Music – Key Stage 3



Term	Year 7			Year 8			Year 9		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
Term 1	Induction to Music June – July Baseline tests are delivered through musical games and practical activities, using percussion instruments and ensemble work to assess student's prior knowledge and musical ability. Key solo and ensemble rehearsal techniques are covered in order to for all students to play and perform confidently	Induction to Music June - July All students will have a clear understanding of how rhythm, metre, structure, texture and dynamics impact a performance. Students will be able to recognise and perform using these musical elements.	All projects will contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini' formative performances to check progress and understanding Ensemble and solo performance skills.	The Blues June - July Student's clear understanding of solo and ensemble skills from Y7 are now developed by delving into musical genres. This is a transition project looking forward to how music will be studied in year 8	The Blues June - July Students will complete a variety of tasks which look at the history of how Blues music came about the historical impact on the genre. Key musical features which make the genre so recognisable will also be explored. Students will continue to develop their practical skills whilst doing so and will complete a final performance. assessment.	All projects will contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini' formative performances to check progress and understanding. Ensemble and solo performance skills	Students will draw back on the learning that has taken place in Year 7 and Year 8. As part of an ensemble, they will learn and perform a piece of music of their choice. This topic is designed to build on prior knowledge and ensemble skills. This project also look in depth as key terminology, how compositions are brought together and why they are successful.	Ensemble Skills June - Dec Students will explore rehearsal techniques and learn how to elevate a performance, considering musicality, timing, conventions of the genre and showing that they are able to perform accurately and with expression. Key terminology is explored to create a transition to GCSE music.	Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini' formative performances to check progress and understanding. Regular listening exercises and questions Regular solo and ensemble performances.
	The Piano Sept - Dec This project introduces the concepts of moto- cognition, muscle memory and development of performance skills through learning the piano. The project covers basic skills for beginners through to developed ensemble	The Piano Sept - Dec Students learn to read treble clef and bass clef notation. All students are taught how to play the piano hands separately and hands together. Students learn how to perform as part of an ensemble.		Reggae Sept - Dec Through looking at the history and context of Reggae music, students will have a broad understanding of the compositional devices which make the genre so distinctive	Reggae Sept - Dec Students will develop their understanding of key terminology from areas of study such as melody, rhythm, texture, harmony and tonality. The project will be delivered through practical exercises using musical instruments,		Students will use performance and analysis skills within this project.		Compositional briefs / assignments. Ensemble and solo performance skills

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	performance for				composition tasks				
	more advanced				and by analysing				
	performers. All				Reggae music.				
	students by the				Artists such as Bob				
	end of the project				Marley and the				
	will be able to				Wailers, UB40 and				
	efficiently perform				Burning Spear are				
	as a soloist and as				studied.				
	part of an								
	ensemble.								
	Rand Breakout	Rand Breakout	All projects will contain	Film Music	Film Music	All projects will	Composition &	Composition &	All projects will
	Band Breakout	Band Breakout	All projects will contain	<u>Film Music</u> Ian - April	Film Music	All projects will	Composition &	Composition &	All projects will
	<u>Band Breakout</u> <u>Jan - April</u>	Band Breakout Jan - April	the following	<u>Film Music</u> Jan - April	<u>Film Music</u> <u>Jan - April</u>	contain the following	<u>Performance – </u>	<u>Performance – </u>	contain the
	<u>Jan - April</u>	Jan - April	the following assessment	<u> Jan - April</u>	<u> Jan - April</u>	contain the following assessment	Performance – Instrumental	<u>Performance –</u> <u>Instrumental</u>	contain the following
	Jan - April This project is a	<u>Jan - April</u> Students'	the following	<u>Jan - April</u> Students will	<u>Jan - April</u> Knowledge around	contain the following	Performance – Instrumental Popular Music	<u>Performance –</u> <u>Instrumental</u> <u>Popular Music</u>	contain the following assessment
	Jan - April This project is a chance for	Jan - April Students' knowledge of the	the following assessment opportunities:	<u>Jan - April</u> Students will explore	<u>Jan - April</u> Knowledge around how music and	contain the following assessment opportunities:	Performance – Instrumental	<u>Performance –</u> <u>Instrumental</u>	contain the following
	Jan - April This project is a chance for students to learn	Jan - April Students' knowledge of the different	the following assessment opportunities:	Jan - April Students will explore conventions and	Jan - April Knowledge around how music and sound impact film	contain the following assessment opportunities:	Performance – Instrumental Popular Music Jan - April	<u>Performance –</u> <u>Instrumental</u> <u>Popular Music</u>	contain the following assessment opportunities:
	Jan - April This project is a chance for students to learn and master a range	Jan - April Students' knowledge of the different instruments are	the following assessment opportunities:	Jan - April Students will explore conventions and techniques used	Jan - April Knowledge around how music and sound impact film and television is	contain the following assessment opportunities:	Performance – Instrumental Popular Music Jan - April This project	Performance – Instrumental Popular Music Jan - April	contain the following assessment opportunities:
2	Jan - April This project is a chance for students to learn and master a range of instrumental	Jan - April Students' knowledge of the different instruments are brought together	the following assessment opportunities: Constant verbal feedback	Jan - April Students will explore conventions and techniques used for composing	Jan - April Knowledge around how music and sound impact film and television is explored through	contain the following assessment opportunities: Constant verbal feedback	Performance – Instrumental Popular Music Jan - April This project allows the	Performance – Instrumental Popular Music Jan - April This unit starts to	contain the following assessment opportunities:
	Jan - April This project is a chance for students to learn and master a range of instrumental skills across	Students' knowledge of the different instruments are brought together to work as an	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self	Jan - April Students will explore conventions and techniques used for composing music for film and	Jan - April Knowledge around how music and sound impact film and television is explored through listening tasks,	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher,	Performance – Instrumental Popular Music Jan - April This project allows the students to	Performance – Instrumental Popular Music Jan - April This unit starts to prepare students for	contain the following assessment opportunities: Constant verbal feedback
	Jan - April This project is a chance for students to learn and master a range of instrumental skills across different popular	Students' knowledge of the different instruments are brought together to work as an ensemble.	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative	Jan - April Students will explore conventions and techniques used for composing music for film and tv. Key concepts	Jan - April Knowledge around how music and sound impact film and television is explored through listening tasks, composition and	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer	Performance – Instrumental Popular Music Jan - April This project allows the students to explore musical	Performance – Instrumental Popular Music Jan - April This unit starts to prepare students for GCSE style	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher,
	Jan - April This project is a chance for students to learn and master a range of instrumental skills across different popular instruments.	Students' knowledge of the different instruments are brought together to work as an ensemble. Students will	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self	Jan - April Students will explore conventions and techniques used for composing music for film and tv. Key concepts such as leit	Jan - April Knowledge around how music and sound impact film and television is explored through listening tasks,	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative	Performance – Instrumental Popular Music Jan - April This project allows the students to explore musical analysis through	Performance – Instrumental Popular Music Jan - April This unit starts to prepare students for GCSE style performance and	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer
Ë	Jan - April This project is a chance for students to learn and master a range of instrumental skills across different popular instruments. Students'	Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment	Jan - April Students will explore conventions and techniques used for composing music for film and tv. Key concepts such as leit motifs, diegetic	Jan - April Knowledge around how music and sound impact film and television is explored through listening tasks, composition and performance.	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer	Performance – Instrumental Popular Music Jan - April This project allows the students to explore musical analysis through composition and	Performance – Instrumental Popular Music Jan - April This unit starts to prepare students for GCSE style performance and composition.	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative
Ë	Jan - April This project is a chance for students to learn and master a range of instrumental skills across different popular instruments. Students' enjoyment of	Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project	Jan - April Students will explore conventions and techniques used for composing music for film and tv. Key concepts such as leit motifs, diegetic and extra diegetic	Jan - April Knowledge around how music and sound impact film and television is explored through listening tasks, composition and performance. Works by	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment	Performance – Instrumental Popular Music Jan - April This project allows the students to explore musical analysis through composition and practical skills.	Performance – Instrumental Popular Music Jan - April This unit starts to prepare students for GCSE style performance and	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer
Term	Jan - April This project is a chance for students to learn and master a range of instrumental skills across different popular instruments. Students' enjoyment of music is	Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an ensemble,	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and	Jan - April Students will explore conventions and techniques used for composing music for film and tv. Key concepts such as leit motifs, diegetic and extra diegetic music, and score	Jan - April Knowledge around how music and sound impact film and television is explored through listening tasks, composition and performance. Works by composers such as	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project	Performance – Instrumental Popular Music Jan - April This project allows the students to explore musical analysis through composition and practical skills. Within the	Performance – Instrumental Popular Music Jan - April This unit starts to prepare students for GCSE style performance and composition. Students	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment
Ë	Jan - April This project is a chance for students to learn and master a range of instrumental skills across different popular instruments. Students' enjoyment of music is encouraged by	Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an ensemble, showcasing their	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project	Jan - April Students will explore conventions and techniques used for composing music for film and tv. Key concepts such as leit motifs, diegetic and extra diegetic music, and score writing will be	Jan - April Knowledge around how music and sound impact film and television is explored through listening tasks, composition and performance. Works by composers such as Hans Zimmer, John	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and	Performance – Instrumental Popular Music Jan - April This project allows the students to explore musical analysis through composition and practical skills. Within the project students	Performance – Instrumental Popular Music Jan - April This unit starts to prepare students for GCSE style performance and composition. Students Based on students'	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project
Term	Jan - April This project is a chance for students to learn and master a range of instrumental skills across different popular instruments. Students' enjoyment of music is encouraged by working as an	Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an ensemble, showcasing their talent and musical	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback	Jan - April Students will explore conventions and techniques used for composing music for film and tv. Key concepts such as leit motifs, diegetic and extra diegetic music, and score writing will be taught through	Jan - April Knowledge around how music and sound impact film and television is explored through listening tasks, composition and performance. Works by composers such as Hans Zimmer, John Williams and James	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project	Performance – Instrumental Popular Music Jan - April This project allows the students to explore musical analysis through composition and practical skills. Within the project students will learn about	Performance – Instrumental Popular Music Jan - April This unit starts to prepare students for GCSE style performance and composition. Students Based on students' knowledge and	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and
Term	Jan - April This project is a chance for students to learn and master a range of instrumental skills across different popular instruments. Students' enjoyment of music is encouraged by working as an ensemble, whilst	Jan - April Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an ensemble, showcasing their talent and musical skill set. Ensembles	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini'	Jan - April Students will explore conventions and techniques used for composing music for film and tv. Key concepts such as leit motifs, diegetic and extra diegetic music, and score writing will be taught through analysis,	Jan - April Knowledge around how music and sound impact film and television is explored through listening tasks, composition and performance. Works by composers such as Hans Zimmer, John Williams and James Horner will be	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback	Performance – Instrumental Popular Music Jan - April This project allows the students to explore musical analysis through composition and practical skills. Within the project students will learn about the key aspects of	Performance – Instrumental Popular Music Jan - April This unit starts to prepare students for GCSE style performance and composition. Students Based on students' knowledge and understanding of key	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project
Term	Jan - April This project is a chance for students to learn and master a range of instrumental skills across different popular instruments. Students' enjoyment of music is encouraged by working as an ensemble, whilst individually	Jan - April Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an ensemble, showcasing their talent and musical skill set. Ensembles will perform in a	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini' formative	Jan - April Students will explore conventions and techniques used for composing music for film and tv. Key concepts such as leit motifs, diegetic and extra diegetic music, and score writing will be taught through analysis, composition and	Jan - April Knowledge around how music and sound impact film and television is explored through listening tasks, composition and performance. Works by composers such as Hans Zimmer, John Williams and James Horner will be performed and	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini'	Performance – Instrumental Popular Music Jan - April This project allows the students to explore musical analysis through composition and practical skills. Within the project students will learn about the key aspects of music making and	Performance – Instrumental Popular Music Jan - April This unit starts to prepare students for GCSE style performance and composition. Students Based on students' knowledge and understanding of key areas of music	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback
Term	Jan - April This project is a chance for students to learn and master a range of instrumental skills across different popular instruments. Students' enjoyment of music is encouraged by working as an ensemble, whilst individually specialising is	Jan - April Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an ensemble, showcasing their talent and musical skill set. Ensembles will perform in a class summer	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini' formative performances to check	Jan - April Students will explore conventions and techniques used for composing music for film and tv. Key concepts such as leit motifs, diegetic and extra diegetic music, and score writing will be taught through analysis,	Jan - April Knowledge around how music and sound impact film and television is explored through listening tasks, composition and performance. Works by composers such as Hans Zimmer, John Williams and James Horner will be performed and analysed. Students	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini' formative	Performance – Instrumental Popular Music Jan - April This project allows the students to explore musical analysis through composition and practical skills. Within the project students will learn about the key aspects of music making and how these impact	Performance – Instrumental Popular Music Jan - April This unit starts to prepare students for GCSE style performance and composition. Students Based on students' knowledge and understanding of key areas of music (melody, texture,	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini'
Term	Jan - April This project is a chance for students to learn and master a range of instrumental skills across different popular instruments. Students' enjoyment of music is encouraged by working as an ensemble, whilst individually specialising is either piano,	Jan - April Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an ensemble, showcasing their talent and musical skill set. Ensembles will perform in a class summer showcase,	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini' formative performances to check progress and	Jan - April Students will explore conventions and techniques used for composing music for film and tv. Key concepts such as leit motifs, diegetic and extra diegetic music, and score writing will be taught through analysis, composition and	Jan - April Knowledge around how music and sound impact film and television is explored through listening tasks, composition and performance. Works by composers such as Hans Zimmer, John Williams and James Horner will be performed and analysed. Students will study the	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini' formative performances to	Performance – Instrumental Popular Music Jan - April This project allows the students to explore musical analysis through composition and practical skills. Within the project students will learn about the key aspects of music making and how these impact on the listener.	Performance – Instrumental Popular Music Jan - April This unit starts to prepare students for GCSE style performance and composition. Students Based on students' knowledge and understanding of key areas of music (melody, texture, structure etc)	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini' formative
Term	Jan - April This project is a chance for students to learn and master a range of instrumental skills across different popular instruments. Students' enjoyment of music is encouraged by working as an ensemble, whilst individually specialising is	Jan - April Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an ensemble, showcasing their talent and musical skill set. Ensembles will perform in a class summer	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini' formative performances to check	Jan - April Students will explore conventions and techniques used for composing music for film and tv. Key concepts such as leit motifs, diegetic and extra diegetic music, and score writing will be taught through analysis, composition and	Jan - April Knowledge around how music and sound impact film and television is explored through listening tasks, composition and performance. Works by composers such as Hans Zimmer, John Williams and James Horner will be performed and analysed. Students	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini' formative	Performance – Instrumental Popular Music Jan - April This project allows the students to explore musical analysis through composition and practical skills. Within the project students will learn about the key aspects of music making and how these impact	Performance – Instrumental Popular Music Jan - April This unit starts to prepare students for GCSE style performance and composition. Students Based on students' knowledge and understanding of key areas of music (melody, texture,	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini'

Brayton
Academy

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		accuracy and	Ensemble and solo		development from		will directly link	popular music	check progress and
		expression.	performance skills.		silent movies to	Ensemble and solo	to composition	considering key	understanding.
					modern	performance skills.	tasks and	features studies in	
					blockbusters.		practical	analysis lessons	Regular listening
							activities.		exercises and
								Students will be	questions
							Students will	given the	
							compose a piece	opportunity to	Regular solo and
							of music using a	develop	ensemble
							four chord song	performance skills	performances.
							format as well as	through composition	
							composing to a	and focus rehearsal	Compositional briefs
							set brief using	techniques for	/ assignments.
							specialist	creating a fluent and	7 455.6
							software.	accurate solo and	End of unit
							Joitware.	ensemble	performance.
								performance.	performance.
								periorinance.	
	Rhythm Wheels	Rhythm Wheels	All projects will contain	Rand Breakout	Rand Breakout	All projects will	Traditional Music	Traditional Music	All projects will
	Rhythm Wheels	Rhythm Wheels	All projects will contain	Band Breakout	Band Breakout	All projects will	Traditional Music	<u>Traditional Music</u> April - lune	All projects will
	Rhythm Wheels April - June	Rhythm Wheels April - June	the following	Band Breakout April - June	Band Breakout April - June	contain the following	<u>Traditional Music</u> <u>April - June</u>	<u>Traditional Music</u> <u>April - June</u>	contain the
	April - June		the following assessment	April - June	April - June	contain the following assessment	<u> April - June</u>	April - June	contain the following
	April - June The project builds	April - June	the following	April - June The final project	April - June Students'	contain the following	April - June An introduction	April - June Students will explore	contain the following assessment
	April - June The project builds on the skills	April - June Students compose	the following assessment opportunities:	April - June The final project in Year 8 is under	April - June Students' knowledge of the	contain the following assessment opportunities:	April - June An introduction into world music	April - June Students will explore traditional music	contain the following
	April - June The project builds on the skills previously	April - June Students compose complex	the following assessment opportunities:	April - June The final project in Year 8 is under pinned by the	April - June Students' knowledge of the different	contain the following assessment opportunities:	April - June An introduction into world music and the history	April - June Students will explore traditional music genres through	contain the following assessment opportunities:
~	April - June The project builds on the skills previously developed in	April - June Students compose complex polyrhythms in	the following assessment opportunities:	April - June The final project in Year 8 is under pinned by the instrumental and	April - June Students' knowledge of the different instruments are	contain the following assessment opportunities:	April - June An introduction into world music and the history and traditions	Students will explore traditional music genres through composition and	contain the following assessment opportunities:
3	April - June The project builds on the skills previously developed in project two.	Students compose complex polyrhythms in order to perform	the following assessment opportunities: Constant verbal feedback	April - June The final project in Year 8 is under pinned by the instrumental and ensemble skills	Students' knowledge of the different instruments are brought together to	contain the following assessment opportunities: Constant verbal feedback	April - June An introduction into world music and the history and traditions that are typical of	Students will explore traditional music genres through composition and performance.	contain the following assessment opportunities:
	April - June The project builds on the skills previously developed in project two. Students further	Students compose complex polyrhythms in order to perform confidently as a	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self	April - June The final project in Year 8 is under pinned by the instrumental and ensemble skills taught and	Students' knowledge of the different instruments are brought together to work as an	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher,	April - June An introduction into world music and the history and traditions that are typical of each genre.	Students will explore traditional music genres through composition and performance. Students will learn	contain the following assessment opportunities: Constant verbal feedback
	April - June The project builds on the skills previously developed in project two. Students further improve their	Students compose complex polyrhythms in order to perform confidently as a Samba ensemble.	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative	April - June The final project in Year 8 is under pinned by the instrumental and ensemble skills taught and developed in Year	Students' knowledge of the different instruments are brought together to work as an ensemble. Students	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer	April - June An introduction into world music and the history and traditions that are typical of each genre. Students will look	Students will explore traditional music genres through composition and performance. Students will learn the key musical	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher,
	April - June The project builds on the skills previously developed in project two. Students further improve their motor-cognition	Students compose complex polyrhythms in order to perform confidently as a Samba ensemble. Towards the end of	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self	April - June The final project in Year 8 is under pinned by the instrumental and ensemble skills taught and developed in Year 7. Students	Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative	April - June An introduction into world music and the history and traditions that are typical of each genre. Students will look at African	April - June Students will explore traditional music genres through composition and performance. Students will learn the key musical features of each	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer
	April - June The project builds on the skills previously developed in project two. Students further improve their motor-cognition and muscle	Students compose complex polyrhythms in order to perform confidently as a Samba ensemble. Towards the end of the project	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment	April - June The final project in Year 8 is under pinned by the instrumental and ensemble skills taught and developed in Year 7. Students understanding of	Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer	April - June An introduction into world music and the history and traditions that are typical of each genre. Students will look at African drumming,	April - June Students will explore traditional music genres through composition and performance. Students will learn the key musical features of each genre and how they	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative
	The project builds on the skills previously developed in project two. Students further improve their motor-cognition and muscle memory through	Students compose complex polyrhythms in order to perform confidently as a Samba ensemble. Towards the end of the project students combine	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project	April - June The final project in Year 8 is under pinned by the instrumental and ensemble skills taught and developed in Year 7. Students understanding of ensemble skills	Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an ensemble,	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment	April - June An introduction into world music and the history and traditions that are typical of each genre. Students will look at African drumming, Samba, Salsa,	April - June Students will explore traditional music genres through composition and performance. Students will learn the key musical features of each genre and how they relate to historical	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer
Term 3	The project builds on the skills previously developed in project two. Students further improve their motor-cognition and muscle memory through learning and	Students compose complex polyrhythms in order to perform confidently as a Samba ensemble. Towards the end of the project students combine their knowledge of	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and	April - June The final project in Year 8 is under pinned by the instrumental and ensemble skills taught and developed in Year 7. Students understanding of ensemble skills and developed	Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an ensemble, showcasing their	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project	April - June An introduction into world music and the history and traditions that are typical of each genre. Students will look at African drumming,	April - June Students will explore traditional music genres through composition and performance. Students will learn the key musical features of each genre and how they	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment
	April - June The project builds on the skills previously developed in project two. Students further improve their motor-cognition and muscle memory through learning and performing basic	Students compose complex polyrhythms in order to perform confidently as a Samba ensemble. Towards the end of the project students combine their knowledge of the piano, drums	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project	April - June The final project in Year 8 is under pinned by the instrumental and ensemble skills taught and developed in Year 7. Students understanding of ensemble skills and developed and tested at a	Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an ensemble, showcasing their talent and musical	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and	April - June An introduction into world music and the history and traditions that are typical of each genre. Students will look at African drumming, Samba, Salsa,	April - June Students will explore traditional music genres through composition and performance. Students will learn the key musical features of each genre and how they relate to historical traditions.	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project
	April - June The project builds on the skills previously developed in project two. Students further improve their motor-cognition and muscle memory through learning and performing basic and more complex	Students compose complex polyrhythms in order to perform confidently as a Samba ensemble. Towards the end of the project students combine their knowledge of the piano, drums and ensemble	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback	April - June The final project in Year 8 is under pinned by the instrumental and ensemble skills taught and developed in Year 7. Students understanding of ensemble skills and developed and tested at a higher level than	Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an ensemble, showcasing their talent and musical skill set. Ensembles	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project	April - June An introduction into world music and the history and traditions that are typical of each genre. Students will look at African drumming, Samba, Salsa, English and Irish	April - June Students will explore traditional music genres through composition and performance. Students will learn the key musical features of each genre and how they relate to historical	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and
	April - June The project builds on the skills previously developed in project two. Students further improve their motor-cognition and muscle memory through learning and performing basic and more complex riffs on the drum	Students compose complex polyrhythms in order to perform confidently as a Samba ensemble. Towards the end of the project students combine their knowledge of the piano, drums and ensemble performance to	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini'	April - June The final project in Year 8 is under pinned by the instrumental and ensemble skills taught and developed in Year 7. Students understanding of ensemble skills and developed and tested at a higher level than in Year 7 with	Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an ensemble, showcasing their talent and musical skill set. Ensembles will perform in a	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback	April - June An introduction into world music and the history and traditions that are typical of each genre. Students will look at African drumming, Samba, Salsa, English and Irish Folk and Indian	April - June Students will explore traditional music genres through composition and performance. Students will learn the key musical features of each genre and how they relate to historical traditions.	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project
	April - June The project builds on the skills previously developed in project two. Students further improve their motor-cognition and muscle memory through learning and performing basic and more complex riffs on the drum kits. This is	Students compose complex polyrhythms in order to perform confidently as a Samba ensemble. Towards the end of the project students combine their knowledge of the piano, drums and ensemble performance to give a final	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini' formative	April - June The final project in Year 8 is under pinned by the instrumental and ensemble skills taught and developed in Year 7. Students understanding of ensemble skills and developed and tested at a higher level than in Year 7 with more complex	April - June Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an ensemble, showcasing their talent and musical skill set. Ensembles will perform in a class summer	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini'	April - June An introduction into world music and the history and traditions that are typical of each genre. Students will look at African drumming, Samba, Salsa, English and Irish Folk and Indian Music. Students	Students will explore traditional music genres through composition and performance. Students will learn the key musical features of each genre and how they relate to historical traditions. Students will take	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback
	April - June The project builds on the skills previously developed in project two. Students further improve their motor-cognition and muscle memory through learning and performing basic and more complex riffs on the drum kits. This is combined with	Students compose complex polyrhythms in order to perform confidently as a Samba ensemble. Towards the end of the project students combine their knowledge of the piano, drums and ensemble performance to	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini' formative performances to check	April - June The final project in Year 8 is under pinned by the instrumental and ensemble skills taught and developed in Year 7. Students understanding of ensemble skills and developed and tested at a higher level than in Year 7 with more complex pieces of music	Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an ensemble, showcasing their talent and musical skill set. Ensembles will perform in a class summer showcase,	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini' formative	April - June An introduction into world music and the history and traditions that are typical of each genre. Students will look at African drumming, Samba, Salsa, English and Irish Folk and Indian Music. Students will explore how	April - June Students will explore traditional music genres through composition and performance. Students will learn the key musical features of each genre and how they relate to historical traditions. Students will take part in and complete	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini'
	April - June The project builds on the skills previously developed in project two. Students further improve their motor-cognition and muscle memory through learning and performing basic and more complex riffs on the drum kits. This is	Students compose complex polyrhythms in order to perform confidently as a Samba ensemble. Towards the end of the project students combine their knowledge of the piano, drums and ensemble performance to give a final	the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini' formative	April - June The final project in Year 8 is under pinned by the instrumental and ensemble skills taught and developed in Year 7. Students understanding of ensemble skills and developed and tested at a higher level than in Year 7 with more complex	April - June Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an ensemble, showcasing their talent and musical skill set. Ensembles will perform in a class summer	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini'	April - June An introduction into world music and the history and traditions that are typical of each genre. Students will look at African drumming, Samba, Salsa, English and Irish Folk and Indian Music. Students will explore how traditional music	April - June Students will explore traditional music genres through composition and performance. Students will learn the key musical features of each genre and how they relate to historical traditions. Students will take part in and complete a number of mini	contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback



							Academy	
their knowledge of		of past knowledge	accuracy and	check progress and	music in order to	exercises around	check progress and	
rhythm.	Ensemble and solo	is also	expression.	understanding	create a fusion of	each traditional	understanding.	
	performance skills.	fundamental to			cultures.	genre.		
		building long				In addition to the	Regular listening	
		lasting musical				composition	exercises and	
		knowledge.				performance tasks,	questions	
						students will be		
						given time to	Regular solo and	
						rehearse as a soloist	ensemble	
						and as part of an	performances.	
						ensemble, before	periormanees.	
						giving a final	Compositional	
						performance to	Compositional	
						demonstrate	briefs /	
						development of	assignments.	
						skills.		
							End of unit	
							performance	



Term	Year 10/11 – One Year GCSE							
	Topic	Knowledge	Skills/Assessment					
Term 1	Component 1 – Understanding Music Preparation for the written examination component of the course. Students will start by looking at key terminology before studying a compulsory area of study and the case study associated the AOS. Component 2 – Performing Music Students will prepare a series of solo and ensemble performances in line with the GCSE requirements (total of 4 minutes minimum). This topic will focus on ensemble skills and provide students with time to practice as well as peripatetic music lessons. This unit is ongoing throughout the GCSE course. Component 3 – Composing Music Students are required to complete a composition of their choice. Students will look at fundamental compositional techniques before embarking on their final submission.	Component 1 – Understanding Music Key terminology across a number of musical elements is built upon in the first four weeks of the GCSE course. Student study and identify the technical terms for compositional skills through listening to a variety of musical genres from Baroque to Hip Hop. Fundamental skills taught on how to answer specific questions such as notation, dictation, modulations and time signatures. Students will have a broad knowledge of the musical genres that fall under AOS2 – Popular Music and any case study piece associated with the area of study. Component 2 – Performing Music Students embark on peripatetic lessons in an instrument of their choice. Students will master the instrumental skills required to perform accurately, fluently and to a high standard. The preparation for the final performance examinations is an ongoing process across the GCSE course, with a final performance examination in the Spring term. Repertoire will be determined by the student and teacher and the final recital must last for a minimum of five minutes, with a minimum of one-minute ensemble content. Throughout the year there will be a number of rehearsal and performance opportunities in the lessons in order for students to receive feedback in order to progress. Component 3 – Composing Music Students must learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through two compositions. Frere composition choice can be composed in any style or genre to best reflect the skills, strengths and interests of the individual students. The free choice composition of musical elements and their ability to show technical and expressive control. Students will use specialist ICT software to complete the NEA controlled assessments.	 Constant verbal feedback Ongoing Teacher, self and peer formative assessment Regular and timely performance assessments in connection to the examination guidelines / mark scheme. Ongoing 'performance opportunities to check progress. Regular and timely listening exercises and questions End of unit summative assessment testing Regular case study written questions with formative feedback and the opportunity to improve. Mock examinations in an examination-controlled environment. Practice performance sessions / mock performances. 					



Component 1 – Understanding Music

Preparation for the written examination component of the course. Student will use their prior knowledge of the key elements to learn about traditional music (AOS3) Western Classical Tradition (AOS1) and Western Classical Tradition Since 1910 (AOS4). The compulsory case study from AOS1 is prepared and analysed as well as any other relevant case studies.

Component 2 – Performing Music

Students will prepare a series of solo and ensemble performances in line with the GCSE requirements (total of 4 minutes minimum). This topic will focus on ensemble skills and provide students with time to practice as well as peripatetic music lessons. This unit is ongoing throughout the GCSE course.

Component 3 – Composing Music

Students are required to complete a briefed composition set by the examination board as pre-release material. Students will act upon the fundamental techniques learnt in their free composition to support their GCSE submission.

Component 1 - Understanding Music

Fundamental skills continue to be taught on how to answer specific questions such as notation, dictation, modulations and time signatures.

Students will have a broad knowledge of the musical genres that fall under AOS1, AOS3 and AOS4 and any case study piece associated with the area of study.

Students will gain knowledge of how to answer examination questions and practice this on a weekly basis.

Component 2 – Performing Music

Students embark on peripatetic lessons in an instrument of their choice. Students will master the instrumental skills required to perform accurately, fluently and to a high standard. The preparation for the final performance examinations is an ongoing process across the GCSE course, with a final performance examination in the Spring term. Repertoire will be determined by the student and teacher and the final recital must last for a minimum of five minutes, with a minimum of one-minute ensemble content. Throughout the year there will be a number of rehearsal and performance opportunities in the lessons in order for students to receive feedback in order to progress.

Component 3 – Composing Music

Students will research and develop ideas of a brief before composing a final submission using specialist ICT software. The briefed composition choice will demonstrate creative and effective selection of musical elements and their ability to show technical and expressive control.

Component 1 – Understanding Music

Students will revise all areas of the GCSE course and complete examination practice in order to prepare them for their final examination.

Component 2 – Performing Music

Final performance examination will be completed and recorded before being submitted to the examination board.

Component 3 – Composing Music

Component 1 – Understanding Music

Revision of all areas of the written course, including fundamental skills, case studies and areas of study will be completed in order to prepare the students for their final examination.

Component 2 – Performing Music

Final solo and ensemble performance will take place, which are recorded and marked internally before being submitted to the examination board for moderation. to perform accurately, fluently and to a high standard with the support of their peripatetic music teacher (instrumental expert).

Component 1 – Understanding Music:

- Constant verbal feedback
- Ongoing Teacher, self and peer formative assessment
- Regular and timely performance assessments in connection to the examination guidelines / mark scheme.
- Ongoing 'performance opportunities to check progress.
- Regular and timely listening exercises and questions
- End of unit summative assessment testing
- Regular case study written questions with formative feedback and the opportunity to improve.



Both compositions will be completed in term 1 and term 2. Students will complete a series of programme notes for each composition before these are marked and submitted to the examination board for moderation.

Component 3 – Composing Music

Programme notes for each composition will be written by the students, detailing their intentions of the composition and the intended audience in order to support the marking and moderation process.

Mock examinations in an examination-controlled environment.

<u>Component 2& 3 – Performing / Compositing</u> <u>Music:</u>

Final GCSE Submissions are collected, marked and submitted to the examination board for moderation. These include:

- 1 x Solo Performance
- 1 x Ensemble Performance
- 1 x Free Composition
- 1 x Briefed Composition