

Term	1	2	3	4	05-Jun
Topic Title	Revisit Area of Study 1: Musical Forms and Devices	Re-visit Area of Study 4: Popular Music	Re-visit Area of Study 2: Music For Ensemble	Re-visit Area of Study 3: Film Music	
Rationale	<p>Pupils have covered the basics of each area of study during the Y10 PoS. Work in Y11 builds upon this, deepens understanding and clarifies any misunderstanding. 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 revisit the AO5 Set work (Mvt III from Eine Kleine Nachtmusik (for 2021 Y11)). Pupils prepare for their Mock Exam in November. Pupils are also given the opportunity to develop their performance skills through regular practical lessons. Pupils will first focus on their solo performance with a view to continuing practice at home or with their instrumental teacher. Secondly, pupils will work in smaller groups to complete their ensemble performances.</p> <p>Pupils will continue to develop their compositional skills with the introduction of the Eduqas Set Briefs. This half term will be spent gathering inspiration, and writing initial musical ideas/ motifs/ chord progressions in a composition sketchbook.</p>	<p>Pupils continue to engage with theoretical, analytical and practical activities with a focus on Area of Study 4: Popular Music. Pupils build upon a basic understanding of the history of Popular Music by exploring musical fusions including Bhangra, and comparing cover versions and originals. In addition to this, pupils gain further understanding of the use of Music Technology in Popular Music. Pupils re-visit the set work, Since You've Been Gone by Rainbow. Pupils continue to prepare for their Mock Exam in November. Pupils are encouraged to rehearse and perform as ensembles to prepare for formal assessment for AO1.</p> <p>Pupils develop their set brief compositions, building on the initial musical ideas/ motifs/ chord progressions created in Autumn term 1. Pupils complete composition log and production of lead sheets/ scores.</p>	<p>Pupils look in more detail at a variety of ensembles including chamber music from the Classical and Romantic eras, Blues and Jazz, and Musical Theatre ensembles and choruses. Pupils continue to develop skills in describing musical features with specific focus on texture and sonority. 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. Pupils prepare to record performances before February half term.</p> <p>Pupils re-visit free composition and make any amendments before production of lead sheets/ scores and completion of composition logs.</p>	<p>Pupils examine how Film Music affects the viewing experience, and how composers use the elements of music to achieve this. Pupils explore the history of Film Music from silent film to the present day, examining key composers along the way. Pupils continue to develop skills in describing musical features with specific focus on sonority, thematic transformation, harmony and tonality, dynamics and tempo. Pupils extend their vocabulary with a focus on irregular time signatures, extremes of pitch and dynamics, special instrumental effects, minimalist techniques and polyphonic textures.</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 motivic material in a variety of ways. This will contribute to their free composition.</p>	Re-visit all areas of study in exam practice.
Prior knowledge	<p>During Y10 pupils gained an understanding of Musical Forms and Devices. They analysed the set work linked to this AoS and will continue to re-visit this throughout Y11. Pupils were given opportunities to answer exam-style questions, as well as answering actual questions from SAM and past papers.</p> <p>Pupils gained skills in describing musical features which will now be used in a wide variety of situations. Pupils regularly use time during Y10 lessons to develop performance and compositional skills which will continue.</p>	<p>During Y10 pupils gained understanding of Popular Music with a focus on structure, harmonic progressions, instrumentation, melodic and rhythmic devices, use of music technology.</p>	<p>Pupils studied music for ensemble in Y10 with focus on Blues, Chamber Music and Musical Theatre. Pupils developed a range of vocabulary in order to describe musical features within music for ensemble with specific focus on sonority, harmony, tonality and texture.</p>	<p>Pupils studied Film Music in Y10 with focus on history and some more basic musical features including sonority, thematic transformation, harmony, tonality, dynamics and tempo.</p>	Exam period
Key knowledge/skills development	<p>Revision of Area of study 1: Forms and Devices with terminology as appropriate: strophic, variation, binary, ternary and rondo forms repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, chord progressions, accompaniment patterns, Albert bass, basso continuo.</p> <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>Revision of set work; Eine Kleine Nachtmusik with specific reference to harmonic functions, texture, melodic devices etc.</p> <p>Composing - developing musical material using techniques such as augmentation, diminution, inversion, sequence etc. Developing more sophisticated harmonic progressions which lead to natural phrasing/ cadences.</p>	<p>Revision of area of study 4: Popular Music, with terminology as appropriate: rock and pop styles (revisiting Blues from KSS) strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation</p> <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, the relationship between melody and chords</p> <p>Revisit Set work - Since You've been Gone by Rainbow. Performance - Focus on ensemble performance skills; pupils should have chosen their ensemble piece. Care needs to be taken to ensure that the line is a supporting line, and that the pupil is performing a supporting line for at least 1 minute of the total time.</p> <p>Composing - Pupils develop musical ideas instigated in Autumn Term 1 and complete set brief compositions.</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, inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor</p>	<p>Revisit Area of Study 3: Film Music (with any further topics/content):</p> <p>Special effects, extreme dynamics and tempi, varying time signatures, other minimalist techniques, chromatic and extended harmonies, use of pattern-work, sustained notes and polyphonic textures to vary the textures</p> <p>Complete all coursework</p>	Exam period
National Curriculum/specification links	<p>AO1 - Component 1 (Performance) - Perform with technical control, expression and interpretation</p> <p>AO2 - Component 2 (Composition) - Compose and develop musical ideas with technical control and coherence</p> <p>AO3 - Component 3 (Appraising) - Demonstrate and apply musical knowledge</p> <p>AO4 - Component 3 (Appraising) - Use appraising skills to make evaluative and critical judgements about music</p>	<p>AO1 - Component 1 (Performance) - Perform with technical control, expression and interpretation</p> <p>AO2 - Component 2 (Composition) - Compose and develop musical ideas with technical control and coherence</p> <p>AO3 - Component 3 (Appraising) - Demonstrate and apply musical knowledge</p> <p>AO4 - Component 3 (Appraising) - Use appraising skills to make evaluative and critical judgements about music</p>	<p>AO1 - Component 1 (Performance) - Perform with technical control, expression and interpretation</p> <p>AO2 - Component 2 (Composition) - Compose and develop musical ideas with technical control and coherence</p> <p>AO3 - Component 3 (Appraising) - Demonstrate and apply musical knowledge</p> <p>AO4 - Component 3 (Appraising) - Use appraising skills to make evaluative and critical judgements about music</p>	<p>AO1 - Component 1 (Performance) - Perform with technical control, expression and interpretation</p> <p>AO2 - Component 2 (Composition) - Compose and develop musical ideas with technical control and coherence</p> <p>AO3 - Component 3 (Appraising) - Demonstrate and apply musical knowledge</p> <p>AO4 - Component 3 (Appraising) - Use appraising skills to make evaluative and critical judgements about music</p>	<p>AO3 - Component 3 (Appraising) - Demonstrate and apply musical knowledge</p> <p>AO4 - Component 3 (Appraising) - Use appraising skills to make evaluative and critical judgements about music</p>
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 historical periods.</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>	Exam period
Key vocabulary	<p>Subject specific vocabulary in relation to Forms and Devices: □ binary, ternary and rondo forms</p> <p>repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions, accompaniment patterns, Albert bass, basso continuo, strophic, variation,</p>	<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, chaal, bhangra, dohi, fusion</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, extreme dynamics, irregular time signatures, minimalist techniques, special instrumental effects etc.</p>	All subject vocabulary covered so far