

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
YEAR 7 -	<p><b>TOPIC: Drumming</b> <b>Knowledge</b> Pupils are introduced to the relevant skills needed to commence being able to enjoy playing and developing as a Percussion player. Lessons include instruction and practical experience of reading drum notation. co-ordination in playing on a drum kit, performing polyrhythm when playing as a drum ensemble and an overview of the percussion family of instruments</p>	<p><b>TOPIC: The Guitar</b> <b>Knowledge:</b> Pupils are introduced to the relevant skills needed to commence being able to enjoy playing and developing as a Guitar player. Lessons include instruction in the parts of a guitar, reading tablature notation, finger picking techniques, strumming chords, performance techniques</p> <p><b>Skills:</b> Understanding the parts of the guitar Development of both finger picking and strumming playing techniques, understanding and reding of two different notation types used by the guitar (chord charts and tablature)</p>	<p><b>TOPIC: Keyboard Skills 1</b> <b>Knowledge</b> Pupils are introduced to the relevant skills needed to commence being able to enjoy playing and developing as a keyboard player. Lessons included in this unit are playing techniques, understanding and reading treble clef staff notation, rhythmic awareness and performing as a soloist</p> <p><b>Skills</b> Understanding the formula of the keys of the keyboard, finger placement of both right and left hand for the C Major Scale and understanding the musical symbols for five music note value notes.</p>	<p><b>TOPIC: Keyboard Skills 2</b> <b>Knowledge:</b> Pupils develop their basic skills as a keyboard player to demonstrate progression as a musician. Lessons include •Treble and Bass clef •Scales: major and minor •Triad chords •Performing as a soloist</p> <p><b>Skills:</b> C major and A minor both hands Melody and accompaniment 8 bar piece</p>	<p><b>TOPIC: Ensemble Skills 1</b> <b>Knowledge:</b> Pupils begin to develop their skills on an instrument of their choice by providing either a rhythmic, accompaniment or lead role as part of a large ensemble Lessons Include: • Learning how music is structured • Understanding Melody, Harmony &amp; Rhythm • Understanding Musical Dynamics</p> <p><b>Skills:</b> Understanding different roles within an ensemble. Playing in time, Balance of parts</p>	<p><b>TOPIC: Ensemble Skills 2</b> <b>Knowledge:</b> Pupils develop their ensemble skills learning how to combine their individual parts to a cohesive ensemble performance demonstrating awareness of other musical parts. Lessons include: •Playing together •Rehearsal skills •Preparing for a performance •Performance skills</p> <p><b>Skills:</b> Contribution to the ensemble rehearsals and Performance as part of an Ensemble</p>
YEAR 8 -	<p><b>TOPIC: The Blues</b> <b>Knowledge</b> Pupils learn the historical background that lead to the musical genre of Blues music and explore the various musical features that are included in this style of music. Lessons included in this unit focus on the 12 bar Blues structure, The Blues Scale, I-IV –V chord structure and the Walking Bass</p> <p><b>Skills:</b> Playing the Blues scale over two octaves Maintaining the 12 bar Blues chords through 2 repetitions to a steady pulse Playing the Walking Bass over two repetitions</p>	<p><b>TOPIC: The Blues II</b> <b>Knowledge</b> Pupils continue to explore Blues music, this term focussing on two new musical aspects of the genre and identifying how The Blues was inspired by Gospel music and how it has played a pivotal role in the development of Western Popular music. Lessons included in this unit are focussed on improvisation skills and playing as part of an ensemble</p> <p><b>Skills</b> Practical assessments Development of musical ideas through improvisation Performing as part of a small ensemble to the groups developed musical structure</p>	<p><b>TOPIC: Introduction to Film Music</b> <b>Knowledge</b> Pupils explore the purpose and effect of music on the medium of film, examining the initial connection between the music and film collaboration during the silent movie era. Lessons included in this unit focus on exploring the techniques used within film music including:</p> <ul style="list-style-type: none"> <li>• Leitmotifs</li> <li>• Tone Painting</li> <li>• Influential film composers</li> </ul> <p><b>Skills:</b> Completed Research Presentation Practical performance of the film theme</p>	<p><b>TOPIC: Film music part 2.</b> <b>Knowledge</b> Building on the knowledge from the previous unit students work in small groups to create a musical accompaniment to a one-minute clip of film set by the teacher. Students will work to create a musical accompaniment that either adopts the use of a leitmotif or tone painting or both techniques.</p> <p>Lessons included in this unit will focus on musical structure, Syncing, musical theme verses mood and dynamic contrast</p> <p><b>Skills:</b> Completion of a two minute composition for a film clip or an advert. Using composing computer software, utilising more than two instruments in the piece of music</p>	<p><b>TOPIC: Ensemble skills</b> <b>Knowledge</b> Pupils develop their skills on an instrument of their choice by providing either a rhythmic, accompaniment or lead role as part of a large ensemble. Pupils work together in small ensembles of two to four people to create a new cover of a set song.</p> <p>Lessons Included in this unit focus on the planning and preparation of a rehearsal schedule, practical musical balance of parts and re-interpreting an existing song</p> <p><b>Skill:</b> Developing and adapting a rehearsal schedule Contribution to ensemble rehearsals and performances</p>	<p><b>TOPIC: Performance</b> <b>Knowledge</b> Pupils continue to rehearse in their groups towards an end of term performance where their piece is performed to the rest of their class. Lessons included in this unit focus on:</p> <ul style="list-style-type: none"> <li>• Instrumental instruction</li> <li>• 1:1 and small group mentoring</li> <li>• Independent rehearsal</li> </ul> <p><b>Skills:</b> Development of Performance skills leading to a competent performance that demonstrates textural contrast and musical control</p>

YEAR 9 -	<p><b>TOPIC: Listening Skills 1</b>  <b>Knowledge:</b>  This becomes a much more theoretical year of music. Exploring and examining the more theoretical structural and expressive elements that exist to assist the creative process of making &amp; writing music.  This process begins with the pupils exploring the different elements included within music with an aim to develop personal analysis skills.</p> <p><b>Lessons included in this topic focus on the exploration of Dynamics, Tempo, Tonality and Musical Structures</b></p> <p><b>Skills:</b>  Theory understanding,  Fortnightly vocabulary and spellings  Completion of two sample examination questions</p>	<p><b>TOPIC: Listening Skills 2</b>  <b>Knowledge:</b>  Pupils explore the different elements included within music with an aim to develop personal analysis skills. <b>Lessons included in this unit examine Textural, Timbral and orchestration contrasts heard within musical pieces</b></p> <p><b>Skills:</b>  Analytical writing using subject specific vocabulary focussed on the comparison and contrasting two separate pieces of music.</p>	<p><b>TOPIC: Introduction to Sibelius</b>  <b>Knowledge:</b>  Pupils learn the key skills used on the Industry standard composing software of Sibelius used by composers for film and television music. Pupils explore the various tools and equipment used to create original compositions on this software.</p> <p><b>Lessons include:</b></p> <ul style="list-style-type: none"> <li>•Creating a new score and selecting instruments</li> <li>•Inputting and editing notes using the mouse and keyboard</li> <li>•Adding bars, and developing musical ideas.</li> <li>•Adding harmonies and exploring block and broken chords</li> </ul> <p><b>Skills</b>  Completion of weekly target skills tasks,  The development of key software skills  The completion of a short 12 bar melody and accompaniment with changes of block and broken chords</p>	<p><b>TOPIC: Sibelius exploring Musical structure and dynamics</b>  <b>Knowledge</b>  Pupils develop their key skills further used on the composing software of Sibelius. Pupils delve deeper into the various tools and equipment used to create original compositions on this software.</p> <p><b>Lessons included in this topic cover:</b></p> <ul style="list-style-type: none"> <li>• Creating a new score and selecting instruments</li> <li>• Creating a new musical composition to a recognisable structure.</li> <li>• Developing both melodic and harmonic ideas</li> <li>• Adding dynamic contrast</li> </ul> <p><b>Skills</b>  Successful completion of a 24-bar composition that utilises one of two types of composition (Binary or Ternary). The piece will need to have made successful use of dynamics and contrasting harmonies</p>	<p><b>TOPIC: Compositional techniques 1</b>  <b>Knowledge:</b>  Pupils explore a range of musical structures that are unique to different musical genres and periods. They explore how structure and form are associated with tonal features exploring a range of different methods of compositional biases. They explore harmonies and melodies.</p> <p><b>Lessons include:</b></p> <ul style="list-style-type: none"> <li>• Musical periods</li> <li>• Musical genres</li> <li>• Tonal qualities</li> <li>• Melodic and harmonic developments</li> </ul> <p><b>Skills:</b>  Theory assessment:  Exam style-based questions on instrumental, and structural characteristics of different musical genres &amp; periods.</p>	<p><b>TOPIC: Compositional techniques 2</b>  <b>Knowledge:</b>  Pupils continue explore a range of musical structures that are unique to different musical genres and periods. They choose one genre to explore in more detail to emulate n existing composition through creating a new piece on industry standard Sibelius composition software</p> <p><b>Lessons include:</b></p> <ul style="list-style-type: none"> <li>•Developing harmonies and melodic ideas</li> <li>•Creating a structure</li> <li>•Introduction to Sibelius software</li> <li>•Individual compositional work</li> <li>•Orchestration</li> <li>•Dynamic and textural contrasts</li> </ul> <p><b>Skills:</b>  Completion of an original 24 bar composition that utilises at least two instruments and which also includes repeated sections and dynamic contrasts</p>
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<b>YEAR 10 -</b>	<p><b>TOPIC: Solo Performance</b></p> <p><b>Knowledge</b> Pupils are introduced to the second element of their coursework. Performance. Throughout this unit, students work on a piece of their choosing to demonstrate their own musical abilities, working towards an end of term recording.</p> <p>Lessons include:</p> <ul style="list-style-type: none"> <li>• Examination of success criterion</li> <li>• Decision of solo performance</li> <li>• Directed rehearsals</li> <li>• Completion of rehearsal diary</li> <li>• Performance of completed solo performance</li> </ul> <p><b>Skills:</b> <b>Coursework recording:</b> <b>Pupils record their performance and are assessed against examination criterion</b></p>	<p><b>TOPIC: Listening Skills 1</b></p> <p><b>Knowledge</b> Pupils are introduced to the first two pieces of the set listening works for music GCSE. They explore the piece's genre, background, structure and instrumentation.</p> <p>Lessons include</p> <ul style="list-style-type: none"> <li>• Examination of success criterion</li> <li>• Exploring GCSE listening exam questions</li> <li>• Musical GCSE Vocabulary</li> <li>• How to read musical scores</li> <li>• Musical analysis</li> </ul> <p><b>Skills:</b> <b>The ability to answer exam-based questions on instrumental, tonal and structural features of musical genres</b></p>	<p><b>TOPIC: Composition 1</b></p> <p><b>Knowledge</b> Pupils are introduced to their first composition assignment where they explore various musical genres and their structures and musical qualities before choosing one to base their first original composition on.</p> <p>Lessons include:</p> <ul style="list-style-type: none"> <li>• Examination of success criterion</li> <li>• Learning compositional techniques,</li> <li>• Understanding Structure</li> <li>• Developing Chord Structures</li> <li>• Creating and developing melodies.</li> <li>• Orchestration / Arrangement</li> <li>• Using Sibelius 7.5</li> </ul> <p><b>Skills:</b> <b>Pupils submit a finished 3-minute composition both in an audio and written score format which is assessed against Examination criterion</b></p>	<p><b>TOPIC: Listening Skills 2</b></p> <p><b>Knowledge</b> Pupils are introduced to the third and fourth pieces of the set listening works for music GCSE. They explore the piece's genre, background, structure and instrumentation.</p> <p>Lessons include</p> <ul style="list-style-type: none"> <li>• Examination of success criterion</li> <li>• Exploring GCSE listening exam questions</li> <li>• Musical GCSE Vocabulary</li> <li>• How to read musical scores</li> <li>• Musical analysis</li> </ul> <p><b>Skills:</b> <b>Completion of a past paper GCSE exam that features short answer questions and musical dictation.</b></p>	<p><b>TOPIC: Completion of Coursework/Mentoring</b></p> <p><b>Knowledge</b> Pupils analyse their coursework to date with a view to improve their personal grade. Pupils will work individually on the areas that require personal improvement (performance / composing / listening skills) Students will receive 1:1 mentoring throughout the course of the term in line with examination guidelines.</p> <p>Lessons include:</p> <ul style="list-style-type: none"> <li>• Personalised analysis of grades and areas of improvement.</li> <li>• Creating a plan</li> <li>• Working independently</li> <li>• Recording of completed coursework</li> <li>• Completion of examination paperwork</li> </ul> <p><b>Skills:</b> <b>Coursework recording:</b> <b>Pupils record their performance and are assessed against examination criterion</b></p> <p><b>Compositional submission:</b> <b>Pupils submit a finished 3 minute composition both in an audio and written score format which is assessed against Examination criterion</b></p>	<p><b>TOPIC: Listening Skills</b></p> <p><b>Knowledge</b> Pupils are introduced to the last two of the six pieces of the set listening works for music GCSE. They explore the pieces genre, background, structure and instrumentation.</p> <p>Lessons include</p> <ul style="list-style-type: none"> <li>• Examination of success criterion</li> <li>• Exploring GCSE listening exam questions</li> <li>• Musical GCSE Vocabulary</li> <li>• How to read musical scores</li> <li>• Musical analysis</li> </ul> <p><b>Skills:</b> <b>Completion of a past paper GCSE exam that features short answer questions, musical dictation and an extended written answer that focusses on comparing and contrasting two separate pieces of music.</b></p>
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<b>YEAR 11 -</b>	<p><b>SKILLS: Composition 2</b></p> <p><b>Knowledge</b> Pupils are introduced to the second of their composition assignments where they explore various musical genres and their structures and musical qualities against four options of briefs set by the examination board before choosing one to base their first original composition on.</p> <p>Lessons include:</p> <ul style="list-style-type: none"> <li>•Examination of success criterion</li> <li>•Learning compositional techniques,</li> <li>•Understanding Structure</li> <li>•Developing Chord Structures</li> <li>•Creating and developing melodies.</li> <li>•Orchestration / Arrangement</li> <li>•Using Sibelius 7.5</li> </ul> <p><b>Skills:</b></p> <p><b>Compositional submission:</b> Pupils submit a finished 3 minute composition both in an audio and written score format which is assessed against Examination criterion</p>	<p><b>SKILLS: Listening Skills Deeper Dive 1</b></p> <p><b>Knowledge</b> Pupils revisit the first three pieces of the set listening works for music GCSE. They once again explore the piece's genre, background, structure and instrumentation, but in addition look into the orchestration, harmonic and melodic developments and dynamic and tempo contrasts</p> <p>Lessons include</p> <ul style="list-style-type: none"> <li>•Examination of success criterion</li> <li>•Exploring GCSE listening exam questions</li> <li>•Musical GCSE Vocabulary</li> <li>•How to read musical scores</li> <li>•Musical analysis</li> </ul> <p><b>Skills:</b></p> <p><b>Completion of a past paper GCSE exam that features short answer questions, musical dictation and an extended written answer that focusses on comparing and contrasting two separate pieces of music.</b></p>	<p><b>SKILLS: Ensemble performance</b></p> <p><b>Knowledge</b> Pupils are introduced to the final element of their coursework. Performance. Throughout this unit, students work on a piece of their choosing to demonstrate their own musical abilities, working towards an end of term recording.</p> <p>Lessons include:</p> <p>Ensemble performance Examination of success criterion Decision of Ensembles for performance Choice of suitable piece Directed rehearsals Completion of rehearsal diary Performance of completed solo performance</p> <p><b>Skills:</b></p> <p><b>Coursework recording:</b> Pupils record their performance and are assessed against examination criterion</p>	<p><b>SKILLS: Listening Skills Deeper Dive 2</b></p> <p><b>Knowledge</b> Pupils revisit the last three pieces of the set listening works for music GCSE. They once again explore the piece's genre, background, structure and instrumentation, but in addition look into the orchestration, harmonic and melodic developments and dynamic and tempo contrasts</p> <p>Lessons include</p> <ul style="list-style-type: none"> <li>•Examination of success criterion</li> <li>•Exploring GCSE listening exam questions</li> <li>•Musical GCSE Vocabulary</li> <li>•How to read musical scores</li> <li>•Musical analysis</li> </ul> <p><b>Skills:</b></p> <p><b>Completion of a past paper GCSE exam that features short answer questions, musical dictation and an extended written answer that focusses on comparing and contrasting two separate pieces of music.</b></p>	<p><b>SKILLS: Coursework COMPLETION /Examination preparations</b></p> <p><b>Knowledge</b> Pupils analyse all their coursework to date with a view to improve their personal grade. Pupils will work individually on the areas that require personal improvement (performance / composing / listening skills) Students will receive 1:1 mentoring throughout the course of the term in line with examination guidelines.</p> <p>Lessons include:</p> <ul style="list-style-type: none"> <li>•Personalised analysis of grades and areas of improvement.</li> <li>•Creating a plan</li> <li>•Working independently</li> <li>•Recording of completed coursework</li> <li>•Completion of examination paperwork</li> </ul> <p><b>Skills:</b></p> <p><b>Revisit all completed coursework for last minute tweaking..</b> <b>Completion of two further GCSE past papers.</b></p>	<p><b>GCSE Exams start from week 31</b></p>
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