



Academic year: <b>Year 7</b>	Content. <b>Unit title and brief outline of content.</b>	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
<b>AUT A</b>	Musical Elements – learning and applying keywords and concepts	<p>Learning to identify basic musical keywords aurally.</p> <p>Students learning to describe what they can hear, separating out the different elements and using appropriate musical vocabulary.</p> <p>Vocal and instrumental skills with a focus on keeping a steady beat and fitting other parts together accurately in ensemble work.</p> <p>Learning how to work together in a group and run / lead a rehearsal.</p> <p>Listening with discrimination and giving aural and written feedback to other students: assessing how effective a performance is and how it can be improved.</p>	<p>Musical questionnaire on entry in Y7 (including musical theory understanding and identifying performing skills).</p> <p>Group performance of an A Cappella Vocal composition (assessed as composition and performance) EMB</p>
<b>AUT B</b>	Soundscapes – using ICT to create and manipulate sounds	<p>How to create different effects in Music.</p> <p>Using musical vocabulary confidently and accurately when describing unfamiliar pieces of music.</p> <p>Learning to use ICT and how to change sounds using a range of electronic sounds and effects.</p> <p>Learning to create different formats of Music file.</p> <p>Improving own work and that of others by listening, appraising, giving feedback and then making changes to the compositions.</p> <p>How to compose individually.</p> <p>Improving vocal and instrumental skills.</p>	<p>Students create a soundscape using audacity which is assessed at the end of the unit – individual composing skills. EMB.</p>
<b>SPR A</b>	Notation (My Culture) – learning to read, perform and compose using conventional musical notation	<p>How to read convention pitch notation (treble, bass and alto clefs).</p> <p>How to research Historic music and composers and present the information in a clear and legible format.</p> <p>Following a musical score when listening to the music.</p> <p>How to use musescore software to enter pitch and rhythm.</p> <p>How to copy / paste and edit sounds using notation software.</p> <p>Entering original melodic ideas onto musescore.</p> <p>Instrumental and vocal performing from a conventional score.</p>	<p>Research HW tasks assessed – literacy task.</p> <p>Final notated composition on musescore assessed – theory and composing skills.</p>



			Solo performing skills assessed in sight-reading EMB.
<b>SPR B</b>	African Music – learning about instrumental and vocal conventions in African Music.	<p>How to learn music from an aural tradition and pass this onto others.</p> <p>Team work in composing and performing.</p> <p>How to create an effective piece based on repetition and development of musical ideas.</p> <p>How to create more extended and complex rhythms and perform them with a steady beat.</p> <p>How to take the lead in a rehearsal and performance as Master Drummer.</p> <p>How to identify common African Instruments aurally.</p> <p>How to describe unfamiliar music making comparisons with more familiar music.</p> <p>Improving solo vocal skills and harmonising vocally in a group.</p> <p>Instrumental skills – percussion based performing.</p>	<p>Master drummers assessed for their ability to lead a rehearsal.</p> <p>Ensemble performing skills in final performance. EMB.</p> <p>Solo vocal skills as appropriate if included in final piece.</p> <p>African Music research HW – knowledge and understanding assessed.</p>
<b>SUM A</b>	Minimalism – using notation software to create music based on ostinato.	<p>How to make links and identify similarities and differences in Music from different styles and genres.</p> <p>Analysing Music and using specific musical keywords in verbal and written responses.</p> <p>Creating multi-layered compositions on musescore.</p> <p>Learning to write idiomatically for instruments.</p> <p>Creating music by developing and extending ostinato.</p> <p>Exploiting musical texture - how to keep repetitive music interesting and exciting.</p> <p>Editing and improving work.</p>	Final minimalist piece created using musescore is assessed – individual composing skills EMB.
<b>SUM B</b>	Performing – developing vocal and instrumental performing techniques	<p>Solo and ensemble instrumental and vocal skills.</p> <p>Learning to prepare for a final performance including planning, rehearsing and improving own work and that of others.</p> <p>How to make accurate judgements about the accuracy and impact of performances (vocal/instrumental/ in school and out including broadcast and recorded music) and justify opinion.</p> <p>Building confidence and learning techniques to overcome nerves / apprehension.</p> <p>Vocal and instrumental warm-ups.</p>	<p>Final assessment of vocal or instrumental solo and / or ensemble EMB.</p> <p>Continual assessment of students rehearsing / ability to improve over the project.</p> <p>HW – performance preparation assessed.</p>



Academic year: <b>Year 8</b>	Content. <b>Unit title and brief outline of content.</b>	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
<b>AUT A</b>	Scales and Chords – learning about devices used to create moods and effects in Music.	Improving keyboard technique: instrumental performing skills. Using both hands on the keyboard. Analysing film scores and making links with previous learning. Using musical vocabulary correctly in written exam style questions. Identifying orchestral instruments from their sounds and using as range of instrument specific performing techniques. Creating melodies from scales. Listening critically to music from different film genres and correctly identifying the musical elements heard and explaining how they are manipulated.	Practical assessment playing scales and chords accurately. HW – written analysis of film scores. Creating melodies and accompaniments on the keyboard – EMB (performing and composing)
<b>AUT B</b>	Film Music – composing a piece of music to accompany a film	Using musescore to compose extended and coherent compositions. How to identify and explain the difference between melody and accompaniment. How to create different accompaniment patterns from chords and create melodies which fit over the top. How to compose programme music. How to develop repeating musical ideas within a coherent musical structure.	EMB assessment of final film score composition on Musescore.
<b>SPR A</b>	Protest Songs – learning about Industrial Folksong.	Vocal performing technique (solo and ensemble) Comparing music from different styles and genres. Learning to make informed suggestions as to why composers / performers have made particular decisions. Aural identification of chords and scales in unfamiliar music. Creating rhythms to fit with lyrics. Composing syllabic vocal melodies over simple accompaniments Working in groups to put together instrumental and vocal performances: improving the performances with an awareness of accuracy and ensemble.	HW – research into the Industrial revolution and music. EMB assessment of folk song composition (performing and composing)
<b>SPR B</b>	Four Chord Songs – composing songs for the First Give presentations.	Keyboard skills: creating accompaniments using both hands on the keyboard playing triads and arpeggios. Using inversions to create more effective and fluent lines. Recognising common chords and chord progressions in pop songs. Using learning from aural exercises to inform own composing. Vocal performing technique – singing, breath control, harmonising, rap. Using own instrumental skills to improve the overall effect of a piece.	EMB – final assessment of four chord song composition. Vocal skills assessed in final performances and



		<p>Communication with an audience. Techniques for controlling nerves when performing.</p>	<p>instrumental skills of accompanists. All assessed on their contribution to the composition.</p>
<b>SUM A</b>	<p>Structure – learning about common instrumental and vocal forms.</p>	<p>Instrumental and vocal performing technique. Aural analysis of instrumental music. Identifying contrasts in music and explaining how they have been created. Composing 8 bar sections. Composing binary, ternary and rondo structured pieces. Recognising common structures in unfamiliar music when listening. Using musical vocabulary correctly in written and verbal descriptions of unfamiliar and familiar music. Recognising differences and similarities in Musical structure and contrasts in Music from the Western Classical tradition.</p>	<p>Assessed HW - display on common instrumental forms. EMB – rondo composition for instruments or voices.</p>
<b>SUM B</b>	<p>Performing – developing vocal and instrumental performing techniques</p>	<p>Solo and ensemble instrumental and vocal skills. Learning to prepare for a final performance including planning, rehearsing and improving own work and that of others. How to make accurate judgements about the accuracy and impact of performances (vocal/instrumental/ in school and out including broadcast and recorded music) and justify opinion. Building confidence and learning techniques to overcome nerves / apprehension. Vocal and instrumental warm-ups.</p>	<p>Final assessment of vocal or instrumental solo and / or ensemble EMB. Continual assessment of students rehearsing / ability to improve over the project. HW – performance preparation assessed.</p>

<b>Academic year:</b>	<b>Content. Unit title and brief outline of content.</b>	<b>Skills taught in each unit.</b>	<b>Assessment – what knowledge and skills will be assessed and how?</b>
<u>Year 9</u>	<b>Edexcel GCSE Music</b>		
<b>AUT A</b>	<p>1) Solo performing 2) Ensemble Performing 3) Composing Melodies on Musescore.</p>	<p>Music has a spiral curriculum for musical skills. All of the skills taught in Year 7-8 are delivered each half term in Year 9. Specifically, the skills are based around the GCSE specification which focuses on Listening and Appraising, Performing and Composing. As all three main skill areas are so closely linked, whenever possible content is delivered and learning is reinforced by using all three skills to investigate new content. For example, students will often start with a listening activity based on identifying musical elements in a piece of familiar music (set works) or relating previous learning to an unfamiliar piece (wider listening). Students will</p>	<p>One solo performance assessed. Theory EMB on vocabulary and key signatures. Melodic shapes composition assessed.</p>



	4) GCSE listening – theory and key vocabulary	then use their vocal and instrumental skills to perform the music (or pieces similar) before moving on to a composing activity in which they will incorporate the elements and devices heard at the start of the process into a composition of their own.	
<b>AUT B</b>	1) Solo performing 2) Ensemble Performing 3) Composing loops using musescore 4) Set Works – AO4 Release	Throughout each half term students will always be rehearsing one solo and one ensemble performance. Skills acquired at KS3 will enable them to be critical listeners and identify areas for improvement in their own performances and those of others. They will learn to work together to rehearse effectively and learn to give honest constructive feedback to each other.  Aural analysis skills developed at KS3 and knowledge of keywords will continue to develop but students will also start to analyse from notated music. Students will learn to identify musical elements in the set works anthology and how to annotate a score. They will also learn to write accurately about music describing in detail what they can hear. They will start making suggestions relating to the composer’s intentions and the effect of the music on the listener.	One solo performance assessed. Listening EMB on Release. Theory test on motifs and loops.
<b>SPR A</b>	1) Solo performing 2) Ensemble Performing 3) Composing exercises, ostinato and triadic melodies 4) Set works – AO3 Star Wars	In composing students start with short melodic and rhythmic patterns, building them up into pieces by repeating and developing the ideas. They will learn to use an increasing range of performing techniques and develop more of an understanding of how to write idiomatically for instruments as well as increasingly exploiting their potential.	One ensemble performance assessed. Listening EMB on Star Wars. Ostinato composition assessed.
<b>SPR B</b>	1) Solo performing 2) Ensemble Performing 3) Composing exercises – pedals and fanfares 4) Set works – AO3 Defying Gravity		One ensemble performance assessed. Listening EMB on Defying Gravity. Fanfare composition assessed.
<b>SUM A</b>	1) Solo performing 2) Ensemble Performing 3) Composing exercises – free composition		One solo performance assessed. Free composition draft one assessed. EMB listening on Defying Gravity, Star Wars,



	4) Set works – Exam practice and dictation.		Release and unfamiliar listening.
<b>SUM B</b>	1) Solo performing 2) Ensemble Performing 3) Composing exercises 4) Set works – AO3 and AO4 revision and dictation.		EOY Exam:  One solo and one ensemble. Free composition. Listening on Defying Gravity, Star Wars, Release, dictation.

<b>Academic year:</b>	<b>Content. Unit title and brief outline of content.</b>	<b>Skills taught in each unit.</b>	<b>Assessment – what knowledge and skills will be assessed and how?</b>
<b>Year 10</b>	<b>Edexcel GCSE Music</b>		
<b>AUT A</b>	1) Solo performing 2) Ensemble Performing 3) Composing exercises – song writing verse and chorus 4) Set works - AO2 - Purcell	Music has a spiral curriculum for musical skills. All of the skills taught in Year 7-8 are delivered each half term in Year 10. Specifically, the skills are based around the GCSE specification which focuses on Listening and Appraising, Performing and Composing. As all three main skill areas are so closely linked, whenever possible content is delivered and learning is reinforced by using all three skills to investigate new content. For example, students will often start with a listening activity based on identifying musical elements in a piece of familiar music (set works) or relating previous learning to an unfamiliar piece (wider listening). Students will then use their vocal and instrumental skills to perform the music (or pieces similar) before moving on to a composing a complete piece with a formal structure in which they will incorporate the elements and devices heard at the start of the process into a composition of their own.	
<b>AUT B</b>	1) Solo performing 2) Ensemble Performing 3) Composing exercises – melodies and accompaniments (pentatonic)	Throughout each half term students will always give one assessed and one ensemble performance. Skills acquired at KS3 will enable them to be critical listeners and identify areas for improvement in their own performances and those of others. They will learn to work together to rehearse effectively and learn to give honest constructive feedback to each other.	



	4) Set works – A02 Killer Queen	<p>Aural analysis skills developed at KS3 and knowledge of keywords will continue to develop but students will also start to analyse from notated music. Students will learn to identify musical elements in the set works anthology and how to annotate a score. They will also learn to write accurately about music describing in detail what they can hear. They will start making suggestions relating to the composer’s intentions and the effect of the music on the listener. Students will learn to apply their aural skills to unfamiliar pieces heard in and out of school.</p> <p>In composing students will compose complete pieces, based on 8 bar sections with melodies and accompaniment, building them up into pieces by repeating and developing the ideas. They will learn to use an increasing range of performing techniques and develop more of an understanding of how to write idiomatically for instruments as well as increasingly exploiting their potential. Students will learn how to add performance directions such as dynamics and articulations to their score and compose accompaniment patterns based on inversions of primary and secondary triads.</p>	
<b>SPR A</b>	1) Solo performing 2) Ensemble Performing 3) Free composition task 4) Set works – AOS1 Bach		
<b>SPR B</b>	1) Solo performing 2) Ensemble Performing 3) Free composition task 4) Set works – AOS1 Beethoven / Wider listening		
<b>SUM A</b>	1) Solo performing 2) Ensemble Performing 3) Free Composing Draft 4) Set works – writing the 12 mark essay.		
<b>SUM B</b>	1) Solo performing 2) Ensemble Performing		<p>EOY Exam:</p> <p>One solo and one ensemble.</p>



	3) Free Composing Draft 4) Set works – AOS1-4 revision. Full paper.		Free composition. Listening – full exam paper.
--	--	--	---

<b>Academic year:</b>  <b>Year 11</b>	<b>Content.</b> <b>Unit title and brief outline of content.</b> <b>Edexcel GCSE Music</b>	<b>Skills taught in each unit.</b>	<b>Assessment – what knowledge and skills will be assessed and how?</b>
<b>AUT A</b>	1) Solo performing 2) Ensemble Performing 3) Free Composition Final draft 4) Set works – AO\$ Samba em Preludio and dictation.	<p>Music has a spiral curriculum for musical skills. All of the skills taught in Year 7-8 are delivered each half term in Year 11. Specifically, the skills are based around the GCSE specification which focuses on Listening and Appraising, Performing and Composing. As all three main skill areas are so closely linked, whenever possible content is delivered and learning is reinforced by using all three skills to investigate new content</p> <p>Throughout each half term students will record at least one solo and one ensemble performance for final assessment. Skills acquired at KS3 will enable them to be critical listeners and identify areas for improvement in their own performances and those of others. They will work together on their ensembles and improve them. They will make informed decisions about appropriate repertoire based on the Edexcel Difficulty Booklet and prepare for each performance independently, constantly reflecting on the accuracy, fluency and expressive nature of their performance.</p>	One solo performance One ensemble performance. Free composition draft. One listening EMB.
<b>AUT B</b>	1) Solo performing 2) Ensemble Performing 3) Composing to a brief draft 1 4) Wider Listening and Unfamiliar listening questions and dictation.	<p>Students will continue to develop their listening and appraising skills completing exam style questions. They will learn to follow scores of unfamiliar pieces and make links with the set works. Students will learn how to structure their 12 mark answers and will work on dictation skills.</p>	One solo performance One ensemble performance. Composition to a brief draft 1. One wider listening EMB.
<b>SPR A</b>	1) Solo performing 2) Ensemble Performing 3) Composing to a brief draft 2 4) Set works – exam practice and wider	Students will complete their composition to a brief and free composition using the skills from KS2 and Y9/10.	One solo performance One ensemble performance. Composition to a brief draft 1. 12 Mark essay EMB.





	listening / unfamiliar listening and dictation.		
<b>SPR B</b>	<ul style="list-style-type: none"> <li>1) Solo performing</li> <li>2) Ensemble Performing</li> <li>3) Composing – final free and draft.</li> <li>4) Set works – exam practice and dictation.</li> </ul>		<ul style="list-style-type: none"> <li>One solo performance</li> <li>One ensemble performance.</li> <li>Composition to a brief and free compositions.</li> <li>Full exam EMB.</li> </ul>
<b>SUM A</b>	<ul style="list-style-type: none"> <li>1) Solo performing</li> <li>2) Ensemble Performing</li> <li>3) Composing – final free and draft.</li> <li>4) Set works – exam practice and dictation</li> </ul>		Exam practice questions.