

Term	1	2	3	4	5	6
Topic Title	Area of Study 1: Musical Forms and Devices and Baseline Performances	Area of Study 4: Popular Music	Area of Study 2: Music For Ensemble	Area of Study 3: Film Music		
Rationale	<p>The teaching takes the approach that pupils need to be given the opportunity to develop a wide range of musical skills rather than simply 'practise' exam questions.</p> <p>Therefore, the focus is placed firmly on pupils' ability to respond analytically to musical examples, developing the ability to describe musical features. Pupils are given the opportunity to describe a wide variety of musical extracts with increasingly specific vocabulary, to hone the skills that are later tested in the GCSE Exam.</p> <p>Pupils are also given the opportunity to develop their performance skills through regular practical lessons culminating in a baseline solo performance. After this, pupils move onto ensemble performances in preparation for a short class performance.</p> <p>Through the theoretical and analytical work pupils gain understanding of the nuts and bolts of composing melodic and harmonic material. They then apply these skills in preliminary compositional activities. These skills will be honed later during formal composition tasks.</p>	<p>Pupils continue to engage with theoretical, analytical and practical activities with a focus on Area of Study 4: Popular Music.</p> <p>Pupils develop an understanding of the history of Popular Music, listen to a wide variety of examples, and analyse the key musical features in readiness for looking at the set work: Africa by Toto.</p> <p>Pupils are given the opportunity to describe a wide variety of musical extracts with increasingly specific vocabulary, to hone the skills that are later tested in the GCSE Exam.</p> <p>Pupils are encouraged to rehearse and perform as ensembles to prepare for formal assessment for AO1.</p> <p>Pupils develop their compositional skills further to include creating chord progressions, word-setting where appropriate, and accompaniment patterns. Pupils continue to develop skills in using music technology to notate and record their compositional material.</p>	<p>Performing as part of an ensemble is part of the course, and studying different types of music for ensemble will inform their performances.</p> <p>Pupils look at a variety of ensembles including chamber music from the Classical and Romantic eras, Blues and Jazz, and Musical Theatre ensembles and choruses.</p> <p>Pupils continue to develop skills in describing musical features with specific focus on texture and sonority.</p> <p>Pupils continue to develop compositional skills, with specific focus on composing for small groups of instruments and developing musical material texturally. Pupils begin work on their free composition.</p> <p>Pupils continue to develop performance skills in and outside of lessons with regular teacher feedback. Focus is on ensuring that pupils use good quality practice techniques in order to maximise time spent rehearsing.</p>	<p>Pupils examine how Film Music affects the viewing experience, and how composers use the elements of music to achieve this.</p> <p>Pupils explore the history of Film Music from silent film to the present day, examining key composers along the way.</p> <p>Pupils continue to develop skills in describing musical features with specific focus on sonority, thematic transformation, harmony and tonality, dynamics and tempo.</p> <p>Pupils will continue to develop compositional skills, with specific focus on extra details such as dynamics and articulation. In addition to this, developing melodic material in a variety of ways. This will contribute to their free composition.</p>	<p>Revisit all topics from year 10 using different pieces as listening and performing examples</p> <p>Complete free composition project (of choice) and submit</p> <p>Continue to build aural skills through frequent practice.</p>	
Prior knowledge	<p>By the end of Key Stage 3 most learners recognise and have basic use of:</p> <ul style="list-style-type: none"> <li>treble and bass clef notes plus their position on the keyboard</li> <li>musical elements including: melody (pitch and rhythm), tempo, texture, sonority, dynamics, metre, form and structure, tonality and basic harmony (e.g. chords I, IV and V)</li> <li>Basic terminology such as forte, piano, triad, conjunct, disjunct, dissonant</li> <li>Recognition of such devices as repetition, imitation, sequence.</li> </ul>	<p>Pupils have studied Popular Music during KS3 with specific focus on chord progressions, riffs and hooks, song structure, instrumentation and use of music technology. Some pupils will know the set work, and be able to recognise key features of the music. Pupils will also build on their understanding of Term 1 work on Area of Study 1: Musical Forms and Devices, which permeates all areas of study.</p>	<p>Pupils have studied Blues Music at KS3 with focus on 12 bar blues chord progressions, rhythmic features such as swung rhythms and syncopation, scales - including minor pentatonic and blues scales, improvisation, call and response phrasing, as well as the historical background to the style. In addition to this, pupils examined how the Blues developed into Rock and Roll and subsequently influenced the majority of Popular Music.</p>	<p>Pupils have studied Film Music twice at KS3, as well as a year 7 topic on Music and Space which is based on Programme Music (a precursor to film music). During KS3 units pupils develop an understanding of leitmotifs, consonance and dissonance, conjunct and disjunct, contrasts in dynamics - all as appropriate to mood and action on screen. Pupils will also use vocabulary learnt during Y10 with increasing accuracy.</p>	<p>Pupils will NOW use the skills and knowledge build during KS3 and Y10 in order to complete specimen exam questions.</p>	
Key knowledge/skills development	<p>Introduction to area of study 1: Forms and Devices with terminology as appropriate: binary, ternary and rondo forms</p> <ul style="list-style-type: none"> <li>repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions</li> </ul> <p>Performing - establishing standards and setting targets: first practical assessment</p> <p>Appraising - Understanding and using the elements/ 'building blocks' Recapping the basics - aural, notational and listening skills</p> <p>Introduction to prepared extract - Badinerie - J.S. Bach</p> <p>Composing - composing rhythmic phrases, simple melodies based on chord progressions, use of sequences, passing notes and auxiliary notes, introduction to MuseScore, Hotloop and Online Sequencer functions in ICT room.</p>	<p>Introduction to area of study 4: Popular Music, with terminology as appropriate: rock and pop styles (revisiting Blues from KS3)</p> <ul style="list-style-type: none"> <li>strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation</li> </ul> <p>Appraising - more challenging theoretical and aural work: Primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms, riffs</p> <p>The relationship between melody and chords</p> <p>Introduction to prepared extract - Africa by Toto</p> <p>Performing - Focus on ensemble performance skills: performing a supporting line whilst others are performing melodic material; rehearsal techniques; non-verbal communication cues; adjusting for balance and timing during performance.</p> <p>Composing - Composing with chords and melody;</p>	<p>Introduction to area of study 2: Music for Ensemble</p> <p>Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11).</p> <p>Appraising - more challenging theoretical and aural work: Listening for texture, advanced rhythmic notation and harmonic progressions.</p> <p>Composing using texture and sonority (chords and melody) including: Monophonic, homophonic, unison, chordal, melody and accompaniment, counter melody</p> <p>Introducing additional concepts of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor</p>	<p>Introduction to area of study 3: Film Music, with devices and terminology:</p> <ul style="list-style-type: none"> <li>Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas.</li> </ul> <p>The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot</p> <p>The effect of audience, time and place, and how to achieve this through use of the musical elements</p> <ul style="list-style-type: none"> <li>Use of sonority, texture and dynamics to create a mood</li> <li>How to achieve contrasts and develop initial ideas when composing</li> </ul>	<p>Mock Performance Assessment - two pieces, with at least one ensemble (times should be noted, and feedback given)</p> <p>Assessment of composition to WJEC Eduqas criteria. Discussion should follow with learners re. targets, refinement etc.</p> <p>Mock appraising exam based on all areas of study</p>	
National Curriculum/specification links	<p>AO1 - Component 1 (Performance)</p> <ul style="list-style-type: none"> <li>- Perform with technical control, expression and interpretation</li> </ul> <p>AO2 - Component 2 (Composition)</p> <ul style="list-style-type: none"> <li>- Compose and develop musical ideas with technical control and coherence</li> </ul> <p>AO3 - Component 3 (Appraising)</p> <ul style="list-style-type: none"> <li>- Demonstrate and apply musical knowledge</li> </ul> <p>AO4 - Component 3 (Appraising)</p> <ul style="list-style-type: none"> <li>- Use appraising skills to make evaluative and critical judgements about music</li> </ul>	<p>AO1 - Component 1 (Performance)</p> <ul style="list-style-type: none"> <li>- Perform with technical control, expression and interpretation</li> </ul> <p>AO2 - Component 2 (Composition)</p> <ul style="list-style-type: none"> <li>- Compose and develop musical ideas with technical control and coherence</li> </ul> <p>AO3 - Component 3 (Appraising)</p> <ul style="list-style-type: none"> <li>- Demonstrate and apply musical knowledge</li> </ul> <p>AO4 - Component 3 (Appraising)</p> <ul style="list-style-type: none"> <li>- Use appraising skills to make evaluative and critical judgements about music</li> </ul>	<p>AO1 - Component 1 (Performance)</p> <ul style="list-style-type: none"> <li>- Perform with technical control, expression and interpretation</li> </ul> <p>AO2 - Component 2 (Composition)</p> <ul style="list-style-type: none"> <li>- Compose and develop musical ideas with technical control and coherence</li> </ul> <p>AO3 - Component 3 (Appraising)</p> <ul style="list-style-type: none"> <li>- Demonstrate and apply musical knowledge</li> </ul> <p>AO4 - Component 3 (Appraising)</p> <ul style="list-style-type: none"> <li>- Use appraising skills to make evaluative and critical judgements about music</li> </ul>	<p>AO1 - Component 1 (Performance)</p> <ul style="list-style-type: none"> <li>- Perform with technical control, expression and interpretation</li> </ul> <p>AO2 - Component 2 (Composition)</p> <ul style="list-style-type: none"> <li>- Compose and develop musical ideas with technical control and coherence</li> </ul> <p>AO3 - Component 3 (Appraising)</p> <ul style="list-style-type: none"> <li>- Demonstrate and apply musical knowledge</li> </ul> <p>AO4 - Component 3 (Appraising)</p> <ul style="list-style-type: none"> <li>- Use appraising skills to make evaluative and critical judgements about music</li> </ul>	<p>AO1 - Component 1 (Performance)</p> <ul style="list-style-type: none"> <li>- Perform with technical control, expression and interpretation</li> </ul> <p>AO2 - Component 2 (Composition)</p> <ul style="list-style-type: none"> <li>- Compose and develop musical ideas with technical control and coherence</li> </ul> <p>AO3 - Component 3 (Appraising)</p> <ul style="list-style-type: none"> <li>- Demonstrate and apply musical knowledge</li> </ul> <p>AO4 - Component 3 (Appraising)</p> <ul style="list-style-type: none"> <li>- Use appraising skills to make evaluative and critical judgements about music</li> </ul>	
Literacy						
Numeracy						
STEM						
Cross curricular links	<p>Links to English in the development of vocabulary specific to describing musical features.</p> <p>Clear links to History - Historical developments in Music - instruments and musical features of periods of music.</p> <p>Links to Maths in patterning, proportions, fractions</p> <p>Links to PSHCE in building confidence, listening to music from other cultures</p> <p>Links to RE through the study of selected Sacred works.</p>	<p>Links to English in the development of vocabulary specific to describing musical features.</p> <p>Clear links to History - Historical developments in Music - instruments and musical features of periods of music.</p> <p>Links to Maths in patterning, proportions, fractions</p> <p>Links to PSHCE in building confidence, listening to music from other cultures</p> <p>Links to RE through the study of selected Sacred works.</p>	<p>Links to English in the development of vocabulary specific to describing musical features.</p> <p>Clear links to History - Historical developments in Music - instruments and musical features of periods of music.</p> <p>Links to Maths in patterning, proportions, fractions</p> <p>Links to PSHCE in building confidence, listening to music from other cultures</p> <p>Links to Area of Study 4 - Popular Music</p>	<p>Links to English in the development of vocabulary specific to describing musical features.</p> <p>Clear links to History - Historical developments in Music - instruments and musical features of periods of music.</p> <p>Links to Maths in patterning, proportions, fractions</p> <p>Links to PSHCE in building confidence, listening to music from other cultures</p> <p>Links to RE through the study of selected Sacred works.</p>	<p>Links to English in the development of vocabulary specific to describing musical features.</p> <p>Clear links to History - Historical developments in Music - instruments and musical features of periods of music.</p> <p>Links to Maths in patterning, proportions, fractions</p> <p>Links to PSHCE in building confidence, listening to music from other cultures</p> <p>Links to RE through the study of selected Sacred works.</p>	
Key vocabulary	<p>Subject specific vocabulary in relation to Forms and Devices: □</p> <ul style="list-style-type: none"> <li>binary, ternary and rondo forms</li> <li>repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions</li> </ul>	<p>strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation, instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key change, power chords</p>	<p>Monophonic, homophonic, unison, chordal, melody and accompaniment, counter melody, inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor</p>	<p>imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas</p>	<p>All subject vocabulary covered so far</p>	