

1		HT1	HT2
1 s t r u c t u r e F o r m	<b>Term</b>		
	<b>Title</b>	The Elements of Music (+ Brass WCET)	The Elements of Music Continued (+ Brass swapped instruments)
	<b>Prior Knowledge</b>	Primary provision may vary, however students will most likely have rudimentary experience of singing, performing basic parts on an instrument, and timing.	A basic understanding of the roles of major musical elements and how to describe them. The role of sheet music in performing.
	<b>Core Knowledge</b>	The introduction and overview of dynamics, rhythm, structure, melody, instrumentation, texture and harmony – and how these are used in Music. How a brass instrument works, buzzing to create a sound, how to change notes.	The developed and complex look at dynamics, rhythm, structure, melody, instrumentation, texture and harmony – along with basic reading of sheet music and instrumental sections of the orchestra.
	<b>Key takeaways for future learning</b>	Performing as an ensemble, reading and performing music from lead sheets, describing features of music verbally and through written work. How to practice and care for a musical instrument	Pupil's understanding of each musical element and vocabulary to describe each element is a recurring skill that is crucial for every topic that is covered in the Music curriculum.
2		HT1	HT2
2 n d s t r u c t u r e F o r m	<b>Term</b>		
	<b>Title</b>	The Blues	Western Classical
	<b>Prior Knowledge</b>	Formation of chords, relationship between melody and Harmony.	Formation of melodies through use of a scale. An understanding of how and why Music can change stylistically over time.
	<b>Core Knowledge</b>	History of Blues music and cultural significance in America. Performance styles, riffs and techniques. Approaches to composing Blues Music.	Overview of classical timeline. Detailed introduction into reading and writing sheet Music and traditional notation.
	<b>Key takeaways for future learning</b>	Improvisation. The chronology of North American Music from 1800 – modern day. The role (and pitch position) of a bassline in composition. Experience using Cubase compositional software.	The idea of a 'key' and how this defines the selection of chords and scale that can be used in composition. Unfamiliar time signatures (E.G 6/8 and how these are counted).
3		HT1	HT2
3 r d s t r u c t u r e F o r m	<b>Term</b>		
	<b>Title</b>	Film Music	Remixing
	<b>Prior Knowledge</b>	Use of consonant and dissonant harmony – and the effect of this has. The 'sad' and 'happy' effects of Minor and Major chords.	Using Cubase. Reading leadsheets and matching chords rhythmically to lyric sheets. Differing approaches for writing for specific genres.
	<b>Core Knowledge</b>	Detailed analysis of Film Music's stylistic shifts over time. Further exploration of effective film music techniques and production of Films.	Exploration of the use of technology and the studio in modern day music. Utilisation of compositional skills to compose and remix popular songs.
	<b>Key takeaways for future learning</b>	Modulation of key signatures. Orchestration and instrumentation. Insight into the business workings of the Music Industry.	Manipulation of audio within a DAW. Rudimentary synthesis and audio processing.

<b>By the end of Key Stage 3, pupils are able to:</b>		<p>Pupils are able to use a variety of instruments, including the voice, perform a wide range of musical styles ranging across various historical periods.</p> <p>Pupils are able to compose and create original music on their own and with peers.</p> <p>Pupils are able to use musical language to communicate musical observations and opinions, making reference to pitch, duration, dynamics, tempo, timbre, texture, structure, beginning to use Italian terms and basic notation.</p>					
<b>4<sup>th</sup> Form</b>	<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Title</b>	Introduction to GCSE	The Beatles – Set Work	Exploring GCSE Composition	Haydn– Set Work	Exploring Wider Listening	Further Exploration of GCSE Composition
	<b>Prior Knowledge</b>	Using the EOM to describe pieces of Music.	Blues and Rock’n’Roll historical context and workings.	The relationship between Melody and Harmony in composition.	Historical Context of Western Classical. Common devices used in Classical.	Extended GCSE-level vocabulary when describing the elements of music.	Which elements to focus on in their composition, and methods for
	<b>Core Knowledge</b>	Detailed into DR SMITH ELEMENTS utilising GCSE glossary. <i>Mock GCSE Composition</i>	Information on background and information on <i>Sgt. Peppers</i> and related listening linked to Musical Elements. <i>Revising in Lead up to Mock Exam</i>	Approaching a composition, addressing and targeting the mark scheme. <i>Mock GCSE Composition</i>	Information on background and information on <i>The Clock Symphony</i> and related listening linked to Musical Elements. <i>Mock GCSE Performance</i>	Detailed look at related genres and styles covered in the AQA examination. <i>Mock GCSE Performance</i>	Approaching a composition, addressing and targeting the mark scheme. <i>Mock GCSE Composition</i>
	<b>Key takeaways for future learning</b>	Extended GCSE-level vocabulary required when referring to the musical elements.	Role of a ‘set-work’ within AQA GCSE Music. Use of unusual instrumentation.	Specific musical devices suited to each students ‘chosen’ elements to focus on.	Detailed reading of scores. Examining transposing instruments.	Specific techniques required for harder questions such as melodic dictation.	Genre and elements focus for their final composition.
<b>5<sup>th</sup> Form</b>	<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Title</b>	Exploring Wider Listening 2	GCSE Composition	Set Works Recap and Exam Technique	Set Works Recap 2and Exam Technique 2		
	<b>Prior Knowledge</b>	Approaches and techniques for answering the AQA style listening paper.	Genre and elements focus for their final composition.	Musical features of the set works and wider listening.	Musical features of the set works and wider listening.		
	<b>Core Knowledge</b>	Detailed look at related genres and styles covered in the AQA examination. <i>Students begin work on final GCSE Performances</i>	Students build on prior composition work to produce final GCSE submissions. <i>Mock GCSE Composition</i>	Re-covering set work key information and detailed look at exam technique. <i>Revising in Lead up to Mock Exam</i>	Re-covering set work key information and detailed look at exam technique. <i>Revising in Lead up to Actual Exam</i>		

	<b>Key takeaways for future learning</b>	Additional styles and genres included in the GCSE examination.	Extended knowledge of the GCSE composition mark scheme.	Various revision techniques to be used in the run up to exams.	Various revision techniques to be used in the run up to exams.		
<b>By the end of Key Stage 4, pupils are able to:</b>		<p>Pupils are able to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language.</p> <p>Pupils are able to perform to a high-standard on a particular instrument. Interpreting relevant musical elements and techniques and communicating musical ideas with accuracy and expression and interpretation.</p> <p>Pupils are able to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through two compositions.</p>					