



## Lower Line (Y7-9)

	Year 7	Year 8	Year 9
Rotation 1	<b>The Baroque Concerto</b> <ul style="list-style-type: none"> <li>Identifying Tempo</li> <li>Identifying Simple Time Signatures</li> <li>Identifying Dynamics</li> <li>Describing Pitch</li> <li>Identifying String Instruments</li> <li>Performing a simple melody and accompaniment (Vivaldi - Spring)</li> <li>Playing Primary Chords</li> <li>Playing Scales (C major)</li> <li>Composing using primary chords</li> <li>Understanding historical context (Solo Baroque Concerto)</li> </ul>	<b>Music of America</b> <ul style="list-style-type: none"> <li>Describing Tempo</li> <li>Identifying Compound Time Signatures</li> <li>Describing Dynamics</li> <li>Describing Rhythm (Syncopation)</li> <li>Identifying Woodwind, Brass and Percussion instruments</li> <li>Performing a melody and accompaniment that uses accidentals (Bernstein - America)</li> <li>Improving fluency of chord changes</li> <li>Composing using I, IV, V and vi</li> <li>Understanding social and historical context (West Side Story)</li> </ul>	<b>Classical Masterpieces</b> <ul style="list-style-type: none"> <li>Describing changes of Tempo</li> <li>Describing changes of Time Signatures</li> <li>Describing changes in Dynamics</li> <li>Describing changes of Rhythm</li> <li>Describing playing techniques of orchestral instruments</li> <li>Performing a melody and accompaniment using a Key signature with 2 sharps (Pachelbel - Canon in D)</li> <li>Playing Scales (D major)</li> <li>Composing using I, iii, IV, V and vi</li> <li>Describing differences between orchestral music from the Baroque, Classical and Romantic eras</li> </ul>
Rotation 2	<b>Rock and Roll</b> <ul style="list-style-type: none"> <li>Identifying shuffle and regular rhythms</li> <li>Describing 'Blue' Notes</li> <li>Playing a Blues Scale</li> <li>Improving using a Blues Scale</li> <li>Composing riffs and hooks</li> <li>Performing a Rock and Roll accompaniment (chords and walking bass) using a 12-bar blues structure</li> <li>Understanding social context (Blues, Rock and Roll)</li> </ul>	<b>Film Music</b> <ul style="list-style-type: none"> <li>Identifying and describing leitmotifs</li> <li>Describing underscore</li> <li>Identifying basic orchestral techniques</li> <li>Composing leitmotifs with harmony</li> <li>Performing a film theme - melody and chords (Jurassic Park, Indiana Jones)</li> <li>Understanding context (incidental music)</li> </ul>	<b>The Popular Song</b> <ul style="list-style-type: none"> <li>Taking responsibility for choosing a piece of music and practicing it</li> <li>Developing research skills into musicians, genres and linking them to social and historical context</li> <li>Developing song-writing using elements from previous rotations</li> </ul>



## Higher Line (Y10-11)

	Year 10	Year 11
Half Term 1	<p><b>Listening and Appraising: AOS5 Conventions of Pop</b></p> <ul style="list-style-type: none"> <li>Rock and Roll of the 1950s and 1960s</li> <li>Rock Anthems of the 1970s and 1980s</li> <li>Pop Ballads of the 1970s, 1980s and 1990s</li> <li>Solo artists since 1990</li> </ul> <p><b>Ensemble Performance</b></p> <ul style="list-style-type: none"> <li>1-2-minute performance developing ensemble performance skills</li> </ul>	<p><b>Listening and Appraising: AOS5 The Popular Song and AOS4 Film Music</b></p> <ul style="list-style-type: none"> <li>9 Mark questions</li> <li>Comparison questions</li> <li>Questions that use a score</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Exam set brief.</li> <li>Using stimuli</li> <li>Choose a brief from either AOS2, 3, 4 or 5</li> </ul> <p><b>Solo Performance</b></p> <ul style="list-style-type: none"> <li>1-2 minute performance developing solo performance skills</li> </ul>
Half Term 2	<p><b>Listening and Appraising: AOS2 The Baroque Solo Concerto</b></p> <ul style="list-style-type: none"> <li>Key musical features</li> <li>Analysis of works by Vivaldi, Marcello, Albinoni and Handel</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Intro, verse, bridge and chorus for a pop ballad</li> <li>Modulating</li> <li>Song arranging</li> </ul> <p><b>Solo Performance</b></p> <ul style="list-style-type: none"> <li>1-2 minute performance developing solo performance skills</li> </ul>	<p><b>Listening and Appraising: AOS2 The Romantic Concerto</b></p> <ul style="list-style-type: none"> <li>Key musical features</li> <li>Analysis of works by Brahms, Elgar, Rachmaninov and Tchaikovsky</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Final score created for composition for exam set brief</li> <li>Recording of exam set brief</li> </ul> <p><b>Solo Performance</b></p> <ul style="list-style-type: none"> <li>Recording of final solo performance</li> </ul>
Half Term 3	<p><b>Listening and Appraising: AOS2 The Classical Concerto</b></p> <ul style="list-style-type: none"> <li>Key musical features</li> <li>Analysis of works by Mozart, Haydn and Beethoven</li> </ul> <p><b>Ensemble Performance</b></p> <ul style="list-style-type: none"> <li>1-2-minute performance improving ensemble performance skills</li> </ul>	<p><b>Listening and Appraising: AOS3 World Music</b></p> <ul style="list-style-type: none"> <li>Music of the Latin America and the Caribbean</li> <li>9 Mark questions on World music</li> <li>Comparison questions</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Learner set brief for AOS1 Integrated Assignment</li> <li>Development of ideas</li> </ul>
Half Term 4	<p><b>Listening and Appraising: AOS4 Film Music</b></p> <ul style="list-style-type: none"> <li>Music for computer games</li> <li>Elements of film music</li> <li>Music that represents characters, themes and emotions</li> </ul>	<p><b>Listening and Appraising: AOS2 The Concerto and AOS4 Film Music</b></p> <ul style="list-style-type: none"> <li>9 Mark questions</li> <li>Comparison questions</li> <li>Questions that use a score</li> </ul>



	Year 10	Year 11
	<ul style="list-style-type: none"> <li>• Synchronising music with action</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Ternary form composition in the style of Mozart</li> <li>• Using diatonic harmony with inversions</li> <li>• Arranging/orchestrating</li> <li>• Development of melodic ideas</li> </ul> <p><b>Solo Performance</b></p> <p>1-2 minute performance developing solo performance skills</p>	<p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Completion of learner set brief composition for AOS1 Integrated Assignment</li> <li>• Recording of AOS1 composition</li> </ul>
Half Term 5	<p><b>Listening and Appraising: AOS3 World Music</b></p> <ul style="list-style-type: none"> <li>• Music of the Indian Subcontinent</li> <li>• Music of the Eastern Mediterranean</li> <li>• Music from Sub-Saharan West Africa</li> </ul> <p><b>Final Ensemble Performance</b></p> <ul style="list-style-type: none"> <li>• Rehearsal of final ensemble performance</li> </ul>	<p><b>Revision of AOS2, 3, 4 and 5 in preparation for GCSE Exam</b></p>
Half Term 6	<p><b>Listening and Appraising: Year 10 Exam</b></p> <ul style="list-style-type: none"> <li>• Revision of AOS5: The Popular Song</li> <li>• Revision of AOS2: The Baroque and Classical Concertos</li> <li>• Revision of AOS4: Film Music</li> <li>• Revision of AOS3: World Music</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Composing a leitmotif</li> <li>• Harmonising a leitmotif</li> <li>• Melodic development and transformation</li> <li>• Building a musical architecture</li> </ul> <p><b>Final Ensemble Performance</b></p> <ul style="list-style-type: none"> <li>• Recording of final ensemble performance</li> </ul>	



## Higher Line (Y10-11) BTEC Music

	Year 10	Year 11
Half Term 1	<b>UNIT 1: The Music Industry</b> <ul style="list-style-type: none"> <li>Venues and Health and Safety</li> </ul> <b>Practical Work</b> <ul style="list-style-type: none"> <li>Introduction to Music Sequencing</li> <li>Introduction to Music Performance</li> </ul>	<b>UNIT 1: The Music Industry</b> <ul style="list-style-type: none"> <li>Revision for January Exam</li> </ul> <b>UNIT 2: Developing a Music Product</b> <ul style="list-style-type: none"> <li>Initial planning</li> </ul> <b>Practical Work</b> <ul style="list-style-type: none"> <li>Introduction to Music Sequencing</li> <li>Introduction to Music Performance</li> </ul>
Half Term 2	<b>UNIT 1: The Music Industry</b> <ul style="list-style-type: none"> <li>Performance job roles</li> </ul> <b>Practical Work</b> <ul style="list-style-type: none"> <li>Introduction to Music Sequencing</li> <li>Introduction to Music Performance</li> </ul>	<b>UNIT 1: The Music Industry</b> <ul style="list-style-type: none"> <li>Revision for January Exam</li> </ul> <b>UNIT 2: Developing a Music Product</b> <ul style="list-style-type: none"> <li>Advertising and marketing</li> </ul> <b>Practical Work</b> <ul style="list-style-type: none"> <li>Final sequencing or performance assessment</li> </ul>
Half Term 3	<b>UNIT 1: The Music Industry</b> <ul style="list-style-type: none"> <li>Recording studios and job roles</li> </ul> <b>Practical Work</b> <ul style="list-style-type: none"> <li>Introduction to Music Composition</li> <li>Introduction to Live Sound</li> <li>Introduction to Music Production</li> </ul>	<b>UNIT 1: The Music Industry</b> <ul style="list-style-type: none"> <li>Final Exam</li> </ul> <b>UNIT 2: Developing a Music Product</b> <ul style="list-style-type: none"> <li>Health and safety</li> </ul> <b>Practical Work</b> <ul style="list-style-type: none"> <li>Introduction to Music Composition</li> <li>Introduction to Live Sound</li> <li>Introduction to Music Production</li> </ul>
Half Term 4	<b>UNIT 1: The Music Industry</b> <ul style="list-style-type: none"> <li>Music agencies</li> </ul> <b>Practical Work</b> <ul style="list-style-type: none"> <li>Introduction to Music Composition</li> <li>Introduction to Live Sound</li> <li>Introduction to Music Production</li> </ul>	<b>UNIT 2: Developing a Music Product</b> <ul style="list-style-type: none"> <li>Final planning and rehearsals</li> </ul> <b>Practical Work</b> <ul style="list-style-type: none"> <li>Final composition, live sound or production assessment</li> </ul>
Half Term 5	<b>UNIT 1: The Music Industry</b> <ul style="list-style-type: none"> <li>Revision for Year 10 Exam</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>Music Sequencing or Music Performance</li> </ul>	<b>UNIT 2: Developing a Music Product</b> <ul style="list-style-type: none"> <li>Final event and recording</li> <li>Evaluation</li> </ul> <b>Practical Work</b>



## Music Curriculum Overview

	Year 10	Year 11
		<ul style="list-style-type: none"> <li>Complete any remaining paperwork or make any improvements</li> </ul>
Half Term 6	<b>UNIT 1: The Music Industry</b> <ul style="list-style-type: none"> <li>Year 10 Exam</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>Music Composition, Live Sound or Music Productin</li> </ul>	

### Sixth Form (Y12-13)

	Year 12	Year 13
Half Term 1	<b>AOS 3 Instrumental Jazz</b> 1920s New Orleans/1930s Swing 1940s Bebop/1950s Cool Jazz  <b>AOS2 The Popular Song</b> The Blues Queens/1930s Crooners  <b>Composing</b> Blues	<b>AOS 5 Programme Music</b> Mendelssohn/Berlioz/Tchaikovsky/Strauss  <b>Composing</b> Exam set brief
Half Term 1	<b>AOS 3 Instrumental Jazz</b> 1950s-60s Hard Bop/1960s-70s Avant-Garde 1970s Jazz Fusion/Modern Jazz  <b>AOS2 The Popular Song</b> Big band and swing/Baroque Pop  <b>Composing</b> 32 bar Form	<b>AOS 5 Programme Music</b> Liszt, Smetana, Grieg, Schumann  <b>Composing</b> Exam set brief score and recording produced  <b>Practical Work</b> Final sequencing or performance assessment
Half Term 3	<b>AOS 1 The Instrumental Music of Haydn, Mozart and Beethoven</b> String Quartets/Piano Sonatas/Chamber music  <b>AOS2 The Popular Song</b> Set works 1 and 2	<b>Revision of AOS 2 and 3</b>  <b>Composing</b> Personal Brief  <b>Performing</b>



## Music Curriculum Overview

	Year 12	Year 13
	<b>Composing</b> Classical Rondo	Final recital preparation
Half Term 4	<b>AOS 1 The Instrumental Music of Haydn, Mozart and Beethoven</b> Symphonies/Concertos  <b>AOS2 The Popular Song</b> Set works 3 and 4  Composing Sonata Form	<b>Revision of AOS 1 and 6</b>  <b>Composing</b> Personal Brief score and recording produced  <b>Performing</b> Final recital recording
Half Term 5	<b>Year 12 Exam</b>  <b>Performance</b> Practice recital preparation	<b>AOS1, 2, 3 and 5</b> Final Revision  <b>Composing/Performing</b> Improvements if needed
Half Term 6	<b>AOS 1 The Instrumental Music of Haydn, Mozart and Beethoven</b> Set works 1-4  <b>Performance</b> Practice Recital	