

Music Curriculum 2023/24

Year 7		
Autumn: Elements of Music	Spring: African Drumming	Summer: Ukulele Skills
Content	Content	Content
<ul style="list-style-type: none"> ● Start of term baseline assessment to determine prior knowledge. ● Introduce and study pitch, rhythm, pulse, dynamics, tonality, form, timbre, texture, harmony and melody. ● Exploration of how musical elements are used in early classical and folk music. ● Preliminary keyboard skills to reinforce application and creative understanding. ● Recognising and analysing musical elements in various listening extracts and compositions. ● Learn how to read basic music notation with the aid of musical notes written underneath. 	<ul style="list-style-type: none"> ● Introduction to African drumming traditions, including types of drums, different rhythmic patterns and cultural significance. ● Experience with different African drumming techniques and how to perform effectively as part of a group. ● Study and learn how to keep a sense of rhythmical time by performing and composing different African drumming features. 	<ul style="list-style-type: none"> ● Introduction to different ukulele parts including the body, strings, fret board, head, tuning, basic chord shapes, strumming patterns and chord progressions. ● Learning how to play simple four chord songs and why this is significantly important to the development of contemporary pop music. ● Developing finger dexterity and hand eye coordination when performing on the ukulele. ● Understanding chord progressions on a musical score and how to read them in time with a backing track.
Concepts	Concepts	Concepts
Pitch, timbre, rhythm, harmony, texture, sonority, structure, form, dynamics, melody, metre, instrumentation, tonality, pulse, notation and tempo.	Cultural awareness, polyrhythmic texture, unison, djembe, kalimba, improvisation, metre, rhythm, pulse, instrumentation, tempo, notation and structure.	Instrumentation, contemporary music, chordal harmony, rhythm, tonality, sonority, dynamics, tempo, metre, structure, pulse and notation.
Essential Understanding	Essential Understanding	Essential Understanding
Students will grasp the fundamental musical components that make up a piece of music and how they contribute to the overall sound.	Students will gain an appreciation for the cultural and rhythmic richness of African drumming traditions.	Students will acquire basic ukulele playing skills and be able to perform a variety of popular songs.
Assessment	Assessment	Assessment

<ul style="list-style-type: none"> • Continual formative assessment through listening activities, where students identify and describe musical elements in selected pieces; questioning and mini whiteboards are used to check and support understanding. • Creative practical tasks where students apply musical elements to perform and compose short pieces of music on the keyboard; a series of success criteria are used to determine the quality of student learning and progress. 	<ul style="list-style-type: none"> • Filmed performance assessment where students demonstrate in groups their proficiency in playing original African drumming rhythms. • Written reflections on the cultural significance of African drumming and why it is important contextually to communities and tribes in West Africa. • Continual formative assessment through listening activities, where students identify and describe musical concepts in traditional African pieces; questioning and mini whiteboards are used to check and support understanding. • Creative practical tasks where students perform and compose short pieces of music on a djembe or kalimba; a series of success criteria are used to determine the quality of student learning and progress. 	<ul style="list-style-type: none"> • Individual activities where students perform a selection of songs with different chords and strumming patterns. • Group performance activities where students collaborate to perform contemporary pieces with a backing track to encourage playing in time. • Continual formative assessment through listening activities, where students identify and describe musical concepts in contemporary music; questioning and mini whiteboards are used to check and support understanding. • Creative practical tasks where students perform short pieces of music on the ukulele; a series of success criteria are used to determine the quality of student learning and progress.
<p>Review</p>	<p>Review</p>	<p>Review</p>
<ul style="list-style-type: none"> • Regular retrieval quizzes and class discussions to reinforce understanding. • Reflective performance exercises where students critically evaluate their progress and achievements. • Homework tasks on Google Classroom tailored to learning covered in the term. 	<ul style="list-style-type: none"> • Peer written assessment logs during group rehearsals. • Viewing and discussing video examples of professional African drumming performances. • Homework tasks on Google Classroom tailored to learning covered in the term. • Reflective performance exercises where students critically evaluate their progress and achievements. 	<ul style="list-style-type: none"> • Regular practice and rehearsal logs to track individual progress. • Reflective performance exercises where students critically evaluate their progress and achievements. • Homework tasks on Google Classroom tailored to learning covered in the term. • Creative practical tasks where students perform short pieces of music on the ukulele; a series of success criteria are used to determine the quality of student learning and progress.

Year 8

Autumn: Rhythm and Blues	Spring: Rap and Hip-Hop	Summer: Brazilian Samba
Content	Content	Content
<ul style="list-style-type: none"> • Introduction to historical background and origins of rhythm and blues. • Analysing influential musical figures in listening extracts and compositions. • Understanding the 12-bar blues structure, walking bassline, blues scale and improvisation technique. • Learning how to perform, notate and compose basic rhythms and triad chords on the keyboard effectively. 	<ul style="list-style-type: none"> • Introduction to origins and evolution of rap and hip-hop music. • Analysing influential rappers in listening extracts and compositions. • Understanding the role of storytelling in rap lyrics and analysis of wordplay. • Creating simple beats using music technology and digital tools on the keyboard. 	<ul style="list-style-type: none"> • Understanding of how instrumentation, structures and textures are used in samba. • Recognising the role of a samba performance in Brazilian cultural celebrations and events. • Perform as part of a large ensemble and understand the key roles of each performer. • Exploring a variety of samba instruments and the effect they have on the overall sonority. • Compose rhythmic features such as ostinato, polyrhythms, call and response and syncopation.
Concepts	Concepts	Concepts
12-bar blues, chord sequence, structure, scales, lyrics, triad chords, extension seventh chords, solo improvisation, swung rhythms, ostinato, riffs, styles, modes, ragtime and instrumentation.	Rhyme scheme, flow, beat, pulse, lyrics, bars, verse, chorus, structure, hook, sampling, producer, beatbox, freestyle, wordplay, metaphor, simile, collaboration, remix, funk, loops and storytelling.	Call and response, cyclic rhythm, improvisation, ostinato, percussion, polyrhythm, texture, pulse, syncopation, sambista, intro, groove, break, coda, instrumentation, surdo, repinique, tamborim, apito and agogo.
Essential Understanding	Essential Understanding	Essential Understanding
Students will develop an appreciation for the historical and cultural significance of blues music, recognising its significant influence on other contemporary music styles.	Students will gain insights into the cultural and social contexts of American Rap and Hip-Hop, appreciating their artistic and expressive elements.	Students will develop an understanding of Samba as a vibrant cultural expression with rhythmic complexity and social significance.
Assessment	Assessment	Assessment
<ul style="list-style-type: none"> • Practical performance of 12-bar blues, 	<ul style="list-style-type: none"> • Composing and performing a group rap with 	<ul style="list-style-type: none"> • Practical performance of a basic Samba

<p>bassline, and creative writing on the keyboard or vocally.</p> <ul style="list-style-type: none"> ● Continual formative assessment through listening activities, where students identify and describe musical concepts in blues music; questioning and mini whiteboards are used to check and support understanding. ● Creative practical tasks where students perform and compose the lyrics to a 12-bar blues song; a series of success criteria are used to determine the quality of student learning and progress. 	<p>a socially relevant message.</p> <ul style="list-style-type: none"> ● Short written analysis of an age-appropriate rap track, focusing on lyrical context. ● Continual formative assessment through listening activities, where students identify and describe musical concepts in rap music; questioning and mini whiteboards are used to check and support understanding. ● Creative practical tasks where students perform and compose a digital backing track; a series of success criteria are used to determine the quality of student learning and progress. 	<p>rhythm on multiple percussion instruments.</p> <ul style="list-style-type: none"> ● Continual formative assessment through listening activities, where students identify and describe musical concepts in Brazilian music; questioning and mini whiteboards are used to check and support understanding. ● Creative practical tasks where students compose a samba performance; a series of success criteria are used to determine the quality of student learning and progress.
<p>Review</p>	<p>Review</p>	<p>Review</p>
<ul style="list-style-type: none"> ● Regular practice and rehearsal logs to track individual progress. ● Reflective performance exercises where students critically evaluate their progress and achievements. ● Homework tasks on Google Classroom tailored to learning covered in the term. 	<ul style="list-style-type: none"> ● Continual review of rap song, performance, and digital composition project. ● Reflective rap performance exercises where students critically evaluate their progress and achievements. ● Homework tasks on Google Classroom tailored to learning covered in the term. 	<ul style="list-style-type: none"> ● Recap questioning on musical concepts learnt throughout the year and the link between topics. ● Reflective performance exercises where students critically evaluate their progress and achievements. ● Homework tasks on Google Classroom tailored to learning covered in the term.

Year 9

Autumn: Guitar Skills	Spring: Themes and Variation	Summer: Pop Music Project
Content	Content	Content
<ul style="list-style-type: none"> ● Introduction to the parts of the guitar and fundamental techniques. ● Develop a sense of timing and tempo when playing as part of a group. ● Understand how to read guitar tablature and notation chord charts effectively. ● Perform basic major and minor chords and learn different strumming patterns. ● Learn how to play simple melodies and riffs fluently in time with a backing track. 	<ul style="list-style-type: none"> ● Learn basic approaches to vary existing musical themes using simple musical devices. ● Understand how musical themes are constructed and why they are effective across different contexts. ● Develop techniques for varying melody, harmony, tonality, rhythm and sonority. ● Perform traditional themes including Frere Jacques, Twinkle Little Star and Chariots of Fire when looking at basic variations and then introduce more contemporary musical themes including Faded by Alan Walker. 	<ul style="list-style-type: none"> ● Introduction to the four-chord progression and anatomy of a pop structure. ● Explore methods of writing lyrics and composing memorable melodies through storytelling. ● Understand the different textural and structural elements of a pop song. ● Perform Blinding Lights or Let it Be in small groups and organise a small end of year classroom concert. ● Use and study a variety of instrumentation to perform as a rock and pop ensemble.
Concepts	Concepts	Concepts
Rhythm, harmony, melody, structure, chords, riffs, acoustic, solo, vibrato, tempo, articulation, syncopation, styles, tonality and technique.	Melody, theme, variation, form, pitch, tempo, dynamics, texture, melody, sonority, articulation, inversion, retrograde, pedal, ornamentation, ostinato, tonality, major and minor.	Structure, verse, chorus, strophic, melismatic, bridge, coda, lyrics, hook, riff, melody, texture, chords, harmony, accompaniment, bass, arrangement, cover, conjunct, disjunct, instrumentation, timbres, sonority, pulse, percussion and recording.
Essential Understanding	Essential Understanding	Essential Understanding
Students should be able to play simple chords and melodies on the guitar and demonstrate a level of proficiency in fundamental playing techniques like fretboard positioning.	<ul style="list-style-type: none"> ● Students should be able to identify musical themes, create and compose basic variations, and analyse some variations in existing compositions. ● Students need to understand how the elements of music can be used to manipulate and vary existing traditional themes. 	<ul style="list-style-type: none"> ● Students should be able to analyse the structure of a pop song, perform a basic pop song and understand a foundation level of music production. ● Students will understand how the style of pop music allows artists and songwriters to communicate their own personal and cultural

		expression through structured musical compositions.
Assessment	Assessment	Assessment
<ul style="list-style-type: none"> ● Practical Performance of Perfect by Ed Sheeran playing chords with a backing track. ● Continual formative assessment through listening activities, where students identify and describe musical concepts in pop music; questioning and mini whiteboards are used to check and support understanding. ● Creative practical tasks where students perform the chords and melody to a basic pop song; a series of success criteria are used to determine the quality of student learning and progress. 	<ul style="list-style-type: none"> ● To create a variation on a given musical theme. ● Continual formative assessment through listening activities, where students identify and describe musical variations on selected pieces and to what extent they impact the feel of the music; questioning and mini whiteboards are used to check and support understanding. ● Creative practical tasks where students perform musical themes on the keyboard and explore different variations; a series of success criteria are used to determine the quality of student learning and progress. 	<ul style="list-style-type: none"> ● Students are assessed on their ability to play a musical part, maintain tempo and confidently navigate a lead sheet; a series of success criteria are used to determine the quality of student learning and progress. ● Continual formative assessment through listening activities, where students identify and describe the dimensions of pop music based on selected pieces; questioning and mini whiteboards are used to check and support understanding.
Review	Review	Review
<ul style="list-style-type: none"> ● Provide individualised feedback on progress and areas of improvement. ● Encouragement of peer evaluation during rehearsal time and end of unit review. ● Reflective performance exercises where students critically evaluate their progress and achievements. ● Homework tasks on Google Classroom tailored to learning covered in the term. 	<ul style="list-style-type: none"> ● Provide regular feedback on composition projects to check understanding of variation techniques. ● Reflective peer assessment tasks where students critically evaluate their progress and achievements. ● Homework tasks on Google Classroom tailored to learning covered in the term. 	<ul style="list-style-type: none"> ● Regular practice and rehearsal logs to track individual progress. ● Reflective performance exercises where students critically evaluate their progress and achievements. ● Homework tasks on Google Classroom tailored to learning covered in the term.

Year 10

MU01: Performance 30%		MU02: Composition 30%		MU03: Appraisal 40%	
Autumn 1: Foundations of Music	Autumn 2: Music Theory and Dictation	Spring 1: Instrumental Music	Spring 2: Vocal Music	Summer 1: Music for Stage and Screen	Summer 2: Fusion Music and Essay Writing
Content	Content	Content	Content	Content	Content
<p>Study and learn note names, rhythmic values, clefs, time signatures, key signatures, scales and intervals.</p> <p>Basic appraisal exercises and score analysis of musical pieces related to set piece styles and unfamiliar listening.</p> <p>Introduction to the solo performance unit and weekly tutoring.</p> <p>Outline of composition unit, melody exercises, structure analysis, accompaniments and developing themes.</p>	<p>Study and learn types of chords, inversions, cadences, instrumentation, dynamic markings, articulation, ornamentation and melodic devices.</p> <p>Learning how to effectively dictate and notate the melodic and rhythmic aspects on a score.</p> <p>Continuation of solo performance and rehearsal.</p> <p>Gain understanding of how texture and form are used to create a musical composition.</p>	<p>Introduction to instrumental music composed between 1700-1820, focusing on key composers and their works.</p> <p>Appraisal and score analysis of Brandenburg Concerto No. 5 in D Major 3rd movement by Johann Sebastian Bach and Piano Sonata in C Minor Op. 13 No. 8 1st movement by Ludwig van Beethoven.</p> <p>Introduction to the ensemble performance unit and group work.</p> <p>Begin free composition task first draft.</p>	<p>Introduction to different vocal genres, focusing on key composers and their works.</p> <p>Appraisal and score analysis of Music for a While by Henry Purcell and Killer Queen by Queen.</p> <p>Continuation of ensemble performance and rehearsal.</p> <p>Reviewing free composition and creative thinking write up.</p>	<p>Introduction to prominent contemporary composers and their contributions to stage and screen.</p> <p>Appraisal and score analysis of Defying Gravity by Stephen Schwartz and the main title from Star Wars by John Williams.</p> <p>Solo and ensemble performance rehearsal.</p> <p>Continuation of free composition and opportunity to refine or restart.</p>	<p>Introduction to notable contemporary fusion artists and their contributions to this style.</p> <p>Appraisal and score analysis of Release by Afro Celt Sound System and Samba Em Preludio by Esperanza Spalding.</p> <p>Learn how to effectively structure, analyse, compare and evaluate questions in the unfamiliar listening section of the music exam.</p> <p>Solo and ensemble performance rehearsal.</p> <p>Outline of brief composition and intervention planning for final year.</p>

Concepts	Concepts	Concepts	Concepts	Concepts	Concepts
Pitch, timbre, rhythm, harmony, texture, sonority, structure, form, dynamics, melody, metre, instrumentation, tonality and tempo.	Pitch, phrasing, timbre, rhythm, harmony, texture, sonority, structure, form, dynamics, melody, metre, instrumentation, tonality, and tempo.	Sonata-allegro form, ternary structure, thematic development, orchestration, instrumental timbre, contrapuntal texture, melodic devices and traditional western harmony.	Coloratura, bel canto, ternary form, text setting, word painting, melodic devices, homophonic texture, key modulation, music technology, contemporary harmony and compound rhythm.	Leitmotif, underscoring, thematic development, synchronisation, storytelling, symphonic orchestration, fanfare, syncopation, quartal harmony, root chords, melodic devices, synthesiser and verse chorus form.	Improvisation, culture, experimentation, modal harmony, bossa nova, varied texture, chromaticism, rubato, world instrumentation, European folk, complex rhythm, melodic devices, Dorian mode and chord extensions.
Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding
Proficiency in basic music theory is crucial for reading and performing music accurately.	Proficiency in basic music theory is crucial for reading and performing music accurately. Aural skills are essential for accurately interpreting and understanding the ingredients of music.	Recognising key features of classical instrumental music and its impact on later styles of music.	Recognising the diversity of vocal music and its cultural significance.	Appreciating the role of music in enhancing narrative and direction in various forms of media.	How fusion music combines diverse musical elements from around the world to create unique sounds. Effective communication and key points of musical ideas through written analysis.
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Weekly quizzing on theory content. Practical recording of performance work.	End of term music theory exam. Weekly aural exams focussed on notating melody and rhythm.	Listening exercises on set pieces using exam style questioning. Practical recording of performance group work.	Listening exercises on set pieces using exam style questioning. Mock ensemble performance recording	Listening exercises on set pieces using exam style questioning. Opportunity to rehearse and refine solo and	End of year mock exam on set pieces using past exam papers. Model and practise 12-mark questions in

	Mock solo performance recording under controlled assessment.	Ongoing formative assessment on free composition.	under controlled assessment. Formative submission of free composition and mock write up of creative process.	ensemble performance on chosen instrument or voice, developing technical control, expression and interpretative skills. Controlled time to explore a range of compositional approaches and investigate a range of musical elements, techniques and resources for developing and manipulating creative ideas.	preparation for final year. End of year solo and ensemble performance concert. Opportunity to rehearse and refine solo and ensemble performance on chosen instrument or voice, developing technical control, expression and interpretative skills. Controlled time to explore a range of compositional approaches and investigate a range of musical elements, techniques and resources for developing and manipulating creative ideas.
Review	Review	Review	Review	Review	Review
Regular listening activities, retrieval quizzes, individual feedback, target setting using criteria, and homework tasks tailored to learning covered in	Regular listening activities, retrieval quizzes, individual feedback, target setting using criteria, and homework tasks tailored to learning covered in the	Regular listening activities, retrieval quizzes, individual feedback, target setting using criteria, and homework tasks tailored to learning covered in the	Regular listening activities, retrieval quizzes, individual feedback, target setting using criteria, and homework tasks tailored to learning covered in the	Regular listening activities, retrieval quizzes, individual feedback, target setting using criteria, and homework tasks tailored to learning covered in the	End of year review of progress in each component; targets for the following academic year. Regular listening

<p>the term.</p> <p>Independent rehearsal and practice outside of lesson time, to develop further engagement and understanding on chosen instruments.</p>	<p>term.</p> <p>Independent rehearsal and practice outside of lesson time, to develop further engagement and understanding on chosen instruments.</p>	<p>term.</p> <p>Independent rehearsal and practice outside of lesson time, to develop further engagement and understanding on chosen instruments.</p>	<p>term.</p> <p>Independent rehearsal and practice outside of lesson time, to develop further engagement and understanding on chosen instruments.</p>	<p>term.</p> <p>Independent rehearsal and practice outside of lesson time, to develop further engagement and understanding on chosen instruments.</p>	<p>activities, retrieval quizzes, individual feedback, target setting using criteria, and homework tasks tailored to learning covered in the term.</p> <p>Independent rehearsal and practice outside of lesson time, to develop further engagement and understanding on chosen instruments.</p>
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Year 11

Year 11				
MU01: Performance 30%		MU02: Composition 30%		MU03: Appraisal 40%
Autumn 1: Instrumental Music	Autumn 2: Vocal Music	Spring 1: Stage and Screen	Spring 2: Fusion Music	Summer: Exam Preparation
Content	Content	Content	Content	Content
<p>Study of instrumental music composed between 1700-1820, focusing on key composers and their works.</p> <p>Appraisal and score analysis of Brandenburg Concerto No. 5 in D Major 3rd movement by Johann Sebastian Bach and Piano Sonata in C Minor Op. 13 No. 8 1st movement by Ludwig van Beethoven.</p> <p>Examine the main features and musical components of each set piece in this set work relating to essential music theory knowledge: rhythm, melody, harmony, tonality, texture, instrumentation, style, structure and dynamics.</p> <p>Interpretation of lyrical context and the use of text painting in this style.</p>	<p>Study of different vocal genres, focusing on key composers and their works.</p> <p>Appraisal and score analysis of Music for a While by Henry Purcell and Killer Queen by Queen.</p> <p>Examine the main features and musical components of each set piece in this set work relating to essential music theory knowledge: rhythm, melody, harmony, tonality, texture, instrumentation, style, structure and dynamics.</p> <p>Interpretation of lyrical context and the use of text painting in this style.</p>	<p>Study of prominent composers and their contributions to stage and screen.</p> <p>Appraisal and score analysis of Defying Gravity by Stephen Schwartz and the main title from Star Wars by John Williams.</p> <p>Examine the main features and musical components of each set piece in this set work relating to essential music theory knowledge: rhythm, melody, harmony, tonality, texture, instrumentation, style, structure and dynamics.</p> <p>Exploration of musicals, film scores and incidental music; analysing other</p>	<p>Study of notable contemporary fusion artists and their contributions to this style.</p> <p>Appraisal and score analysis of Release by Afro Celt Sound System and Samba Em Preludio by Esperanza Spalding.</p> <p>Examine the main features and musical components of each set piece in this set work relating to essential music theory knowledge: rhythm, melody, harmony, tonality, texture, instrumentation, style, structure and dynamics.</p> <p>Further analysis and exploration of other key fusion and world music</p>	<p>Revision for listening and appraising exams covering the set works taught in the year.</p> <p>Dictation practice for part two of the exam and best practice modelling on extended writing questions.</p> <p>Build upon previous score analysis and listening skills; work on any areas of development highlighted in previous tests, retrieval activities and mock examination.</p> <p>Content will build upon prior knowledge of set works, musical components and theory already studied. Practice papers will be used to support and consolidate learning.</p>

<p>dynamics. Exploration of the development of instrumental techniques and orchestration during this period.</p> <p>Practice and prepare for ensemble performance.</p> <p>Composition briefs are released by the exam board and reviewed.</p>	<p>Prepare for final ensemble recording.</p> <p>Continuation of brief composition.</p>	<p>relevant stage and screen productions to deepen understanding of set work.</p> <p>Practice and prepare for a solo performance.</p> <p>Continuation of brief composition and reflective commentary best practice.</p>	<p>pieces; comparing the similarities and differences of traditional western music.</p> <p>Prepare for final solo recording and review ensemble work.</p> <p>Revisit brief composition and begin reflective commentary write up.</p>	
Concepts	Concepts	Concepts	Concepts	Concepts
<p>Sonata-allegro form, ternary structure, thematic development, orchestration, instrumental timbre, contrapuntal texture, melodic devices and traditional western harmony.</p>	<p>Coloratura, bel canto, ternary form, text setting, word painting, melodic devices, homophonic texture, modulation, music technology, contemporary harmony and compound rhythm.</p>	<p>Leitmotif, underscoring, thematic development, synchronisation, storytelling, symphonic orchestration, fanfare, syncopation, quartal harmony, root chords, melodic devices, synthesiser and verse chorus form.</p>	<p>Improvisation, culture, experimentation, modal harmony, bossa nova, varied texture, chromaticism, rubato, world instrumentation, European folk, complex rhythm, melodic devices, Dorian mode and chord extensions.</p>	<p>Sonata-allegro form, ternary structure, thematic development, orchestration, instrumental timbre, contrapuntal texture, melodic devices, traditional western harmony, coloratura, bel canto, ternary form, text setting, word painting, homophonic texture, key modulation, music technology, contemporary harmony, compound rhythm, leitmotif, underscoring, thematic development, synchronisation, storytelling, symphonic orchestration, fanfare, syncopation, quartal harmony, root chords, synthesiser, verse chorus form, improvisation, culture, experimentation, modal harmony, bossa nova, varied texture, chromaticism, rubato, world instrumentation, European folk, complex rhythm, Dorian mode and chord extensions.</p>
Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding
<p>The development of musical forms and techniques during the</p>	<p>The role of the voice as an instrument in conveying musical</p>	<p>How music is effectively used to enhance narrative and emotion on</p>	<p>How fusion music combines diverse musical elements from around</p>	<p>Understanding how music of these periods was largely influenced by the cultural, social</p>

<p>classical era.</p> <p>How composers utilised specific forms and techniques to convey musical ideas.</p>	<p>creativity.</p> <p>How vocal music communicates emotion and storytelling through melody, harmony and text.</p>	<p>screen.</p> <p>How music is employed to support and amplify drama, character, development and atmosphere on stage.</p> <p>The role of the composer in collaborating with other industry professionals, such as directors and producers.</p>	<p>the world to create unique sounds.</p> <p>The role of fusion music in pushing the boundaries of traditional music genres by experimenting with a range of international instrumentation.</p>	<p>and political context of the time. Appreciating the fundamental art of musicality and the interconnectedness of musical styles; the impact it has on the evolution and future of music.</p> <p>Recognising how musical components from all different styles continue to influence and shape the study of music today, particularly in experimental music.</p> <p>A comprehensive exam preparation with a cohesive understanding of the musical landscape and content from each set work; how has it impacted on the world of music today.</p>
Assessment	Assessment	Assessment	Assessment	Assessment
<p>Listening exams featuring excerpts from the set pieces; questions tailored to set work concepts.</p> <p>Opportunity to rehearse and refine solo and ensemble performance on chosen instrument or voice, developing technical control, expression and</p>	<p>Listening exams featuring excerpts from the set pieces; questions tailored to set work concepts.</p> <p>Opportunity to rehearse and refine solo and ensemble performance on chosen instrument or voice, developing technical control, expression and interpretative skills;</p>	<p>Listening exams featuring excerpts from the set pieces; questions tailored to set work concepts.</p> <p>Opportunity to rehearse and refine solo and ensemble performance on chosen instrument or voice, developing technical control, expression and interpretative skills;</p>	<p>Listening exams featuring excerpts from the set pieces; questions tailored to set work concepts.</p> <p>Opportunity to rehearse and refine solo and ensemble performance on chosen instrument or voice, developing technical control, expression and interpretative skills;</p>	<p>Listening exams featuring excerpts from the set pieces; questions tailored to set work concepts.</p> <p>Mock examination papers, dictation exercises and extended writing questions; based on previous exam papers.</p>

<p>interpretative skills; marked using the exam board criteria and moderated by teacher and music practitioner.</p> <p>Explore a range of compositional starting points and investigate a range of musical elements, techniques and resources for developing and manipulating creative ideas, turning them into completed pieces of music; marked using the exam board criteria.</p> <p>Composition brief is outlined and released by the exam board at the start of the year. Each student must compose their chosen brief based on one area of study; a write up will be required once completion.</p>	<p>marked using the exam board criteria and moderated by teacher and music practitioner.</p> <p>Controlled time to explore a range of compositional approaches and investigate a range of musical elements, techniques and resources for developing and manipulating creative ideas, turning them into completed pieces of music; marked using the exam board criteria.</p>	<p>marked using the exam board criteria and moderated by teacher and music practitioner.</p> <p>Controlled time to explore a range of compositional approaches and investigate a range of musical elements, techniques and resources for developing and manipulating creative ideas, turning them into completed pieces of music; marked using the exam board criteria.</p> <p>Written analysis of brief composition; each composition brief will relate to a specific audience or occasion outlined by the exam board. The write up must be in a classroom setting under teacher supervision.</p>	<p>marked using the exam board criteria and moderated by teacher and music practitioner.</p> <p>Controlled time to explore a range of compositional approaches and investigate a range of musical elements, techniques and resources for developing and manipulating creative ideas, turning them into completed pieces of music; marked using the exam board criteria.</p> <p>Final written analysis and editing of brief composition; each composition and write up must be submitted and reviewed by the teacher and moderator before the end of this term.</p>	
Review	Review	Review	Review	Review
Regular listening activities, retrieval quizzes and homework tasks focussed on the set	Regular listening activities, retrieval quizzes and homework tasks focussed on the set	Regular listening activities, retrieval quizzes and homework tasks focussed on the set	Regular listening activities, retrieval quizzes and homework tasks focussed on the set	Regular listening activities, retrieval quizzes and homework tasks focussed on the set pieces and other relevant compositions and

<p>pieces and other relevant compositions and composers from this period.</p>	<p>pieces and other relevant compositions and composers from this period.</p> <p>Continual formative feedback on performance and composition work; independent rehearsal and practice outside of lesson time, to develop further engagement and understanding on chosen instrument.</p>	<p>pieces and other relevant compositions and composers from this period.</p> <p>Continual formative feedback on performance and composition work; independent rehearsal and practice outside of lesson time, to develop further engagement and understanding on chosen instrument.</p>	<p>pieces and other relevant compositions and composers from this period.</p> <p>Continual formative feedback on performance and composition work; independent rehearsal and practice outside of lesson time, to develop further engagement and understanding on chosen instrument.</p>	<p>composers from each set work.</p>
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