



Topic name	Term	Skills developed	Link to NC subject content	Prior learning	Assessment	Next link in curriculum
<p>Theory:</p> <p>Recap of prior learning</p>	Autumn	<ul style="list-style-type: none"> Recap of basic terms such as root, 3rd, 5th and understanding their meaning; understanding their role in a triad Identify and discriminate between major and minor chords aurally Construction of major/minor triads Understanding the term 'interval' Retrieval of tone/semitone knowledge Understanding primary chords Extended chords and their construction Using this knowledge in a practical context e.g. composing/dictation/analysis Recognise key signatures more efficiently Introduce scales – different types Intervals – practice how to work them out both visually and aurally 	Use staff and other relevant notations appropriately and accurately	Staff Notation Major/minor keys Chords Use of extended chords and harmony	Written work Verbal questioning Short regular tests Retrieval (WB)	<p>Create more notationally accurate scores for final composition submissions (may use software)</p> <p>Use more complex keys for different effects in GCSE composition</p> <p>Continue independent identification of keys in Year 11 using scores for set pieces more quickly</p> <p>Use interval recognition for dictation exercises in Year 11 – again – faster identification due to practice</p> <p>More fluent score analysis in Year 11</p>



<p>Area of Study 3: Music for Stage and Screen – Wider Listening and Analysis</p>	<p>Autumn</p>	<ul style="list-style-type: none"> • General context of the genre • Begin full and detailed analysis of scores and annotate • Identifying chords and harmony in the music/on the score • Understanding the effect of the instrumentation of the music and also the effect of timbre • Understand compositional techniques and structures used by composers in this AoS and identifying sections and repeated material • Identifying characteristics of the genre that can be found in the set works 	<p>Develop a deepening understanding of the music and its history</p>	<p>Notation for analysing the score</p> <p>Previous context {e.g. Film music Year 9 and Musical Theatre Year 8)</p> <p>Elements Aural recognition of characteristics</p>	<p>Informal verbal questioning Listening questions 3 points on specific elements e.g. harmony (homework) Specimen questions</p>	<p>Year 11 – embedding and reinforcing knowledge from score analysis in order to answer listening questions more accurately and at a faster pace</p>
<p>Suggested Composition: Song from a Musical</p>	<p>Autumn</p>	<ul style="list-style-type: none"> • Using the knowledge from both the context and theory (chords/harmony/effects) to create a short song suitable for a musical • Always apply knowledge in a practical context • Develop confidence in composing – take more risks with harmonies/ become more proficient at successful word setting 	<p>Improvise and compose, develop musical ideas.</p> <p>Use different types of scales</p>	<p>Notation Knowledge of relevant genres to use as models Improvisation</p> <p>Technology</p>	<p>Staff assessment</p>	<p>Year 11 – revisit composition with a view to submitting after redrafting and adding features such as an extra voice in harmony; or redrafting ‘Space’ composition to fit the ‘composition to a given brief’</p> <p>Year 11 composition – use ‘tools’ from knowledge in independent composition</p>



<p>Area of Study 1: Instrumental Music – Wider Listening and Analysis</p>	<p>Autumn</p>	<ul style="list-style-type: none"> Reinforcing the standard orchestra set up Identifying the Baroque, Classical and Romantic orchestras Remembering the development of key signatures and major/minor keys Practical use of notation through performance of typical stylistic pieces Using a minor key and embedding knowledge of accidentals 	<p>Listen with increasing discrimination to a wide range of music from great composers/musicians from different musical eras</p> <p>Play and perform confidently</p> <p>Use different types of scales</p>	<p>Previous genres (e.g. Baroque in Year 8 and Classical/Romantic in Year 9)</p> <p>Notation</p> <p>Key signatures</p>	<p>Verbal questioning</p> <p>3 points on each element</p> <p>Use of vocab</p> <p>Specimen questions</p>	<p>Year 11 - analysing Bach and Beethoven and different musical eras and recognising the development of instruments</p>
<p>Suggested Composition: Instrumental composition in Ternary Form</p>	<p>Autumn</p>	<ul style="list-style-type: none"> Creating symmetrical melodic phrases Using harmonic knowledge to create endings for sections on appropriate chords (e.g. tonic/dominant) Understanding the structure of ternary form Composing music to a given structure Sharing ideas Using wider chord knowledge to create an accompaniment Performing together Extending their composition for instruments 	<p>Improvise and compose; and extend and develop musical ideas.</p> <p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments with accuracy and expression</p>	<p>Notation</p> <p>Ternary form (Year 9)</p> <p>Chords/cadences</p> <p>Extended chords</p> <p>Performance skills</p> <p>Technology</p>	<p>Staff assessment and feedback</p>	<p>Year 11 – AOS Instrumental Music composition</p> <p>Developing knowledge of writing parts for a variety of instruments</p> <p>Differentiating between timbres</p>



<p>Area of Study 4 – Fusions: Wider Listening and Analysis</p>	<p>Spring</p>	<ul style="list-style-type: none"> Learn about the fusion of folk styles from the UK with African and rock influences Retrieve and embed vocabulary re: world music Listen to other sounds of vernacular instruments in the piece Further develop ability to identify certain features relevant to folk music/world music 	<p>Identify use of tonalities, different types of scales.</p> <p>Develop a deeper understanding of the music which they perform, listen, and its history</p> <p>Listen with increasing discrimination to a wide range of music.</p>	<p>Folk genre (Year 7) World music (Year 7-9) Rock (year 9 dev of pop) Timbres of instruments Notation Rhythm Ostinato Scales</p>	<p>Verbal questioning 3 points on a specific element Specimen questions Use of new vocab</p>	<p>Year 11 – reinforce vocabulary and knowledge of instruments/styles in set piece</p> <p>Utilise ideas and techniques in independent composition where appropriate</p>
<p>Area of Study 2: Vocal Music - Wider Listening and Analysis</p>	<p>Spring</p>	<ul style="list-style-type: none"> Recognising different genres of vocal music and their historical context/function e.g.20th century v Baroque Improving melody writing and word setting Using music technology in more recent examples Developing usage of knowledge of appropriate musical vocabulary for each genre Composing a melody for lyrics and improving word setting Developing performance in an ensemble Using notation knowledge to create a score 	<p>Develop a deepening understanding.</p>	<p>Genres from Years 7-9 (e.g. folk,pop,rock) Musical eras (e.g. Baroque/20th Century) Elements Notation Compositional techniques (e.g.ground bass from Year 8/ostinato Year7) Retrieval of relevant vocabulary Chords/extended chords Technology</p>	<p>As above</p>	<p>Year 11 – analysing vocal music scores and identifying compositional techniques/music technology in the set works</p>



<p>Performance:</p> <p>Individual performance</p>	<p>Once every half term</p>	<ul style="list-style-type: none"> Prepare an individual performance for assessment 	<p>Play and perform confidently.</p> <p>Use staff notation in a range of musical styles</p>	<p>Notation Performance skills</p>	<p>Formal written staff assessment with verbal discussion per pupil</p>	
<p>Theory:</p> <p>Recap of prior learning and further theory (as the need arises during analysis)</p>	<p>Every term</p>	<ul style="list-style-type: none"> Recap of basic terms such as root, 3rd, 5th and understanding their meaning; understanding their role in a triad Identify and discriminate between major and minor chords aurally Construction of major/minor triads Understanding the term 'interval' Retrieval of tone/semitone knowledge Understanding primary chords Extended chords and their construction Using this knowledge in a practical context e.g. composing/dictation/analysis Recognise key signatures more efficiently and learn more Introduce scales – different types Intervals – practice how to work them out both visually and aurally 	<p>Use staff and other relevant notations, appropriately and accurately</p>	<p>Staff Notation Major/minor keys Chords Use of extended chords and harmony</p>	<p>Exercises WB Written work</p>	<p>Create more notationally accurate scores for final composition submissions (may use software)</p> <p>Use more complex keys for different effects in GCSE composition</p> <p>Continue independent identification of keys in Year 11 using scores for set pieces more quickly</p> <p>Use interval recognition for dictation exercises in Year 11 – again – faster identification due to practice</p>



						More fluent score analysis in Year 11
Recap of topics and retrieval of knowledge	Summer	<ul style="list-style-type: none"> • Retrieval of vocabulary associated with different genres • Revision of theoretical skills • Practice of aural recognition in a variety of genres/topics 		All relevant knowledge from KS3	Specimen questions	Year 11– embed background, context and a wide range of listening in all 4 study areas in revision for analysis
Examination	Summer	<ul style="list-style-type: none"> • GCSE questions based on the topics studied throughout the year testing the vocabulary and skills learned re: the set works • Prepare a piece for performance to be formally assessed • Review of all 3 components with staff 			Examination marked by staff	Practice of GCSE questions and skills learned
Post Examination: Composition/Performance					Final draft of free composition marked by staff and verbal /written feedback	Preparation for performing in front of an audience pre-GCSE recording Feedback and self analysis of performance in order to move forward.



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