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MUSIC	Year 7					
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topic/Specification reference	**Musical Layers**	**Special Occasions**	**Samba**	**Beat & Rhythm**	**Fanfares**	**In the Band**
Composite Skill(s)	Music Technology Composing (Harmony)	Music Technology Composing (Melody) Vocal Skills (Countermelody)	Samba Percussion Skills Ensemble Performing	Music notation (Rhythm) Music Technology	Music notation (Rhythm & pitch) Music Technology	Keyboard Skills Ensemble Performing
Knowledge	Texture layers, Triad chords, Tonality Major/Minor, Garageband basics, String Family	Drone, Ostinato, Melody Writing, Steps/leaps, home notes, Q&A phrasing	Samba Band instruments, 'Carnival' – Brazil, Performing using polyrhythms, syncopation and structure	Rhythm – minim, crotchet, quavers, semiquavers, crotchet rest, triplet, MuseScore for writing rhythms, 4/4 metre	Rhythm – minim, crotchet, quavers, crotchet rest Melody – using triads and imitation Harmonic Series	Texture Layers, Triad chords and symbols, popular song structure, pop band instruments
Prior Knowledge		Tonality, Melody Garageband basics,			Last Post, Writing rhythms in Musescore, Triad chords, home notes	Texture layers, triads, string family,
Key vocabulary	Bass, Harmony, Melody, Acapella, Polyphonic	Drone, Ostinato, Steps/ leaps, Q&A phrasing, Melody	Polyrhythms, Main Groove, Call & Response, Break, Samba instrument names, Maestro	Rhythm, crotchet, quavers, semiquavers, crotchet rest, triplet,	Fanfare, Rhythm, Harmonic Series, Melody, Imitation	Verse, Chorus, Chords, Chord Names, double stopping, strumming
Assessment	4 bar Composition of four layers; beats, bass, harmony, melody based on triad notes	8 bar Composition of three layers; drone, ostinato, Q&A melody based on a pentatonic scale	Group Performance of 'Curry House Samba'	Paired Performance of rhythm composition	Paired Performance of Fanfare Composition	Paired or individual (two handed) performance of 'Human' chords/bass
Enrichment/ Cultural Capital/ Co-Curricular	Pachelbel's Canon in D	Last Post (Remembrance Day), Royal Fireworks – Handel, Solar System, Planet Suite - Holst	Rio de Janeiro 'Carnival'	Musical Maths	Fanfare for the Common Man - Copland	Jaws – John Williams (performed by FSO), Nicola Beneditti Passacaglia a theme by Handel - Halvorsen

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MUSIC	Year 8					
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topic/Specification reference	**Wild West**	**Music in Advertising**	**Hamilton**	**Greek Music**	**Musical Structures**	
Composite Skill(s)	Keyboard Skills Rhythm Notation in Musescore	Music Technology Composing (Melody & Harmony) Keyboard Skills	Vocal Skills – Rap Performance Skills – Singing, Acting, Dancing	Ukulele Skills	Music Technology Composing a Theme and Variations	
Knowledge	Five Finger technique, Rhythms –MuseScore for writing rhythms, 4/4 metre, Call & Response, Native American instruments	Bass Riffs, Jingles, Melody Writing, imitation, sequence, voice over, automation & movie syncronisation in Logic Pro.	Awareness of accompaniment, rhythm in words, Pulse, Breath control, chest & head voice, diction	2 chord strumming pattern, simple picked melody, ukulele tab notation, Melody & accompaniment, Chords	Ternary & Rondo Form, Round, Theme & Variations. Varying a theme through; texture, changing tonality, changing metre, melodic devices. Music Technology; Logic Pro – quantising, changing metre, piano roll editor.	
Prior Knowledge	Basic rhythm writing in Musecsore, Call & Response (Samba)	Composing layers using triad chords. Keyboard Five- finger technique, chord symbols, imitation		Chord symbols, Double stopping,	Recording in Logic Pro, Tonality, imitation, Ostinato, fanfare, chord	
Key vocabulary	Call & Response, Ocarina, Harmonica, Recorder, Rhythm minim, crotchet, quavers, semiquavers, crotchet rest, triplet,	Bass riff, Tonality Major/ Minor, Jingle, automation, target audience, imitation, sequence	Pulse, breath control, chest/head voice, diction, accompaniment/ backing track.	Strumming, picking, Greek instruments – Doumbek, Defi, Floyera, Bouzouki ,hammer on, pull off, double stopping,	Theme & Variations, Ostinato, major and minor, time signatures 4/4 and 3/4, imitation, diminution, subtraction, octave displacement, fanfare,	
Assessment	1.Paired Performance of Gun Battle Composition 2. Solo performance of The Good, The Bad & The Ugly theme.	30 second Advert composition.	Group Performance of 'Ten Duel Commandments' (BTEC assessment criteria)	Group Performance of 'Zorba the Greek'.	Composition of a Theme and Variations on the 'Freres Jacques' melody.	
Enrichment/ Cultural Capital/ Co-Curricular	Billy the Kid Ballet – Aaron Copland, Native American indigenous people (Bering Bridge), Ennio Morricone, Dutch Symphony Orchestra	Business Enterprise – market forces Media - Advertising	American Revolution/ Independence.	Greek Folk Traditions – Circle Dance 'Kalamatianos'	Abderlazer – Purcell Media – Gaming Music	

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MUSIC	Year 9					
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topic/Specification reference	**Blues music**	**African Drumming**	**Music for Film**		**Rock Anthems**	**Art Music**
Composite Skill(s)	Keyboard Skills Ensemble Performance Improvisation	Djembe Drumming Skills Improvisation	Music Technology Composing and Performing Leitmotifs Keyboard Skills		Ukulele Skills Vocal Skills GCSE Listening Skills	GCSE Composing Skills
Knowledge	12 bar blues, chord symbols, five-finger technique, pentatonic and blues scales	Djembe drumming sounds and techniques, Polyrhythms,	Performing and composing Leitmotifs, mickey-mousing, underscore, automation, history of film (silent movies, talkies to film scores for blockbuster movies), panning		4 chord strumming pattern, picked guitar riff, sung melody	Graphic Score notation (pitch, tempo, dynamics) Aleatoric composing (inc retrograde and transposition) Minimalist Phase shifting, rhythm grids
Prior Knowledge	Chords, call and response, Q&A phrasing, ternary form, texture layers	Polyrhythms, ostinato, call & response	Movie syncronisation and automation in logic, five finger technique,		2 chord ukulele strumming pattern, picked melody , Musescore pitch and rhythm input	Music Technology – piano roll editor (garageband) Musescore
Key vocabulary	12 bar blues, improvisation, Head Melody, Walking Bass	Slap, Tone, Bass, Ghost notes, flam, improvisation, polyrhythms, ostinato, syncopation, master drummer, djembe	Leitmotif, mickey-mousing, underscore, automation, silent movies, talkies, automation, panning, surround sound		Backbeat, riff, virtuosic, lead guitar, rhythm guitar, bass guitar, Rock Anthem, Guitar Effects - Chorus / Phaser / Wah / Voice Box / Fuzz / Delay	Graphic Score, Aleatoric, Retrograde, Transposition, phase shifting, minimalism
Assessment	1. Paired or solo multi-part performance of 'Spot the Dot Blues'. 2. Paired or solo blues improvisation	Group Performance of African Drumming piece (with improvised solo)	1. Solo Performance of a Leitmotif 2. 1'30 Composition of a Film Score clip		Group Performance of 'Sweet Child o' Mine' – Guns 'n' roses	1. Aleatoric Composition 2. Group Performance of Minimalist composition
Enrichment/ Cultural Capital/ Co-Curricular	Slave Trade, 'Flip, Flop Fly' – Joe Turner	African Culture (Zambian instruments)	John Williams, John Barry, Hans Zimmer, John Williams, Ludwig Goransson, Alan Silvestri, Heitor Pereira. Media – History of Film (Lumiere Brothers, talkies etc)		Sweet Child O Mine, Guns n Roses, Bon Jovi, Queen	Stripsody – Cathy Barberian, Pendulum Music – Steve Reich, 4'33 – John Cage

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MUSIC	Year 10					
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Specification ref	AoS1, AoS3, AoS5	AoS1, AoS3, AoS5	AoS1, AoS2, AoS4	AoS1, AoS2, AoS4	AoS1, AoS3, AoS5	AoS1, AoS2, AoS4
Composite Skill(s)	AoS1 Composing skills AoS1 Baseline Performing AoS3 Rhythms of the World AoS5 Conventions of Pop	AoS1 Free Composition (A) AoS3 Rhythms of the World AoS5 Conventions of Pop	AoS1 Free Composition (B) AoS1 Ensemble Performing 2 AoS2 Concerto Through Time AoS4 Music for Film	AoS1 Free Composition (A^1) AoS2 Concerto Through Time AoS4 Music for Film	AoS1 Free Composition (C) AoS1 Performing (mock) AoS3 Rhythms of the World AoS5 Conventions of Pop	AoS1 Free Composition (A^2) AoS2 Concerto Through Time AoS4 Music for Film
Knowledge	Bach Chord Progressions and Roman Numerals, Balanced Phrasing, Melody writing from chord notes, Latin Rhythms, Syncopation, African Drumming, Classical Indian & Bhangra, Solo Artists & Pop Ballads	Bach Chord Progressions, Balanced Phrasing, Melody writing from chord notes, Latin Rhythms, Syncopation, Samba Calypso, Greek Music, Rock Anthems, Rock n Roll	Composing contrasting sections, Performing - ensemble skills, Baroque Concertos, Music written specifically for film	Composing - Developing melodies, Appraising – Classical & Romantic Concertos, Western Classical Music in Film, Gaming Music	Composing – development through different structures. Refining a solo performance Music from Middle East. World Revision, Pop Revision	Composing – refining and completion. Concerto Revision,Film Revision
Prior Knowledge	African Drumming, Chord Symbols, Music Technology – Musescore & Logic Pro Instrumental /Vocal skills	Q& A phrasing, Samba Music, Greek Music, Rock Anthems	Film Music, Instrumental /Vocal skills, Ensemble skills	Sequence, imitation, harmony, Film Music	Instrumental /Vocal skills. AoS 3 & 5	AoS 2 & 4
Key vocabulary	MAD TSHIRT Elements Balanced Phrasing	MAD TSHIRT Elements Q&A phrasing	MAD TSHIRT Elements Modulation, Tonality, Metre	MAD TSHIRT Elements Sequence, imitation, diminution, augmentation, harmony	MAD TSHIRT Elements Structure – Rondo, Ternary, Arch Form	MAD TSHIRT Elements
Assessment	1. 16 bar Tango Composition 2. Baseline Solo Performance	1. Composing Section A End of Task Feedback & Self -reflection 2. End of Unit Listening Aos3 & 5	1. Composing Section B End of Task Feedback & Self -reflection 2. Ensemble Performance assessment	1. Composing Section A^1 End of Task Feedback & Self -reflection 2. End of Unit Listening AoS2 & 4	1. Composing Section C End of Task Feedback & Self -reflection 2. Solo Performance assessment (mock)	1. Composition Completion 2. Listening Mock Exam

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MUSIC	Year 11					
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topic/Specification reference	AoS1, AoS3, AoS5	AoS1, AoS2, AoS4	AoS1, AoS2, AoS3, AoS4, AoS5	AoS1, AoS2, AoS3, AoS4, AoS5	AoS2, AoS3, AoS4, AoS5	
Composite Skill(s)	AoS1 Composition to a Brief - Intentions AoS1 Baseline Performing AoS3 Rhythms of the World AoS5 Conventions of Pop	AoS1 Composition to a Brief (A/B) AoS2 Concerto Through Time AoS4 Music for Film	AoS1 Composition to a Brief (B/C/A) AoS2 Concerto Through Time, AoS3 Rhythms of the World, AoS4 Music for Film, AoS5 Conventions of Pop	AoS1 Free Composition (A^1) AoS2 Concerto Through Time AoS4 Music for Film	Revision of Areas of Study	**GCSE Listening Exam**
Knowledge	Responding to a Set Brief and stimulus, Responding to gaps in knowledge from summer listening exam	Developing a stimulus idea Responding to gaps in knowledge from summer and mock listening exam	Refining a solo and ensemble performance Developing a stimulus idea	Refining and concluding a composition to a set brief.		
Prior Knowledge	AoS3 & AoS5	AoS2 & AoS4	AoS1, AoS2, AoS3, AoS4, AoS5	AoS1, AoS2, AoS3, AoS4, AoS5		
Key vocabulary	World/ Pop Instrument Names & Musical Features, MAD TSHIRT	Concerto/Film Instrument Names & Musical Features, MAD TSHIRT	Expression, Interpretation, Technical Control & Accuray			
Assessment	Performing Mock Exam	1. Listening Mock Exam (Nov) 2. Composing Section A End of Task Feedback & Self - reflection	1. GCSE Performing final Recording (NEA) 2. Composing Section B End of Task Feedback & Self -reflection 3. Fortnightly exam style questions	1. Listening Mock Exam (March) 2. Composition Deadline 3. Weekly exam style questions	Weekly exam style questions	

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MUSIC	Year 12 A LEVEL					
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topic/Specification reference	Unit 1, Unit 2, Unit 3 (AOS 1, 3, 7)	Unit 1, Unit 2, Unit 3 (AOS 1, 3, 7)	Unit 1, Unit 2, Unit 3 (AOS 1, 3, 7)	Unit 1, Unit 2, Unit 3 (AOS 1, 3, 7)	Unit 1, Unit 2, Unit 3 (AOS 1, 3, 7)	Unit 1, Unit 2, Unit 3 (AOS 1, 3, 7)
Composite Skill(s)	Advanced Composing – Harmony, Solo Baseline Performing, Purcell, Chopin, Zimmer, Shostakovich	Advanced Composing; Melody, Free Composition; Harmony, Ensemble Baseline Performing, Purcell, Chopin, Zimmer, Shostakovich	Advanced Composing; Devices and Development, Free Composition; Melody, Solo Performing, Vivaldi, Brahms, Zimmer, Shostakovich	Free Composition; Melody, Solo Performing, Vivaldi, Brahms, Herrmann, Messiaen	Free Composition; Melody, Solo Performing, Vivaldi, Brahms, Herrmann, Messiaen	Free Composition; Melody, Ensemble Performing, Bach, Grieg, Herrmann, Messiaen
Knowledge	Advanced harmony skills, Interpretation and expression in performing, analytical skills, contextual understanding	Advanced melody writing skills, Interpretation and expression in performing, analytical skills, contextual understanding	Advanced devices and development skills, technical control in performing, analytical skills, contextual understanding	Advanced devices and development skills, technical control in performing, analytical skills. contextual understanding	Advanced devices and development skills, technical control in performing, analytical skills, contextual understanding	Advanced devices and development skills, technical control and interpretation in performing, analytical skills, contextual understanding
Prior Knowledge	Bach chord progressions, Performing (Grade IV standard) Music notation, Baroque Concerto	Advanced harmony, Analytical skills	Advanced harmony & melody, analytical skills, expression/ interpretation in performing	Advanced harmony & melody & development, analytical skills, expression/ interpretation in performing	Advanced harmony & melody & development, analytical skills, expression/ interpretation in performing	Advanced harmony & melody & development, analytical skills, expression/ interpretation in performing
Key vocabulary	See specification list of terminology for components & AoS	See specification list of terminology for components & AoS	See specification list of terminology for components & AoS	See specification list of terminology for components & AoS	See specification list of terminology for components & AoS	See specification list of terminology for components & AoS
Assessment	Baseline Performing, Composing tasks, listening questions	Baseline Performing, Composing tasks, free composing feedback and self reflection, End of set work assessment AoS1 (Mock Exam)	Solo performance, Composing tasks, free composing feedback and self -reflection, End of set work assessment AoS 4 & 7	Solo performance, free composing feedback and self -reflection	Solo performance, free composing feedback and self -reflection, End of set work assessment AoS 1 (Mock Exam)	Ensemble performance, free composing feedback and self -reflection, End of set work assessment AoS 4 & 7

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MUSIC	Year 12 BTEC					
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topic/Specification reference	Unit 2	Unit 2	Unit 2	Unit 2	Unit 2	Unit 27, B1
Composite Skill(s)	Vocal Skills	Vocal Skills	Vocal Skills	Vocal Skills	Vocal Skills	Developing Performance techniques
Knowledge	Expression & interpretative skills, Rehearsal skills Technical Control	Ensemble singing, Expression & interpretative skills, Rehearsal skills Technical Control	Ensemble singing, Expression & interpretative skills, Rehearsal skills Technical Control	Ensemble singing, Expression & interpretative skills, Rehearsal skills Technical Control	Rehearsal skills, Self - Evaluation	Vocal quality, use of singing styles
Prior Knowledge	Live Performance at KS3 & 4	Term 1 skills	Term 1 & 2 skills	Term 1,2,3 skills	Self -reflection skills	
Key vocabulary	Breath Control, Diction, Chest & Head Voice, register, Angular, Chromatic intervals	Harmonies, Awareness of accompaniment, communication, projection, dynamics	Facial & Bodily expression, use of space, emotional range	Intonation, phrasing, articulation, emphasis		pitch, tone, projection, pop, rock, light opera
Assessment	Baseline Performance Milestone Performance ONE, ongoing video diary and practice journal	Milestone Performance TWO ongoing video diary and practice journal	Milestone Performance THREE, ongoing video diary and practice journal	Final Performance, ongoing video diary and practice journal	Self -Evaluation, Completion of Video dairy and Practice Journals, **Submission of Unit 2**	Baseline Performance Milestone Performance ONE, ongoing video diary and practice journal
Enrichment/ Cultural Capital/ Co-Curricular	Performances to variety of audiences – school community (other year groups, peers, friends & family, within community; nursing homes, local venues/events etc). Exploring performing arts vocations. Watching recorded and live musical theatre.					

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MUSIC	Year 13 A LEVEL					
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topic/Specification reference	Unit 1, Unit 2, Unit 3 (AOS 1, 3, 7)	Unit 1, Unit 2, Unit 3 (AOS 1, 3, 7)	Unit 1, Unit 2, Unit 3 (AOS 1, 3, 7)	Unit 1, Unit 2, Unit 3 (AOS 1, 3, 7)	Unit 1, Unit 2, Unit 3 (AOS 1, 3, 7)	
Composite Skill(s)	Composing; Responding to an exam set brief, Solo Performing recital prep, Bach, Grieg, Reich, Uematsu	Composing; Responding to an exam set brief, Solo Performing recital prep, Operas of Mozart, Reich, Uematsu	Composing; Responding to an exam set brief, Solo Performing recital prep, AoS4 & 7 Unfamiliar listening	Composing Completion, Solo Performing recital, Revision of AoS 1, 4, 7	Revision of AoS 1, 4, 7	A LEVEL Listening Exam
Knowledge	Advanced harmony & melody skills revisited, technical Control, Interpretation and expression in performing, analytical skills, contextual understanding	Advanced development devices revisited, technical control, Interpretation and expression in performing, analytical skills, contextual understanding	Advanced composing skills, advanced performing skills, analytical skills, contextual understanding	Advanced composing skills, advanced performing skills, analytical skills, contextual understanding	Analytical skills, contextual understanding	
Prior Knowledge	Advanced harmony & melody & development, analytical skills, expression/ interpretation in performing	Advanced harmony & melody & development, analytical skills, expression/ interpretation in performing	Advanced harmony & melody & development, analytical skills, expression/ interpretation in performing	Advanced harmony & melody & development, analytical skills, expression/ interpretation in performing	Analytical skills, contextual understanding	
Key vocabulary	See specification list of terminology for components & AoS	See specification list of terminology for components & AoS	See specification list of terminology for components & AoS	See specification list of terminology for components & AoS	See specification list of terminology for components & AoS	
Assessment	Solo Performing, Set Brief Composing feedback and self reflection, End of set work assessment AoS1	Solo Performing, Set Brief Composing feedback and self reflection, End of set work assessment AoS4 & 7 (Mock Exam)	Solo Performing, Set Brief Composing feedback and self reflection, Unfamiliar listening assessment of non-study composers	Solo Recital Composition deadline Mock Exam	Weekly exam style questions	

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MUSIC	Year 13 BTEC					
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topic/Specification reference	Unit 27, B1, D1	Unit 27, C1, D1	Unit 27, C2, D1	Unit 27, D2		
Composite Skill(s)	Developing Performance techniques, Review and evaluate development of musical theatre techniques	Selection and application of musical theatre skills and techniques in rehearsal, Review and evaluate development of musical theatre techniques	Application of skills and techniques to a musical theatre performance, Review and evaluate development of musical theatre techniques	Review and evaluate application of musical theatre techniques		
Knowledge	Word painting, characterisation, response to musical direction, Strengths, Target setting, areas for improvement	communication of mood and emotion, fitting own role with production concept and creative intentions Strengths, Target setting, areas for improvement	Technical skills, interpretative skills, projection, energy, communication with audience	Realisation of performance material. Combining acting, singing and dances kills in performance Feedback, Strengths, target setting, Areas for improvement.		
Prior Knowledge	Unit 2 evaluation skills, B1 skills	Unit 2 evaluation skills ,B1 skills	Unit 2 evaluation skills, C1 skills	Unit 2 evaluation skills, ongoing D1 skills		
Key vocabulary	word painting, characterisation	Communication, creative intention	projection, energy, communication			
Assessment	Milestone Performance TWO ongoing video diary and practice journal	Milestone Performance THREE, ongoing video diary and practice journal	Final Performance, ongoing video diary and practice journal	Self -Evaluation, Completion of Video dairy and Practice Journals, **Submission of Unit 27**		
Enrichment/ Cultural Capital/ Co-Curricular	Performances to variety of audiences – school community (other year groups, peers, friends & family, within community; nursing homes, local venues/events etc). Exploring performing arts vocations. Watching recorded and live musical theatre.					