

Year Group: 7 Teaching, learning and assessment during the course:

Timing	Unit Title	Key Question(s)	How will we know that pupils can answer the key question(s)?	Key Themes of the unit
Autumn 1	Instruments of the orchestra	What are the different instrumental families and how do the instruments work?	Listening exercises in workbook on use of instruments	Learning <i>Instrumental families, How instruments work - Brass, Woodwind, Strings, Percussion, & their use</i> Listening skills : <i>Mood, tempo, dynamics, contrast, pitch</i>
Autumn 2	Instruments of the orchestra	How can instruments be used to create moods and atmosphere?	End of project test on work covered	Learning <i>How instruments can be used and combined to create moods and atmospheres - Brass, Woodwind, Strings, Percussion, & their use</i>
	Keyboard work	Can I identify the 7 white notes?	Ongoing assessment by teacher – pupil demonstrates skills learnt	Performing skills – application of theory by demonstrating skills
Spring 1	Musical Elements	What are the different Musical elements?	Listening test on Musical elements	Identifying elements - <i>Pitch, Tempo, Dynamics, Texture, Timbre, Duration, Silence</i> Listening skills: <i>pitch, dynamics, timbre, duration</i>
Spring 2	Graphic Scores	How can graphic scores be used to compose and record musical intentions?	Compose a piece and form a graphic score to record your ideas	Graphic Scores <i>Consolidation of Musical elements through exploring the use of Graphic scores</i> Composing Skills <i>using different elements, record & annotating ideas</i>

Music Department Curriculum and Assessment Outline

<p>Summer 1</p>	<p>Underground Music - Rhythms</p> <p>Composing – Tube Rap</p>	<p>How can we accurately record rhythms?</p> <p>Can you create a rap song?</p>	<p>Compose rhythms with different time signatures</p> <p>End of project aural & Listening test</p> <p>Composing a rhythm rap using given words</p>	<p>Learning <i>duration , notation, silence, time signatures, Semibreve, Minim, Crotchet, Quaver, Semiquaver, Rests</i></p> <p>Composing Skills <i>organising syllables, syllabic writing, combining words rhythmically</i></p>
<p>Summer 2</p>	<p>Chinese Music</p> <p>Battle of the Bands</p>	<p>How does traditional Chinese music differ from Euro-American music?</p> <p>Can you play as part of an ensemble</p>	<p>Listening exercises</p> <p>Ensemble rehearsal & performance (June)</p> <p>End of year examination</p>	<p>Learning <i>History and development of traditional Chinese music, Instruments Suona, Banhu, Yueqin, Sheng, Pipa, dizi, Erhu, Yangqin, Tanggu, Pentatonic scales,</i></p> <p>Ensemble skills, <i>organisation, rehearsal techniques, co-ordination, empathy.</i></p>

Music Department Curriculum and Assessment Outline

Year Group: 8 Teaching, learning and assessment during the course:

Timing	Unit Title	Key Question(s)	How will we know that pupils can answer the key question(s)?	Key Themes of the unit
Autumn 1	Rhythm & beat Radio SCRfm	What is the difference between 'rhythm' and 'beat?' How do you combine and record samples to create an appropriate mood for a radio jingle?	Ongoing listening tasks & end of project listening test, identifying key words End of group project assessment	Appraisal of <i>Rhythm, beat, tempo, bpm, graphic score, crotchets, minims, quavers,</i> Composing skills <i>group/partner working, appraising, choosing, discussing, decision-making & organising</i>
Autumn 2	Rhythm & beat - Creating poly rhythms	How do you combine different rhythms at the same time?	End of project assessment of 'Pulse Piece'	Composing & Performing skills <i>decision-making & organising, group work, co-ordination</i>
Spring 1	Pitch	How do you read notes on the treble clef? Where are the notes on a piano keyboard?	Ongoing assessment through short tasks, theory questions Teacher assessment	Learning theory <i>Music reading & application to the piano keyboard.</i>
Spring 2	Jazz – the beginnings	How and when did jazz begin to emerge?	End of project listening test on Jazz Music	Music & History <i>Historical context, appreciation of development of sophistication of the genre</i>
Summer 1	Chords	What are the primary chords & the secondary chords?	End of project performance of ensemble piece using primary & secondary chords	Listening & learning <i>music theory & applying it practically by demonstrating performing skills</i>
Summer 2	Film Music Battle of the Bands	How is music used to enhance films? Can you play as part of an ensemble?	Compose a short passage of music to accompany a given section of film Ensemble rehearsal & performance (June) End of year examination	Listening & learning <i>History and development of Film music, Techniques</i> Combining appropriate elements to create different moods Ensemble skills, organisation, rehearsal techniques, co-ordination, empathy.

Year Group: 9 Teaching, learning and assessment during the course:

Timing (Weeks, half terms)	Unit Title (as applicable)	Key Question(s) e.g. Why do we need maps and how do we use them? How do quest stories work?	How will we know that pupils can answer the key question(s)? Data that will inform attainment grade	Key Themes of the unit e.g. grammar, processes, events, styles
Autumn 1	Jazz Music & the 12 Bar Blues Radio SCRfm	How did jazz evolve from African slave songs into the 12 bar blues? Can I create successful radio jingles which combine loops with original ideas?	End of project listening test Group composition task – self-evaluated	Listening & learning <i>Music history</i> <i>Slave trade, early instruments, diddly-bo, development of blues, jazz, 12 bar blues chords, blues scale in C, lyric pattern AAB, chords C, F & G, triad, improvisation</i> Composing <i>enhanced timing, looping,</i>
Autumn 2	Into the Blues in C	Do I understand about the 12 bar blues chord sequence, and the blues scale?	Group composition task End of project listening test	Composing <i>12 bar blues – chords, bass line, melody, recording, mixing, balancing, structuring, blues scale in C, lyric pattern AAB, chords C, F & G, triad, bass line, melody</i>
Spring 1	Boogie-Woogie to the 60's, The Blues - Moving into G	How did rock & roll music change into other types of rock? Do I understand about the 12 bar blues chord in G major?	In-project listening tests & workbook. Perform an ensemble piece in G	Listening & learning <i>Swing, Gospel, Rhythm & Blues, R & Roll, Country, Pop music from the 1960's</i> Perform <i>Ensemble skills, individual co-ordination, Concentration & empathy, rehearsal discipline</i>

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Spring 2	Soul Rapping it out	What is Soul music? Can I create an original rap song?	In-project listening tests & workbook Group composition task to be recorded	Listening & learning <i>riff, melisma, syncopation, Q & A, improvisation</i> Composing <i>parody, awareness of style, recording in the studio, recording techniques</i>
Summer 1	Hip-hop to Rap; Megamix mash-up!	How did hip-hop give rise to rap? How do I use samples to create a compilation mix?	In-project listening tests & workbook Group composition task	<i>Musical Theatre, Rock, Progressive, Psychedelic, Mods & Rockers, Hip-hop, Punk, Rhythm & Bass (R&B), Hip-hop, Rap,</i> Techniques <i>Combining appropriate elements to create different moods</i>
Summer 2	Reggae & Caribbean Battle of the Bands	Do I understand what reggae music is? Can you play as part of an ensemble?	In-project listening tests & workbook Ensemble rehearsal & performance (June) End of year examination	Listening & learning <i>History and development of Film music,</i> Ensemble skills, <i>organisation, awareness, rehearsal techniques, co-ordination, empathy, stagecraft</i>

Music Department Curriculum and Assessment Outline

Year Group: 10 GCSE Edexcel GCSE (9-1) Music (1MU0) Teaching, learning and assessment during the course:

Timing (Weeks, half terms)	Unit Title (as applicable)	Key Question(s)	How will we know that pupils can answer the key question(s)?	Key Themes of the unit	
Autumn 1	Listening: Outline of Course; Composer timeline; Vocal Music: <i>Purcell</i>	Understand the development of vocal music, techniques of composition/accompaniment	End of project listening test	Listening & learning <i>Baroque, imitation, ornamentation, mordent, trill, turn, sequence, melody, accompaniment, basso continuo.</i>	
	Composing: Task 1	Do I understand about the 12 bar blues chord; Can I record & edit using garage Band?	Ongoing composition task – self and teacher evaluated		Composing – <i>style exploration, inverted chords, bass line, melody, recording, mixing, balancing, structuring, blues scale in G, lyric pattern AAB, chords C, F & G, triad, bass line enhanced timing, looping,</i>
	Performing:	Performance 1 Solo	P: Ongoing evaluation		
Autumn 2	Listening: Outline of <i>Killer Queen (Queen)</i>	Understand the development and use of compositional and recording techniques of composition/accompaniment	End of project listening test	Listening & learning <i>Overdubbing, distortion, falsetto, power chords, effects, recording techniques</i>	
	Composing: Task 1	Can I balance, edit & add effects <i>eg crescendo, diminuendo</i>	Ongoing composition task self and teacher evaluated		Composing , <i>melody, enhanced timing, looping, mixing,</i>
	Performing:	Performance 1 Solo	P: Ongoing evaluation		

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<p>Spring 1</p>	<p>Listening: Composer timeline; Instrumental Music: <i>Bach</i></p> <p>Composing: Task 1</p> <p>Perform: Task 2</p>	<p>How did instrumental music develop in the baroque period?</p> <p>Can I adapt the piece to include an effective song structure</p> <p>Perform: Ensemble, <i>explore ways of balancing, empathy with other performer</i></p>	<p>In-project listening tests & workbook, study of the score</p> <p>Ongoing composition task, self and teacher evaluated</p> <p>P: Ongoing evaluation, Recording & assessment</p>	<p>Listening & learning <i>Continuo, concerto grosso, ripieno, concertino, virtuoso</i></p> <p>Composing <i>Intro, v, ch, outro, middle 8</i></p> <p>Perform <i>vocal skills, individual co-ordination, control of dynamics, phrasing, articulation</i></p>
<p>Spring 2</p>	<p>Listening: Composer timeline; Instrumental Music: <i>Beethoven</i></p> <p>Composing: Task 1</p>	<p>How did instrumental music continue to develop during the classical period? <i>The piano</i></p> <p>Can I mix the backing track, develop ideas independently? Add vocals?</p>	<p>In-project listening tests & workbook, study of score</p> <p>Ongoing composition task, self and teacher evaluated</p>	<p>Listening & learning <i>Sonata Form, sustain pedal, dynamics</i></p> <p>Composing <i>recording in the studio, microphone recording techniques</i></p>
<p>Summer 1</p>	<p>Listening: Revision of Instrumental Music; Stage & Screen: <i>Defying Gravity</i></p> <p>Composing: Task 1</p>	<p>How did music for the Stage develop through the Musicals of the 20th century? What changed?</p> <p>Changes to original recordings? Backing track?</p>	<p>In-project listening tests & workbook, study of score</p> <p>Ongoing composition task, self and teacher evaluated</p>	<p><i>Musical Theatre, Wicked, microphone, vocal range, style</i></p> <p>Composing <i>recording in the studio, microphone recording techniques, balancing, EQ,</i></p>

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				<i>mixing, adding effects – reverb, delay, chorus</i>
Summer 2	<p>Listening: Stage & Screen: <i>Star Wars Episode IV</i></p> <p>Composing: Completion of task 1</p>	How is film music composed an atmosphere suitable for the moving image?	<p>Dictation tests, listening tests & workbook, study of score.</p> <p>End of year Listening examination</p>	<p>Listening & learning <i>History and development of Film music, techniques used to match mood to vision, atmosphere</i></p> <p>Ensemble skills, <i>organisation, awareness, rehearsal techniques, co-ordination, empathy, stagecraft</i></p>

Music Department Curriculum and Assessment Outline

Year Group: 11 GCSE Edexcel GCSE (9-1) Music (1MU0) Teaching, learning and assessment during the course:

Timing (Weeks, half terms)	Unit Title (as applicable)	Key Question(s)	How will we know that pupils can answer the key question(s)?	Key Themes of the unit
Autumn 1	<p>Listening Revision of Stage & Screen Music; <i>Star Wars Episode IV</i></p> <p>Composing: Task 2 – composing to a set brief</p> <p>Performing: Focus on Ensemble performance</p>	<p>Understand how film music is composed an atmosphere suitable for the moving image?</p> <p>Short composition tasks</p> <p>Performance 2 – find suitable piece and learn ensemble skills</p>	<p>End of project listening test</p> <p>Ongoing composition task – self and teacher evaluated</p> <p>P: Ongoing evaluation</p>	<p>Listening & learning</p> <p>Composing – <i>quick response to stimuli – decision making on how to improve ideas quickly, use of extended composing techniques</i></p> <p>Performing – balance, listening, tuning, harmonising</p>
Autumn 2	<p>Listening: Outline of Fusions <i>Esperanza Spalding</i> Wider Listening</p> <p>Composing: Task 2</p> <p>Performing:</p>	<p>Understand the development of national styles/ sounds and fusion of styles</p> <p>Can I balance, edit & add effects <i>eg crescendo, diminuendo</i></p> <p>Performance 2 Ensemble</p>	<p>End of project listening test</p> <p>Weekly listening tests – focus on previously unheard listening</p> <p>Ongoing composition task self and teacher evaluated</p> <p>P: Ongoing evaluation</p>	<p>Listening & learning <i>Ireland, Scotland, Latin America, samba rhythms</i></p> <p>Revision & preparation for Mock Listening exam</p> <p>Composing, <i>melody, enhanced timing, looping, mixing,</i></p>
Spring 1	<p>Listening: Fusions <i>Afro-Celt Sound system</i></p>	<p>Understand the development of national styles/ sounds and fusion of styles</p>	<p>In-project listening tests & workbook, study of the score</p>	<p>Listening & learning <i>instrumentation folk/modern, strophic song, Irish folk music</i></p>

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	<p>Composing: Task 2</p> <p>Perform: Task 2</p>	<p>Can I adapt the piece to include an effective song structure</p> <p>Perform: Ensemble, <i>explore ways of balancing, empathy with other performer</i></p>	<p>Ongoing composition task, self and teacher evaluated</p> <p>P: Ongoing evaluation, Recording & assessment</p>	<p>Composing <i>as previous</i></p> <p>Perform <i>vocal skills, individual co-ordination, control of dynamics, phrasing, articulation</i></p>
Spring 2	<p>Listening: Focussed revision & listening tests on weaker areas</p> <p>Composing: Task 2 Perform: Task 2</p>	<p>Extended response questions (Section B)</p> <p>Can I mix the backing track, add effects, develop ideas independently? Add vocals?</p>	<p>In-project listening tests & workbook, study of score</p> <p>Ongoing composition task, self and teacher evaluated</p>	<p>Listening & learning <i>Sonata Form, sustain pedal, dynamics</i></p> <p>Composing <i>recording in the studio, microphone recording techniques</i></p>
Summer 1	<p>Listening: Focussed revision of all areas. Listening question & extended writing questions</p> <p>Composing: Task 2 Perform: Task 2</p>	<p>Changes to original recordings? Backing track?</p>	<p>In-project listening tests & workbook, study of score</p> <p>Ongoing composition task, self and teacher evaluated</p>	<p><i>Musical Theatre, Wicked, microphone, vocal range, style</i></p> <p>Composing <i>recording in the studio, microphone recording techniques, balancing, EQ, mixing, adding effects – reverb, delay, chorus</i></p>
Summer 2	<p>Listening: Focussed revision of all areas.</p>		<p>In-project listening tests & workbook, study of score</p>	<p>Listening & learning <i>History and development of Film music, techniques used to match mood to vision, atmosphere</i></p>



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	<p>Listening question & extended writing questions</p> <p>Composing & Performing: Completion of both tasks 1 & 2 for submission</p>			<p>Ensemble skills, <i>organisation, awareness, rehearsal techniques, co- ordination, empathy, stagecraft</i></p>
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Assessment for Reporting

	7	8	9	10	11	12	13
Mid Term Autumn	Listening exercises in workbook	Listening test on <i>Rhythm</i>	Listening test on <i>Jazz Music</i>	Listening test on <i>Purcell</i>	Listening test on AOS 1		
Report Autumn	Musical instrument test	Assessment of <i>Pulse Piece</i>	Group composition task on <i>12 bar blues</i>	Listening test on <i>Queen</i>	Listening test on AOS 2		
Mid Term Spring	Listening test on <i>Elements of Music</i>	Ongoing assessment through short tasks (workbooks)	In-project listening tests & workbook on <i>Rock & Roll</i>	Listening test on <i>Bach</i>	Mock examination		
Report Spring	Listening exercise on Rhythm	Listening test on <i>Jazz Music</i>	Evaluation of <i>rap song</i>	Listening test on <i>Beethoven</i>	Listening test on AOS 3 & 4		
Mid Term Summer	Aural & Listening test	Composition <i>Film Music</i>	In-project listening tests & workbook <i>Hip-hop to rap</i>	Listening test on <i>Defying Gravity</i>			
Report Summer	Ensemble performance (<i>B of Bands</i>)	Ensemble performance (<i>B of Bands</i>)	<i>Ensemble performance (B of Bands)</i>	End of year Listening & Appraisal examination			