

Year 7	HT 1	HT 2	HT 3	HT 4	HT 5	HT6
Overview	Versatile Voices: Develop an understanding of vocal ranges and ensembles. perform songs as a class and compose a descriptive soundscape using voices only	Rocking Rhythms: Develop an understanding of rhythms and time signatures through clapping and performing on percussion instruments ensembles.	Keyboards: Develop an understanding of different keyboard instruments and composers Bach, and Beethoven. Learn how to read treble clef notation and rests.	Programme Music: Develop an understanding of programme music through Danse Macabre, Troika, and Carnival of the Animals, The Planets and Peer Gynt Develop composition skills to create a descriptive piece of music based on the story of Danse Macabre	Composing to the Beat: explore form and structure techniques through composition. Develop ensemble performance techniques with the focus of playing in time.	Cultural Contexts: develop an understanding of traditional music from other genres, Indian Classical music and Calypso
End point	To have a deeper understanding of vocal music and know how to sing more fluently, in tune, correct diction and musically.	To understand and demonstrate playing basic rhythms in time both individually and as an ensemble	To understand and demonstrate reading of notation through performances of Ode to Joy and Pachelbel's Canon on the keyboard.	To have an appreciation of how composers tell a story through music and apply techniques to their own music.	To understand pentatonic scales and Gamelan. Demonstrate compositional techniques for a fanfare. Ability to keep in time during ensemble performances	To have an understanding and appreciation of traditional music from other countries. Use knowledge from previous modules to compose a calypso song
Knowledge and Skills	Learn key language and knowledge associated with vocal ranges and ensembles. Perform, fluently and accurately in singing performances	Learn and demonstrate key language and knowledge for rhythms note values through performance, listening and composition. Understand how to read rhythms and time signatures	Learn and demonstrate key language and knowledge for treble clef notation and keyboards through performance and listening. Understand how to read treble clef notes. Develop individual performance skills.	Learn and demonstrate key language and knowledge of instrumental families and ensembles through listening and composition. Compose descriptive music.	Learn and demonstrate key language and knowledge of fanfares and the pentatonic scale through performance, listening and composition.	Use key knowledge and that of previous modules to perform accurately and fluently as an ensemble.
Knowledge Organiser	Versatile Voices	Rocking Rhythms	Keyboards	Programme Music	Composing to The Beat	Cultural contexts
Assessment	Summative: Half term Listening test based on the elements, voices and vocal ensembles. Half term knowledge test  Formative assessment Performance Class singing Composition - Vocal soundscape Do Now retrieval quiz each week based on Vocal keywords and the elements	Summative: Half term Listening test based on the rhythms and previous modules. Half term knowledge test  Formative assessment: Performance - Parody Composition - Rhythm piece Do Now retrieval quiz each week based on rhythms and the elements	Summative: Half term Listening test based on keyboards, notation and previous modules. Half term knowledge test  Formative assessment: Performance -Ode to Joy. Pachelel's Canon Do Now retrieval quiz each week based on module knowledge and the elements	Summative: Half term Listening test based on the elements and previous modules Half term knowledge test Composition - Danse Macabre  Formative assessment: Do Now retrieval quiz each week based on module knowledge and previous keywords	Summative: Half term Listening test based on module and previous knowledge. Half term knowledge test  Formative assessment: Performance: ensemble Black Note March Composition - Fanfare Do Now retrieval quiz each week based on module knowledge and previous keywords	Summative: Knowledge test based on previous knowledge organisers  Formative assessment: Performance - Solo and ensemble skills Composition - Calypso song Do Now retrieval quiz each week based on module knowledge and previous keywords
Reading opportunities	Knowledge organiser Lyrics	Knowledge organiser Reading music Lyrics	Knowledge organiser Online research of keyboard instruments, Bach, Pachelbel and Beethoven.	Knowledge organiser Online research of instruments	Knowledge organiser Online research for fanfares	Knowledge organiser Research for Calypso Lyrics
Writing Opportunities	Evaluation of performance and composition of performance. Paragraph about the elements of music within a selected piece of music.	Evaluation of composition assessment. Paragraph about the elements of music within a selected piece of music.	Evaluation of individual progress on the keyboard. Paragraph about the elements of music within a selected piece of music. Information page based on keyboard instruments.	Evaluation of Composition assessment. Paragraph about the elements of music within a selected piece of music. Information page about composers	Evaluation of group composition. Information sheet about fanfares	Paragraph about the elements of music within a selected piece of music.
Vocabulary focus	Different vocal ranges: Soprano, Mezzo soprano Alto Tenor Baritone Bass Treble Falsetto Vocal ensembles and types of vocal music as on the KO The elements of music	Percussion instruments: Definite and indefinite pitch Keywords associated with rhythm and note values Tempo Time signatures	Harpisichord, piano, organ keyboard and synthesiser. The elements: pitch, melody and dynamics Baroque era	Orchestral families Instruments Brass band Military band The elements: articulation and timbre	The elements: form and structure Fanfare Gamelan Pentatonic scale	The elements: structure melody, texture. Calypso Indian classical music

<b>NC benchmark</b>	Meets requirements of the NC. Develop an understanding of music from different genres. Perform with fluency and accuracy.	Meets requirements of the NC. Perform confidently in an ensemble using their voice, fluently and with accuracy Listen to a wide range of music. develop a deep understanding of the music they listen to.	Meets requirements of the NC. Perform confidently in an ensemble using a range of instruments, fluently and with accuracy. Use relevant notations appropriately. Listen to a wide range of music. Develop a deep understanding of the music they listen to.	Meets requirements of the NC. Perform confidently and accurately using a range of instruments and relevant staff notation, both individually and in an ensemble. Listen to a wide range of music. Develop a deep understanding of the music they perform and its history.	Meets requirements of the NC. Perform confidently and accurately in an ensemble using a range of instruments. Listen to a wide range of music and identify different types of scales and musical devices. Develop an understanding of the music from different genres	Meets requirements of the NC. Perform confidently and accurately in an ensemble using a range of instruments. Listen to a wide range of music and identify different types of scales and musical devices. Develop an understanding of the music from different genres and compose using ideas drawn from musical styles and traditions.
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<b>Year 8</b>	<b>HT 1</b>	<b>HT 2</b>	<b>HT 3</b>	<b>HT 4</b>	<b>HT 5</b>	<b>HT6</b>
<b>Overview</b>	African music Explore and listen to techniques used in traditional African music., use knowledge to create cyclic music in an ensemble, develop vocal skills by singing harmony in a different language, perform Kpanlogo.	Chords Develop an understanding of chords: major, minor, discords, strummed chords, single finger chord, triads and inversions though theoretical knowledge and practical skills on guitars and keyboards.	Into The Classics: Explore context of well known pieces of classical music, analysing the form and structure, with specific reference to Beethoven's Fur Elise. Understand and demonstrate knowledge on accidentals, chromatic scale and extend range of chords.	Let's Arrange: Explore Theme and Variation techniques through listening to arrangements and demonstrating a variety of devices , with particular emphasis on creating an arrangement based on Frere Jacques. Listen/ watch a wide variety of arrangements	The Blues: Explore historical , social and theoretical context of The Blues. Explore 12 bar Blues and a variety of walking bass lines, improvisation and flattened 7ths.	Rock 'n' Roll Develop an understanding of the role of Rock 'n' Roll music in the development of pop music. Explore techniques, building on previous practical skills associated with The Blues. use Band Lab to create dance music
<b>End point</b>	To have a deeper understanding of techniques used to create cyclic music. To have an appreciation of features of music from a different culture	To understand and demonstrate how to perform chords and create composition from basic chord pattern	To understand how the music has been created. Students embed previous skills on performing melody and chords. Appreciation contextual knowledge of classical music	To have an understanding of the different devices and techniques used in basic arrangements. To recognise these techniques whilst listening discerningly to music	To have a deeper understanding of the significance of Blues in current pop music. Listen to, recognise, compose from features used with the genre.	To understand how to use band Lab to create music. have a deeper understanding of the features in Rock'n'roll music.
<b>Knowledge and Skills</b>	Learn key language and knowledge associated cyclic music and traditional African techniques Perform , explore and refine ideas for group composition using percussion instruments. Compose and perform more complex rhythmical music	Learn key language linked to chords, play chords on guitars and keyboards. Understand the effect of the single -finger and ACMP buttons on keyboard. Analyse, form and use chords as an accompaniment.	Learn and demonstrate key language based on accidentals, scales, modes, form and structure. Understand tones, semitones and enharmonic equivalent notes. Develop further own instrumental skills.	Demonstrate an understanding of several compositional techniques in an arrangement. Recognition of different devices when listening to music. The ability to use knowledge of devices to create own self expression on a theme..	Learn and demonstrate key language and knowledge of The Blues. perform music off by hear with extended improvisations based on the Blues notes	Learn and create riffs based on chord patterns. Develop music technology skills through Band Lab to compose music with a combination of the elements.
<b>Knowledge Organiser</b>	African Music	Chords	Into The Classics	Let's Arrange	The Blues	Rock 'n' Roll
<b>Assessment</b>	Summative: Half term Listening test based on traditional African music. Half term knowledge test  Formative assessment: Performance of Kpanlogo and a traditional Zulu song Composition - based on traditional techniques Do Now retrieval quiz each week based on keywords and listening to the elements of music relating to the module	Summative: Half term Listening test based on chords previous modules. Half term knowledge test  Formative assessment: individual progress on guitars and keyboards Composition - compose a piece of music over a chord pattern Do Now retrieval quiz each week based on chords, guitars and the elements	Summative: Half term Listening test based on scales and recognising the elements of music Half term knowledge test  Formative assessment: Performance -Fur Elise and Largo. Demonstrate composing with the chromatic scale. Do Now retrieval quiz each week based on module knowledge and the elements	Summative: Half term knowledge test based on information on the KO  Formative assessment: Composition based on the starting point of Frere Jacques. Performance of an arrangement for class Do Now retrieval quiz each week based on module knowledge and previous keywords	Summative: Half term Listening test based on module and previous knowledge. Half term knowledge test  Formative assessment: A group arrangement of the 12 bar Blues. Information page about the history of the Blues. Do Now retrieval quiz each week based on module knowledge and previous keywords	Summative: Knowledge test based on previous knowledge organisers  Formative assessment: Performance Ensemble performance a Rock 'n' roll piece of music Composition based on Band Lab. Do Now retrieval quiz each week based on module knowledge and previous keywords
<b>Reading opportunities</b>	Knowledge organiser Information sheet Online research	Knowledge organiser Reading music Lyrics	Knowledge organiser Composer reading sheet	Knowledge organiser Module reading sheet	Knowledge organiser Online research for the history of The Blues	Knowledge organiser Artist reading sheet Instructions and assignment in B band lab
<b>Writing Opportunities</b>	Evaluation of singing and composition of performance. Information page on traditional African music	Evaluation of composition assessment. Paragraph about the elements of music within a selected piece of music.	Evaluation of individual performance of a well known classical piece of music.	Evaluation of Composition assessment.	Evaluation of group composition. Information sheet about the History of the Blues Lyrics	End of year summary

<b>Vocabulary focus</b>	Cyclic music Cross rhythms Polyrhythmic Mnemonics A cappella Ostinato Djembe Balafon Mbira	Percussion instruments Keywords associated with rhythm and note values Tempo Time signatures	Enharmonic equivalent notes Accidentals Tones and semitones Modes Chromatic scale Ternary form Rondo form Intervals Symphony Sonata	Retrograde Arrangement Theme and variations Tonality Texture Development Aeolian mode cannon	Walking bass line Boogie -Woogie Swing Spirituals Blues notes Flattened 7th Improvisation Slavery Working songs Harmonica	Riff Electric guitar Bass guitar Lead guitar Middle eight Instrumental section loop Music tech words associated with the use of band lab
<b>NC benchmark</b>	Meets requirements of the NC. Listen to, perform and create music , drawing from a range of music traditions.	Meets requirements of the NC. Perform confidently in an ensemble using their voice, fluently and with accuracy Listen to a wide range of music. develop a deep understanding of the music they listen to	Meets requirements of the NC. Perform confidently in an ensemble or individually with fluency and accuracy. Use relevant notation appropriately. Listen to a wide range of music. Develop an understanding of the music they perform.	Meets requirements of the NC. Composing: extend and develop ideas by drawing on a range of musical styles. Listen to a wide range of music from great composers and traditions.	Meets requirements of the NC. Perform confidently and accurately in an ensemble using devices drawn from different genres. Listen to a wide range of music and have an understanding of contextual and historical knowledge of the music	Meets requirements of the NC. Perform confidently and accurately in an ensemble. Compose drawing on a range of ideas of different music styles. Develop a deeper understanding of how music is created through music technology.

<b>Year 9</b>	<b>HT 1</b>	<b>HT 2</b>	<b>HT 3</b>	<b>HT 4</b>	<b>HT 5</b>	<b>HT6</b>
<b>Overview</b>	The Entertainment Industry: Explore techniques used in minimalism and how it is used in film and TV music. Composition of TV music, performance of Time Lapse - Michael Nyman. The Great British Bakeoff used as example.	Oh What an atmosphere! Explore compositional techniques used to create effective descriptive music for silent movies and computer game music through composition, performance and listening.	Film Music: Embed previous knowledge from Year 9 and explore extended composition based on Dorian mode (Murder mystery or war Horse) and individual/ensemble performances based on film music. Listening tasks based on Film and TV Themes.	Jazz Explore the development of pop music from 1900s; Ragtime, Jazz, Swing and big band. Performances from the Entertainer and In The Mood.	Rock Anthems Explore compositional and performance techniques of 70s and 80 Rock. Focus on Guns 'n' Roses and Bon Jovi - individual and ensemble instrumental performances. composition based on primary chords. Listening to a variety of bands	My Music: Exploration of current music trends and the influence of music technology. Ensemble performance, composition using music technology and knowledge of music festivals.
<b>End point</b>	To have a deeper understanding of minimalism and how music is composed for 'background' music in TV and film music. To experience performing Time lapse.	To understand and demonstrate how to create different effects for a storyline or characters.	To understand and demonstrate the use of modes and other compositional techniques to create atmosphere to a given brief.	To have an appreciation and understanding of how pop music has evolved from structures and instrumentation from the 1900s Perform a piece of music from that era confidently.	To understand compositional and performance techniques based on well known rock anthem.	To understand how current music is composed and performed.
<b>Knowledge and Skills</b>	Learn key language and knowledge associated minimalism Perform and contribute to a more complex ensemble performance fluently and accurately.	Learn and demonstrate key language and knowledge based on descriptive compositional techniques. Can demonstrate using music technology accurately and work independently to create music for own stimuli.	Learn and demonstrate key language and knowledge for creating different film music Can demonstrate an understanding of modes and how to create suspense in music.	Learn and demonstrate key language and knowledge of styles of music associated with Jazz through listening, composing and performance.	Learn and understand key language and knowledge of different types of rock with reference to instrumentation, music technology and vocal techniques. use previously learned practical skills to read and perform music.	Use key knowledge and that of previous modules to perform accurately and fluently as an ensemble. Have a deeper understanding of how current music trends are composed. Develop further individual skills in music technology.
<b>Knowledge Organiser</b>	The Entertainment Industry	Oh What an atmosphere!	Oh What an atmosphere!	Music from 1900s - 1950s	Conventions of Pop Music	Conventions of Pop Music
<b>Assessment</b>	Summative: Listening test and end of module knowledge test  Formative assessment: Composition based on minimalism techniques. Ensemble performance of Time Lapse. Do Now retrieval quiz each week based on KO keywords and the elements of music	Summative: Half term Listening test based on the rhythms and previous modules. Half term knowledge test. Formative assessment: Composition based on a storyline. performance of Christmas music Do Now retrieval quiz each week based on key language and the elements of music	Summative: Half term Listening test and end of term module test on knowledge. Formative assessment: Composition based on the Dorian mode for murder mystery music or based on War Horse. Do Now retrieval quiz each week based on module knowledge and the elements of music	Summative: Listening test and end of module knowledge test  Formative assessment: Performance of a piece of music from 1900s - 1050s Do Now retrieval quiz each week based on module knowledge and previous keywords	Summative: Listening test and end of module knowledge test  Formative assessment: Ensemble performance of Living on a prayer. Do Now retrieval quiz each week based on module knowledge and previous keywords.	Summative: Listening test and end of year knowledge test.  Formative assessment: Composition and performance tasks. Do Now retrieval quiz each week based on module knowledge and previous keywords.
<b>Reading opportunities</b>	Knowledge organiser Online research of minimalist composers	Knowledge organiser Online research of computer game and silent movie composers.	Knowledge organiser Reading sheet on John Williams, Hans Zimmer and other composers.	Knowledge organiser Reading card on Scot Joplin, Louis Armstrong and Glenn Miller	Knowledge organiser Online research of Queen, and leading rock anthem artists	Knowledge organiser Reading sheet on different pop styles
<b>Writing Opportunities</b>	Evaluation of performance and composition of performance. Fact file on minimalist composers	Evaluation of composition assessment. Extended listening tasks. Fact file on relevant composers	Evaluation of individual progress on the keyboard. Extended listening tests	Evaluation of performance assessment. Information page about composers	Evaluation of group composition and performance. Fact file of band artists	Summary of Year 9 progress Devise own pop festival

<b>Vocabulary focus</b>	Minimalism Ostinato Polyrhythmic Cross rhythms Syncopation diatonic	Silent movie Dissonance Modes Tremolo Glissando Devil's interval c - F# Diminished chords Loops Sequencing Synthesised sounds Leitmotif	Dorian mode Pedal note Tension Mystery Spooky Suspense	Ragtime Rags Jazz Swing Swung quavers Rhythm section Rhythm 'n' Blues Big Band Improvisation crooners Ballad scat	Amplified instruments Synthesiser Electric guitar Lead guitar Rhythm guitar Effects pedals Distortion Wah-wah Reverb Delay Backbeat Verse-chorus Riffs Backing singers Arenas Progressive, heavy metal, punk rock	Amplification panning Flanger Sampling Vocoder Melisma Syllabic Vibrato Chorus Auto tune Falsetto Rap
<b>NC benchmark</b>	Meets requirements of the NC. perform confidently within an ensemble, compose using musical ideas drawn from a range of styles. Listen to a wide range of music from great composers..	Meets requirements of the NC. Compose and extend musical ideas drawn from different structures and genres. Listen to a wide range of music. develop a deep understanding of the music they listen to	Meets requirements of the NC. Perform confidently in an ensemble using a range of instruments, fluently and with accuracy. Compose drawing on a range of genre and structures. Listen to a wide range of music. Develop a deep understanding of the music they listen to.	Meets requirements of the NC. Perform confidently and accurately using a range of instruments and relevant staff notation, both individually and in an ensemble. Listen to a wide range of music. Develop a deep understanding of the music they perform and its history.	Meets requirements of the NC. Perform confidently and accurately in an ensemble using a range of instruments. Listen to a wide range of music and identify different types of scales and musical devices. Develop an understanding of the music from different genres	Meets requirements of the NC. Develop an understanding of music from different genres of which students listen and compose using ideas drawn from musical styles and traditions.

<b>Year 10</b>	HT 1	HT 2	HT 3	HT 4	HT 5	HT6
<b>Overview</b>	Rhythms of the World AoS 3 Explore compositional, contextual knowledge of Samba, Calypso and African drumming, through listening, composing and performance. Explore theoretical knowledge based on clefs, time signatures, key signatures, scales and rhythms.	Rhythms of the World: AoS3 Explore compositional, contextual knowledge of Greek, Palestinian, Israeli, Bhangra, Indian Classical Music through performance, listening and composing. Explore theoretical knowledge based on chords, form and structure, through the use of software.	The Concerto Through Time AoS2: Explore historical, contextual and compositional features in Solo Baroque Concerto and Concerto Grosso, explore music by JS Bach, Vivaldi, Corelli, Handel. Develop and explore individual composing styles, use of cadences and choices for preferred music technology software as a tool	The Concerto Through Time AoS2: Explore historical, contextual and compositional features in Classical and Romantic Concerto , explore and analysis of music by Mozart, Beethoven, Haydn, Elgar, Rachmaninov, and Tchaikovsky. Develop and explore individual composing styles, use of modulation to the dominant key/ relative major or minor and practise on preferred music technology software as a tool	Mock Integrated Composition: Mock NEA. Extended Composition of own choice under test conditions to be completed in HT6. Practise solo performance for mock recording. Revise listening exam topics covered in Year 9 and 10	Mock Integrated Composition: Completion of individual extended composition, Mock Listening exam and performance recordings.
<b>End point</b>	To have a deeper understanding of , ability to analyse and recognise key features of African music, Samba and Calypso. To have a deeper understanding of the theory behind quality compositions	To have a deeper understanding of, ability to analyse and recognise key features of Bhangra, Eastern Mediterranean and Indian classical music. To have a deeper understanding of the theory to use to enable quality compositions	To have a deeper understanding of, ability to analyse and recognise key features of the Baroque concerto. To understand the potential of using Garageband and Musescore and its relevance to personal choice for composing.	To have a deeper understanding of, ability to analyse and recognise key features of the Classical and Romantic concerto. To have a deeper understanding of the capability of Garageband and Musescore and its relevance to personal choice for composing. Have an understanding of all the compositional tools needed to create and extended composition in own choice of key.	To explore individual creativity and use of previously learned composition skills under test conditions. To understand how to deliver and rehearse a polished solo performance on their instrument	To understand personal strengths and weaknesses of composing in test conditions. To record a performance and apply knowledge in a Listening mock exam
<b>Knowledge and Skills</b>	Learn key language and knowledge, perform and compose music based on devices and features of Samba, Calypso and African drumming. Learn and demonstrate knowledge on basic compositional tools : keys, rhythm and time signatures through given exercises.	Learn key language and knowledge, perform and compose music based on devices and features of Bhangra, Eastern Mediterranean and Indian classical music. Learn and demonstrate knowledge of chords, form and structure from given starting points and use of software.	Learn key language and recognise key features of the Baroque Concerto. Understand and demonstrate the use of software to enable exploration of devices and features used within a small composition	Learn key language and recognise key features of the Classical and Romantic concerti. Comment on the relationship between the soloist and orchestra in all concerti Understand and demonstrate the personal choice of software to enable composing from own choice of elements, techniques, devices for a structured composition	Learn and use key language for analysis of listening components. Rehearse a more challenging piece of music working on fluency , accuracy and with expression. Understand how to compose an extended piece of music from an own choice starting point, using all previous knowledge to enable independent work of a high standard using computer software.	Understand and demonstrate key knowledge for listening to and analysing music from different genres and traditions. Rehearse a more challenging piece of music working on fluency , accuracy and with expression. Understand how to compose an extended piece of music from an own choice starting point, using all previous knowledge to enable independent work of a high standard using computer software.
<b>Knowledge Organiser</b>	Rhythms of the World	Rhythms of the World	The Concerto through Time	The Concerto Through Time	Composition Tools	Performance Skills

Assessment	Summative: Listening test Knowledge tests on the individual genres  Formative assessment: Do Now retrieval quiz each week based on The elements of music and Rhythms of the world key language. Practice exam style questions Individual performance practice Composing exercises	Summative: Listening test Knowledge test on the individual genres.  Formative assessment: Do Now retrieval quiz each week based on The elements of music and Rhythms of the World key language. practice exam style questions Individual performance practice Composing exercises	Summative: Listening test and knowledge test.  Formative assessment: Do Now retrieval quiz each week based on the Baroque concerto and Concerto Grosso key language. Practice exam style questions. Individual performance practice composing exercises	Summative: Listening test based on analysis of devices and techniques found in a concerto and knowledge test based on all listening topics Formative assessment: Do Now retrieval quiz each week based on The elements of music, Classical and Romantic concerto key language. Practice exam style questions Individual performance practice and composition of own choice.	Summative: ongoing mock NEA across HTS and 6  Formative assessment: Do Now retrieval quiz each week based Listening key vocabulary and the elements of music. Exam style questions. Solo Performance practice.	Summative: Mock solo Performance Mock NES Integrated composition. Mock Listening exam  Formative assessment: Do Now retrieval quiz each week based on Listening key vocabulary and the elements of music. Exam style questions.
Reading opportunities	Knowledge organiser Online research Reading of questions on listening papers Information booklets on Rhythms of the World Revision Guides	Knowledge organiser Online research Reading of questions on listening papers Information booklets on Rhythms of the World Revision Guides	Knowledge organiser Online research Reading of questions on listening papers Information booklets The Concerto through Time Revision Guides	Knowledge organiser Online research Reading of questions on listening papers Information booklets on The Concerto through Time Revision Guides	Previous knowledge organisers for revision Revision - Bite size Information booklets and revision guides	Previous knowledge organisers for revision Revision - Bite size Information booklets and revision guides
Writing Opportunities	Listening: long question technique; analysis of key features of the music	Listening: long question technique; analysis of key features of the music	Listening: long question technique and comparison technique; analysis of key features of the music	Listening: long question and comparison technique; analysis of key features of the music	Exam question practice based on the listening components: Film Music, Rhythms of the World, The Concerto through time and The Conventions of Pop Music	Mock listening exam questions
Vocabulary focus	Listening: key language on the knowledge organiser for Samba, Calypso, African drumming to include - Caixa Surdo Apita de samba Son clave Polyrhythmic Tamborim Steel pans Tonality Syncopation Djembe Balafon Talking drum Cyclic music Cross rhythms	Listening: Improvisation Sitar Raga Tala Tablas Tanpuri Bansuri Alap Gat Jhala Microtonal Harmonium Dhol drum Ornamentation Bouzouki Defi Doubek Oud Zither Darbouka Wazn	Basso continuo Harpsichord Imitation Contrapuntal Homophonic Sequences Ornaments Polyphonic Terraced dynamics Tutti Ripieno Concertino Primary chords Cadences Diatonic	Cadenza Alberti bass Virtuosic Sequences Imitation Cadences Crescendo Diminuendo Orchestral instruments Italian terms for dynamics and tempo	All previous key language for listening modules. Composition: Form and structure Accompaniment Key Tonality Key signature Modulation Sequences Bass clef Texture Harmony Dynamics cadences	All previous key language for listening modules. Composition: Form and structure Accompaniment Key Tonality Key signatures Modulation Sequences Bass clef Texture Harmony Dynamics Articulation cadences
NC benchmark	Meets requirements of the NC and specification of OCR syllabus. Listen with increasing discrimination to a wide range of music from different traditions and genres.  Composition: to extend and develop ideas by drawing on a range of musical structures, genres and traditions, using staff notation where appropriate.	Meets requirements of the NC and specification of OCR syllabus. Listen with increasing discrimination to a wide range of music from different traditions and genres.  Composition: to extend and develop ideas by drawing on a range of musical structures, genres and traditions, using staff notation where appropriate.	Meets requirements of the NC and specification of OCR syllabus. Listen with increasing discrimination to a wide range of music from different traditions and from great composers.  Identify and use the inter-related dimensions of music expressively including: tonality, different scales and other musical devices. use technologies where appropriate.	Meets requirements of the NC and specification of OCR syllabus. Listen with increasing discrimination to a wide range of music from different traditions and from great composers. Identify and use the inter-related dimensions of music expressively including: tonality, different scales and other musical devices. use technologies where appropriate. Extend and develop musical ideas by drawing on a range of musical structures and genres.	Meets requirements of the NC and specification of OCR syllabus. Listen with increasing discrimination to a wide range of music from different traditions and genres. Compose, extend and develop musical ideas by drawing on a range of styles, use staff and relevant notations appropriately and accurately, use the inter-related dimensions of music expressively and with increasing sophistication	Meets requirements of the NC and specification of OCR syllabus. Listen with increasing discrimination to a wide range of music from different traditions and genres. Compose, extend and develop musical ideas by drawing on a range of styles, use staff and relevant notations appropriately and accurately, use the inter-related dimensions of music expressively and with increasing sophistication, Perform as a solo, playing instrument fluently, accurately and with expression.

Year 11	HT 1	HT 2	HT 3	HT 4	HT 5	HT6
Overview	NEA Practical portfolio composition(15%) in response to a brief set by OCR. Choice given for students to specialise in an area of particular relevance to their skills and interest.	NEA Practical portfolio composition: in response to a brief set by OCR. Choice given for students to specialise in an area of particular relevance to their skills and interest.	NEA Integrated portfolio composition(15%) Choice given for students to compose a piece of music of their choice NEA Ensemble performance - completion of a recording based on a piece of music for than 2 performers playing live.	NEA Integrated portfolio composition. Choice given for students to compose a piece of music of their choice NEA Ensemble performance(15%) - completion of a recording based on a piece of music for than 2 performers playing live.	Revision of Listening course content	OCR Listening exam June
End point	NEA Solo performance 15%: ongoing throughout HT1 - 4, preparation of a performance - own choice  NEA started: use and develop knowledge and understanding of rhythm, melody, harmony and compositional technique.	NEA complete. To use and develop and demonstrate knowledge and understanding of rhythm, melody, harmony and compositional techniques	NEA started: use and develop and demonstrate knowledge and understanding of rhythm, melody, harmony and compositional techniques. To develop, practise performance skills with appropriate expression and ensemble awareness.	NEA composition and Ensemble performance completed. All 4 NEA components to be completed for marking and standardisation/ moderation	To have a deeper understanding and appreciation of music from a wide range traditions, genres and cultures. Have the confidence to access all questions on the listening exam paper.	
Knowledge and Skills	Learn and use key language for analysis of Film music and revision of other listening components . Rehearse a more challenging piece of music working on fluency , accuracy and with expression. Compose and extended piece of music to a given brief and from a chosen starting point, using all previous knowledge to enable independent work of a high standard using computer software.	Learn and use key language for analysis of listening components . Rehearse a more challenging piece of music working on fluency , accuracy and with expression. Compose and extended piece of music to a given brief and from a chosen starting point, using all previous knowledge to enable independent work of a high standard using computer software.	Learn and use key language for analysis of listening components . Rehearse n ensemble piece of music working on fluency , accuracy, expression. and ensemble awareness. Compose and extended piece of music to a given brief and from a chosen starting point, using all previous knowledge to enable independent work of a high standard using computer software.	Learn and use key language for analysis of listening components . Record a solo performance and an ensemble piece of music with fluency , accuracy, expression. and ensemble awareness. Compose and extended piece of music to a given brief and from a chosen starting point, using all previous knowledge to enable independent work of a high standard using computer software..	Learn and demonstrate key language for analysis of listening components including articulation, melody, texture, tonality, theoretical knowledge, harmony, tempo, dynamics, rhythm, instruments and structure. Can use knowledge to write an accurate account and comparison of music.	Learn and demonstrate key language for analysis of listening components including articulation, melody, texture, tonality, theoretical knowledge, harmony, tempo, dynamics, rhythm, instruments and structure. Can use knowledge to write an accurate account and comparison of music.
Knowledge Organiser	Film Music	Question techniques	Rhythms of the World - Eastern Mediterranean - Greek, Palestinian and Israeli	Language for learning	All previous knowledge organisers based on the listening component of the course.	All previous knowledge organisers based on the listening component of the course.
Assessment	Summative: ongoing NEA composition Practical performance where appropriate.  Formative assessment: Do Now retrieval quiz each week based on Listening modules and Exam style questions. progress made n Composition.	Summative: Listening mock exam NEA practical portfolio. Practical performance where appropriate  Formative assessment: Do Now retrieval quiz each week based on Listening modules Exam style questions	Summative: Listening - previous paper. NEA Integrated portfolio composition ongoing to HT4. Practical performance where appropriate. Formative assessment: Do Now retrieval quiz each week based on Listening modules Exam style questions. progress made on composition.	Summative: NEA practical portfolio composition NEA Solo performance NEA Ensemble performance NEA Practical composition  Formative assessment: Do Now retrieval quiz each week based on Listening modules Exam style questions	Summative: Previous exam papers. Half term knowledge test  Formative assessment: Do Now retrieval quiz each week based on Listening modules Exam style questions	OCR Listening exam June
Reading opportunities	Current and previous knowledge organisers for revision Online research Reading of questions on listening papers Information booklets Bite size revision Revision Guides	Previous knowledge organisers for revision. Online research Reading of questions on listening papers Information booklets Bite size revision Revision Guides	Previous knowledge organisers for revision. Online research Reading of questions on listening papers Information booklets Bite size revision Revision Guides	Previous knowledge organisers for revision. Online research Reading of questions on listening papers Information booklets Bite size revision Revision Guides	Previous knowledge organisers for revision. Online research Reading of questions on listening papers Information booklets Bite size revision Revision Guides	Previous knowledge organisers for revision Revision - Bite size Information booklets and revision guides
Writing Opportunities	Paragraphs based on analysing a variety of music. Exam style questions.	NEA summary sheet for film music and work composed on Garage band. Paragraphs based on analysing a variety of music. Exam style questions	Paragraphs based on analysing a variety of music. Exam style questions	NEA summary sheet for film / descriptive music and work composed on Garage band. Paragraphs based on analysing a variety of music. Exam style questions	Listening exam question practice based on the listening components: Film Music, Rhythms of the World, The Concerto through time and The Conventions of Pop Music	Listening exam
Vocabulary focus	Revision of all key language on previous knowledge organisers . Revision focus of the elements of music in detail as on the Film Knowledge organiser.	All key language from previous knowledge organisers	All key language from previous knowledge organisers	All key language from previous knowledge organisers	All key language from previous knowledge organisers	All key language from previous knowledge organisers

<p>NC benchmark</p>	<p>Meets requirements of the NC and specification of OCR syllabus. Listen with increasing discrimination to a wide range of music from different traditions and genres.</p> <p>Composition: To extend and develop ideas by drawing on a range of musical structures, genres and traditions, using staff notation where appropriate.</p> <p>Perform confidently, accurately, fluently and with expression.</p>	<p>Meets requirements of the NC and specification of OCR syllabus. Listen with increasing discrimination to a wide range of music from different traditions and genres.</p> <p>Compose, extend and develop musical ideas by drawing on a range of styles, use staff and relevant notations appropriately and accurately, use the inter-related dimensions of music expressively and with increasing sophistication.</p> <p>Perform confidently, accurately, fluently and with expression.</p>	<p>Meets requirements of the NC and specification of OCR syllabus. Listen with increasing discrimination to a wide range of music from different traditions and from great composers</p> <p>Composition: To extend and develop ideas by drawing on a range of musical structures, genres and traditions, using staff notation where appropriate.</p> <p>Perform confidently, accurately, fluently and with expression.</p>	<p>Meets requirements of the NC and specification of OCR syllabus. Listen with increasing discrimination to a wide range of music from different traditions and genres.</p> <p>Compose, extend and develop musical ideas by drawing on a range of styles, use staff and relevant notations appropriately and accurately, use the inter-related dimensions of music expressively and with increasing sophistication.</p> <p>Perform confidently, accurately, fluently and with expression.</p>	<p>Meets requirements of the NC and specification of OCR syllabus. Listen with increasing discrimination to a wide range of music from different traditions and genres.</p>	<p>Meets requirements of the NC.: Listen with increasing discrimination to a wide range of music from different traditions and genres.</p>
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