

Music Curriculum Overview Table

The music curriculum as outlined below underpins our curriculum intent here: [Music Curriculum Intent 2024-25](#)

The curriculum has been created to develop musical skills and knowledge whilst considering the National Curriculum for Music

[National Curriculum - Music.pdf](#) and the Model Music Curriculum [Model_Music_Curriculum_Full.pdf](#)

End Point	Key knowledge AO4 (Understanding)	Key skills AO1 (Playing), AO2 (Creating), AO3 (Critical Engagement 'Listening')	Key Vocabulary Highlighted = Frayer Model	Reading and Oracy	Numeracy	Common misconceptions	Assessment As per department feedback policy: Music Feedback Depart...
Y7 Term 1 - Music & Me <i>Foundation ensemble performance skills</i>	What is music? Basic principles of Musical Elements (i.e. pitch – high/low, duration – long/short etc.) What is posture? What are ensemble skills?	Fundamentals of Posture Keeping a pulse/rhythm in ensemble Singing within a 5 note range in unison Creating lyrics and applying rhythmically Listening to music of different cultures (Y7 Skills Grid)	Posture Ensemble Pulse Rest Silence Unison	Extended paragraph in contextual understanding baseline Writing lyrics and considering rhyming & syllabic writing system Discussion & debate Knowledge Organiser extended reading	Rhythm and metre – timing, pulse, counting in multiples of 3 and 4, patterns, music notations, balance of sound	Difference between pulse and rhythm Performance Posture Difference between event and venue	<u>Formative assessment</u> - Regular verbal feedback to guide progress
Y7 Term 2 Just Play & Find Your Voice! <i>Developing keyboard & vocal skills</i>	Basic principles of Musical Elements (i.e. pitch – high/low, duration – long/short etc.) What is musical notation? - treble staff (Middle C to top G). What are the pitches of the keyboard/piano?	Keyboard skills - technique, hand position, notes on the keyboard, technical control (accuracy) Playing a melody within a 5 note range from middle C (C major) Singing a melody within an octave range in unison (Y7 Skills Grid)	Fluency Technique Accuracy Posture Treble Clef Projection Stave/Staff	Reading lyrics Discussion & debate Knowledge organiser extended reading	Music Literacy and Theory Note durations	Singing - Pitching notes, 'shouting' (when singing louder), raising pitch (when singing louder) Finger Technique/Posture on Keyboards Notes of the Keyboard (musical alphabet is A-G)	<u>Formative assessment</u> - Regular verbal feedback to guide progress <u>Summative Assessment</u> AO1 (Playing) 20 marks (40%) <ul style="list-style-type: none"> Keyboard & Vocal Performance AO3 (Critical Engagement) 20 marks (40%) <ul style="list-style-type: none"> Understanding Music Quiz and Listening Quiz AO4 (Appraising/SMSC) 10 marks (20%) <ul style="list-style-type: none"> Practice ability and

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							evaluating
<p>Y7 Term 3</p> <p>Building Bricks <i>Musical Elements (MAD TSHIRT) and Chords</i></p>	<p>MAD TSHIRT (knowing what the musical elements are)</p> <p>What is sonority & dynamics?</p> <p>What is harmony & tonality?</p> <p>What is a rhythm & tempo?</p>	<p>Playing a melody within a 6 note range (C major)</p> <p>Playing primary chords in root position (C major)</p> <p>Singing a melody within an octave range in unison</p>	<p>Chord</p> <p>Dynamics</p> <p>Timbre/Sonority</p> <p>Tonality</p> <p>Harmony</p> <p>Rhythm</p> <p>Tempo</p> <p>Major</p> <p>Minor</p> <p>Consonant</p> <p>Dissonant</p>	<p>Silent reading task (home learning)</p> <p>Discussion & debate</p> <p>Knowledge organiser extended reading</p> <p>Reading lyrics</p>	<p>Note durations</p> <p>Triads</p> <p>Rhythm and metre – timing, pulse, counting in multiples of 3 and 4, patterns, music notations, balance of sound</p>	<p>Chord is 2 or more notes played together at the same time</p> <p>Dynamics are loud/soft not high/low</p>	<p><u>Formative assessment</u> - Regular verbal feedback to guide progress</p>
<p>Y7 Term 4</p> <p>Building Bricks 2 <i>Musical Elements (MAD TSHIRT), Notations & Ensemble Performance</i></p>	<p>What is melody & texture?</p> <p>What are note values?</p> <p>How do I notate pitch?</p> <p>How do I perform effectively as part of an ensemble?</p>	<p>Playing a range of rhythms including note values from quavers (eighth notes) to semibreves (whole notes)</p> <p>Creating rhythm patterns</p> <p>Notating Pitch (Middle C to top F)</p> <p>Playing a melody within an octave range</p>	<p>Pulse</p> <p>Accent</p> <p>Polyrhythm</p> <p>Ostinato</p> <p>Rhythm</p>	<p>Discussion & debate</p> <p>Knowledge organiser extended reading</p>	<p>Note durations</p> <p>Rhythms & patterns</p> <p>Musical maths (home learning)</p>	<p>Incorrect application of playing 2 quavers</p> <p>Notes on the stave</p>	<p><u>Formative assessment</u> - Regular verbal feedback to guide progress</p> <p><u>Summative assessment</u></p> <p>AO2 (Composing) 20 marks (40%)</p> <ul style="list-style-type: none"> Improvisation and Variations Composition <p>AO3 (Critical Engagement) 20 marks (40%)</p> <ul style="list-style-type: none"> Understanding Music Quiz and Listening Quiz <p>AO4 (Appraising/SMSC) 10 marks (20%)</p> <ul style="list-style-type: none"> Practice ability and evaluating
<p>Y7 Term 5</p> <p>Sonority City <i>Instruments of the Orchestra & introduction to the DAW</i></p>	<p>What is sonority/timbre?</p> <p>How does sonority change?</p> <p>How are instrumental sounds grouped?</p> <p>How can I record musical ideas?</p>	<p>Playing and combining a range of melodic motifs (C major)</p> <p>Playing chord progressions in 1st/2nd inversions (C major)</p> <p>Singing in 2 part harmony</p> <p>Listening to and</p>	<p>Sonority</p> <p>Strings</p> <p>Brass</p> <p>Woodwind</p> <p>Percussion</p> <p>SATB (Choir)</p>	<p>Reading lyrics</p> <p>Discussion & debate</p> <p>Knowledge organiser extended reading</p>	<p>Repeating rhythm patterns</p> <p>BPM</p> <p>Note durations</p>	<p>Saxophone incorrectly identified as a brass instrument</p> <p>Following melodic contour incorrectly</p>	<p><u>Formative assessment</u> - Regular verbal feedback to guide progress</p>

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		identifying orchestral instruments					
Y7 Term 6 Hooks & Riffs <i>Advancing ensemble performance skills & creating musical ideas</i>	What are riffs, ostinati, loops & hooks? What are flats?	Playing and combining a range of melodic motifs within an octave range (D minor - 1 flat introduced) Playing rhythms with rests, semiquavers and triplets Improvising melodic ideas within the range of an octave Singing at a music performance grade 1 standard	Ostinato Riff Loops Hook Flat Improvise Triplets Octave	Discussion & debate Knowledge organiser extended reading	Repeating patterns BPM Note duration Intervals	Difference between flat and sharp Difference between riff/ostinato/loop (context)	<u>Formative assessment</u> - Regular verbal feedback to guide progress <u>Summative Assessment</u> AO1 (Playing) 20 marks (40%) <ul style="list-style-type: none"> Keyboard & Vocal Performance AO3 (Critical Engagement) 20 marks (40%) <ul style="list-style-type: none"> Understanding Music Quiz and Listening Quiz AO4 (Appraising/SMSC) 10 marks (20%) <ul style="list-style-type: none"> Practice ability and evaluating
Y8 Term 1 - All that Jazz <i>Focus AO1: Playing</i> <i>Playing stylistic features of the Blues</i>	What are the origins of the Blues? Why is the Blues significant to music of today? How can chords be extended?	Playing Chord Progressions (Primary Chords and Seventh Chords - including 1 flat in root/1st/2nd inversion) Playing a walking bassline Improvising a melody using a Blues Scale Singing in 2 part harmony using call & response (Y8 Skills Grid)	Improvisation 12 Bar Blues Seventh Chord Walking Bass Melody Flat Sharp	Discussion & debate Knowledge organiser extended reading Reading/speaking musical terminology	Time Signatures Counting pulse, metre, bars & beats (4/4), Scalic Patterns	Following melodic contour correctly Flattened Notes	<u>Formative assessment</u> - Regular verbal feedback to guide progress
Y8 Term 2 What Makes a Good Song? <i>Focus AO1&2: Playing and</i>	How is a popular song structured? What musical features does an effective popular song include?	Performing an independent part in an ensemble Playing & recording riff, bassline and chord progression using a	Riff Melody Conjunct/Disjunct Lyrics Structure Chord Progression	Discussion & debate Knowledge Organiser extended reading	Using a DAW (patterns/scales/ BPM/timing)	Understanding of a chord <i>progression</i>	<u>Formative assessment</u> - Regular verbal feedback to guide progress

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<p><i>Creating</i></p> <p><i>Understanding key features of popular songs</i></p>	<p>How is a popular song recorded?</p>	<p>DAW</p> <p>Composing & recording a riff using a DAW in E minor (1 sharp)</p> <p>(Y8 Skills Grid)</p>	<p>Bassline</p>	<p>Reading/speaking musical terminology</p>			
<p>Y8 Term 3</p> <p>Brilliant Broadway</p> <p><i>Focus AO2: Creating</i></p> <p><i>Creating musical ideas to a brief</i></p>	<p>How can music reflect character?</p> <p>How can I create an effective motif?</p> <p>How can I develop a motif?</p>	<p>Improvising and composing a variety of motifs in G major & E minor (1 sharp)</p> <p>Call & Response drumming (Djembe)</p> <p>Creating rhythmic motifs</p> <p>(Y8 Skills Grid)</p>	<p>Leitmotif</p> <p>Scale</p> <p>Improvise</p> <p>Expression</p> <p>Characterisation</p> <p>Djembe</p> <p>Call & Response</p>	<p>Discussion & debate</p> <p>Knowledge organiser extended reading</p> <p>Reading/speaking musical terminology</p>	<p>Drumming patterns - cyclical rhythms</p> <p>Patterns (scale)</p>	<p>Motifs /Leitmotifs have to be repetitive</p>	<p><u>Formative assessment</u> - Regular verbal feedback to guide progress</p>
<p>Y8 Term 4</p> <p>Variations</p> <p><i>Focus AO2: Creating</i></p> <p><i>Creating variations of a musical idea</i></p>	<p>What is a variation and why are these important in music?</p> <p>How can I vary a melody by adding to it?</p> <p>How can I vary a melody by changing it?</p>	<p>Playing a melody and accompaniment in the key of G major (1 sharp) in 4/4 time.</p> <p>Improvising & composing melodic variations</p> <p>Using a DAW creatively to record musical ideas in the key of G major (1 sharp_</p> <p>(Y8 Skills Grid)</p>	<p>Articulation</p> <p>Theme & Variations</p> <p>Pedal/Drone</p> <p>Ostinato</p> <p>Passing Notes</p>	<p>Discussion & debate</p> <p>Knowledge Organiser extended reading</p> <p>Reading/speaking musical terminology</p> <p>Reading a composing brief</p> <p>Recording written notes on a composing log</p>	<p>Repeated musical ideas</p> <p>Patterns</p> <p>Augmentation ('doubling' note values)</p> <p>Diminution ('halving' note values)</p>	<p>Understanding harmonisation of melody</p>	<p><u>Formative assessment</u> - Regular verbal feedback to guide progress</p>
<p>Y8 Term 5</p> <p>Soundtrack 1</p> <p><i>Focus AO1: Playing</i></p> <p><i>Performing leitmotif stylistically</i></p>	<p>Why is music used in films and other visual media?</p> <p>How can music be used to manipulate mood/emotion?</p> <p>What compositional techniques do composers use to create music for film?</p>	<p>Playing a melody & accompaniment in the key of E minor (harmonic - 2 sharps/natural - 1 sharp) and in 3/4 time.</p> <p>Composing a leitmotif to suit a character in the key of E minor (harmonic - 2 sharps) or</p>	<p>Diegetic</p> <p>Mickey-mousing</p> <p>Leitmotif</p> <p>Underscore</p> <p>Storyboarding</p> <p>Spotting</p> <p>Hitpoint</p>	<p>Discussion & debate</p> <p>Knowledge organiser extended reading</p> <p>Reading/speaking musical terminology</p>	<p>Time signatures/beats & timing</p>	<p>Mickey-mousing is just applying sound effects</p> <p>Coherence of harmony</p>	<p><u>Formative assessment</u> - Regular verbal feedback to guide progress</p>

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		G major (1 sharp) Arranging & creating a variation of leitmotif (Y8 Skills Grid)		Verbally articulating and evaluating success in composition through feedback			
Y8 Term 6 Soundtrack 2 <i>Focus AO2: Creating Composing to a brief</i>	How can I use multiple compositional techniques to create a soundtrack for a film scene? How can music technology be used creatively in composition?	Creating a soundscape/soundtrack that includes multiple compositional techniques (leitmotif/underscore/mic key-mousing) Singing at a music performance grade 2 standard Singing with pitch accuracy, clear phrasing and dynamic contrast (Y8 Skills Grid)	Panning Soundtrack Coherence Creativity Reverb Over-dubbing	Discussion & debate Knowledge organiser extended reading Reading/speaking musical terminology Verbally articulating and evaluating success in composition through feedback	Time signatures/beats & timing Stereo Field	Reverb=echo	<u>Formative assessment</u> - Regular verbal feedback to guide progress
Y9 Term 1 Offbeat Focus - AO1: Playing	What are the key features of reggae music? How can I perform key features of a Reggae effectively?	Playing an independent part as part of an ensemble. Developing performance fluency - playing with accuracy of pitch & timing Rehearsal technique (Y9 Skills Grid)	Backbeat/Offbeat Syncopation Primary Chords	Discussion & debate Reading/speaking musical terminology Lyrics	Beats 2 & 4	Playing on the regular 'on beat'	<u>Formative assessment</u> - Regular verbal feedback to guide progress
Y9 Term 2 Chart Topper! Focus - AO2: Composing	How are songs structured effectively? What are the key features of popular songs?	Creating chord progressions & applying extended chords/inversions in a popular song form Creating hooks/riffs in a popular song form (D major/B minor or F major/D minor) Notating ideas in a lead	Conjunct Disjunct Popular song form Structure Riff Melody Texture Lyrics Lead Sheet Chord	Discussion & debate Reading/speaking musical terminology Reading & applying a composing brief Reading & writing lyrics (rhyming structures)		Rhythmic placement & timing of chords/lyrics	<u>Formative assessment</u> - Regular verbal feedback to guide progress

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		sheet (Y9 Skills Grid)	Progression				
Y9 Term 3 Floor Fillers Focus - AO1: Playing & AO2: Creating	What is music for dance? What is a remix & how do I create an arrangement? What are music technology effects and how can they be used creatively?	Recording/inputting musical ideas into a DAW (C major & b3 chords) Varying/arranging musical ideas in a DAW Creating various rhythm patterns/drum patterns in a DAW	Arrangement Four-on-the-floor BPM Loop Synthesiser Context Panning Reverb Automation	Discussion & debate Reading/speaking musical terminology	Patterns and loops Bars/Beats/Timing Fractions (inputting notes on DAW)	Over-complicating drum track rhythms	<u>Formative assessment</u> - Regular verbal feedback to guide progress
Y9 Term 4 Fusions Focus - AO1: Playing	What is a musical fusion? How can I perform key features of a fusion effectively?	Playing an independent part as part of an ensemble. Developing performance fluency - playing with accuracy of pitch & timing Rehearsal technique (Y9 Skills Grid)	Fusion Genre/Style Son Rhythm Call & Response Regular Rhythm Stock Chord-Progression Hook	Discussion & debate Reading/speaking musical terminology Lyrics	Time Signatures Polyrhythms Bars/Beats/Timing Fractions (inputting notes on DAW)	Misunderstanding that every musical style is essentially a fusion	<u>Formative assessment</u> - Regular verbal feedback to guide progress
Y9 Term 5 Just Play! Icons <i>Playing Extended Chords and Inversions</i> Focus - AO1: Playing	How are chords inverted? How are chords extended? Increased technical knowledge of how to play instrument How do I rehearse effectively?	Playing Extended Chords and Chord Inversions (D major/F major) Playing an independent part as part of an ensemble. Developing performance fluency - playing with accuracy of pitch & timing Rehearsal technique (Y9 Skills Grid)	Inversion Chord Progression Rehearsal Ensemble Fluency Accuracy	Discussion & debate Reading/speaking musical terminology Communicating in an ensemble	Time Signatures Construction of chords	Construction of chord inversions	<u>Formative assessment</u> - Regular verbal feedback to guide progress

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<p>Y9 Term 6</p> <p>Cover Version</p> <p>Focus - AO1: Playing</p>	<p>How are musical elements used to create arrangements of existing songs?</p> <p>How can I demonstrate my performance skills in a final performance?</p>	<p>Playing an independent part as part of an ensemble.</p> <p>Demonstrating performance fluency - playing with accuracy of pitch & timing Rehearsal technique</p> <p>(Y9 Skills Grid)</p>	<p>Variation Accuracy Expression Interpretation</p>	<p>Discussion & debate</p> <p>Reading/speaking musical terminology</p> <p>Lyrics</p>		<p>Understanding that an arrangement requires change</p>	<p><u>Formative assessment</u> - Regular verbal feedback to guide progress</p>
<h3>GCSE Music - AQA Syllabus</h3>							
<p>Y10 Term 1</p> <p>MAD TSHIRT - The Elements of Music <i>Understanding what the fundamental elements of music are and how they are used.</i></p>	<p>Defining musical elements of MAD TSHIRT.</p> <p>Knowledge of musical devices and features within each element</p> <p>How do I effectively listen to and analyse music?</p>	<p>AO3-Listening to, identifying and describing musical elements/devices</p> <p>AO2-Applying creative use of musical elements through mini composing tasks</p> <p>AO2-Building DAW skills for composition</p>	<p>Melody, Articulation, Dynamics, Structure, Form, Harmony, Tonality Instrumentation, Timbre, Sonority, Rhythm, Metre, Tempo ...Phonic</p>	<p>Discussion & Debate</p> <p>Reading/speaking musical terminology</p> <p>BUG exam questions</p> <p>SPAG in exercise books</p>	<p>Inherent through time signatures, pulse, rhythms, metre, notations, intervals etc.</p>	<p>Describing Texture</p> <p>Instrumental Families</p>	<p><u>Formative assessment</u> - Regular verbal feedback to guide progress</p>
<p>Y10 Term 2</p> <p>AoS2: Popular Music</p> <p>Ensemble Performance (1) Deadline</p>	<p>Musical features of & use of elements in:</p> <ul style="list-style-type: none"> Rock music of the 1960s/1970s Music of Broadway 1950s-1990s Pop Music 1990s onwards Film & Video Game Music <p>How to perform successfully in an ensemble</p>	<p>AO1-Developing ensemble performance skills - accuracy, fluency & expression</p> <p>AO3-Listening to, identifying and describing musical elements/devices</p>	<p>Syncopation Melisma Melody & Accompaniment Primary Chords Secondary Chords Stock Chord Chord Progressions Riff/Hook/Loop BPM Reverb Delay Overdubbing, Vocoder Pitch Bend</p>	<p>Discussion & Debate</p> <p>Reading/speaking musical terminology SPAG in exercise books</p>	<p>Inherent through time signatures, pulse, rhythms, metre, notations, intervals etc.</p> <p>Roman numerals</p>		<p><u>Formative assessment</u> - Regular verbal feedback to guide progress</p> <p><u>Summative assessment</u></p> <p>Ensemble Performance (1) - 36 marks</p>
<p>Y10 Term 3</p> <p>AoS1: Western</p>	<p>Musical features of & use of elements in:</p> <ul style="list-style-type: none"> The coronation 	<p>AO2 - composing skills - chord progressions, inversions & extensions</p>	<p>Melisma Cadence Virtuoso</p>	<p>Discussion & Debate</p>	<p>Inherent through time signatures, pulse, rhythms,</p>	<p>Tone/Semitone placement on a piano</p>	<p><u>Formative assessment</u> - Regular verbal feedback to guide progress</p>

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<p>Classical Tradition</p>	<p>anthem's & oratorios of Handel</p> <ul style="list-style-type: none"> The orchestra music of Haydn, Mozart & Beethoven The piano music of Chopin and Schumann The requiem of the late Romantic period <p>How do I create musical ideas using harmony (chords)?</p>	<p>AO3-Listening to, identifying and describing musical elements/devices</p>	<p>Diatonic Chromatic</p> <p>Rondo Homophonic Terraced Dynamics Balanced Phrasing Anacrusis Conjunct/Disjunct Symphony Sonata Form</p>	<p>Reading/speaking musical terminology</p> <p>SPAG in exercise books</p>	<p>metre, notations, intervals etc.</p> <p>Tone row patterns</p> <p>Scales</p> <p>Roman numerals</p>		
<p>Y10 Term 4</p> <p>AoS4: Western Classical Tradition since 1910</p> <p>Solo Performance (1) Deadline</p>	<p>Musical features of & use of elements in:</p> <ul style="list-style-type: none"> The Orchestral Music of Copland British music of Arnold, Britten, Maxwell-Davis & Tavener The orchestral music of Zoltan, Kodaly & Bela Bartok Minimalist music of John Adams, Steve Reich, Terry Riley <p>How to perform successfully as a soloist</p>	<p>AO3-Listening to, identifying and describing musical elements/devices</p> <p>AO1-Developing solo performance skills - accuracy, fluency & expression</p> <p>AO2 - Developing composing skills - minimalist techniques</p>	<p>Dissonant Hemiola</p> <p>Rubato Augmentation Diminution Layered Pedal Pentatonic</p>	<p>Discussion & Debate</p> <p>Reading/speaking musical terminology</p> <p>SPAG in exercise books</p> <p>Communication through performance</p>	<p>Inherent through time signatures, pulse, rhythms, metre, notations, intervals etc.</p> <p>Doubling of note values (Augmentation)</p> <p>Halving of note values (Diminution)</p> <p>5 notes scales</p> <p>Intervals</p>		<p><u>Formative assessment</u> - Regular verbal feedback to guide progress</p> <p><u>Summative assessment</u></p> <p>Solo Performance (1) - 36marks</p>
<p>Y10 Term 5</p> <p>AoS3: Traditional Music</p>	<p>Musical features of & use of elements in:</p> <ul style="list-style-type: none"> Blues music from 1920-1950 Fusion music incorporating African and/or Caribbean music Contemporary Latin American music Contemporary Folk music of the British Isles <p>How do I create effective melodic and rhythmic ideas?</p>	<p>AO2 - composing skills - melodies, themes/variations & rhythmic development</p> <p>AO3-Listening to, identifying and describing musical elements/devices</p>	<p>Modal</p> <p>Backbeat/Offbeat Skank Drone A capella Imitative Polyrhythm Shuffle beat</p>	<p>Discussion & Debate</p> <p>Reading/speaking musical terminology</p> <p>SPAG in exercise books</p>	<p>Inherent through time signatures, pulse, rhythms, metre, notations, intervals etc.</p> <p>Beats 2 and 4</p> <p>Patterns of rhythms</p> <p>Patterns of modal scales</p>		<p><u>Formative assessment</u> - Regular verbal feedback to guide progress</p>

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<p>Y10 Term 6</p> <p>NEA: 'My Music' <i>Combining knowledge and skills to produce performances and composition</i></p> <p>Solo Performance (2) Deadline Ensemble Performance (2) Deadline</p>	<p>What is a compositional brief?</p> <p>What is coherence?</p> <p>What is expression & interpretation?</p>	<p>AO1-Developing solo /ensemble performance skills - accuracy, fluency & expression</p> <p>AO2 - Creating a 'Free Composition' (demonstrating use of and understanding of musical elements in composition)</p>	<p>Intention Coherent Development Expression Interpretation Creativity Technical Control</p>	<p>Discussion & Debate</p> <p>Reading/speaking musical terminology</p> <p>SPAG in exercise books</p>	<p>Inherent through time signatures, pulse, rhythms, metre, notations, intervals, use of DAW etc.</p>	<p>Coherence of musical ideas</p>	<p><u>Formative assessment</u> - Regular verbal feedback to guide progress</p> <p><u>Summative assessment</u> Component 1 - Mock Exam (68)</p>
<p>Y11 Term 1</p> <p>Component 1 (Listening & Understanding)</p> <p>NEA - Composition</p> <p>Solo Performance (3) Deadline</p>	<p>Deepening understanding of musical features and devices within MAD TSHIRT</p> <p>Understanding of how to develop musicality and interest within composition</p>	<p>Active Listening (Exam question practice)</p> <p>Composing Music</p>	<p>MAD TSHIRT (Elements of Music) and associated terminology</p>	<p>Reading/speaking musical terminology</p> <p>Programme Notes</p> <p>Musical Scores</p>	<p>Inherent through time signatures, pulse, rhythms, metre, notations, intervals, use of DAW etc.</p>	<p>Repetition, Variation and Development</p> <p>Harmony</p> <p>Modulations</p>	<p><u>Formative assessment</u> - Regular verbal feedback to guide progress</p> <p><u>Summative assessment</u> Component 2 - Solo Performance (36)</p>
<p>Y11 Term 2</p> <p>NEA - Ensemble Performance and Composition</p> <p>Free Composition Deadline</p> <p>Component 1 Mock Exam Ensemble Performance (3) Deadline</p>	<p>What is a composition to a brief?</p> <p>How can I compose music to suit a brief?</p> <p>How can I perform successfully in an ensemble?</p>	<p>Ensemble performance & rehearsal skills-technical control (accuracy), expression, interpretation</p>	<p>Communication Balance Preparation Composition Brief</p>	<p>Reading/speaking musical terminology</p> <p>Programme Notes</p> <p>Musical Scores</p>	<p>Inherent through time signatures, pulse, rhythms, metre, notations, intervals, use of DAW etc.</p>	<p>Repertoire - choosing correct standard of performance piece</p>	<p><u>Formative assessment</u> - Regular verbal feedback to guide progress</p> <p><u>Summative assessment</u> Component 3- Free Composition (36)</p> <p>Component 1 - Mock Exam (96)</p> <p>Component 2 - Ensemble Performance (36)</p>
<p>Y11 Term 3</p> <p>NEA - Composition to a Brief</p>	<p>How can I develop interest in a composition?</p> <p>What are the key features of Mozart's Clarinet Concerto 3rd Movement?</p>	<p>Melodic/Rhythmic Dictation</p> <p>Cadence identification</p> <p>Interval identification</p>	<p>Cadence Interval Dictation</p>	<p>Reading/speaking musical terminology</p> <p>Programme Notes</p> <p>Musical Scores</p>	<p>Inherent through time signatures, pulse, rhythms, metre, notations, intervals, use of</p>	<p>Applying analytical knowledge to the correct episode in the Clarinet Concerto</p>	<p><u>Formative assessment</u> - Regular verbal feedback to guide progress</p> <p><u>Summative assessment</u> Component 2 - Solo</p>

Music Curriculum Overview Table

<p>Recapping MAD TSHIRT & Set Studies</p> <p>Solo Performance (4) Final Deadline</p>	<p>What are the key features of Paul Simon's Graceland/You Can Call Me Al/Diamonds on the Soles of Her Shoes?</p>	<p>Analysis</p> <p>Identifying music technology effects</p> <p>Exam Technique (Listening/Analysis)</p>			<p>DAW etc.</p> <p>Intervals</p> <p>Scales</p> <p>Chords/Keys</p>	<p>Confusing features across Paul Simon pieces.</p>	<p>Performance (36)</p>
<p>Y11 Term 4</p> <p>NEA - Finalising 'My Music'</p> <p>Brief Composition Deadline</p> <p>Component 1 Mock Exam (2)</p> <p>Ensemble Performance (4) Final Deadline</p>	<p>What is a musical score?</p> <p>What is a programme note and how can I portray my intentions?</p> <p>Exam Technique</p>	<p>Performing with accuracy, expression & interpretation</p> <p>Composing coherently within a structure & creative use of musical elements</p> <p>Creating a musical score</p> <p>Writing a programme note to outline intentions</p> <p>Exam Technique (Listening/Analysis)</p> <p>Complete CRFs and Paperwork ready for examination</p>	<p>Coherence</p> <p>Creativity</p> <p>Sophisticated Score</p> <p>Intention</p>	<p>Reading/speaking musical terminology</p> <p>Programme Notes</p> <p>Musical Scores</p> <p>Completing forms</p>	<p>Inherent through time signatures, pulse, rhythms, metre, notations, intervals, use of DAW etc.</p>	<p>Scoring and notating ideas effectively and appropriately to context</p>	<p><u>Formative assessment</u> - Regular verbal feedback to guide progress</p> <p><u>Summative assessment</u></p> <p>Component 3- Brief Composition (36)</p> <p>Component 1 - Mock Exam (96)</p> <p>Component 2 - Ensemble Performance (36)</p>
<p>Y11 Term 5</p> <p>Component 1 (Listening & Understanding) - Revision</p>	<p>Revising musical terminology of MAD TSHIRT</p> <p>Revising 4 GCSE Area of Study</p> <p>Revising key features of set studies</p>	<p>Revision</p> <p>Exam Technique</p>	<p>Component 1 Key Terminology</p>	<p>Reading/speaking musical terminology</p> <p>Exam papers</p> <p>SPaG</p>	<p>Inherent through time signatures, pulse, rhythms, metre, notations, intervals, use of DAW etc.</p>	<p>Applicable answers for questions in component 1 exam</p>	<p><u>Formative assessment</u> - Regular verbal feedback to guide progress</p> <p><u>Summative assessment</u></p> <p>Component 2 - Solo & Ensemble Performance (72 marks)</p> <p>Component 3 - Free & Brief Composition (72 Marks)</p> <p>Component 1 - Understanding Music Exam (96 marks)</p>