**Music Curriculum Plan**

*NB: To view full information including hyperlinks and Screen Tips, download document and open using Microsoft Word for PC/Mac/Tablet****.***

Each aspect of the National Curriculum for Music (NC LINKS 1-3 referenced in table \* below), is referenced alongside the relevant Areas of Study and Sequencing. (tables \*\* and \*\*\*).

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| National Curriculum Skill | National Curriculum Reference/ link |
| Performing Music | 1 |
| Composing Music | 2 |
| Understanding Music | 3 |

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| AoS | AoS Reference Number | AoS | AoS Reference Number |
| 1 | Performance/ Practice | 6 | Core Content |
| 2 | Composition | 7 | Wider Listening & Understanding |
| 3 | Set Works | 8 | Examination Preparation |
| 4 | Styles | 9 | Retention |
| 5 | Aural Skills | 10 | Discussion & Analysis |

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| Sequencing | Learning |
| I | Introduction – Learning a new concept or idea. |
| E | Exploration – practising, learning more, developing concepts. |
| C | Consolidation – cementing knowledge and creating a good level of understanding. |

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| Hyperlink Index |
| [Year 7](#Y7) |
| [Year 8](#Y8) |
| [Year 9](#Y9) |
| [Year 10](#Y10) |
| [Year 11](#Y11) |

Together they form the basis of the Music Curriculum Plan.

**Year 7 Music Curriculum**

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| **Instrument - Keyboard** | [**Focus**](j) **– Final Countdown** |
| Knowledge & Skills | [AoS](#_top" \o "Click here to view full AoS Table) | NC Link | Sequence |
| RH Technique | [1](q),[4](kj) | 1 | [I](I1%22%20%5Co%20%22Basic%20Technique%20-%20link%20to%20Y8/9%20Keyboard%20%26%20Band%2C%20Y7-9%20Music%20Technology.) |
| Time Keeping | [1](q),[2](a) | 1,2 | [E](E1%22%20%5Co%20%22Develop%20from%20KS2) [C](hsjdsd%22%20%5Co%20%22LInk%20to%20all%20Performance%20%26%20Composition%20work%20Y7-11) |
| Rhythmic Accuracy | [1](q), [2](a) ,[5](m%22%20%5Co%20%22Aural%20Skills) | 1 |  [C](hsjdsd) [E](E1%22%20%5Co%20%22Develop%20from%20KS2) |
| Notation | [6](k) | 1,3 | [C](hsjdsd) [E](E1%22%20%5Co%20%22Develop%20from%20KS2) |
| LH extension/ ensemble | [1](q), [2](a) | 1,2 |  [I](I1) |
| Structure | [2](a), [5](m), [6](k), [7](j), [8](k) | 3,2 | [E](E1)  |
| Phrasing | [2](a), [5](m), [6](k), [7](j), [8](k) | 3,2 | [I](Newterm) |
| Scalic Movement | [2](a), [5](m), [6](k), [7](j), [8](k) | 3,1,2 | [I](Newterm) |
| Ascending. Descending, Sequence | [2](a), [5](m), [6](k), [7](j), [8](k) | 3,1,2 | [I](Newterm) |
| Time Signature | [5](m), [6](k), [7](j), [8](k) | 3 | [I](Newterm) |

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| **Music Technology** | [**Focus**](o) **- Garageband Intro:****drum programming & chords** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Garageband Basics: DAW capability, recording, deleting, basic editing, | [2](a) | 2 | [I](I1) |
| Time Signature | [1](q), [2](a), [6](k), 9 | 1,2,3 | [I](f) |
| Setting Tempo: Tap/ BPM | [1](q), [2](a), [6](k) | 1,2,3 | [I](d) |
| Notation (beat sequencer) | [1](q), [2](a), [4](kj), [5](m), [6](k), [7](j),[10](k) | 1,2 | [I](e) |
| Hi Hat, Snare, Bass Drum | [1](q), [2](a), [4](kj), [5](m), [6](k), [7](j), 9, [10](k) | 2 | [E C](e) |
| Note values/Subdivision of a bar: 1/16, 1/8, 1/4, 1/2, 1 | [1](q), [2](a), [4](kj), [5](m), [6](k), [7](j), 9, [10](k) | 1,2,3 | [I](d) |
| Chord (vs note) | [1](q), [2](a), [4](kj), [5](m), [7](j), 9,[10](k) | 1,2,3 | [I](s) |
| Chord Sequence | [1](q),[2](a), [4](kj), [5](m), [7](j), 9 | 1,2,3 | [I](s) |
| Major/ Minor (primary & secondary chords) | [1](q), [2](a), [4](kj), [5](m), [6](k), [7](j), 9, [10](k) | 1,2,3 | [I](s) |
| Strum Pattern | [1](q), [2](a), [4](kj), [5](m), [7](j) | 1,2,3 | [I](s) |

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| **Instrument – Drums** | [**Focus**](hjkhfdakjjk) **- Basic Rock** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Basic Rock Groove | [1](q), [2](a), [4](kj), [5](m), [6](k), [7](j), [8](k) | 1,2,3 | [I](I1) |
| Fills | [1](q), [2](a), [5](m), [6](k), [7](j), [8](k) | 1,2,3 | [I](a) |
| Snare, Bass, Hi-Hats | [1](q), [2](a), [5](m), [6](k), [7](j), [8](k) | 1,2,3 | [E C](w) |
| Stick Grip | [1](q) | 1 | [I](n) |
| 4 Bar Phrase (3/1), | [1](q), [2](a), [5](m), [6](k), [8](k) | 1,2,3 | [I](j) |
| Duration (long/short) | [1](q), [2](a), [5](m), [6](k), [8](k) | 1,2,3 | [E C](j) |
| Time Keeping | [1](q), [2](a) | 1,2 | [E C](d) |
| Groove | [1](q), [2](a) | 1,2,3 | [E C](d) |
| Fill | [1](q), [2](a), [7](j), [8](k) | 1,2,3 | [E C](d) |

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| **Instrument – Guitar** | [**Focus**](b) **- 7 Nation Army** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Notation TAB | [1](q), [6](k) | 1,3 | [I](c)  [E](d%22%20%5Co%20%22links%20%26%20differences%20with%20other%20forms%20of%20notation%20-%20Y7%20Keyboard) |
| Frets | [6](k) | 1,3 | [I](s) |
| Open Strings | [6](k) | 1,2 | [I](s) |
| Left Hand Position | [1](q) | 1 | [I](s) |
| Syncopation | [1](q), [2](a), [5](m), [7](j), [8](k) | 1,2,3 | [I](s) |
| Riff | [1](q), [2](a), [4](kj), [5](m), [6](k), [7](j), [8](k) | 3,2,1 | [I](s) |
| 8ve Unison | [1](q), [2](a), [4](kj), [5](m), [6](k), [7](j), [8](k) | 1,2,3 | [I](s) |
| Dotted Note | [1](q), [2](a), [5](m), [6](k), [7](j), [8](k) | 2,3 | [I](s) |
| Mute | [1](q), [2](a), [5](m), [6](k), [7](j), [8](k) | 1,3,2 | [I](n) |
| Minor 3rd | [2](a), [5](m), [7](j), [8](k) | 3,2 | [I](New%20Skill%20-%20Aural%20Development) |

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| **Understanding Music – Careers** | [**Focus**](m) **– Music for Film & TV****Star Wars, Pirates,** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Orchestra: strings, brass, percussion, woodwind, instrument names | [2](k), [3](o), [4](kj), [5](m), [8](k), [10](k) | 2 | [I E C](d) |
| Dynamics: forte, piano, pianissimo, fortepiano, crescendo, diminuendo | [2](k), [3](o), [4](kj), [5](m), [8](k), [10](k) | 1,2,3 | [I E C](d) |
| Rhythm & Tempo: bpm, largo, andante, presto, moderato, allegro, note values, | [2](k), [3](o), [4](kj), [5](m), [8](k), [10](k) | 1,2,3 | [I E C](d) |
| Articulation: staccato, legato, tenuto, | [2](k), [3](o), [4](kj), [5](m), [8](k), [10](k) | 1,2,3 | [I](a) |
| Instrumental Techniques: | [2](k), [3](o), [4](kj), [5](m), [8](k), [10](k) | 1,2,3 |  |

**Year 8 Music Curriculum**

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| **Instrument - Keyboard** | [**Focus**](i) **–****How To Save A Life** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Time Keeping | [1](q), 9 | 1,2 | [C](C7K%22%20%5Co%20%22Y7%20Keyboard) |
| RH & LH technique | [1](q), [2](k), [7](j), [8](k), 9 | 1,2 | [C](C7K) [E](EY7keybord%22%20%5Co%20%22Y7%20keyboard) |
| Legato | [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,3 | [I](Newterm%22%20%5Co%20%22New%20Terminology) |
| Accents | [1](q), [8](k), [10](k) | 1,3 | [I](newtechnique%22%20%5Co%20%22New%20Instrumental%20Technique) |
| Tied notes | [1](q), [2](k), [3](o), [6](k), [8](k) | 1 | [I](Newterm) |
| Use of notation | [1](q), [8](k), 9, [10](k) | 1,2,3 | [C E](KS2) |
| Counting bars | [5](m), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](newskill%22%20%5Co%20%22New%20Skill) |
| Finding the pulse | [5](m), [7](j), [8](k), 9, [10](k) | 1,3 | [E C](allprevioustopics%22%20%5Co%20%22Link%20to%20all%20previous%20topics) |
| Analysing musical development (instrument entries and timbre) | [5](m), [7](j), [8](k), 9, [10](k) | 2,3 | [I](newskill) [E C](Y7Careers%22%20%5Co%20%22Y7%20Careers/Understanding) |
| Identification of instrument sounds | [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 3 | [E C](Y7Careers) |
| Relationship between syllables in lyrics and rhythm | [2](k), [5](m), [6](k) | 3 | [I](newskill) |

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| **Music Technology** | [**Focus**](j) **- Timbre & Arrangement:****The Shape of You** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Arrangement | [1](q), [2](k), [4](kj) | 2,3 | [I](Newterm) |
| Cover | [2](k), [4](kj), [5](m), [7](j) | 2 | [I](Newterm) |
| Timbre | [2](k), [4](kj), [5](m), [7](j), 9 | 2,3 | [E C](Y7Careers) |
| Contrast | [2](k), [4](kj), [5](m), [7](j), [8](k) | 2,3 | [I](newskill) |
| drum programming | [2](k), [5](j), 9 | 1,2,3 | [I](newskill) |
| improvised melody | [2](k), [4](kj), [5](m), [7](j) | 1,2,3 | [I](newskill) |
| major pentatonic scale | [1](q), [2](k), [5](m) | 1,2,3 | [I](Newterm) |
| bass line | [1](q), [2](k), [5](m), [6](k), [8](k) | 1,2,3 | [C E](C7K) |
| root note | [1](q), [2](k), [5](m), [6](k), [8](k) | 1,2,3 | [C E](C7K) |
| rhythmic variation. | [1](q), [2](k), [5](m), [6](k), [8](k) | 1,2,3 | [I](Newterm) |

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| **Instrument – Drums** | [**Focus**](o) **- Rock Variations & advanced fills** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Quaver Rock groove | [1](q), [4](kj), [7](j) | 1,2,3 | [I E C](q) |
| Semiquaver improvised fills | [1](q), [2](k), [7](j), [8](k) | 1,2,3 | [I E C](q) |
| Snare, Bass, Hi-Hats, Toms | [6](k), [7](j), 9 | 1,2,3 | [I E C](q) |
| Time Keeping | [1](q), [2](k), 9 | 1,2 | [E C](allprevioustopics) |
| Rests | [1](q), [2](k), [5](m), 9 | 1,2 | [C](C7K) |
| Song Structure | [1](q), [2](k), [5](m), [7](j), [8](k) | 1,2,3 | [I E C](d) |

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| **Instrument - Guitar** | [**Focus**](k) **–****Sunshine of your Love** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Backing track | [5](j) | 1 | [I](newskill) |
| Time keeping | [1](q), [5](j), 9 | 1,2 | [E C](allprevioustopics) |
| Sequence | [2](k), [4](kj), [5](m), [7](j), [8](k) | 1,2,3 | [I](Newterm) |
| Ascending | [2](k), [4](kj), [5](m), [7](j), [8](k), 9 | 1,2,3 | [C E](C7K) |
| Descending | [2](k), [4](kj), [5](m), [7](j), [8](k), 9 | 1,2,3 | [C E](C7K) |
| Blues note | [2](k), [4](kj), [5](m), [7](j), [8](k) | 1,2,3 | [I](Newterm) |
| Pentatonic | [2](k), [4](kj), [5](m), [7](j), [8](k) | 1,2,3 | [I](Newterm) |
| Distortion | [2](k), [4](kj), [5](m), [7](j), [8](k), 9 | 2,3 | [I](v) |
| Hand Position Change | [1](q) | 1 | [I](I1) |
| Increased use of 3rd finger | [1](q) | 1 | [I E C](x) |

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| **Understanding Music – Careers** | [**Focus**](m) **– Singer / Songwriter** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Form & Structure: Chorus, Verse, Instrumental, Intro, Outro, Structure, Counting BarsMisc: Riff, close harmony, half time, acoustic guitar, distortion | [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), [10](k)[2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 2,32,3 | [I](v) [E](j%22%20%5Co%20%22Counting%20bars%20-%20link%20to%20Y8%20Keyboard) [C](v) |
| Chords: major, minor, primary, secondary, roman numerals, chord progressionTexture: Melody & Accompaniment | [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k)[2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 2,32,3 | [I](h) |
| Melodic Terms: Riff, Melisma, Hook, Glissando, improvisation, blues noteTexture: Homophony, Polyphony, Imitation, A Cappella, Antiphonal, Melody & Accompaniment, Unison, Octaves | [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k)[2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 2,32,3 | [I E C](h)[I E C](j) |

**Year 9 Music Curriculum**

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| **Music Technology (1)** | [**Focus**](o) **– Composing a Melody** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Being creative with rhythm | [1](q), [2](k), [4](kj), [5](m), 9 | 1,2 | [E C](s) |
| Melodic developmentComposing regular phrases | [1](q), [2](k), [4](kj), [5](m)[1](q), [2](k), [4](kj), [5](m) | 1,21,2 | [I](j) [E C](j%22%20%5Co%20%22Link%20to%20Y7/8%20Music%20Tech%20-%20improvisation) |
| Creating well-shaped melodies | [1](q), [2](k), [4](kj), [5](m) | 1,2 | [I](j) [E C](j%22%20%5Co%20%22Link%20to%20Y7/8%20Music%20Tech%20-%20improvisation) |
| Improvisation | [1](q), [2](k), [4](kj), [5](m), 9 | 1,2 | [E C](j) |
| Playing in time | [1](q), [2](k), [4](kj), [5](m), 9 | 1,2 | [E C](j) |
| Using melodic devices appropriately | [1](q), [2](k) | 1,2,3 | [I](h) [E C](ln%22%20%5Co%20%22Link%20to%20Y8%20guitar%20-%20Sequence%20and%20%27interval%27%20-%20minor%203rd.) |
| Reviewing, appraising and developing melodic ideas | [4](kj), [5](m), [6](k), [7](j), [10](k) | 1,2,3 | [I](i) |
| Accompaniment | [1](q), [2](k), [3](o),,[4](kj%22%20%5Co%20%22Styles), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [E C](j) |
| Rhythmic repetition | [1](q), [2](k), [3](o),,[4](kj%22%20%5Co%20%22Styles), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](j) [E C](j%22%20%5Co%20%22Link%20to%20Y7/8%20drum%20fills%2C%20Y8%20music%20tech%20-%20bass%20line) |
| Ascending and descending | [1](q), [2](k), [3](o),,[4](kj%22%20%5Co%20%22Styles), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [E C](s) |
| Conjunct and disjunct movement | [1](q), [2](k), [3](o),,[4](kj%22%20%5Co%20%22Styles), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I E](k) |
| Interval | [1](q), [2](k), [3](o),,[4](kj%22%20%5Co%20%22Styles), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [E C](o) |
| Sequence | [1](q), [2](k), [3](o),,[4](kj%22%20%5Co%20%22Styles), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [E C](o) |
| Variation | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](i) |

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| **Music Technology (2)** | [**Focus**](upoi) **– Composing a Chord Sequence (adding melody)** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Chord Progression (& Melody) | [1](q), [2](k), [5](j),9 | 1,2,3 | [I](d) [E C](k%22%20%5Co%20%22Link%20to%20Y8%20Careers/%20Understanding%20-%20Tonic%2C%20Dominant%2C%20Subdominant%20%28recognising%20progressions%20by%20ear%29.%20) |
| Concord | [2](k), [5](m), [6](k), [7](j), [8](k) | 2,3 | [I](d) |
| Discord | [2](k), [5](m), [6](k), [7](j), [8](k) | 2,3 | [I](d) |
| Major | [2](k), [5](m), [6](k), [7](j), [8](k), 9 | 2,3 | [E C](j) |
| Minor | [2](k), [5](m), [6](k), [7](j), [8](k), 9 | 2,3 | [E C](j) |
| Primary /Secondary | [2](k), [5](m), [6](k), [7](j), [8](k), 9 | 2,3 | [E C](j) |
| Tonic | [2](k), [5](m), [6](k), [7](j), [8](k), 9 | 2,3 | [E C](j) |
| Subdominant | [2](k), [5](m), [6](k), [7](j), [8](k), 9 | 2,3 | [E C](j) |
| Dominant | [2](k), [5](m), [6](k), [7](j), [8](k), 9 | 2,3 | [E C](j) |
| Cadence | [2](k), [5](m), [6](k), [7](j), [8](k), 9 | 2,3 | [I](o) |
| Resolution | [2](k), [5](m), [6](k), [7](j), [8](k) | 2,3 | [I](o) |
| Form & Structure | [2](k), [5](m), [6](k), [7](j), [8](k), 9 | 2,3 | [E C](i) |
| Free Composition (all skills above) | [1](q), [2](k), [5](m), [6](k), [7](j), [8](k) | 1,2,3 | [I E C](k) |

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| **Instrument - Guitar** | [**Focus**](jofid) **–****Do I Wanna Know** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Hammer & Pull | [1](q), [2](k) | 1 | [I](j) |
| Time Keeping | [1](q), [2](k), 9 | 1,2 | [E C](o) |
| Advanced Left Hand Position | [1](q), 9 | 1 | [E C](e) |
| Minor Tonality | [5](m), [6](k), [7](j), [8](k), 9 | 2,3 | [I](i) [E C](e%22%20%5Co%20%22Link%20made%20to%20Y8%20Careers/%20Understanding%20%26%20Y9%20Music%20Tech%20%282%29%20Chords%20-%20Major%20and%20Minor%20) |
| Melody & Accompaniment | [5](m), [6](k), [7](j), [8](k), 9 | 2,3 | [E C](d) |

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| **Band –****Drums, Guitar, Piano, Bass** | [**Focus**](huo%60) **–****Do I Wanna Know** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| **Guitar** (as above) |
| **Drums** |
| Quaver Rock groove | [1](q), [4](kj), [7](j), 9 | 1,2,3 | [E C](w) |
| Improvised fills | [1](q), [2](k), [7](j), [8](k), 9 | 1,2,3 | [E C](w) |
| Snare, Bass, Hi-Hats, Toms | [6](k), [7](j), 9 | 1,2,3 | [E C](w) |
| Time Keeping | [1](q), [2](k), 9 | 1,2 | [E C](d) |
| Displacement (bass & snare) | [1](q), [2](k), [5](m), 9 | 1,2 | [I](e) |
| Song Structure | [1](q), [2](k), [5](m), [7](j), [8](k) | 1,2,3 | [E C](w) |
| **Piano** |
| Time Keeping | [1](q), 9 | 1,2 | [E C](d) |
| RH & LH technique | [1](q), [2](k), [7](j), [8](k), 9 | 1,2 | [E C](i) |
| Chords | [1](q), [2](k), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,3 | [E C](k) |
| Octaves | [1](q), [2](k), [5](m), [8](k), 9, [10](k) | 1,3 | [I](o) |
| Use of notation | [1](q), [8](k), 9, [10](k) | 1,2,3 | [E C](de) |
| **Bass** |
| Root Note | [1](q), [2](k), [5](m), [6](k), [7](j), [8](k), 9 | 1,2,3 | [I](s) |
| Bass Technique | [1](q) | 1 | [I](w) |
| Octave | [1](q), [2](k), [5](m), [6](k). [7](j), [8](k), 9 | 1,2,3 | [E C](s) |
| Changing chords on beat 1 | [1](q), [2](k), [5](m), [6](k), [7](j), [8](k), 9 | 1,2,3 | [E C](Ln) |
| Improvising Rhythms | [1](q), [2](k), [5](m), [6](k), [7](j), [8](k), 9 | 1,2 | [E C](w) |
| **Band – Pupils opt for 1 of the above instruments** |
| Ensemble Skills & continued instrument specific techniques | [1](q), [4](kj), [5](m), 9 | 1 | [E C](j) |

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| **Understanding Music – Careers** | [**Focus**](m) **- Music & The Media: The Clash, Nirvana** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Instrument Sounds, Time Signature, Counting bars, Rhythmic Values, Riff, Interval, Distortion, Syncopation, Counting Chords, Structure, Tempo Terms, Ska, Blues, Tonic, Subdominant, Dominant, 12 bar blues, Roman Numerals | [2](k), [4](kj), [5](j), [6](k), [7](j), [8](k), 9 | 2,3 | [I](k) [E C](i%22%20%5Co%20%22Revisited%20%26%20developed%20terms%20in%20red%3A%20links%20to%20Y7/8/9%20Careers/Understanding%20and%20Y8/9%20Music%20Technology%20) |
| Alternative Music, Power chords, riff, instrument sounds, styles, harmony, diatonic, non-diatonic, structure, degrees, of scale, texture, key (signature) | [2](k), [4](kj), [5](j), [6](k), [7](j), [8](k), 9 | 2,3 | [I](o) [E C](i%22%20%5Co%20%22Revisited%20%26%20developed%20terms%20in%20red%3A%20links%20to%20Y7/8/9%20Careers/Understanding%20and%20Y8/9%20Music%20Technology%20) |

**Year 10 Music Curriculum**

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| **Half Term #1**(i) = information / (t) = test | [**Focus**](jk) **– Core Aural Skills and Terminology** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Course Breakdown, musicfirst user info, practice & monitoring proceduresAural Skill 1 – Recognising Chords (i)Instrumental Lesson/ Performance Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [8](k), 9 | 1,2,3 | [E C](hdaoh) |
| Young Musician (Interim Performance - 1 set), Issue icloud UN & PWMelodic Devices (i)Aural Skill 1 – Recognising Chords (t)Composition –Instrumental Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9 | 1,2,3 | [I](hdqou) [E C](afjjoadfi%22%20%5Co%20%22Recognising%20chords%20-%20link%20to%20Y8/9%20Careers/%20Understanding%20and%20Music%20Technology.%20Revisited%20Terms%3A%20Scalic%20movement%2C%20conjunct%2C%20disjunct%2C%20arpeggio%20%28link%20Y7%268%20Careers/%20Understanding%29) |
| Melodic Devices (t)Aural Skill 2 – Recognising scales (i)Composition -Instrumental Lesson/ Performance Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9 | 1,2,3 | [I](fqejf) |
| Aural Skill 2 – Recognising scales (t)Harmonic Devices (i)Composition –Instrumental Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9 | 1,2,3 | [I](fqejf) [C E](hdwius%22%20%5Co%20%22Harmonic%20Devices%20-%20LInk%20to%3A%20Y9%20Band/%20Y7%268%20MTech/%20%28root%20note%2C%20tonic%2C%20dominant%29.%20) |
| Harmonic Devices (t)Rhythmic Devices (i)Composition -Instrumental Lesson/ Performance Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9 | 1,2,3 | [I](fqejfh) [E C](oasdij%22%20%5Co%20%22Revised%20Terms%20-%20Harmonic%20Devices%3A%20see%20above.%20) |
| Rhythmic Devices (t)Recognising Key Sigs (i)Composition –Instrumental Lesson | [1](q), [2](k), [5](m), [6](k), [7](j), [8](k), 9 | 1,2,3 | [I](fqejfh) [E C](oasdijk%22%20%5Co%20%22Revised%20Terms%20-%20Rhythmic%20Devices%3A%20see%20above%20and%20also%20link%20to%3A%20Syncopation%20%28Y9%20Careers/%20understanding%29) |
| Recognising Key Sigs (t)Dynamics & Tempo (i)Composition –Instrumental Lesson/ Performance Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9 | 1,2,3 |  [E C](jnjkh) |

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| **Half Term #2**(i) = information / (t) = test | [**Focus**](jk) **– Core Aural Skills, Terminology & Styles of Music** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Dynamics & Tempo (t)REVISION SUMMARY 1 – TESTTexture & Tempo (i) | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [E C](glhlkjh) |
| Texture & Tempo (t)Rhythmic Values & Time sig (i)Composition –Instrumental Lesson/ Performance Lesson | [1](q), [2](k) ,[4](kj%22%20%5Co%20%22Styles), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 |  [E C](jnjkh) |
| Rhythmic Values & Time sig (t)Aural Skill 3 – Cadences (i)Composition –Instrumental Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](hkjhd)  [E C](iwdojids%22%20%5Co%20%22Cadence%20-%20Perfect%3A%20harmony%20Link%20to%20Y8%20Chord%20work%20%28Careers/Understanding%29.) |
| Tonality (i)Aural Skill 3 – Cadences (t)Composition –Instrumental Lesson/ Performance Lesson | [1](q), [2](k) ,[4](kj%22%20%5Co%20%22Styles), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](hjdkahs) [E C](jhklhasd%22%20%5Co%20%22Tonality%20link%20made%20with%20Major%20%26%20Minor%20chord/%20scale%20recognition) |
| Tonality (t)Aural Skill 3 – Intervals: 3rd,4th,5th,8ve. (on-going)Composition –Instrumental Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](hiuhasd) [E C](hjlkhdsa%22%20%5Co%20%22Link%20Interval%20-%20Y9%20Understanding/%20Careers%20%26%20MTech%20.%20Link%20to%20Y8%20Guitar) |
| Styles – Baroque (i)Aural Skill 3 – Intervals: 3rd,4th,5th,8ve. (on-going)Composition –Instrumental Lesson/ Performance Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](ksadhdsj) [E C](hdidsaj%22%20%5Co%20%22LInk%20-%20Baroque%20features%20include%3A%20Orchstra%20%28Y7%20Careers%29%2C%20melodic%20devices%20%28Y8%20Guitar%20-%20sequence/%20Y9%20MTech%20-%20Scalic%2C%20Y10%20Half%20Term%201%20%26%202%20tests.) |
| Styles – Baroque (t)Aural Skill 3 – Intervals: 3rd,4th,5th,8ve. (on-going)Composition –Instrumental Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](ksadhdsj) [E C](hdidsaj%22%20%5Co%20%22LInk%20-%20Baroque%20features%20include%3A%20Orchstra%20%28Y7%20Careers%29%2C%20melodic%20devices%20%28Y8%20Guitar%20-%20sequence/%20Y9%20MTech%20-%20Scalic%2C%20Y10%20Half%20Term%201%20%26%202%20tests.) |

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| **Half Term #3**(i) = information / (t) = test | [**Focus**](jk) **– Core Aural Skills, Terminology, Styles of Music & Set Work** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Styles – Classical (i)Aural Skill 3 – Intervals: 3rd,4th,5th,8ve. (on-going)Composition –Instrumental Lesson/ Performance Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](ksadhdsj) [E C](hdidsaj%22%20%5Co%20%22Intervals%20-%20link%20to%20earlier%20in%20Y10%2C%20Y8%20Guitar%2C%20Y9%20Careers.%20LInk%20-%20Classical%20features%20include%3A%20Orchstra%20%28Y7%20Careers%29%2C%20melodic%20devices%20%28Y8%20Guitar%20-%20sequence/%20Y9%20MTech%20-%20Scalic%2C%20Y10%20Half%20Term%201%20%26%202%20tests.) |
| Styles – Classical (t)REVISION SUMMARY 1 – TESTComposition –Instrumental Lesson | [1](q), [2](k), [3](o),[4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](ksadhdsj) [E C](hdidsaj%22%20%5Co%20%22LInk%20-%20Classical%20features%20include%3A%20Orchstra%20%28Y7%20Careers%29%2C%20melodic%20devices%20%28Y8%20Guitar%20-%20sequence/%20Y9%20MTech%20-%20Scalic%2C%20Y10%20Half%20Term%201%20%26%202%20tests.) |
| Western Classical Set Work (1)A.S 4 - Cadence (T)Tonality (i)Rhythmic Values & Time sig (T)Composition –Instrumental Lesson/ Performance Lesson | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](ksadhdsjm) [E C](hdidsaj%22%20%5Co%20%22LInk%20-%20Classical%20features%20include%3A%20Orchstra%20%28Y7%20Careers%29%2C%20melodic%20devices%20%28Y8%20Guitar%20-%20sequence/%20Y9%20MTech%20-%20Scalic%2C%20Y10%20Half%20Term%201%20%26%202%20tests.%20Rhythmic%20Values%20%26%20Time%20sig%20-%20link%20Y10%20half%20term%201%2C%20Y7-9%20various.) |
| Western Classical Set Work (2)Tonality (T)Intervals: 3rd,4th,5th,8ve. (on-going)Understanding Exam AQA 2015Q1 – 2 (\*Form, Types of vocal ensemble.Dec Exam Links/ Wider listening (1)Composition –Instrumental Lesson/ Performance Lesson -Young Musician | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](jdasjpd) [E C](hdidsaj%22%20%5Co%20%22LInk%20-%20Classical%20features%20include%3A%20Orchstra%20%28Y7%20Careers%29%2C%20melodic%20devices%20%28Y8%20Guitar%20-%20sequence/%20Y9%20MTech%20-%20Scalic%2C%20Y10%20Half%20Term%201%20%26%202%20tests.%20Rhythmic%20Values%20%26%20Time%20sig%20-%20link%20Y10%20half%20term%201%2C%20Y7-9%20various.) |
| Western Classical Set Work (3)Understanding Exam AQA 2015Q3 – 4 (\*Following Music (Test 1,2), Recognising rhythms, Complete the melody)Intervals: 3rd,4th,5th,8ve. (on-going)Dec Exam Links/ Wider listening (2)Composition –Instrumental Lesson | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](kkalckd) [E C](hdidsaj%22%20%5Co%20%22Intervals%20-%20link%20to%20earlier%20in%20Y10%2C%20Y8%20Guitar%2C%20Y9%20Careers.%20LInk%20-%20Classical%20features%20include%3A%20Orchstra%20%28Y7%20Careers%29%2C%20melodic%20devices%20%28Y8%20Guitar%20-%20sequence/%20Y9%20MTech%20-%20Scalic%2C%20Y10%20Half%20Term%201%20%26%202%20tests.%20Exam%20questions%20-%20Following%20Music; Link Y7-9 Notation) |
| Western Classical Set Work (4)Understanding Exam AQA 2015Q3 – 4 (\*Following Music, (Test 3,4),Recognising rhythms, Complete the melody)Intervals: 3rd,4th,5th,8ve. (on-going)Dec Exam Links/ Wider listening (3)Composition –Instrumental Lesson/ Performance Lesson | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](jdasjpd) [E C](hdidsaj%22%20%5Co%20%22Intervals%20-%20link%20to%20earlier%20in%20Y10%2C%20Y8%20Guitar%2C%20Y9%20Careers.%20LInk%20-%20Classical%20features%20include%3A%20Orchstra%20%28Y7%20Careers%29%2C%20melodic%20devices%20%28Y8%20Guitar%20-%20sequence/%20Y9%20MTech%20-%20Scalic%2C%20Y10%20Half%20Term%201%20%26%202%20tests.%20Exam%20questions%20-%20Following%20Music; Link Y7-9 Notation) |

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| **Half Term #4**(i) = information / (t) = test | [**Focus**](kadjh) **– Core Aural Skills, Terminology, Styles of Music, Set Work & Examination Questions** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| REVISION SUMMARY 3 – TESTWestern Classical Set Work (5)Understanding Exam AQA 2015Q5 – 7 (long mark questions)(\*Counting chords, consonant & dissonant)\*Following Music, (Test 5,6)Intervals: 3rd,4th,5th,8ve. (on-going)Composition – Set deadline.Instrumental Lesson | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](ksadhdsjs) [I](jdasjpd%22%20%5Co%20%22Set%20Works%20-%20pupils%20are%20now%20beginning%20to%20develop%20greater%20independance%20in%20terms%20of%20analysis%20skills%2C%20gathering%20evidence%20which%20will%20eventually%20be%20used%20to%20complete%20written%20responses%20to%20examination%20papers.)[E C](odfdic) |
| Understanding Exam AQA 2015Q8 – 12 (\*Phrase marks, playing techniques)Dec Exam Links/ Wider listening (4)Composition –Instrumental Lesson/ Performance Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](ihdud) [E C](jdsnasdnk%22%20%5Co%20%22Link%20to%20notation%20Y7-9.%20Playing%20Techniques%20link%20to%20Y7%20Careers%20%26%20understanding%20-%20Articulation%20%26%20Playing%20Techniques.) |
| Examination - AQA 2015Set Interim 2 | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](ioasdji) [E C](sdbdskdsn%22%20%5Co%20%22This%20brings%20together%20all%20appraisal%2C%20analysis%2C%20understanding%20work%20Y7-10.) |
| Understanding Exam AQA 2018Styles – Rock & Blues (I)Aural Skill 1 – Chords (i)Composition -Instrumental Lesson/ Performance Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](ksadhdsj) [E C](hdidsajk%22%20%5Co%20%22Melodic%20Devices%20-%20link%20to%20earlier%20in%20Y10%2C%20Y8%20Guitar%2C%20Y9%20Careers.%20LInk%20-%20Rock%20%26%20Blues%3A%20Distortion%28Y8%20Careers%29%2C%20Riff%20%28Y7/8%20Guitar%29%2C%20Drum%20fills%20-%20Y7/8%20Drums/MTech%2C%20Syncopation%20-%20Y8%20MTech) |
| Understanding Exam AQA 2018Styles – Rock & Blues (t)Melodic DevicesAural Skill 1 – Recognising ChordsComposition -Instrumental Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](ksadhdsj) [E C](hdidsajk%22%20%5Co%20%22Melodic%20Devices%20-%20link%20to%20earlier%20in%20Y10%2C%20Y8%20Guitar%2C%20Y9%20Careers.%20LInk%20-%20Rock%20%26%20Blues%3A%20Distortion%28Y8%20Careers%29%2C%20Riff%20%28Y7/8%20Guitar%29%2C%20Drum%20fills%20-%20Y7/8%20Drums/MTech%2C%20Syncopation%20-%20Y8%20MTech) |
| Understanding Exam AQA 2018Styles – Minimalist (I)Aural Skill 2 – Recognising scalesComposition -Instrumental Lesson/ Performance Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](jfiue) [E C](jfldk%22%20%5Co%20%22Recognising%20Scales%20-%20Link%20to%20Y8/9%20Music%20technology%20and%20Y10%20Half%20Term%20#1) |

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| **Half Term #5** | [**Focus**](ijkjsdf) **– Styles of Music, incorporating Key Terms** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Understanding Exam AQA 2018Styles – Minimalist (t)Harmonic DevicesComposition -Instrumental Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](jfiue) [E C](jfldk%22%20%5Co%20%22Harmonic%20Devices%20-%20Link%20to%20Y9%20Music%20technology%2C%20Y8%20Careers/%20Understanding%2C%20Y10%20Half%20Term%20#1) |
| Understanding Exam AQA 2018Styles –Film (I)Recognising Key SigsComposition -Instrumental Lesson/ Performance Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](jndsm) [E C](kdslsk%22%20%5Co%20%22Key%20Signature%20-%20link%20Y10%20Half%20Term%20#1, Y7 Keyboard, Y10 Set Work) |
| Understanding Exam AQA 2018Styles –Film (t)Styles – Dance & World (I)Rhythmic DevicesComposition -Instrumental Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](jndsm)  [I](jdsoshsd%22%20%5Co%20%22New%20Terms%20-%20Dance%20%26%20World%3A%20)[E C](nsdnsdowj%20n) |
| Styles – Dance & World (i)Understanding Exam AQA 2018Composition -Instrumental Lesson/ Performance Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](dspsnjvvo) [E C](sdbdskdsn%22%20%5Co%20%22This%20brings%20together%20all%20appraisal%2C%20analysis%2C%20understanding%20work%20Y7-10.) |
| Understanding Exam AQA 2018Styles – Dance & World (t)Composition -Instrumental Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](dspsnjvvo) |
| Dynamics & TempoRhythmic DevicesComposition -Instrumental Lesson/ Performance Lesson | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [E C](hsksjci) |
| Understanding Examination AQA 2018Instrumental Lesson | [1](q), [2](k), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](jsoisnbf) [E C](sdbdskdsn%22%20%5Co%20%22This%20brings%20together%20all%20appraisal%2C%20analysis%2C%20understanding%20work%20Y7-10.) |

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| **Half Term #6**(i) = information / (t) = test | [**Focus**](houafd) **– Set Work/ Written Examination** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| REVISION SUMMARY 3 – TESTWestern Classical Set Work (6)Aural Skill 1 – ChordsComposition -Instrumental Lesson/ Performance Lesson | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](josifh) [E C](indidf%22%20%5Co%20%22Aural%20Skills%20-%20Chords%3A%20Link%20to%20Y8%20Careers/%20Understanding%2C%20Y9%20Music%20Tech%20%282%29%2C%20Y10%20Half%20Term%20#1) |
| Western Classical Set Work (7)Aural Skill 2 – Recognising scalesMelodic DevicesComposition -Instrumental Lesson | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](josifh) [E C](indidf%22%20%5Co%20%22Aural%20Skills%20-%20Melodic%20Devices%3A%20Link%20to%20Y8%20Careers/%20Understanding%2C%20Y9%20Music%20Tech%20%281%29%2C%20Y8%20Guitar%2C%20Y10%20Half%20Term%20#1) |
| Western Classical Set Work (8)Harmonic DevicesComposition -Instrumental Lesson/ Performance Lesson | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](josifh) [E C](indidf%22%20%5Co%20%22Aural%20Skills%20-%20Harmonic%20Devices%3A%20Link%20to%20Y8%20Careers/%20Understanding%2C%20Y9%20Music%20Tech%20%282%29%2C%20Y8%20Music%20Tech%2C%20Y10%20Half%20Term%20#1) |
| Western Classical Set Work (9)Composition –Recognising Key Sigs | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](hdiusdh) [E C](ijoiafd%22%20%5Co%20%22REcognising%20Key%20Signatures%3A%20Link%20Y7%20Keyboard%2C%20Y10%20Half%20Term%20#1) |
| Written Examination Redraft & RevisionWestern Classical Set Work (10) | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [E C](hiafdhi) |
| Set Work Written ExaminationComposition Coursework - DEADLINE | [1](q), [2](k), [3](o),,[4](kj%22%20%5Co%20%22Styles), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [E C](knjsa) |

**Year 11 Music Curriculum**

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| **Half Term #1**(i) = information / (t) = test | [**Focus**](hjaskljds) **– Free Composition, Set Work (2)** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| REVISION SUMMARY – END OF YEAR TESTComposition – Free CompositionInstrumental Lesson/ Performance Lesson | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](jisjosd) [E C](hsaohdsu%22%20%5Co%20%22Free%20Compoisiton%20-%20This%20draws%20on%20pupil%20knowledge%20in%20terms%20of%20the%20elements%20of%20music%3A%20Tempo%2C%20Dynamics%2C%20Timbre%2C%20Rhythm%2C%20Harmony%2C%20melody%2C%20Form%20%26%20Structure%20%28links%20to%20all%20previous%20topics%20Y7-10%29) |
| Popular Music Set Work (1)Aural Skills – Intervals & CadencesAdditional Composition CourseworkInstrumental Lesson | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](jlhdas) [E C](jpsad%22%20%5Co%20%22Aural%20Skills%20-%20link%20Y10%2C%20Y8/9%20Music%20Technology) |
| Popular Music Set Work (2 - i)Aural Skills – Intervals & CadencesAdditional Composition CourseworkInstrumental Lesson/ Performance Lesson | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](jjka%3Bsd) [E C](k%3Baldsa%22%20%5Co%20%22Analysis%20is%20conducted%20using%20existing%20knowledge%3A%20instrumentation%2C%20form%20%26%20structure.%20Aural%20Skills%20further%20developed%20from%20Y10.) |
| Popular Music Set Work (3 - t)Aural Skills – Instrument SoundsAdditional Composition CourseworkInstrumental Lesson | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](jjka%3Bsd) [E C](k%3Baldsa%22%20%5Co%20%22Analysis%20is%20conducted%20using%20existing%20knowledge%3A%20Harmonic%2C%20melodic%2C%20rhythmic%20devices.%20Aural%20Skills%20further%20developed%20from%20Y7%20%28Carees/Understanding%29-10.) |
| Popular Music Set Work (4 - i)Aural Skills – Instrument SoundsAdditional Composition CourseworkInstrumental Lesson/ Performance Lesson | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](josifh) [E C](k%3Baldsa%22%20%5Co%20%22Analysis%20is%20conducted%20using%20existing%20knowledge%3A%20Tonality%2C%20melody..%20Aural%20Skills%20further%20developed%20from%20Y7%20%28Carees/Understanding%29%20Y10.) |
| Popular Music Set Work (5 - t)Styles – Baroque & ClassicalAdditional Composition CourseworkInstrumental Lesson | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](josifh)  [E C](jidas%22%20%5Co%20%22Pupils%20complete%20a%20written%20examination%20question%20based%20upon%20Set%20Work%202%2C%20study%20piece%201.%20This%20brings%20together%20work%20from%20the%20current%20half%20term%2C%20drawing%20heavily%20on%20techniques%20and%20methodology%20made%20from%20Set%20Work%201%2C%20written%20answers%20Y10%20Half%20Term%20#6.) |
| Popular Music Set Work (6)Styles – Film & MinimalismAdditional Composition CourseworkInstrumental Lesson/ Performance Lesson | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](hjlksad) [E C](k%3Baldsa%22%20%5Co%20%22Analysis%20is%20conducted%20using%20existing%20knowledge%3A%20instrumentation%2C%20form%20%26%20structure.%20Film%20%26%20Minimalism%20Styles%20further%20developed%20from%20Y10.) |

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| **Half Term #2**(i) = information / (t) = test | [**Focus**](jopidas) **– Free Composition, Set Work (2), Examination** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Popular Music Set Work (7)Composition Coursework Additional Time (1)Mock Examination Preparation (1) | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](jjka%3Bsd) [E C](k%3Baldsa%22%20%5Co%20%22Mock%20Examination%20Prep%3A%20Past%20Paper%20Questions%2C%20drawing%20principally%20on%20skills%20developed%20in%20Y10%20Term%20#1. Analysis is conducted using existing knowledge: Harmonic, melodic, rhythmic devices. ) |
| Popular Music Set Work (8)Composition Coursework Additional Time (2)Mock Examination Preparation (2) | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](jjka%3Bsd) [E C](k%3Baldsa%22%20%5Co%20%22Analysis%20is%20conducted%20using%20existing%20knowledge%3A%20Harmonic%2C%20melodic%2C%20rhythmic%20devices.%20More%20Mock%20Examination%20Past%20Paper%20Questions%20linked%20to%20Y10%20Half%20Term%20#1 & 2) |
| Popular Music Set Work (9)Composition Coursework Additional Time (3)Mock Examination Preparation (3) | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](josifh) [E C](k%3Baldsa%22%20%5Co%20%22Analysis%20is%20conducted%20using%20existing%20knowledge%3A%20Tonality%2C%20melody..%20Aural%20Skills%20further%20developed%20from%20Y7%20%28Carees/Understanding%29%20Y10.) |
| Popular Music Set Work (10)Composition Coursework Additional Time (4)Mock Examination Preparation (4) | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](josifh)  E C |
| Popular Music Set Work - Draft WrittenComposition Coursework Additional Time (5)Popular Music Set Work: Re-draft & Revise | [1](q), [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [E C](jidas) |
| Mock ExaminationComposition Coursework Additional Time (6) | [2](k), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](kjsdadsas) [E C](jkjskjds%22%20%5Co%20%22Mock%20Exam%20-%20Includes%20entire%20content%20Y7-11.) |
| Composition Coursework Additional Time (7)Mock Examination Performance Component | [2](k), [3](o) | 1,2,3 | [I](lkjhkjsd) [E C](hjkljh%22%20%5Co%20%22Mock%20Exam%20Performance%20-%20Link%20to%3A%20Y10%20%26%2011%20Interim%20peformances%2C%20KS3%20AoS%201%20work%2C%20Instrumental%20Lessons%20%26%20Extra%20Curricular%20contributions.) |

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| **Half Term #3**(i) = information / (t) = test | [**Focus**](jkldjfs) **– Performance & Composition Coursework** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| Composition Coursework Additional Time & Individual extra composition lessons (8)Performance Coursework – Additional Time & Individual extra composition lessons (1)Popular Music Set Work (11) | [1](q), [2](k), [3](o), [5](m), [6](k), [8](k) | 1,2,3 | [I](hhjkhsdsds) [I](jhkasd%22%20%5Co%20%22Increased%20focus%20on%20GCSE%20Performance%20%26%20Compoisition%20Marking%20Criteria%3A%20particularly%20the%20use%20of%20expression%2C%20interpretation%20and%20the%20creative%20developement%20of%20musical%20ideas.%20) [E C](hushdsaad) |
| Composition Coursework Additional Time & Individual extra composition lessons (9)Performance Coursework – Additional Time (2)Popular Music Set Work (12) | [1](q), [2](k), [3](o), [5](m), [6](k), [8](k) | 1,2,3 | [I](hhjkhsdsds) [I](jhkasd%22%20%5Co%20%22Increased%20focus%20on%20GCSE%20Performance%20%26%20Compoisition%20Marking%20Criteria%3A%20particularly%20the%20use%20of%20expression%2C%20interpretation%20and%20the%20creative%20developement%20of%20musical%20ideas.%20) [E C](hushdsaad) |
| Composition Coursework Additional Time & Individual extra composition lessons (10)Performance Coursework – Additional Time (3)Popular Music Set Work (13) | [1](q), [2](k), [3](o), [5](m), [6](k), [8](k) | 1,2,3 |  [I](hhjkhsdsds) [I](jhkasd%22%20%5Co%20%22Increased%20focus%20on%20GCSE%20Performance%20%26%20Compoisition%20Marking%20Criteria%3A%20particularly%20the%20use%20of%20expression%2C%20interpretation%20and%20the%20creative%20developement%20of%20musical%20ideas.%20) [E C](hushdsaad) |
| Composition Coursework - DEADLINEPerformance Coursework – Additional Time (4)Popular Music Set Work – Draft Written  | [1](q), [2](k), [3](o), [5](m), [6](k), [8](k) | 1,2,3 | [I](hhjkhsdsdsnn) [I](jhkasd%22%20%5Co%20%22Increased%20focus%20on%20GCSE%20Performance%20%26%20Compoisition%20Marking%20Criteria%3A%20particularly%20the%20use%20of%20expression%2C%20interpretation%20and%20the%20creative%20developement%20of%20musical%20ideas.%20) [E C](hushdsaad) |
| Performance Coursework – Additional Time (5)GCSE Performance Recording Day (1)Popular Music Set Work – Written Exam | [1](q), [3](o), [5](m), [6](k), [8](k) | 1,2,3 | [I](hhjkhsdsdsnn) [I](jhkasd%22%20%5Co%20%22Increased%20focus%20on%20GCSE%20Performance%20%26%20Compoisition%20Marking%20Criteria%3A%20particularly%20the%20use%20of%20expression%2C%20interpretation%20and%20the%20creative%20developement%20of%20musical%20ideas.%20) [E C](hushdsaad) |

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| **Half Term #4**(i) = information / (t) = test | [**Focus**](hjhjdfsfdfdsdfs) **– Revision & Performance** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| GCSE Revision Programme – Wk 1(see revision Programme for content)Performance Coursework – Additional Time (6) | [1](q), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,3 | [E C](kasdkasd)[E C](hushdsaad) |
| GCSE Revision Programme – Wk 2Performance Coursework – Additional Time (7) | [1](q), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,3 | [E C](kasdkasd)[E C](hushdsaad) |
| GCSE Revision Programme – Wk 3Performance Coursework – Additional Time (8) | [1](q), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,3 | [E C](kasdkasd)[E C](hushdsaad) |
| GCSE Revision Programme – Wk 4Performance Coursework – Additional Time (9) | [1](q), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,3 | [E C](kasdkasd)[E C](hushdsaad) |
| GCSE Revision Programme – Wk 5Performance Coursework – Additional Time (10) | [1](q), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,3 | [E C](kasdkasd)[E C](hushdsaad) |
| GCSE Revision Programme – Wk 6GCSE Performance Recording Day (2) | [1](q), [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,3 | [E C](kasdkasd)[E C](hushdsaad) |

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| **Half Term #5**(i) = information / (t) = test | [**Focus**](jklsdsddsds) **– Revision & Exam Preparation** |
| Knowledge & Skills | [AoS](#_top) | NC Link | Sequence |
| GCSE Revision Programme – Wk 7Extra lessons | [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 3 | [E C](kasdkasd) |
| GCSE Revision Programme – Wk 8Extra lessons | [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 3 | [E C](kasdkasd) |
| GCSE Revision Programme – Wk 9Extra lessons | [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 3 | [E C](kasdkasd) |
| GCSE Revision Programme – Wk 10Extra lesson | [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 3 | [E C](kasdkasd) |
| GCSE Revision Programme – Wk 11Extra lessons | [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 3 | [E C](kasdkasd) |
| GCSE Listening ExaminationEnd of Course |