 7	AUTUMN	SPRING	SUMMER
			and pulse topic next unit, which will have a real focus on basic rhythm dictation.

Y8 Music

YEAR 8		AUTUMN	SPRING	SUMMER
Year 8	Theme	Half Term 1 – Hooks & Riffs	Half Term 3 – Reggae Music	Half Term 5 – Folk Music
		Half Term 2 – The Blues	Half Term 4 – Samba Music	Half Term 6 – Classical Music

YEAR 8		AUTUMN	SPRING	SUMMER
	Disciplinary Knowledge and skills	<p><u>Half Term 1 – Hooks & Riffs</u> Students will learn about the main features of a hook and riff from a variety of musical genres. Students will learn how to compose and perform various famous riffs and hooks throughout the topic.</p> <p><u>Half Term 2 – The Blues</u> Students will learn about the historical context and key features of blues music. Students will have a real focus on performing and improvising typical blues within this topic.</p> <p><u>Half Term 1 – Hooks & Riffs</u></p> <ul style="list-style-type: none"> • Notation on the bass clef stave • Performance of famous pop riffs on the keyboard • Learning about the characteristics of a riff/hook • Developing chordal knowledge • Developing of aural skills <p><u>Half Term 2 – The Blues</u></p> <ul style="list-style-type: none"> • Learning about the contextual background of the blues 	<p><u>Half Term 3 – Reggae Music</u> Students will learn about the historical context and key features of Reggae music. Students will have a real focus on performing a piece of reggae music using stylistic techniques</p> <p><u>Half Term 4 – Samba Music</u> Students will learn about the historical context and key features of Samba music. Students will have a real focus on rhythm within this topic and will compose and perform their own Samba drumming piece.</p> <p><u>Half Term 3 – Reggae Music</u></p> <ul style="list-style-type: none"> • Using more advanced terminology for answering aural questions • Developing chordal knowledge • Looking at bubble rhythm • Performing a reggae piece of music with piano and vocals <p><u>Half Term 4 – Samba Music</u></p> <ul style="list-style-type: none"> • Performance of a Samba drumming piece • Developing and expanding rhythmic knowledge and values • Composition of Samba rhythms 	<p><u>Half Term 5 – Folk Music</u> Students will learn about the historical context and key features of folk music. Students will have a real focus on performing a piece of folk music music using stylistic techniques</p> <p><u>Half Term 6 – Classical Music</u> Students will learn about the historical context and key features of Classical music. Students will have a real focus on performing a piece of Classical music using stylistic techniques</p> <p><u>Half Term 5 – Folk Music</u></p> <ul style="list-style-type: none"> • Developing singing skills in harmony • Learning about modal music • Performing pieces in different time signatures • Developing aural skills • Learning about instrumentation and key features of folk music <p><u>Half Term 6 – Classical Music</u></p> <ul style="list-style-type: none"> • Development of aural skills

YEAR 8		AUTUMN	SPRING	SUMMER
		<ul style="list-style-type: none"> Looking at walking basslines Learning about bass clef Studying improvisation Swing rhythm 	<ul style="list-style-type: none"> Development of aural skills Learning about drumming technique Rhythmic Dictation 	<ul style="list-style-type: none"> Learning about different classical features Performance of a classical piece of music Developing warm up techniques and scales Developing piano skills
	Substantive knowledge and Skills	<p><u>Half Term 1 – Hooks & Riffs</u></p> <ul style="list-style-type: none"> Using more advanced terminology for answering aural questions <p><u>Half Term 2 – The Blues</u></p> <ul style="list-style-type: none"> Looking at extended chords Performing and improvising a jazz piano piece 	<p><u>Half Term 3 – Reggae Music</u></p> <ul style="list-style-type: none"> Learning about the contextual background of reggae music Developing and expanding rhythmic knowledge and values <p><u>Half Term 4 – Samba Music</u></p> <ul style="list-style-type: none"> Contextual background of Samba music 	<p><u>Half Term 5 – Folk Music</u></p> <ul style="list-style-type: none"> Contextual background information on folk music <p><u>Half Term 6 – Classical Music</u></p> <ul style="list-style-type: none"> Contextual background on western classical tradition music
	Key Vocabulary	<p><u>Half Term 1 – Hooks & Riffs</u> Hook, Riff, Ostinato, bass clef, stave & composition</p> <p><u>Half Term 2 – The Blues</u> Walking Bass Line, dominant 7th, chords, pizzicato, blues scale, 12 bar blues & improvisation</p>	<p><u>Half Term 3 – Reggae Music</u> Reggae, Jamaica, Ska, Rastafarian, Bubble rhythm, syncopation, Chords & Lyrics</p> <p><u>Half Term 4 – Samba Music</u> Polyrhythm, Samba, Surdo, Repinique, Agogo, Apito, Polyphonic, Melody & syncopation</p>	<p><u>Half Term 5 – Folk Music</u> Folk, Sea Shanty, Strophic form, Instrumentation & Harmonic singing</p> <p><u>Half Term 6 – Classical Music</u> Alberti bass, classical, scalar, broken chord, piano & dynamics</p>

YEAR 8		AUTUMN	SPRING	SUMMER
	Texts	Reading treble clef – Sweet Dreams Reading bass clef – Sweet Dreams / Walking bass	Reading treble and bass clef – Three Little Birds Reading syncopated rhythms - Samba	Reading treble clef – The Wellerman / Fur Elise
	Assessment	<p><u>Half Term 1 – Hooks & Riffs</u> Students will complete an end of topic performance on riffs and hooks. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic.</p> <p><u>Half Term 2 – The Blues</u> Students will complete an end of topic performance of ‘St. Cuthberts Blues’ for their summative assessment. This will also include improvisation. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic.</p>	<p><u>Half Term 3 – Reggae Music</u> Students will complete an end of topic performance of ‘Three Little Birds’ by Bob Marley for their summative assessment. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic.</p> <p><u>Half Term 4 – Samba Music</u> Students will complete an end of topic performance of a Samba piece of music that will incorporate elements of composition for their summative assessment. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic.</p>	<p><u>Half Term 5 – Folk Music</u> Students will complete an end of topic performance of a folk piece of music for their summative assessment. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic.</p> <p><u>Half Term 6 – Classical Music</u> Students will complete an end of topic performance of a Classical piece of music for their summative assessment. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic.</p>
Rationale		<p><u>Half Term 1 – Hooks & Riffs</u></p> <p>Previous link: Students will have basic performance skills as well as basic keyboard skills from Year 7 topics in order help them play melodic lines in this task. Students will also have a working memory</p>	<p><u>Half Term 3 – Reggae Music</u></p> <p>Previous link: Students will have learnt about chords and rhythmic functions of musical pieces in other topics of music. Students will also have basic singing skills from previous topics which will help them to progress within this topic.</p>	<p><u>Half Term 5 – Folk Music</u></p> <p>Previous link: Students will have had practice with singing as part of an ensemble and will have basic structural vocabulary from previous topics taught. Students will also have basic instrumental recognition skills from previous topics.</p>



YEAR 8	AUTUMN	SPRING	SUMMER
	<p>of musical features and treble clef notation.</p> <p>Future links: Students will use bass clef notation to identify notes in bass clef in future topics. Students will also have to compose more musical motifs at a later date in other topics, so the knowledge for composing hooks/riffs will help them to compose more challenging compositional elements.</p> <p>Why this: Students to develop their knowledge of staff notation and also listen to a wide range of music as well as composers. This unit does this with developing notational knowledge of the bass clef stave and experiencing different genres of music that contain either a hook or a riff within it. This topic also resonates with what students currently listen to, so understanding the importance of a riff is key to their own personal musical knowledge.</p> <p><u>Half Term 2 – The Blues</u></p> <p>Previous link: Students will have prior knowledge of bass and treble notation and will also be able to clearly identify</p>	<p>Future links: Students will use bubble rhythm performing and syncopated rhythms in future performances and musical analysis. These ideas could also be used within compositions in the future.</p> <p>Why this: Students will again be developing their understanding of a genre of music and will also be looking at other musical devices, such as bubble rhythm, within this genre of music. Students will get to focus on performing via singing or via the keyboard using those genre specific features. Students will also need to have a deeper understanding of the lyrics and the meaning of songs.</p> <p><u>Half Term 4 – Samba Music</u></p> <p>Previous link: Students will have an understand of musical rhythms and will have come across syncopated performances in other topics. Students will have ensemble skills and rhythmic compositional skills from other topics. Students will also know different</p>	<p>Future links: Students will use knowledge gained from this topic to analyse future genres of music that are similar in nature.</p> <p>Why this: This unit requires singing in harmony, which is a skill that can be used within this topic of music. Students can also look to develop their structural and instrumental knowledge via this topic.</p> <p><u>Half Term 6 – Classical Music</u></p> <p>Previous link: Students will have an understand on keyboard skills and warm up techniques from the topics they have already covered. Students will also have some knowledge of relevant features linked to Western Classical Traditions.</p> <p>Future links: Students will learn about classical music within the western classical era at GCSE level in far more depth. Students will also use the classical piano skills, classical piano features and accompaniment patterns used within this topic in future topics.</p>



YEAR 8		YEAR 9	
AUTUMN		SPRING	
SUMMER		YEAR 10	
	<p>and work out chords. Students will also be able to identify musical features from the genre using subject specific vocabulary when describing elements of music.</p> <p>Future links: Students will develop their knowledge of the blues scale, 12-bar blues, walking bass line in the Jazz topic at KS3. Students will look at performing and improvising more challenging parts as well as performing with more complex chords.</p> <p>Why this: Students must improvise within their learning and draw on a range of structure, genres and musical scales when doing so. This is why this topic has been selected. It also is a great topic to develop chordal knowledge as well as scalar knowledge due to the genre specific features that it possesses. Students will also develop their understanding of music for another genre of music.</p>	<p>drumming techniques from the African drumming topic</p> <p>Future links: Students will look at composing more complicated rhythmic patterns in further topics and will also play far more challenging syncopated performances in other topics. Students will also need to identify percussive instruments at KS4.</p> <p>Why this: Students need to build on their knowledge of percussive instruments and rhythmic values, so this topic was a great selection in order to complete this due to its rhythmic and percussive nature. Students also need to compose music in a range of styles and identify musical devices used within music. Syncopation is massive within this genre, so its selection really helps when identifying this specific musical device.</p>	<p>Why this: The skills used within this specific piece really develop the piano skills of performers, which is why classical music has been selected. This allows for students to really explore the range of the keyboard as well as develop their piano technique through performance. Students will also be refining and enhancing their staff notation skills as well as learning about the history of the era.</p>



Y9 Music

YEAR 9		AUTUMN	SPRING	SUMMER
Year 9	Theme	<p>Half Term 1 – Film Music</p> <p>Half Term 2 – Popular Music</p>	<p>Half Term 3 – Jazz Music</p> <p>Half Term 4 – Musicals</p>	<p>Half Term 5 – Minimalism</p> <p>Half Term 6 – Ground Bass</p>
	Disciplinary Knowledge and skills	<p><u>Half Term 1 – Film Music</u> Students will learn about the key features of film music as well as the importance of its usage within film. Students will compose and perform leitmotifs as well as listen to a range of leitmotifs from a variety of musical genres.</p> <p><u>Half Term 2 – Popular Music</u> Students will learn about the historical context and key features of popular music. Students will have a real focus on performing pieces of popular music as well as arranging a popular piece of music into another style of music</p> <p><u>Half Term 1 – Film Music</u></p>	<p><u>Half Term 3 – Jazz Music</u> Students will learn about the historical context and key features of Jazz music. Students will have a real focus on performing and improvising typical Jazz within this topic.</p> <p><u>Half Term 4 – Musicals</u> Students will learn about the historical context and key features of musical theatre music. Students will have a real focus on performing pieces of musical theatre.</p> <p><u>Half Term 3 – Jazz Music</u></p>	<p><u>Half Term 5 – Minimalism</u> Students will learn about the historical context and key features of minimalist music. Students will have a real focus on performing a piece of minimalist music using stylistic techniques</p> <p><u>Half Term 6 – Ground Bass</u> Students will learn about the historical context and key features of Baroque music. Students will have a real focus on performing a piece of Baroque music using stylistic techniques</p> <p><u>Half Term 5 – Minimalism</u></p>



YEAR 9		AUTUMN	SPRING	SUMMER
		<ul style="list-style-type: none"> Looking at film music characteristics Looking at famous leitmotifs Learning about notes on and off the treble clef stave Composing a leitmotif to a set brief. Looking at extended harmony <p><u>Half Term 2 – Popular Music</u></p> <ul style="list-style-type: none"> Learning about genres of popular music in order to complete an arrangement Developing chordal knowledge Learning about I, IV, VI & V chord progressions Looking at technologies <p>Performing a popular piece of music</p>	<ul style="list-style-type: none"> Developing walking basslines Studying improvisation Performing and improvising a jazz piano piece Looking at Jazz heads Swung rhythm <p><u>Half Term 4 – Musicals</u></p> <ul style="list-style-type: none"> Looking at typical musical characteristics Looking at voice types Performing a piece of music from a musical Looking at vocal techniques used within musicals Developing aural skills 	<ul style="list-style-type: none"> Looking at ostinatos within minimalism Looking at textural development Looking at rhythmic development Performing a minimalist piece of music Developing aural skills <p><u>Half Term 6 – Ground Bass</u></p> <ul style="list-style-type: none"> Development of aural skills Learning about different Baroque features Performance of a Ground Bass piece of music Developing piano skills
	Substantive knowledge and Skills	<p><u>Half Term 1 – Film Music</u></p> <ul style="list-style-type: none"> Learning about the contextual background of film music Understanding reasoning for compositional choice Background of film music <p><u>Half Term 2 – Popular Music</u></p>	<p><u>Half Term 3 – Jazz Music</u></p> <ul style="list-style-type: none"> Learning about the contextual background of Jazz music Developing extended chords <p><u>Half Term 4 – Musicals</u></p>	<p><u>Half Term 5 – Minimalism</u></p> <ul style="list-style-type: none"> Learning about musical features and historical context of minimalist music Composing a complicated rhythmic minimalist motif <p><u>Half Term 6 – Ground Bass</u></p>

YEAR 9		AUTUMN	SPRING	SUMMER
		<ul style="list-style-type: none"> Using more advanced terminology for answering aural questions Learning about the contextual background of pop music 	<ul style="list-style-type: none"> Looking at famous musical pieces Learning about the contextual background of musicals 	<ul style="list-style-type: none"> Looking at the harmony of a ground bass canon piece Contextual background on western classical tradition music
	Key Vocabulary	<p><u>Half Term 1 – Film Music</u> Film, harmony, thirds, leitmotifs, dissonant, consonant, vivace, lento, tempo & melody</p> <p><u>Half Term 2 – Popular Music</u> Pop, rock, dance, riff, hook, instruments, drum, conjunct, disjunct, lyrics, chords, accompaniment & broken chord</p>	<p><u>Half Term 3 – Jazz Music</u> Walking Bass Line, dominant 7th, chords, pizzicato, blues scale, 12 bar blues, improvisation & Jazz Head</p> <p><u>Half Term 4 – Musicals</u> Tenor, musicals, soprano, alto, bass, recitative, colla voce & rubato</p>	<p><u>Half Term 5 – Minimalism</u> Minimalism, ostinato, rhythm, variation, polyrhythmic, syncopation & melody</p> <p><u>Half Term 6 – Ground Bass</u> Baroque, ground bass, composers, canon, texture, polyphonic, homophonic and monophonic</p>
	Texts	<p>Reading treble clef – Star Wars / Halloween Theme / Stand by Me</p> <p>Reading bass clef – Halloween Themes / Stand by Me</p>	<p>Reading treble clef – In the Mood / Memory</p> <p>Reading bass clef – Walking bass</p>	<p>Reading treble clef – Pachelbel's Canon</p> <p>Reading bass clef – Pachelbel's Canon</p>
	Assessment	<p><u>Half Term 1 – Film Music</u></p> <p>Students will complete an end of topic performance on leitmotifs. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic.</p> <p><u>Half Term 2 – Popular Music</u></p>	<p><u>Half Term 3 – Jazz Music</u></p> <p>Students will complete an end of topic performance of 'In The Mood' for their summative assessment. This will also include improvisation. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic.</p>	<p><u>Half Term 5 – Minimalism</u></p> <p>Students will complete an end of topic performance on a piece of minimalist music that utilises an ostinato. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic.</p>

YEAR 9		AUTUMN	SPRING	SUMMER
		Students will complete an end of topic performance on a piece of popular music that they have arranged. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic.	<u>Half Term 4 – Musicals</u> Students will complete an end of topic performance on a piece of musical theatre music. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic.	<u>Half Term 6 – Ground Bass</u> Students will complete an end of topic performance on a piece of Baroque music that utilises a ground bass. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic.
Rationale		<u>Half Term 1 – Film Music</u> Previous links: Students will have basic knowledge of treble and bass clef notation. Students will also have performance skills picked up from previous topics as well as compositions skills picked up from composing a riff. Students will also have a firm grounding of musical elements and their terminology when answering aural questions. Future links: Students will look to understand musical element choice of composers in future topics and will build on compositional techniques picked up	<u>Half Term 3 – Jazz Music</u> Previous links: Students will have a working memory of 12 bar blues, walking bass lines, blues scales, improvising and other stylistic traits used from the blues. Students will also have developed keyboard skills required to perform this task. Future links: Students will look at performing more developed chords at KS3 and KS4. Students will look at identifying and working out chords and inversions in future topics and will also learn about typical ensembles used within the genre at GCSE level.	<u>Half Term 5 – Minimalism</u> Previous links: Students will have developed piano skills from the ground bass topic and will also have a good foundation of historical knowledge based on other genres of music. Students will be able to use staff notation knowledge to help them complete this performance task. Students will also have a firm understanding of cyclic and polyrhythmic features of music. Future links: Students will use minimalist techniques at GCSE when composing musical ideas for a specific set brief. Students will also use the rhythmic and

YEAR 9	AUTUMN	SPRING	SUMMER
	<p>within this topic. Students will also explore further film music genres.</p> <p>Why this: Students need to understand the importance of music within film and also need to explore music in a different setting. This topic is perfect to demonstrate this and it also allows for us to develop musical elements vocabulary through listening to a range of musical material not already covered within the curriculum.</p> <p><u>Half Term 2 – Popular Music</u></p> <p>Previous links: students will have an understanding of chords and have listened to a wide range of musical genres. Students will also have chordal knowledge as well as standard theory knowledge to complete this task.</p> <p>Future links: Students will look at other genres of popular music in future topics but will know main musical features within each genre. Students will also be able to use the technological features picked up within this topic in other topics</p>	<p>Why this: Students need to look at chordal development and this genre allows for us to best demonstrate this. Students can also build upon the foundations of the blues that they learnt about last year within this topic. Students can also experiment with different modal scales that are typically used in Jazz music.</p> <p><u>Half Term 4 – Musicals</u></p> <p>Previous links: Students will have come into different types of voices within other musical genres and will also have chordal and staff notation knowledge in order to complete this task. Students will also have an appreciation for lyrical meaning, which is important when listening to musical songs.</p> <p>Future links: Students will look at voice types and further musical terminology when students study the musical theatre area of study at GCSE. Students will also continue to use musical terminology picked up in this topic for answering more aural questions.</p>	<p>performance skills picked up in this topic in future composition, performance and theoretical tasks.</p> <p>Why this: Students need to broaden their knowledge or larger orchestral works. Students have really only been exposed to instruments of the orchestra and year 7, so this topic allows students to broaden their working knowledge of orchestral pieces as well as see how orchestral piece has developed over time.</p> <p><u>Half Term 6 – Ground Bass</u></p> <p>Previous links: Students will have developed piano skills from the classical topic and will also have a good foundation of historical knowledge based on other western classical era genres. Students will be able to use staff notation knowledge to help them complete this performance task.</p> <p>Future links: Students will explore the history and musical features of the Baroque era in detail in future topics.</p>

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Y10 Music

YEAR 10		AUTUMN	SPRING	SUMMER
Year 10	Theme	Half Term 1 – AoS1 (Western Classical tradition 1650-1910) & music theory	Half Term 3 – AoS2 (Popular Music) & Composition	Half Term 5 – AoS3, Set work 1 & Composition
		Half Term 2 – AoS1 (Western Classical tradition 1650-1910) & Performance	Half Term 4 – AoS2, Set work 1 (Queen) & Composition	Half Term 6 – AoS3 & Composition



YEAR 10		AUTUMN	SPRING	SUMMER
	Disciplinary Knowledge and skills	<p><u>Half Term 1 – AoS1 (Western Classical tradition 1650-1910) & Performance</u></p> <ul style="list-style-type: none"> Learning how to identify and recognise key features of the Baroque era Learning how to identify and recognise key features of the classical era Learning how to identify and recognise key features of the Romantic era Learning how to identify notes on and off the treble clef and bass clef stave Learning about rhythmic patterns and values within pieces of music Learning about performance technique as well as performing a piece of western classical music <p><u>Half Term 2 – AoS1 (Western Classical tradition 1650-1910) & Performance</u></p> <ul style="list-style-type: none"> Learning how to identify and recognise key features of western classical ensembles Learning and identifying the different types of ensemble within 	<p><u>Half Term 3 – AoS2 (Popular Music) & Composition</u></p> <p>Students will be learning about the historical context and key features surrounding popular music. Students will also focus on continuing to develop their theory skills through the Badinerie as well as develop their aural recognition skills. Students will also begin to compose their first official composition for their NEA coursework.</p> <p><u>Half Term 4 – Queen Analysis & Composition</u></p> <p>Students will learn about the historical context and key features surrounding the Queen set works. Students will also focus on continuing to develop their theory skills through the Badinerie as well as develop their aural recognition skills. Students will also continue to compose their first official composition for their NEA coursework.</p> <p><u>Half Term 3 – AoS2 (Popular music) & Composition</u></p>	<p><u>Half Term 5 – AoS3 (Traditional Music) & Composition</u></p> <p>Students will be learning about the historical context and key features surrounding Traditional music. Students will also focus on continuing to develop their theory skills as well as develop their aural recognition skills. Students will also begin to compose their first official composition for their NEA coursework.</p> <p><u>Half Term 6 – AoS3 (Traditional Music) & Composition</u></p> <p>Students will be learning about the historical context and key features surrounding Traditional music. Students will also focus on continuing to develop their theory skills as well as develop their aural recognition skills. Students will also begin to compose their first official composition for their NEA coursework.</p> <p><u>Half Term 5 – AoS3 (Traditional Music) & Composition</u></p>

YEAR 10		AUTUMN	SPRING	SUMMER
		<p>a variety of different genres – string quartet, Jazz quintet etc.</p> <ul style="list-style-type: none"> Learning and identifying the different types of texture within a variety of different genres – Polyphonic, homophonic, monophonic and melody & accompaniment 	<ul style="list-style-type: none"> Learning how to identify melodic features of popular music styles both aurally and via through reading the score Learning how to identify textural features of popular music styles both aurally and via through reading the score Students will have composed a coherent section A for their first composition <p><u>Half Term 4 – Queen Analysis & Composition</u></p> <ul style="list-style-type: none"> Learning how to identify harmonic features of the Queen set works both aurally and via through reading the score Learning how to identify instrumentation features of the Queen set works both aurally and via through reading the score Learning how to identify cadences and keys features of Queen set works both aurally and via through reading the score 	<ul style="list-style-type: none"> Learning how to identify and recognise key features of Irish traditional music Learning how to identify and recognise key features of Caribbean music Learning how to identify key features of African fusion Learning how to identify key features of Latin fusion Learning how to write an effective essay linked to gcse style exam questions Students will have composed a coherent section A and section B for their first composition that has been developed with other instrumental parts <p><u>Half Term 6 – AoS3 (Traditional Music) & Composition</u></p> <ul style="list-style-type: none"> Learning how to identify and recognise key features of fusion music

YEAR 10		AUTUMN	SPRING	SUMMER
			<ul style="list-style-type: none"> Students will have composed a coherent section A and section B for their first composition 	<ul style="list-style-type: none"> Learning how to identify and recognise key features of contemporary music Students will have composed a coherent section A and section B for their first composition that has been developed with other instrumental parts
	Substantive Knowledge and Skills	<p><u>Half Term 1 – AoS1 (Western Classical tradition 1650-1910) & Performance</u></p> <ul style="list-style-type: none"> Learning how to write out a variety of chords and scales from all keys Learning how to identify keys as well as draw the circle of 5ths <p><u>Half Term 2 – AoS1 (Western Classical tradition 1650-1910) & Performance</u></p> <ul style="list-style-type: none"> Learning how to write out a variety of chords and scales from all keys Learning how to identify keys as well as draw the circle of 5ths 	<p><u>Half Term 3 – AoS2 (Popular music) & Composition</u></p> <ul style="list-style-type: none"> Learning how to identify key signatures and keys features of the popular music styles both aurally and via through reading the score Understanding and recalling key historic information surrounding popular music styles <p><u>Half Term 4 – Queen Analysis & Composition</u></p> <ul style="list-style-type: none"> Understanding and recalling key historic information surrounding Queen set works 	<p><u>Half Term 5 – AoS3 (Traditional Music) & Composition</u></p> <ul style="list-style-type: none"> Learning about the contextual background of Irish traditional music Learning about the contextual background of Caribbean music styles Learning about the contextual background of Contemporary Latin styles <p><u>Half Term 6 – AoS3 (Traditional Music) & Composition</u></p>



YEAR 10		AUTUMN	SPRING	SUMMER
				<ul style="list-style-type: none"> Learning about the contextual background of African Fusion music
	Key Vocabulary	<p><u>Half Term 1 – AoS1 (Western Classical tradition 1650-1910) & Performance</u> Baroque, Classical, Romantic, stave, treble clef, bass clef, alto clef, chords, circle of 5ths, minor, major, alberti bass, scalar & basso continuo</p> <p><u>Half Term 2 – AoS2 (Western Classical tradition 1650-1910) & Performance</u> Pizzicato, arco, ensemble, tenor, soprano, alto, bass, quartet and trio</p>	<p><u>Half Term 3 – AoS2 (Popular music) & Composition</u> Melody, conjunct, disjunct, scalar, texture, melody & accompaniment, homophonic, polyphonic, monophonic, keys & key signatures, hook, riff, ostinato, verse-chorus structure, instrumentation, distortion, reverb</p> <p><u>Half Term 4 – Queen Analysis & Composition</u> Harmony, perfect cadence, imperfect cadence, tonic, dominant, sub-dominant, guitar, bass, drum-kit, vocals, falsetto, major, minor, distortion, reverb, over-dubbing</p>	<p><u>Half Term 5 – AoS3 (Traditional Music) & Composition</u> Fusion, syncopation, cross-rhythm a cappella, clave rhythm, calypso, riff, hook, jig, compound time</p> <p><u>Half Term 6 – AoS3 (Traditional Music) & Composition</u> Chords, instrumentation, lyrics, Fusion, syncopation, cross-rhythm a cappella, clave rhythm, calypso, riff, hook, jig, compound time</p>
	Texts	GCSE Music Study guide BBC bitesize	GCSE Music study guide BBC bitesize Queen study guide	GCSE Music study guide BBC bitesize
	Assessment	<p><u>Half Term 1 – AoS1 (Western Classical tradition 1650-1910) & Performance</u> Students will complete an end of term performance on their western classical</p>	<p><u>Half Term 3 – AoS2 (Popular Music) & Composition</u> Students will also complete a range of formative assessment to test theory</p>	<p><u>Half Term 5 – AoS3 (Traditional Music) & Composition</u> Students will also complete a range of formative assessment to test theory</p>



YEAR 10		AUTUMN	SPRING	SUMMER
		<p>tradition piece. Students will perform as much of the piece that they have completed so far within the term. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic. Students will also have an end of topic summative theory assessment.</p> <p><u>Half Term 2 – AoS1 (Western Classical tradition 1650-1910) & Performance</u></p> <p>Students will complete an end of term performance on their western classical tradition piece. Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic. Students will also have an end of topic summative theory assessment.</p>	<p>knowledge gained throughout the topic. Students will also have an end of topic summative theory assessment on the Badinerie.</p> <p><u>Half Term 4 – Queen Analysis & Composition</u></p> <p>Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic. Students will also have an end of topic summative theory assessment on the Badinerie.</p>	<p>knowledge gained throughout the topic. Students will also have an end of topic summative theory assessment on the Badinerie.</p> <p><u>Half Term 6 – AoS3 (Traditional Music) & Composition</u></p> <p>Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic. Students will also have an end of topic summative theory assessment on the Badinerie.</p>
Rationale		<p><u>Half Term 1 – AoS1 (Western Classical tradition 1650-1910) & Performance</u></p> <p>Previous links: Students will have knowledge of basic theoretical skills like identifying notes on the treble clef stave and identifying rhythmic values. Students will also have solo performance skills as</p>	<p><u>Half Term 3 – AoS2 (Popular music) & Composition</u></p> <p>Previous links: Students will have quite refined aural skills from previous topic that will enable them to pick out musical features within this study piece. Students will also understand common features</p>	<p><u>Half Term 5 – AoS3 (Traditional Music) & Composition</u></p> <p>Previous links: Students will have background in identifying different genres of traditional music. Students will also have quite refined aural skills from previous topic that will enable them to</p>



YEAR 10	AUTUMN	SPRING	SUMMER
	<p>well as a working knowledge of structures used within music. Students will also have looked briefly at the historical context and key features of the Baroque Era.</p> <p>Future links: Students will use this information to answer exam style questions and look at different musical ensembles used within the different genres of music studied within this topic.</p> <p>Why this: Students need to learn the key features of this topic as it is an essential requirement for the course and all of this information could come up on their end of year exam. I have selected a classical style piano piece to perform as its very close to the style of music students will be playing for their end of year exam pieces.</p> <p><u>Half Term 2 – AoS1 (Western Classical tradition 1650-1910) & Performance</u></p> <p>Previous links: Students will have knowledge of basic theoretical skills like identifying notes on the treble clef stave and identifying rhythmic values. Students will also have developed performance skills as well as be able to identify key</p>	<p>and the history surrounding the baroque era from previous topics. Students will have knowledge of basic theoretical skills like identifying notes on the treble/bass/alto clef stave as well as be able to identify all rhythmic values.</p> <p>Future links: Students will use this information to answer exam style questions and look at identifying musical features covered in this topic within other unfamiliar genres of music.</p> <p>Why this: Students need to learn the key features of this topic as it is an essential requirement for the course and all of this information could come up on their end of year exam. Composition has been selected as students must complete 2 compositions by the end of Year 11 as part of their coursework.</p> <p><u>Half Term 4 – Queen Analysis & Composition</u></p> <p>Previous links: Students will have quite refined aural skills from previous topic that will enable them to pick out musical features within this study piece. Students will also understand common features</p>	<p>pick out musical features within this study piece.</p> <p>Future links: Students will use this information to answer exam style questions and look at identifying musical features covered in this topic within other unfamiliar genres of music.</p> <p>Why this: Students need to learn the key features of this topic as it is an essential requirement for the course and all of this information could come up on their end of year exam. Composition has been selected as students must complete 2 compositions by the end of Year 11 as part of their coursework.</p> <p><u>Half Term 6 – AoS3 (Traditional Music) & Composition</u></p> <p>Previous links: Students will have background in identifying different traditional music genres as well as hooks/riffs. Students will also have quite refined aural skills from previous topic that will enable them to pick out musical features within this study piece.</p>



YEAR 10	AUTUMN	SPRING	SUMMER
	<p>musical features of either the Baroque, Classical or Romantic Era.</p> <p>Future links: Students will use this information to answer exam style questions and look at identifying musical features covered in this topic within other unfamiliar genres of music.</p> <p>Why this: Students need to learn the key features of this topic as it is an essential requirement for the course and all of this information could come up on their end of year exam. I have selected a classical style piano piece to perform as its very close to the style of music students will be playing for their end of year exam pieces.</p>	<p>and the history surrounding popular music from previous topics. Students will have knowledge of basic theoretical skills like identifying notes on the treble/bass/alto clef stave as well as be able to identify all rhythmic values.</p> <p>Future links: Students will use this information to answer exam style questions and look at identifying musical features covered in this topic within other unfamiliar genres of music.</p> <p>Why this: Students need to learn the key features of this topic as it is an essential requirement for the course and all of this information could come up on their end of year exam. Composition has been selected as students must complete 2 compositions by the end of Year 11 as part of their coursework.</p>	<p>Future links: Students will use this information to answer exam style questions and look at identifying musical features covered in this topic within other unfamiliar genres of music.</p> <p>Why this: Students need to learn the key features of this topic as it is an essential requirement for the course and all of this information could come up on their end of year exam. Composition has been selected as students must complete 2 compositions by the end of Year 11 as part of their coursework.</p>



Y11 Music

YEAR 11		AUTUMN	SPRING	SUMMER
Year 11	Theme	<p>Half Term 1 – AoS4 (Western Classical tradition since 1910) & Composition</p> <p>Half Term 2 – Beethoven Analysis & Composition</p>	<p>Half Term 3 – AoS1/2 Revision & Composition</p> <p>Half Term 4 – AoS3/4 Revision & Composition</p>	Half Term 5 – Past Paper Practice
	Disciplinary Knowledge and skills	<p><u>Half Term 1 – AoS4 (Western Classical tradition since 1910) & Composition</u></p> <p>Students will be learning about the historical context and key features surrounding the Africa study piece. Students will also focus on continuing to</p>	<p><u>Half Term 3 – AoS1/2 Revision & Composition</u></p> <p>Students will be recapping on information learnt in Year 10 and answering GCSE style exam questions in relation to AoS1 & AoS2. Students will be able to</p>	<p><u>Half Term 5 – Past Paper Practice</u></p> <p>Students will be completing past paper exam questions.</p>

YEAR 11		AUTUMN	SPRING	SUMMER
		<p>develop their theory skills through the Study of minimalism and orchestral music since 1910 as well as develop their aural recognition skills. Students will also begin to compose their second official composition for their NEA coursework.</p> <p><u>Half Term 2 – Beethoven Analysis & Composition</u></p> <p>Students will continue to learn about the historical context and key features surrounding the Beethoven study piece. Students will also focus on continuing to develop their theory skills through the Africa study piece as well as develop their aural recognition skills. Students will also continue to compose their first official composition for their NEA coursework.</p> <p><u>Half Term 1 – AoS4 (Western Classical tradition since 1910) & Composition</u></p> <ul style="list-style-type: none"> • Learning how to identify key features of the music of Bartok and Kodaly reading the score • Learning how to identify key features of music of Benjamin Britten 	<p>effectively develop section of their composition through other instruments.</p> <p><u>Half Term 4 – AoS3/4 Revision & Composition</u></p> <p>Students will be recapping on information learnt in Year 10 and answering GCSE style exam questions in relation to AoS1 & AoS2. Students will successfully have completed two compositions for their GCSE coursework submissions</p> <p><u>Half Term 3 – AoS1/2 Revision & Composition</u></p> <ul style="list-style-type: none"> • Learning how to identify and recognise key features of the Baroque era • Learning how to identify and recognise key features of the classical era • Learning how to identify and recognise key features of the Romantic era • Learning how to identify notes on and off the treble clef and bass clef stave 	

YEAR 11		AUTUMN	SPRING	SUMMER
		<ul style="list-style-type: none"> Learning how to identify key signatures and keys features minimalism Students will have composed a coherent section A for their first composition <p><u>Half Term 2 – Beethoven Analysis & Composition</u></p> <ul style="list-style-type: none"> Learning how to identify harmonic features of the Beethoven study piece both aurally and via through reading the score Learning how to identify instrumentation features of the Beethoven study piece both aurally and via through reading the score Learning how to identify cadences and keys features of the Beethoven study piece both aurally and via through reading the score Understanding and recalling key historic information surrounding the Beethoven study piece Students will have composed a coherent section A and section B for their first composition 	<ul style="list-style-type: none"> Learning about rhythmic patterns and values within pieces of music Learning how to identify and recognise key features of western classical ensembles Learning how to identify and recognise key features of Jazz music Learning how to identify and recognise key features of musical theatre music Learning how to identify and recognise key features of welsh folk music Learning and identifying the different types of ensemble within a variety of different genres – string quartet, Jazz quintet etc. Learning and identifying the different types of texture within a variety of different genres – Polyphonic, homophonic, monophonic and melody & accompaniment Students will have developed a coherent section A and section B for their second composition with effective instrumental parts to their current piece 	

YEAR 11		AUTUMN	SPRING	SUMMER
			<p><u>Half Term 4 – AoS3/4 Revision & Composition</u></p> <ul style="list-style-type: none"> • Learning how to identify and recognise key features of a leitmotif • Learning how to identify and recognise key features of Film music • Learning about compositional intent and why features are used for certain briefs • Learning how to write an effective essay linked to gcse style exam questions • Learning how to identify and recognise key features of fusion music • Learning how to identify and recognise key features of pop music • Learning how to identify and recognise key features of rock music • Learning how to identify and recognise key features of Bhangra music 	

YEAR 11		AUTUMN	SPRING	SUMMER
			<ul style="list-style-type: none"> Students will have composed a coherent section A and section B for their second composition that has been developed with other instrumental parts fully. 	
	Substantive knowledge and Skills	<p><u>Half Term 1 – AoS4 (Western Classical tradition since 1910) & Composition</u></p> <ul style="list-style-type: none"> Learning about the wider context of modern orchestral music Listening to a wide range of composers <p><u>Half Term 2 – Beethoven Analysis & Composition</u></p> <ul style="list-style-type: none"> Learning about the context of Beethoven and his life 	<p><u>Half Term 3 – AoS1/2 Revision & Composition</u></p> <ul style="list-style-type: none"> Learning how to write out a variety of chords and scales from all keys Learning how to identify keys as well as draw the circle of 5ths <p><u>Half Term 4 – AoS3/4 Revision & Composition</u></p> <ul style="list-style-type: none"> Listening to a wide range of music to enhance listening skills 	<p><u>Half Term 5 – Past Paper Practice</u></p> <p>Students will be completing past paper exam questions</p>
	Key Vocabulary	<p><u>Half Term 1 – AoS4 (Western Classical Tradition since 1910) & Composition</u></p> <p>Major, minor, keys, key signatures, instrumentation, whole tone, atonal, orchestration, sequence, sonata form</p>	<p><u>Half Term 3 – AoS1/2 Revision & Composition</u></p> <p>Baroque, Classical, Romantic, stave, treble clef, bass clef, alto clef, chords, circle of 5ths, minor, major, alberti bass, scalic & basso continuo, 12 bar blues,</p>	<p><u>Half Term 5 – Past Paper Practice</u></p> <p>Students will be completing past paper exam questions</p>

YEAR 11		AUTUMN	SPRING	SUMMER
		<p><u>Half Term 2 – Beethoven Analysis & Composition</u></p> <p>Harmony, melody, syncopation, disjunct, conjunct, repetitive, range, octave, cadence, imperfect cadence, perfect cadence, diatonic and octaves</p>	<p>walking bass line, pizzicato, arco, ensemble, tenor, soprano, alto, bass, quartet and trio</p> <p><u>Half Term 4 – AoS3/4 Revision & Composition</u></p> <p>Film, leitmotif, tempo, dynamics, melody, harmony, timbre, structure & articulation, Chords, instrumentation, lyrics, technology, reverb, delay, remix & distortion</p>	
	Texts	<p>GCSE Music study guide BBC bitesize Beethoven study guide</p>	<p>GCSE Music study guide BBC bitesize</p>	
	Assessment	<p><u>Half Term 1 – AoS4 (western Classical tradition since 1910) & Composition</u></p> <p>Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic. Students will also have an end of topic summative theory assessment on the Africa study piece. Students will also be given a current working at grade for their compositions.</p>	<p><u>Half Term 3 – AoS1/2 Revision & Composition</u></p> <p>Students will be completing past paper exam questions for the areas of study that they will be revising. Students will also be given a working at grade for their compositions.</p> <p><u>Half Term 4 – AoS3/4 Revision & Composition</u></p>	<p><u>Half Term 5 – Past Paper Practice</u></p> <p>Students will be completing past paper exam questions</p>







YEAR 11		AUTUMN	SPRING	SUMMER
		<p><u>Half Term 2 – Beethoven Analysis & Composition</u></p> <p>Students will also complete a range of formative assessment to test theory knowledge gained throughout the topic. Students will also have an end of topic summative theory assessment on the Africa study piece. Students will also be given a current working at grade for their compositions.</p>	<p>Students will be completing past paper exam questions for the areas of study that they will be revising. Students will also be given a working at grade for their compositions.</p>	
Rationale		<p><u>Half Term 1 – AoS4 (Western Classical tradition since 1910) & Composition</u></p> <p>Previous links: Students will have quite refined aural skills from previous topic that will enable them to pick out musical features within this area of study. Students will also understand common features and the history surrounding this music from previous topics. Students will have knowledge of basic theoretical skills like identifying notes on the treble/bass/stave as well as be able to identify all rhythmic values and features.</p>	<p><u>Half Term 3 – AoS1/2 Revision & Composition</u></p> <p>Previous links: Students will have already gone over these areas of study in year 10 and will simply be revising the content learnt within those topics</p> <p>Future links: Students will have already gone over these areas of study in year 10 and will simply be revising the content learnt within those topics</p>	<p><u>Half Term 5 – Past Paper Practice</u></p> <p>Students will be completing past paper exam questions</p>



YEAR 11	AUTUMN	SPRING	SUMMER
	<p>Students will also have knowledge of working out basic musical chords.</p> <p>Future links: Students will use this information to answer exam style questions and look at identifying musical features covered in this topic within other unfamiliar genres of music.</p> <p>Why this: Students need to learn the key features of this topic as it is an essential requirement for the course and all of this information could come up on their end of year exam. Composition has been selected as students must complete 2 compositions by the end of Year 11 as part of their coursework.</p> <p><u>Half Term 2 – Beethoven Analysis & Composition</u></p> <p>Previous links: Students will have quite refined aural skills from previous topic that will enable them to pick out musical features within this study piece. Students will also understand common features and the history surrounding popular music from previous topics. Students will have knowledge of basic theoretical skills</p>	<p>Why now: Students will be revising these topics in preparation for their end of year exam</p> <p><u>Half Term 4 – AoS3/4 Revision & Composition</u></p> <p>Previous links: Students will have already gone over these areas of study in year 10 and will simply be revising the content learnt within those topics</p> <p>Future links: Students will have already gone over these areas of study in year 10 and will simply be revising the content learnt within those topics</p> <p>Why now: Students will be revising these topics in preparation for their end of year exam</p>	



YEAR 11	AUTUMN	SPRING	SUMMER
	<p>like identifying notes on the treble/bass/stave as well as be able to identify all rhythmic values and features. Students will also have knowledge of working out basic musical chords.</p> <p>Future links: Students will use this information to answer exam style questions and look at identifying musical features covered in this topic within other unfamiliar genres of music.</p> <p>Why this: Students need to learn the key features of this topic as it is an essential requirement for the course and all of this information could come up on their end of year exam. Composition has been selected as students must complete 2 compositions by the end of Year 11 as part of their coursework.</p>		

 <p>Catholic Mission: Throughout these topics, students will always demonstrate treating other human beings with dignity. This will be demonstrated via musical performance where students must be respectful when listening to one another. Students will always demonstrate stewardships within these topics as students must be grateful and treat the equipment that they have in front of them with respect and care.</p>	 <p>Preparing for Life in Modern Britain: Mutual respect throughout all the topics as this is a fundamental practice within our lessons when students are performing. Everyone must treat everyone with respect. Students will also get the right to act freely and express themselves through a range of musical performances and compositions.</p>  <p>Skills for Life: Students will learn skills like time management, perseverance when practising challenging pieces, communication and collaboration when performing as part of an ensemble and finally, creativity when composing their own personal musical material.</p>
 <p>Enrichment Opportunities: Students will be able to watch performances from a variety of musical genres along with experience music from a large number of musical composers. Students will also be able to join either vocal group, keyboard club or take part in the school show as part of our extracurricular provision.</p>  <p>Careers: Keyboard skills has links to being a pianist and the skills required to be a pianist for a living. Instruments of the orchestra comes into contact with a how a career can be done professionally as an orchestral play, looking at the roles of a conductor as well as the 4 main instrumental families. Structure and form looks at famous western classical composers, which opens the door to potentially becoming a famous composer that can write music for different genres of music.</p>	 <p>Cultural Capital: Students will encounter and listen to a variety of genres of music throughout all of their topics. Genres like Western classical tradition and African music as an example. Students also get to perform and rehearse as part of a choir or be a cast member in the school show. Students also have the opportunity to learn a variety of instruments throughout the curriculum and will also come into contact with Italian terminology.</p>