**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" \o "Basic Technique - link to Y8/9 Keyboard & Band, Y7-9 Music Technology.) |
| Time Keeping | [1](q),[2](a) | 1,2 | [E](E1" \o "Develop from KS2) [C](hsjdsd" \o "LInk to all Performance & Composition work Y7-11) |
| Rhythmic Accuracy | [1](q), [2](a) ,[5](m" \o "Aural Skills) | 1 | [C](hsjdsd) [E](E1" \o "Develop from KS2) |
| Notation | [6](k) | 1,3 | [C](hsjdsd) [E](E1" \o "Develop from KS2) |
| 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" \o "links & differences with other forms of notation - Y7 Keyboard) |
| 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" \o "Y7 Keyboard) |
| RH & LH technique | [1](q), [2](k), [7](j), [8](k), 9 | 1,2 | [C](C7K) [E](EY7keybord" \o "Y7 keyboard) |
| Legato | [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,3 | [I](Newterm" \o "New Terminology) |
| Accents | [1](q), [8](k), [10](k) | 1,3 | [I](newtechnique" \o "New Instrumental Technique) |
| 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" \o "New Skill) |
| Finding the pulse | [5](m), [7](j), [8](k), 9, [10](k) | 1,3 | [E C](allprevioustopics" \o "Link to all previous topics) |
| Analysing musical development (instrument entries and timbre) | [5](m), [7](j), [8](k), 9, [10](k) | 2,3 | [I](newskill) [E C](Y7Careers" \o "Y7 Careers/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 Bars  Misc: 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) | 2,3  2,3 | [I](v) [E](j" \o "Counting bars - link to Y8 Keyboard) [C](v) |
| Chords: major, minor, primary, secondary, roman numerals, chord progression  Texture: 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) | 2,3  2,3 | [I](h) |
| Melodic Terms: Riff, Melisma, Hook, Glissando, improvisation, blues note  Texture: 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) | 2,3  2,3 | [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 development  Composing regular phrases | [1](q), [2](k), [4](kj), [5](m)  [1](q), [2](k), [4](kj), [5](m) | 1,2  1,2 | [I](j) [E C](j" \o "Link to Y7/8 Music Tech - improvisation) |
| Creating well-shaped melodies | [1](q), [2](k), [4](kj), [5](m) | 1,2 | [I](j) [E C](j" \o "Link to Y7/8 Music Tech - improvisation) |
| 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" \o "Link to Y8 guitar - Sequence and 'interval' - minor 3rd.) |
| 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" \o "Styles), [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" \o "Styles), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](j) [E C](j" \o "Link to Y7/8 drum fills, Y8 music tech - bass line) |
| Ascending and descending | [1](q), [2](k), [3](o),,[4](kj" \o "Styles), [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" \o "Styles), [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" \o "Styles), [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" \o "Styles), [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" \o "Link to Y8 Careers/ Understanding - Tonic, Dominant, Subdominant (recognising progressions by ear). ) |
| 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" \o "Link made to Y8 Careers/ Understanding & Y9 Music Tech (2) Chords - Major and Minor ) |
| 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" \o "Revisited & developed terms in red: links to Y7/8/9 Careers/Understanding and Y8/9 Music Technology ) |
| 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" \o "Revisited & developed terms in red: links to Y7/8/9 Careers/Understanding and Y8/9 Music Technology ) |

**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 procedures  Aural 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 & PW  Melodic 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" \o "Recognising chords - link to Y8/9 Careers/ Understanding and Music Technology. Revisited Terms: Scalic movement, conjunct, disjunct, arpeggio (link Y7&8 Careers/ Understanding)) |
| 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" \o "Harmonic Devices - LInk to: Y9 Band/ Y7&8 MTech/ (root note, tonic, dominant). ) |
| 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" \o "Revised Terms - Harmonic Devices: see above. ) |
| 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" \o "Revised Terms - Rhythmic Devices: see above and also link to: Syncopation (Y9 Careers/ understanding)) |
| 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 – TEST  Texture & 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" \o "Styles), [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" \o "Cadence - Perfect: harmony Link to Y8 Chord work (Careers/Understanding).) |
| Tonality (i)  Aural Skill 3 – Cadences (t)  Composition –  Instrumental Lesson/ Performance Lesson | [1](q), [2](k) ,[4](kj" \o "Styles), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 1,2,3 | [I](hjdkahs) [E C](jhklhasd" \o "Tonality link made with Major & Minor chord/ scale recognition) |
| 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" \o "Link Interval - Y9 Understanding/ Careers & MTech . Link to Y8 Guitar) |
| 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" \o "LInk - Baroque features include: Orchstra (Y7 Careers), melodic devices (Y8 Guitar - sequence/ Y9 MTech - Scalic, Y10 Half Term 1 & 2 tests.) |
| 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" \o "LInk - Baroque features include: Orchstra (Y7 Careers), melodic devices (Y8 Guitar - sequence/ Y9 MTech - Scalic, Y10 Half Term 1 & 2 tests.) |

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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" \o "Intervals - link to earlier in Y10, Y8 Guitar, Y9 Careers. LInk - Classical features include: Orchstra (Y7 Careers), melodic devices (Y8 Guitar - sequence/ Y9 MTech - Scalic, Y10 Half Term 1 & 2 tests.) |
| Styles – Classical (t)  REVISION SUMMARY 1 – TEST  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](ksadhdsj) [E C](hdidsaj" \o "LInk - Classical features include: Orchstra (Y7 Careers), melodic devices (Y8 Guitar - sequence/ Y9 MTech - Scalic, Y10 Half Term 1 & 2 tests.) |
| 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" \o "LInk - Classical features include: Orchstra (Y7 Careers), melodic devices (Y8 Guitar - sequence/ Y9 MTech - Scalic, Y10 Half Term 1 & 2 tests. Rhythmic Values & Time sig - link Y10 half term 1, Y7-9 various.) |
| Western Classical Set Work (2)  Tonality (T)  Intervals: 3rd,4th,5th,8ve. (on-going)  Understanding Exam AQA 2015  Q1 – 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" \o "LInk - Classical features include: Orchstra (Y7 Careers), melodic devices (Y8 Guitar - sequence/ Y9 MTech - Scalic, Y10 Half Term 1 & 2 tests. Rhythmic Values & Time sig - link Y10 half term 1, Y7-9 various.) |
| Western Classical Set Work (3)  Understanding Exam AQA 2015  Q3 – 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" \o "Intervals - link to earlier in Y10, Y8 Guitar, Y9 Careers. LInk - Classical features include: Orchstra (Y7 Careers), melodic devices (Y8 Guitar - sequence/ Y9 MTech - Scalic, Y10 Half Term 1 & 2 tests. Exam questions - Following Music; Link Y7-9 Notation) |
| Western Classical Set Work (4)  Understanding Exam AQA 2015  Q3 – 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" \o "Intervals - link to earlier in Y10, Y8 Guitar, Y9 Careers. LInk - Classical features include: Orchstra (Y7 Careers), melodic devices (Y8 Guitar - sequence/ Y9 MTech - Scalic, Y10 Half Term 1 & 2 tests. Exam questions - Following Music; 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 – TEST  Western Classical Set Work (5)  Understanding Exam AQA 2015  Q5 – 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" \o "Set Works - pupils are now beginning to develop greater independance in terms of analysis skills, gathering evidence which will eventually be used to complete written responses to examination papers.)  [E C](odfdic) |
| Understanding Exam AQA 2015  Q8 – 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" \o "Link to notation Y7-9. Playing Techniques link to Y7 Careers & understanding - Articulation & Playing Techniques.) |
| Examination - AQA 2015  Set 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" \o "This brings together all appraisal, analysis, understanding work Y7-10.) |
| Understanding Exam AQA 2018  Styles – 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" \o "Melodic Devices - link to earlier in Y10, Y8 Guitar, Y9 Careers. LInk - Rock & Blues: Distortion(Y8 Careers), Riff (Y7/8 Guitar), Drum fills - Y7/8 Drums/MTech, Syncopation - Y8 MTech) |
| Understanding Exam AQA 2018  Styles – Rock & Blues (t)  Melodic Devices  Aural Skill 1 – Recognising Chords  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](hdidsajk" \o "Melodic Devices - link to earlier in Y10, Y8 Guitar, Y9 Careers. LInk - Rock & Blues: Distortion(Y8 Careers), Riff (Y7/8 Guitar), Drum fills - Y7/8 Drums/MTech, Syncopation - Y8 MTech) |
| Understanding Exam AQA 2018  Styles – Minimalist (I)  Aural Skill 2 – Recognising scales  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](jfiue) [E C](jfldk" \o "Recognising Scales - Link to Y8/9 Music technology and Y10 Half Term #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 2018  Styles – Minimalist (t)  Harmonic Devices  Composition -  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" \o "Harmonic Devices - Link to Y9 Music technology, Y8 Careers/ Understanding, Y10 Half Term #1) |
| Understanding Exam AQA 2018  Styles –Film (I)  Recognising Key Sigs  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](jndsm) [E C](kdslsk" \o "Key Signature - link Y10 Half Term #1, Y7 Keyboard, Y10 Set Work) |
| Understanding Exam AQA 2018  Styles –Film (t)  Styles – Dance & World (I)  Rhythmic Devices  Composition -  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" \o "New Terms - Dance & World: )  [E C](nsdnsdowj%20n) |
| Styles – Dance & World (i)  Understanding Exam AQA 2018  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](dspsnjvvo) [E C](sdbdskdsn" \o "This brings together all appraisal, analysis, understanding work Y7-10.) |
| Understanding Exam AQA 2018  Styles – 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 & Tempo  Rhythmic Devices  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 | [E C](hsksjci) |
| Understanding Examination AQA 2018  Instrumental 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" \o "This brings together all appraisal, analysis, understanding work Y7-10.) |

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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 – TEST  Western Classical Set Work (6)  Aural Skill 1 – Chords  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](josifh) [E C](indidf" \o "Aural Skills - Chords: Link to Y8 Careers/ Understanding, Y9 Music Tech (2), Y10 Half Term #1) |
| Western Classical Set Work (7)  Aural Skill 2 – Recognising scales  Melodic Devices  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](josifh) [E C](indidf" \o "Aural Skills - Melodic Devices: Link to Y8 Careers/ Understanding, Y9 Music Tech (1), Y8 Guitar, Y10 Half Term #1) |
| Western Classical Set Work (8)  Harmonic Devices  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](josifh) [E C](indidf" \o "Aural Skills - Harmonic Devices: Link to Y8 Careers/ Understanding, Y9 Music Tech (2), Y8 Music Tech, Y10 Half Term #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" \o "REcognising Key Signatures: Link Y7 Keyboard, Y10 Half Term #1) |
| Written Examination Redraft & Revision  Western 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 Examination  Composition Coursework - DEADLINE | [1](q), [2](k), [3](o),,[4](kj" \o "Styles), [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 TEST  Composition – Free 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](jisjosd) [E C](hsaohdsu" \o "Free Compoisiton - This draws on pupil knowledge in terms of the elements of music: Tempo, Dynamics, Timbre, Rhythm, Harmony, melody, Form & Structure (links to all previous topics Y7-10)) |
| Popular Music Set Work (1)  Aural Skills – Intervals & Cadences  Additional Composition Coursework  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](jlhdas) [E C](jpsad" \o "Aural Skills - link Y10, Y8/9 Music Technology) |
| Popular Music Set Work (2 - i)  Aural Skills – Intervals & Cadences  Additional Composition Coursework  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](jjka%3Bsd) [E C](k%3Baldsa" \o "Analysis is conducted using existing knowledge: instrumentation, form & structure. Aural Skills further developed from Y10.) |
| Popular Music Set Work (3 - t)  Aural Skills – Instrument Sounds  Additional Composition Coursework  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](jjka%3Bsd) [E C](k%3Baldsa" \o "Analysis is conducted using existing knowledge: Harmonic, melodic, rhythmic devices. Aural Skills further developed from Y7 (Carees/Understanding)-10.) |
| Popular Music Set Work (4 - i)  Aural Skills – Instrument Sounds  Additional Composition Coursework  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](k%3Baldsa" \o "Analysis is conducted using existing knowledge: Tonality, melody.. Aural Skills further developed from Y7 (Carees/Understanding) Y10.) |
| Popular Music Set Work (5 - t)  Styles – Baroque & Classical  Additional Composition Coursework  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](jidas" \o "Pupils complete a written examination question based upon Set Work 2, study piece 1. This brings together work from the current half term, drawing heavily on techniques and methodology made from Set Work 1, written answers Y10 Half Term #6.) |
| Popular Music Set Work (6)  Styles – Film & Minimalism  Additional Composition Coursework  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](hjlksad) [E C](k%3Baldsa" \o "Analysis is conducted using existing knowledge: instrumentation, form & structure. Film & Minimalism Styles further developed from Y10.) |

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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" \o "Mock Examination Prep: Past Paper Questions, drawing principally on skills developed in Y10 Term #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" \o "Analysis is conducted using existing knowledge: Harmonic, melodic, rhythmic devices. More Mock Examination Past Paper Questions linked to Y10 Half Term #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" \o "Analysis is conducted using existing knowledge: Tonality, melody.. Aural Skills further developed from Y7 (Carees/Understanding) Y10.) |
| 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 Written  Composition 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 Examination  Composition 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" \o "Mock Exam - Includes entire content Y7-11.) |
| Composition Coursework Additional Time (7)  Mock Examination Performance Component | [2](k), [3](o) | 1,2,3 | [I](lkjhkjsd) [E C](hjkljh" \o "Mock Exam Performance - Link to: Y10 & 11 Interim peformances, KS3 AoS 1 work, Instrumental Lessons & Extra Curricular contributions.) |

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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" \o "Increased focus on GCSE Performance & Compoisition Marking Criteria: particularly the use of expression, interpretation and the creative developement of musical ideas. ) [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" \o "Increased focus on GCSE Performance & Compoisition Marking Criteria: particularly the use of expression, interpretation and the creative developement of musical ideas. ) [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" \o "Increased focus on GCSE Performance & Compoisition Marking Criteria: particularly the use of expression, interpretation and the creative developement of musical ideas. ) [E C](hushdsaad) |
| Composition Coursework - DEADLINE  Performance 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" \o "Increased focus on GCSE Performance & Compoisition Marking Criteria: particularly the use of expression, interpretation and the creative developement of musical ideas. ) [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" \o "Increased focus on GCSE Performance & Compoisition Marking Criteria: particularly the use of expression, interpretation and the creative developement of musical ideas. ) [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 2  Performance 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 3  Performance 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 4  Performance 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 5  Performance 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 6  GCSE 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 7  Extra lessons | [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 3 | [E C](kasdkasd) |
| GCSE Revision Programme – Wk 8  Extra lessons | [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 3 | [E C](kasdkasd) |
| GCSE Revision Programme – Wk 9  Extra lessons | [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 3 | [E C](kasdkasd) |
| GCSE Revision Programme – Wk 10  Extra lesson | [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 3 | [E C](kasdkasd) |
| GCSE Revision Programme – Wk 11  Extra lessons | [3](o), [4](kj), [5](m), [6](k), [7](j), [8](k), 9, [10](k) | 3 | [E C](kasdkasd) |
| GCSE Listening Examination  End of Course | | | |