

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Knowledge	<b>Texture, Sonority &amp; Dynamics</b> <i>Understand the key terms used to describe the elements of Texture, Sonority &amp; Dynamics</i>  Key vocabulary: monophonic, homophonic, polyphonic, imitation, antiphony, unison, layered textures, octaves; Orchestral Families and techniques, Score reading, Jazz & Pop instruments and techniques, solo/lead, accompaniment, voices.		<b>Harmony, Tonality &amp; Structure</b> <i>Understand the key terms used to describe the elements of Harmony, Tonality &amp; Structure</i>  Key vocabulary: major, minor, dominant 7th chords; pedals/drones, cadences, consonance, dissonance, modulation, related keys; Binary, Ternary, rondo, song form, 12-bar blues, sonata form, strophic.		<b>Melody, Rhythm, Metre &amp; Tempo</b> <i>Understand the key terms used to describe the elements of Melody, Rhythm, Metre &amp; Tempo</i>  Key vocabulary: major, minor, pentatonic, Blues scales; intervals; conjunct, disjunct, scalar, arpeggio, sequence, phrasing, riffs, ostinati, simple & compound time, Italian tempo terms, note lengths, triplets, dotted rhythm, syncopation, swung, backbeat, anacrusis.	
Skills	Know how to aurally recognise features of Melody, Rhythm, Metre & Tempo in a variety of genres.  Know how to compose a good melody using melodic devices learnt. Know how to compose with rhythmic variety.		Know how to aurally recognise features of Harmony, Tonality & Structure in a variety of genres.  Know how to compose a chord progression. Know how to compose a piece using a given form incorporating contrasting tonalities.		Know how to aurally recognise features of Melody, Rhythm, Metre & Tempo in a variety of genres.  Know how to compose a good melody using melodic devices learnt. Know how to compose with rhythmic variety.	
Key Questions	How can you use texture to create contrast? How can you use sonority to create contrast? How can dynamics be used expressively?		Why is structure important to music? What is the relationship between tonality and structure? How can cadences be used to help phrase music? How can you harmonise a melody?		What makes a strong melody? What makes a melody memorable? How do you compose a good melody? How can you use rhythm, metre & tempo expressively?	
Assessment	Key word tests Aural tests Composition tasks		Key word tests Aural tests Composition tasks		Key word tests Aural tests Composition tasks	
Literacy/numeracy /SMSC/Character	Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy		Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy Numeracy in relation to scales and intervals		Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions	
Enrichment opportunities	Involvement in extracurricular clubs Performance opportunities		Involvement in extracurricular clubs Performance opportunities		Involvement in extracurricular clubs Performance opportunities	
Futures	Further studies in Music and Music Technology at KS5 Wide range of careers in Music including: Performer, songwriter, media composer, sound engineer, live sound engineer, mixing engineer, producer, copyist, orchestrator, conductor, artist manager, concert promoter, tour promoter, roadie, instrument technician, teacher, music editor, DJ, radio DJ, radio producer, sound designer, venue management, music therapist, copyright agent.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Knowledge	<b>Handel &amp; Musicals; Blues &amp; Rock Music</b>  <i>Understand the key features of the above genres.</i>	<b>Fusions &amp; Minimalism Study Piece AoS 3</b>  <i>Understand the key features of the above genres and the Study Piece</i>	<b>Classical Orchestral Music &amp; Music of Bartok &amp; Kodaly. Study Piece AoS1</b>  <i>Understand the key features of the above genres and the Study Piece</i>	<b>Romantic Requiem &amp; Film Music; British Folk Music &amp; C20th Composers</b>  <i>Understand the key features of the above genres.</i>	<b>90s Pop &amp; Latin Music Study Piece 2</b>  <i>Understand the key features of the above genres and the Study Piece</i>	<b>Piano Music of Schumann &amp; Chopin, Music of Copland Study Piece 1</b>  <i>Understand the key features of the above genres and the Study Piece</i>
Skills	Know how to aurally recognise key features of certain genres. Know how to compose a to a given brief Know how to rehearse and perform as part of an ensemble	Know how to aurally recognise key features of certain genres. Know how to evaluate the use of features in a study piece Know how to rehearse and perform as part of an ensemble	Know how to aurally recognise key features of certain genres. Know how to evaluate the use of features in a study piece Know how to rehearse and perform as part of an ensemble	Know how to aurally recognise key features of certain genres. Know how to compose a to a given brief Know how to rehearse and perform as part of an ensemble	Know how to aurally recognise key features of certain genres. Know how to evaluate the use of features in a study piece Know how to rehearse and perform as part of an ensemble	Know how to aurally recognise key features of certain genres. Know how to evaluate the use of features in a study piece Know how to rehearse and perform as part of an ensemble
Key Questions	What do Blues and Rock Music have in common? What do the music of Handel and Musicals have in common? How do you approach composing to a brief?	What do Fusions and Minimalism have in common? How are the elements used effectively in the Study Piece? How do you rehearse effectively in an ensemble?	What do classical orchestral music and that of Kodaly and Bartok have in common? How are the elements used effectively in the Study Piece? How do you rehearse effectively in an ensemble?	What do Romantic Music and Film Music have in common? What do British Folk Music & British C20th Music have in common? How do you approach composing to a brief?	What do 90s Pop and Latin Music have in common? How are the elements used effectively in the Study Piece? How do you rehearse effectively in an ensemble?	What does the music of Chopin & Schumann and the music of Copland have in common? How are the elements used effectively in the Study Piece? How do you rehearse effectively in an ensemble?
Assessment	Key word tests Aural tests Composition tasks	Key word tests Aural tests Extended writing tasks Ensemble performance	Key word tests Aural tests Extended writing tasks Ensemble performance	Key word tests Aural tests Composition tasks	Key word tests Aural tests Extended writing tasks Ensemble performance	Key word tests Aural tests Extended writing tasks Ensemble performance Mock Exam
Literacy/numeracy /SMSC/Character	Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy	Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy	Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy	Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy	Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy	Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy
Enrichment opportunities	Involvement in extracurricular clubs Performance opportunities		Involvement in extracurricular clubs Performance opportunities Concert trip		Involvement in extracurricular clubs Performance opportunities Handel & Hendrix House visit & workshop	
Futures	Further studies in Music and Music Technology at KS5 Wide range of careers in Music including: Performer, songwriter, media composer, sound engineer, live sound engineer, mixing engineer, producer, copyist, orchestrator, conductor, artist manager, concert promoter, tour promoter, roadie, instrument technician, teacher, music editor, DJ, radio DJ, radio producer, sound designer, venue management, music therapist, copyright agent.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
Content Knowledge	<p><b>Study Piece 1</b> <b>AoS 1 &amp; 4</b></p> <p><i>Revise the Study piece for AoS 1 and the key features of the genres is AoS 1 &amp; 4.</i></p> <p>NEA: Composition to a Brief &amp; Solo Performance</p>	<p><b>Study Piece 2</b> <b>AoS 2 &amp; 3</b></p> <p><i>Revise the Study piece for AoS 3 and the key features of the genres is AoS 2 &amp; 3.</i></p> <p>NEA: Composition to a Brief &amp; Solo Performance</p>	<p><b>Study Piece 1</b> <b>AoS 1 &amp; 4</b></p> <p><i>Revise the Study piece for AoS 1 and the key features of the genres is AoS 1 &amp; 4.</i></p> <p>NEA: Free Composition &amp; Ensemble Performance</p>	<p><b>Study Piece 2</b> <b>AoS 2 &amp; 3</b></p> <p><i>Revise the Study piece for AoS 3 and the key features of the genres is AoS 2 &amp; 3.</i></p> <p>NEA: Free Composition &amp; Ensemble Performance</p>	<p><b>Revision</b></p>	
Skills	<p>Know how to aurally recognise key features of certain genres.</p> <p>Know how to compose a to a given brief</p> <p>Know how to evaluate the use of features in a study piece</p>	<p>Know how to aurally recognise key features of certain genres.</p> <p>Know how to compose a to a given brief</p> <p>Know how to evaluate the use of features in a study piece</p>	<p>Know how to aurally recognise key features of certain genres.</p> <p>Know how to perform as an ensemble</p> <p>Know how to evaluate the use of features in a study piece</p>	<p>Know how to aurally recognise key features of certain genres.</p> <p>Know how to perform as an ensemble</p> <p>Know how to evaluate the use of features in a study piece</p>	<p>Know how to aurally recognise key features of certain genres.</p> <p>Know how to evaluate the use of features in a study piece</p>	
Key Questions	<p>How are the elements used in the set work and how are they typical of the era?</p> <p>How does your composition effectively meet the brief?</p>	<p>How are the elements used in the set work and how are they typical of the genre?</p> <p>How does your composition effectively meet the brief?</p>	<p>How are the elements used in the set work and how are they typical of the era?</p> <p>How does your composition effectively reflect your stated purpose?</p>	<p>How are the elements used in the set work and how are they typical of the genre?</p> <p>How does your composition effectively reflect your stated purpose?</p>	<p>How are the elements used in the set work and how are they typical of the genre?</p> <p>What are the key features of each genre you have studied?</p>	
Assessment	<p>Key word tests</p> <p>Aural tests</p> <p>Extended writing tasks</p> <p>NEA Composition &amp; Performances</p>	<p>Key word tests</p> <p>Aural tests</p> <p>Extended writing tasks</p> <p>NEA Composition &amp; Performances</p> <p>Mock Exam</p>	<p>Key word tests</p> <p>Aural tests</p> <p>Extended writing tasks</p> <p>NEA Composition &amp; Performances</p>	<p>Key word tests</p> <p>Aural tests</p> <p>Extended writing tasks</p> <p>NEA Composition &amp; Performances</p>	<p>Practice exam questions</p> <p>Extended writing tasks</p>	
Literacy/numeracy/SMSC/Character	<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration</p> <p>Subject-specific literacy and oracy</p>	<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration</p> <p>Subject-specific literacy and oracy</p>	<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration</p> <p>Subject-specific literacy and oracy</p>	<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration</p> <p>Subject-specific literacy and oracy</p>	<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration</p> <p>Subject-specific literacy and oracy</p>	
Enrichment opportunities	<p>Involvement in extracurricular clubs</p> <p>Performance opportunities</p>		<p>Involvement in extracurricular clubs</p> <p>Performance opportunities</p> <p>Concert trip</p>			
Futures	<p>Further studies in Music and Music Technology at KS5</p> <p>Wide range of careers in Music including:</p> <p>Performer, songwriter, media composer, sound engineer, live sound engineer, mixing engineer, producer, copyist, orchestrator, conductor, artist manager, concert promoter, tour promoter, roadie, instrument technician, teacher, music editor, DJ, radio DJ, radio producer, sound designer, venue management, music therapist, copyright agent.</p>					