

Music Curriculum Plan

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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

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.

Hyperlink Index
Year 7
Year 8
Year 9
Year 10
Year 11

Together they form the basis of the Music Curriculum Plan.

Year 7 Music Curriculum

Instrument - Keyboard	<u>Focus</u> – Final Countdown		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
RH Technique	<u>1,4</u>	1	<u>I</u>
Time Keeping	<u>1,2</u>	1,2	<u>E C</u>
Rhythmic Accuracy	<u>1, 2,5</u>	1	<u>C E</u>
Notation	<u>6</u>	1,3	<u>C E</u>
LH extension/ ensemble	<u>1, 2</u>	1,2	<u>I</u>
Structure	<u>2, 5, 6, 7, 8</u>	3,2	<u>E</u>
Phrasing	<u>2, 5, 6, 7, 8</u>	3,2	<u>I</u>
Scalic Movement	<u>2, 5, 6, 7, 8</u>	3,1,2	<u>I</u>
Ascending, Descending, Sequence	<u>2, 5, 6, 7, 8</u>	3,1,2	<u>I</u>
Time Signature	<u>5, 6, 7, 8</u>	3	<u>I</u>

Music Technology	<u>Focus</u> - Garageband Intro: drum programming & chords		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
Garageband Basics: DAW capability, recording, deleting, basic editing,	<u>2</u>	2	<u>I</u>
Time Signature	<u>1, 2, 6, 9</u>	1,2,3	<u>I</u>
Setting Tempo: Tap/ BPM	<u>1, 2, 6</u>	1,2,3	<u>I</u>
Notation (beat sequencer)	<u>1, 2, 4, 5, 6, 7,10</u>	1,2	<u>I</u>
Hi Hat, Snare, Bass Drum, organ, clean electric guitar,	<u>1, 2, 4, 5, 6, 7, 9, 10</u>	2	<u>E C</u>
Note values/Subdivision of a bar: 1/16, 1/8, 1/4, 1/2, 1	<u>1, 2, 4, 5, 6, 7, 9, 10</u>	1,2,3	<u>I</u>
Chord (vs note)	<u>1, 2, 4, 5, 7, 9,10</u>	1,2,3	<u>I</u>
Bass line	<u>1,2, 4, 5, 7, 9</u>	1,2,3	<u>I</u>
Major/ Minor (primary & secondary chords)	<u>1, 2, 4, 5, 6, 7, 9, 10</u>	1,2,3	<u>I</u>
Syncopated	<u>1, 2, 4, 5, 6, 7, 10</u>	1,2,3	<u>I</u>
Reggae, Dance	<u>1, 2, 4, 5, 6, 7, 10</u>	1,2,3	<u>I</u>

Instrument – Drums	<u>Focus</u> - Basic Rock		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
Basic Rock Groove	1 , 2 , 4 , 5 , 6 , 7 , 8	1,2,3	I
Fills	1 , 2 , 5 , 6 , 7 , 8	1,2,3	I
Snare, Bass, Hi-Hats	1 , 2 , 5 , 6 , 7 , 8	1,2,3	E C
Stick Grip	1	1	I
4 Bar Phrase (3/1),	1 , 2 , 5 , 6 , 8	1,2,3	I
Duration (long/short)	1 , 2 , 5 , 6 , 8	1,2,3	E C
Time Keeping	1 , 2	1,2	E C
Groove	1 , 2	1,2,3	E C
Fill	1 , 2 , 7 , 8	1,2,3	E C

Instrument – Guitar	<u>Focus</u> - 7 Nation Army		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
Notation TAB	1 , 6	1,3	I E
Frets	6	1,3	I
Open Strings	6	1,2	I
Left Hand Position	1	1	I
Syncopation	1 , 2 , 5 , 7 , 8	1,2,3	I
Riff	1 , 2 , 4 , 5 , 6 , 7 , 8	3,2,1	I
8ve Unison	1 , 2 , 4 , 5 , 6 , 7 , 8	1,2,3	I
Dotted Note	1 , 2 , 5 , 6 , 7 , 8	2,3	I
Mute	1 , 2 , 5 , 6 , 7 , 8	1,3,2	I
Minor 3 rd	2 , 5 , 7 , 8	3,2	I

Understanding Music – Careers		Focus – Music for Film & TV Star Wars, Pirates, Music Theory	
Knowledge & Skills	AoS	NC Link	Sequence
Orchestra: strings, brass, percussion, woodwind, instrument names	2 , 3 , 4 , 5 , 8 , 10	2	I E C
Dynamics: forte, piano, pianissimo, fortissimo, crescendo, diminuendo	2 , 3 , 4 , 5 , 8 , 10	1,2,3	I E C
Rhythm & Tempo: bpm, largo, andante, presto, moderato, allegro, note values,	2 , 3 , 4 , 5 , 8 , 10	1,2,3	I E C
Articulation: staccato, legato, tenuto,	2 , 3 , 4 , 5 , 8 , 10	1,2,3	I
Instrumental Techniques:	2 , 3 , 4 , 5 , 8 , 10	1,2,3	
Notation: Stave, Treble Clef note names, Bass Clef note names.	2 , 3 , 4 , 5 , 8 , 10	1,2,3	

Year 8 Music Curriculum

Instrument - Keyboard	<u>Focus</u> – How To Save A Life		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
Time Keeping	<u>1</u> , 9	1,2	<u>C</u>
RH & LH technique	<u>1</u> , <u>2</u> , <u>7</u> , <u>8</u> , 9	1,2	<u>C</u> <u>E</u>
Legato	<u>3</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , 9, <u>10</u>	1,3	<u>I</u>
Accents	<u>1</u> , <u>8</u> , <u>10</u>	1,3	<u>I</u>
Tied notes	<u>1</u> , <u>2</u> , <u>3</u> , <u>6</u> , <u>8</u>	1	<u>I</u>
Use of notation	<u>1</u> , <u>8</u> , 9, <u>10</u>	1,2,3	<u>C</u> <u>E</u>
Counting bars	<u>5</u> , <u>7</u> , <u>8</u> , 9, <u>10</u>	1,2,3	<u>I</u>
Finding the pulse	<u>5</u> , <u>7</u> , <u>8</u> , 9, <u>10</u>	1,3	<u>E</u> <u>C</u>
Analysing musical development (instrument entries and timbre)	<u>5</u> , <u>7</u> , <u>8</u> , 9, <u>10</u>	2,3	<u>I</u> <u>E</u> <u>C</u>
Identification of instrument sounds	<u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , 9, <u>10</u>	3	<u>E</u> <u>C</u>
Relationship between syllables in lyrics and rhythm	<u>2</u> , <u>5</u> , <u>6</u>	3	<u>I</u>

Music Technology	<u>Focus</u> - Timbre & Arrangement: The Shape of You		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
Arrangement	<u>1</u> , <u>2</u> , <u>4</u>	2,3	<u>I</u>
Cover	<u>2</u> , <u>4</u> , <u>5</u> , <u>7</u>	2	<u>I</u>
Timbre	<u>2</u> , <u>4</u> , <u>5</u> , <u>7</u> , 9	2,3	<u>E</u> <u>C</u>
Contrast	<u>2</u> , <u>4</u> , <u>5</u> , <u>7</u> , <u>8</u>	2,3	<u>I</u>
drum programming	<u>2</u> , <u>5</u> , 9	1,2,3	<u>I</u>
improvised melody	<u>2</u> , <u>4</u> , <u>5</u> , <u>7</u>	1,2,3	<u>I</u>
major pentatonic scale	<u>1</u> , <u>2</u> , <u>5</u>	1,2,3	<u>I</u>
bass line	<u>1</u> , <u>2</u> , <u>5</u> , <u>6</u> , <u>8</u>	1,2,3	<u>C</u> <u>E</u>
root note	<u>1</u> , <u>2</u> , <u>5</u> , <u>6</u> , <u>8</u>	1,2,3	<u>C</u> <u>E</u>
rhythmic variation.	<u>1</u> , <u>2</u> , <u>5</u> , <u>6</u> , <u>8</u>	1,2,3	<u>I</u>

Instrument – Drums	<u>Focus</u> - Rock Variations & advanced fills		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
Quaver Rock groove	<u>1</u> , <u>4</u> , <u>7</u>	1,2,3	<u>I</u> <u>E</u> <u>C</u>
Semiquaver improvised fills	<u>1</u> , <u>2</u> , <u>7</u> , <u>8</u>	1,2,3	<u>I</u> <u>E</u> <u>C</u>
Snare, Bass, Hi-Hats, Toms	<u>6</u> , <u>7</u> , <u>9</u>	1,2,3	<u>I</u> <u>E</u> <u>C</u>
Time Keeping	<u>1</u> , <u>2</u> , <u>9</u>	1,2	<u>E</u> <u>C</u>
Rests	<u>1</u> , <u>2</u> , <u>5</u> , <u>9</u>	1,2	<u>C</u>
Song Structure	<u>1</u> , <u>2</u> , <u>5</u> , <u>7</u> , <u>8</u>	1,2,3	<u>I</u> <u>E</u> <u>C</u>

Instrument - Guitar	<u>Focus</u> – Sunshine of your Love		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
Backing track	<u>5</u>	1	<u>I</u>
Time keeping	<u>1</u> , <u>5</u> , <u>9</u>	1,2	<u>E</u> <u>C</u>
Sequence	<u>2</u> , <u>4</u> , <u>5</u> , <u>7</u> , <u>8</u>	1,2,3	<u>I</u>
Ascending	<u>2</u> , <u>4</u> , <u>5</u> , <u>7</u> , <u>8</u> , <u>9</u>	1,2,3	<u>C</u> <u>E</u>
Descending	<u>2</u> , <u>4</u> , <u>5</u> , <u>7</u> , <u>8</u> , <u>9</u>	1,2,3	<u>C</u> <u>E</u>
Blues note	<u>2</u> , <u>4</u> , <u>5</u> , <u>7</u> , <u>8</u>	1,2,3	<u>I</u>
Pentatonic	<u>2</u> , <u>4</u> , <u>5</u> , <u>7</u> , <u>8</u>	1,2,3	<u>I</u>
Distortion	<u>2</u> , <u>4</u> , <u>5</u> , <u>7</u> , <u>8</u> , <u>9</u>	2,3	<u>I</u>
Hand Position Change	<u>1</u>	1	<u>I</u>
Increased use of 3 rd finger	<u>1</u>	1	<u>I</u> <u>E</u> <u>C</u>

Understanding Music – Careers	<u>Focus</u> – Singer / Songwriter		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
Form & Structure: Chorus, Verse, Instrumental, Intro, Outro, Structure, Counting Bars	2 , 4 , 5 , 6 , 7 , 8 , 10	2,3	I E C
Misc: Riff, close harmony, half time, acoustic guitar, distortion	2 , 4 , 5 , 6 , 7 , 8 , 9 , 10	2,3	
Chords: major, minor, primary, secondary, roman numerals, chord progression	2 , 4 , 5 , 6 , 7 , 8 , 9 , 10	2,3	I
Texture: Melody & Accompaniment	2 , 4 , 5 , 6 , 7 , 8 , 9 , 10	2,3	
Melodic Terms: Riff, Melisma, Hook, Glissando, improvisation, blues note	2 , 4 , 5 , 6 , 7 , 8 , 9 , 10	2,3	I E C
Texture: Homophony, Polyphony, Imitation, A Cappella, Antiphonal, Melody & Accompaniment, Unison, Octaves	2 , 4 , 5 , 6 , 7 , 8 , 9 , 10	2,3	I E C
Music Theory – Scales: melody, ascending descending, major, minor, chromatic, pentatonic, key signatures	2 , 4 , 5 , 6 , 7 , 8 , 9 , 10	2,3	

Year 9 Music Curriculum

Music Technology (1)	Focus – Composing a Melody		
Knowledge & Skills	AoS	NC Link	Sequence
Being creative with rhythm	1 , 2 , 4 , 5 , 9	1,2	E C
Melodic development	1 , 2 , 4 , 5	1,2	I E C
Composing regular phrases	1 , 2 , 4 , 5	1,2	
Creating well-shaped melodies	1 , 2 , 4 , 5	1,2	I E C
Improvisation	1 , 2 , 4 , 5 , 9	1,2	E C
Playing in time	1 , 2 , 4 , 5 , 9	1,2	E C
Using melodic devices appropriately	1 , 2	1,2,3	I E C
Reviewing, appraising and developing melodic ideas	4 , 5 , 6 , 7 , 10	1,2,3	I
Accompaniment	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	E C
Rhythmic repetition	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E C
Ascending and descending	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	E C
Conjunct and disjunct movement	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E
Interval	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	E C
Sequence	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	E C
Variation	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I

Music Technology (2)	<u>Focus</u> – Composing a Chord Sequence (adding melody)		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
Chord Progression (& Melody)	<u>1</u> , <u>2</u> , <u>5</u> , <u>9</u>	1,2,3	<u>I</u> <u>E</u> <u>C</u>
Concord	<u>2</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u>	2,3	<u>I</u>
Discord	<u>2</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u>	2,3	<u>I</u>
Major	<u>2</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u>	2,3	<u>E</u> <u>C</u>
Minor	<u>2</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u>	2,3	<u>E</u> <u>C</u>
Primary /Secondary	<u>2</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u>	2,3	<u>E</u> <u>C</u>
Tonic	<u>2</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u>	2,3	<u>E</u> <u>C</u>
Subdominant	<u>2</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u>	2,3	<u>E</u> <u>C</u>
Dominant	<u>2</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u>	2,3	<u>E</u> <u>C</u>
Cadence	<u>2</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u>	2,3	<u>I</u>
Resolution	<u>2</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u>	2,3	<u>I</u>
Form & Structure	<u>2</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u>	2,3	<u>E</u> <u>C</u>
Free Composition (all skills above)	<u>1</u> , <u>2</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u>	1,2,3	<u>I</u> <u>E</u> <u>C</u>

Instrument - Guitar	<u>Focus</u> – Do I Wanna Know		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
Hammer & Pull	<u>1</u> , <u>2</u>	1	<u>I</u>
Time Keeping	<u>1</u> , <u>2</u> , <u>9</u>	1,2	<u>E</u> <u>C</u>
Advanced Left Hand Position	<u>1</u> , <u>9</u>	1	<u>E</u> <u>C</u>
Minor Tonality	<u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u>	2,3	<u>I</u> <u>E</u> <u>C</u>
Melody & Accompaniment	<u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u>	2,3	<u>E</u> <u>C</u>

Instrument - Keyboard	Focus – Chordal Accompaniment		
Knowledge & Skills	AoS	NC Link	Sequence
Time Keeping	<u>1</u> , 9	1,2	<u>C</u>
RH & LH technique	<u>1</u> <u>2</u> <u>7</u> <u>8</u> 9	1,2	<u>C</u> <u>E</u>
Diatonic Chords, theory	<u>3</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , 9, <u>10</u>	1,3	<u>I</u>
Inversions & voice leading	<u>3</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , 9, <u>10</u>	1,3	<u>I</u>
Chord Extensions	<u>3</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , 9, <u>10</u>	1,3	<u>I</u>
Melody & Accompaniment	<u>1</u> , <u>8</u> , <u>10</u>	1,3	<u>I</u>
Arpeggio	<u>1</u> <u>2</u> <u>3</u> , <u>6</u> , <u>8</u>	1	<u>I</u>
Improvisation	<u>1</u> , <u>8</u> , 9, <u>10</u>	1,2,3	<u>C</u> <u>E</u>
Counting bars	<u>5</u> , <u>7</u> , <u>8</u> , 9, <u>10</u>	1,2,3	<u>I</u>
Finding the pulse	<u>5</u> , <u>7</u> , <u>8</u> , 9, <u>10</u>	1,3	<u>E</u> <u>C</u>

Band – Drums, Guitar, Piano, Bass		<u>Focus</u> – Do I Wanna Know	
Knowledge & Skills	AoS	NC Link	Sequence
Guitar (as above)			
Drums			
Quaver Rock groove	1 , 4 , 7 , 9	1,2,3	E C
Improvised fills	1 , 2 , 7 , 8 , 9	1,2,3	E C
Snare, Bass, Hi-Hats, Toms	6 , 7 , 9	1,2,3	E C
Time Keeping	1 , 2 , 9	1,2	E C
Displacement (bass & snare)	1 , 2 , 5 , 9	1,2	I
Song Structure	1 , 2 , 5 , 7 , 8	1,2,3	E C
Piano			
Time Keeping	1 , 9	1,2	E C
RH & LH technique	1 , 2 , 7 , 8 , 9	1,2	E C
Chords	1 , 2 , 5 , 6 , 7 , 8 , 9 , 10	1,3	E C
Octaves	1 , 2 , 5 , 8 , 9 , 10	1,3	I
Use of notation	1 , 8 , 9 , 10	1,2,3	E C
Bass			
Root Note	1 , 2 , 5 , 6 , 7 , 8 , 9	1,2,3	I
Bass Technique	1	1	I
Octave	1 , 2 , 5 , 6 , 7 , 8 , 9	1,2,3	E C
Changing chords on beat 1	1 , 2 , 5 , 6 , 7 , 8 , 9	1,2,3	E C
Improvising Rhythms	1 , 2 , 5 , 6 , 7 , 8 , 9	1,2	E C
Band – Pupils opt for 1 of the above instruments			
Ensemble Skills & continued instrument specific techniques	1 , 4 , 5 , 9	1	E C

Understanding Music – Careers	<u>Focus</u> - Music & The Media: The Clash, Nirvana		
Knowledge & Skills	<u>AoS</u>	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 , 4 , 5 , 6 , 7 , 8 , 9	2,3	I E C
Alternative Music, Power chords, riff, instrument sounds, styles, harmony, diatonic, non-diatonic, structure, degrees, of scale, texture, key (signature)	2 , 4 , 5 , 6 , 7 , 8 , 9	2,3	I E C

Year 10 Music Curriculum

Half Term #1 (i) = information / (t) = test	<u>Focus</u> – Core Aural Skills and Terminology		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
Course Breakdown, musicfirst user info, practice & monitoring procedures Composition Bridging Unit (1) Performance Lesson (1) Aural Skill 1 – Recognising Chords (i)	1 , 2 , 4 , 5 , 6 , 8 , 9	1,2,3	E C
Young Musician (Interim Performance - 1 set), Issue icloud UN & PW Composition Bridging Unit (2) Performance Lesson (2) Instrumental Lesson Aural Skill 1 – Recognising Chords (t)	1 , 2 , 4 , 5 , 6 , 7 , 8 , 9	1,2,3	I E C
Composition Bridging Unit (3) Performance Lesson (3) Instrumental Lesson/ Performance Lesson Aural Skill 2 – Recognising scales (i)	1 , 2 , 4 , 5 , 6 , 7 , 8 , 9	1,2,3	I
Composition Bridging Unit (4) Performance Lesson (4) Instrumental Lesson Aural Skill 2 – Recognising scales (t)	1 , 2 , 4 , 5 , 6 , 7 , 8 , 9	1,2,3	I C E
Composition Bridging Unit (5) Performance Lesson (5) Instrumental Lesson/ Performance Lesson Aural Skill 3 – Intervals: 3 rd , 4 th , 5 th , 8ve. (i)	1 , 2 , 4 , 5 , 6 , 7 , 8 , 9	1,2,3	I E C
Composition Bridging Unit (5) Performance Lesson (5) Instrumental Lesson Aural Skill 3 – Intervals: 3 rd , 4 th , 5 th , 8ve. (T)	1 , 2 , 5 , 6 , 7 , 8 , 9	1,2,3	I E C
Composition Bridging Unit (6) Performance Lesson (6) Instrumental Lesson/ Performance Lesson Aural Skill 3 – Intervals: 3 rd , 4 th , 5 th , 8ve. (T)	1 , 2 , 4 , 5 , 6 , 7 , 8 , 9	1,2,3	E C

Half Term #2 (i) = information / (t) = test	<u>Focus</u> – Core Aural Skills, Terminology & Styles of Music		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
A.S 4 - Cadence (i)	<u>1</u> , <u>2</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u> , <u>10</u>	1,2,3	<u>E</u> <u>C</u>
A.S 4 - Cadence (T) Composition – Instrumental Lesson/ Performance Lesson	<u>1</u> , <u>2</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u> , <u>10</u>	1,2,3	<u>E</u> <u>C</u>
A.S 4 - Cadence (T) Composition – Instrumental Lesson	<u>1</u> , <u>2</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u> , <u>10</u>	1,2,3	<u>I</u> <u>E</u> <u>C</u>
A.S 4 - Cadence (T) Composition – Instrumental Lesson/ Performance Lesson	<u>1</u> , <u>2</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u> , <u>10</u>	1,2,3	<u>I</u> <u>E</u> <u>C</u>
Rhythmic Values & Time sig (i) Composition – Instrumental Lesson	<u>1</u> , <u>2</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u> , <u>10</u>	1,2,3	<u>I</u> <u>E</u> <u>C</u>
Dynamics & Tempo (i) Composition – Instrumental Lesson/ Performance Lesson	<u>1</u> , <u>2</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u> , <u>10</u>	1,2,3	<u>I</u> <u>E</u> <u>C</u>
Dynamics & Tempo (T) Recognising Key Sigs (i) Rhythmic Values & Time sig (T) Composition – Instrumental Lesson	<u>1</u> , <u>2</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u> , <u>10</u>	1,2,3	<u>I</u> <u>E</u> <u>C</u>

Half Term #3 (i) = information / (t) = test	<u>Focus</u> – Core Aural Skills, Terminology, Styles of Music & Set Work		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
REVISION SUMMARY 1 – TEST Recognising Key Sigs (T) Styles – Classical (i) Composition – Brief Instrumental Lesson	1 , 2 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E C
Melodic Devices (i) Styles – Classical (t) Composition – Brief Instrumental Lesson	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E C
Melodic Devices (t) Western Classical Set Work (1) Tonality (i) Composition – Brief Instrumental Lesson	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E C
Harmonic Devices (i) Western Classical Set Work (2) Understanding Exam AQA 2015 Q1 – 2 (*Form, Types of vocal ensemble. Dec Exam Links/ Wider listening (1) Composition – Brief Instrumental Lesson /Young Musician	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E C
Harmonic Devices (t) Rhythmic Devices (i) Styles – Baroque (i) Western Classical Set Work (3) Understanding Exam AQA 2015 Q3 – 4 (*Following Music (Test 1,2), Recognising rhythms, Complete the melody Dec Exam Links/ Wider listening (2) Composition – Brief Instrumental Lesson	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E C
Tonality (I) Rhythmic Devices (T) Styles – Baroque (T) Western Classical Set Work (4) Understanding Exam AQA 2015 Q3 – 4 (*Following Music, (Test 3,4), Recognising rhythms, Complete the melody) Dec Exam Links/ Wider listening (3) Composition – Brief Instrumental Lesson	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E C

Half Term #4 (i) = information / (t) = test	<u>Focus</u> – Core Aural Skills, Terminology, Styles of Music, Set Work & Examination Questions		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
<u>REVISION SUMMARY 2 – TEST</u> Dynamics & Tempo (i) Western Classical Set Work (5) Understanding Exam AQA 2015 Q5 – 7 (long mark questions) (*Counting chords, consonant & dissonant) *Following Music, (Test 5,6) Composition – Set deadline. Composition – Brief Instrumental Lesson	<u>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</u>	1,2,3	<u>I I</u> <u>E C</u>
Dynamics & Tempo (t) Rhythmic Values & Time sig (i) Understanding Exam AQA 2015 Q8 – 12 (*Phrase marks, playing techniques) Dec Exam Links/ Wider listening (4) Composition – Composition – Brief Instrumental Lesson	<u>1, 2, 4, 5, 6, 7, 8, 9, 10</u>	1,2,3	<u>I E C</u>
Rhythmic Values & Time sig (t) Examination - AQA 2015 Set Interim 2 Composition – Brief Instrumental Lesson	<u>1, 2, 4, 5, 6, 7, 8, 9, 10</u>	1,2,3	<u>I E C</u>
Tonality (i) Understanding Exam AQA 2018 Styles – Rock & Blues (I) Aural Skill 1 – Chords (i) Composition - Instrumental Lesson/ Performance Lesson	<u>1, 2, 4, 5, 6, 7, 8, 9, 10</u>	1,2,3	<u>I E C</u>
Rhythmic Devices (t) Tonality (i) Styles – Baroque (t) Understanding Exam AQA 2018 Styles – Rock & Blues (t) Composition – Brief Instrumental Lesson	<u>1, 2, 4, 5, 6, 7, 8, 9, 10</u>	1,2,3	<u>I E C</u>
Tonality (T) Understanding Exam AQA 2018 Styles – Minimalist (I)	<u>1, 2, 4, 5, 6, 7, 8, 9, 10</u>	1,2,3	<u>I E C</u>

Composition – Brief	<u>10</u>		
Instrumental Lesson			

Half Term #5	Focus – Styles of Music, incorporating Key Terms		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
Understanding Exam AQA 2018 Styles – Minimalist (t) Revision - Harmonic Devices Composition – Brief Instrumental Lesson	<u>1</u> , <u>2</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u> , <u>10</u>	1,2,3	<u>I</u> <u>E</u> <u>C</u>
Understanding Exam AQA 2018 Styles –Film (I) Revision - Recognising Key Sig Composition – Brief Instrumental Lesson	<u>1</u> , <u>2</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u> , <u>10</u>	1,2,3	<u>I</u> <u>E</u> <u>C</u>
Understanding Exam AQA 2018 Styles –Film (t) Styles – Dance & World (I) Revision - Rhythmic Devices Composition – Brief Instrumental Lesson	<u>1</u> , <u>2</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u> , <u>10</u>	1,2,3	<u>I</u> <u>I</u> <u>E</u> <u>C</u>
Styles – Dance & World (i) Understanding Exam AQA 2018 Composition – Brief Instrumental Lesson	<u>1</u> , <u>2</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u> , <u>10</u>	1,2,3	<u>I</u> <u>E</u> <u>C</u>
Understanding Exam AQA 2018 Styles – Dance & World (t) Composition – Brief Instrumental Lesson	<u>1</u> , <u>2</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u> , <u>10</u>	1,2,3	<u>I</u>
Dynamics & Tempo Rhythmic Devices Composition – Brief Instrumental Lesson	<u>1</u> , <u>2</u> , <u>3</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u> , <u>10</u>	1,2,3	<u>E</u> <u>C</u>
Understanding Examination AQA 2018 Instrumental Lesson	<u>1</u> , <u>2</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u> , <u>9</u> , <u>10</u>	1,2,3	<u>I</u> <u>E</u> <u>C</u>

Half Term #6 (i) = information / (t) = test	<u>Focus</u> – Set Work/ Written Examination		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
<u>REVISION SUMMARY 3 – TEST</u> Western Classical Set Work (6) Revision - Aural Skill 1 – Chords Composition – Brief Instrumental Lesson	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E C
Western Classical Set Work (7) Revision - Aural Skill 2 – Recognising scales Revision - Melodic Devices Composition – Brief Instrumental Lesson	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E C
Western Classical Set Work (8) Revision - Harmonic Devices Composition – Brief Instrumental Lesson	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E C
Western Classical Set Work (9) Composition – Brief Revision - Recognising Key Sigs	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E C
Written Examination Redraft & Revision Western Classical Set Work (10)	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	E C
Set Work Written Examination Composition – Brief Composition Coursework - DEADLINE	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	E C

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Half Term #1 (i) = information / (t) = test	<u>Focus</u> – Free Composition, Set Work (2)		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
<u>REVISION SUMMARY – END OF YEAR TEST</u> Composition – Free Composition Instrumental Lesson/ Performance Lesson	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E C
Popular Music Set Work (1) Aural Skills – Intervals & Cadences Additional Composition Coursework Instrumental Lesson	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E C
Popular Music Set Work (2 - i) Aural Skills – Intervals & Cadences Additional Composition Coursework Instrumental Lesson/ Performance Lesson	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E C
Popular Music Set Work (3 - t) Aural Skills – Instrument Sounds Additional Composition Coursework Instrumental Lesson	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E C
Popular Music Set Work (4 - i) Aural Skills – Instrument Sounds Additional Composition Coursework Instrumental Lesson/ Performance Lesson	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E C
Popular Music Set Work (5 - t) Styles – Baroque & Classical Additional Composition Coursework Instrumental Lesson	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E C
Popular Music Set Work (6) Styles – Film & Minimalism Additional Composition Coursework Instrumental Lesson/ Performance Lesson	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,2,3	I E C

Half Term #2 (i) = information / (t) = test	<u>Focus</u> – Free Composition, Set Work (2), Examination		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
Popular Music Set Work (7) Composition Coursework Additional Time (1) Mock Examination Preparation (1)	<u>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</u>	1,2,3	<u>I E C</u>
Popular Music Set Work (8) Composition Coursework Additional Time (2) Mock Examination Preparation (2)	<u>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</u>	1,2,3	<u>I E C</u>
Popular Music Set Work (9) Composition Coursework Additional Time (3) Mock Examination Preparation (3)	<u>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</u>	1,2,3	<u>I E C</u>
Popular Music Set Work (10) Composition Coursework Additional Time (4) Mock Examination Preparation (4)	<u>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</u>	1,2,3	<u>I E C</u>
Popular Music Set Work - Draft Written Composition Coursework Additional Time (5) Popular Music Set Work: Re-draft & Revise	<u>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</u>	1,2,3	<u>E C</u>
Mock Examination Composition Coursework Additional Time (6)	<u>2, 3, 4, 5, 6, 7, 8, 9, 10</u>	1,2,3	<u>I E C</u>
Composition Coursework Additional Time (7) Mock Examination Performance Component	<u>2, 3</u>	1,2,3	<u>I E C</u>

Half Term #3 (i) = information / (t) = test	<u>Focus</u> – Performance & Composition Coursework		
Knowledge & Skills	<u>AoS</u>	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 , 2 , 3 , 5 , 6 , 8	1,2,3	I I E C
Composition Coursework Additional Time & Individual extra composition lessons (9) Performance Coursework – Additional Time (2) Popular Music Set Work (12)	1 , 2 , 3 , 5 , 6 , 8	1,2,3	I I E C
Composition Coursework Additional Time & Individual extra composition lessons (10) Performance Coursework – Additional Time (3) Popular Music Set Work (13)	1 , 2 , 3 , 5 , 6 , 8	1,2,3	I I E C
Composition Coursework - DEADLINE Performance Coursework – Additional Time (4) Popular Music Set Work – Draft Written	1 , 2 , 3 , 5 , 6 , 8	1,2,3	I I E C
Performance Coursework – Additional Time (5) GCSE Performance Recording Day (1) Popular Music Set Work – Written Exam	1 , 3 , 5 , 6 , 8	1,2,3	I I E C

Half Term #4 (i) = information / (t) = test	<u>Focus</u> – Revision & Performance		
Knowledge & Skills	<u>AoS</u>	NC Link	Sequence
GCSE Revision Programme – Wk 1 (see revision Programme for content) Performance Coursework – Additional Time (6)	1 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,3	E C E C
GCSE Revision Programme – Wk 2 Performance Coursework – Additional Time (7)	1 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,3	E C E C
GCSE Revision Programme – Wk 3 Performance Coursework – Additional Time (8)	1 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,3	E C E C

GCSE Revision Programme – Wk 4 Performance Coursework – Additional Time (9)	1 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,3	E_C E_C
GCSE Revision Programme – Wk 5 Performance Coursework – Additional Time (10)	1 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,3	E_C E_C
GCSE Revision Programme – Wk 6 GCSE Performance Recording Day (2)	1 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	1,3	E_C E_C

Half Term #5 (i) = information / (t) = test	<u>Focus</u> – Revision & Exam Preparation		
Knowledge & Skills	AoS	NC Link	Sequence
GCSE Revision Programme – Wk 7 Extra lessons	3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	3	E_C
GCSE Revision Programme – Wk 8 Extra lessons	3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	3	E_C
GCSE Revision Programme – Wk 9 Extra lessons	3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	3	E_C
GCSE Revision Programme – Wk 10 Extra lesson	3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	3	E_C
GCSE Revision Programme – Wk 11 Extra lessons	3 , 4 , 5 , 6 , 7 , 8 , 9 , 10	3	E_C
GCSE Listening Examination			
End of Course			