

Music

Intent:

The KS3 Music Curriculum provides students with the fundamental skills of musicianship, composition, performance and listening. This is further developed to a higher standard in KS4 & 5 to develop students love of music.

Context:

Students will build upon the skills they have learnt in KS2. Those students who have instrumental lessons will have the opportunity to continue to receive instrument tuition and develop their performance skills both within the classroom and during whole school and community events.



■ FAME
■ Cultural Capital
■ Knowledge
■ Subject Specific Skills
■ Understanding/Deeper development of earlier skills/knowledge

Live Launch
 Open Air!

Self-control

Rock and Pop
1960s-2000

Workshops

Guitar Club

Instrumental
Lessons

Respect

Elements of Music

Elements of Music

Name: _____

Class: _____

Teacher: _____

My Year 7 Learning
Journey



8

L O R I C



Unit 3b: African
Music -
Composition



Unit 3a: African
Music - Style &
Performance



Unit 2b: Western
Classical Music
- Baroque,
Classical &
Romantic



Unit 2a: Western
Classical Music -
Instruments of the
Orchestra



Unit 1b: Elements of
Music - Medieval
Composition



Unit 1a: Elements of
Music - Medieval
Performance



End of KS4 Grade

POOR



MINIMUM



GOOD



EXCEPTIONAL



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Scheme of Learning Year Overview

The Big Picture—Intent:
 The first year of the KS3 Music Curriculum provides students with an introduction to the Elements of Music and to the fundamental skills of musicianship.
 Students will build on their LORIC skills to allow them to work collaboratively to develop their performance and composition skills. The main intent throughout KS3 Music is to build performance confidence, analysis and composition skills to prepare students for GCSE & A-Level.

Year 7
Music

Content / Units	Skills	Knowledge	Prior—Y6	Next—Y8
1: Elements of Music Performance 2: Elements of Music Composition 3: WCM - Instruments of the Orchestra 4: WCM - Baroque, Classical & Romantic Music 5: African Performance 6: African Composition	1: Dynamics, Rhythm, Tempo, Texture, Melody. 2: Drone, Scale, Harmony Tonality, Structure. 3: Orchestra, Ensemble, Conductor, Accompaniment, Sonorities. 4: Baroque, Classical, Romantic, Ornamentation, Arpeggio 5: Call and Response, Polyrhythm, Cross-rhythm, Ostinato, Syncopation. 6: Time Signature, Metre, Bar, Crotchet	Develop fundamental musicianship skills and knowledge of the elements of music. To use the elements to further their understanding of how music is constructed and how to analyse music from different genres/eras effectively. To develop performance skills and confidence both as an individual and as part of an ensemble. Students will begin to develop knowledge of music history and the key eras and composers throughout the Western Classical Tradition as well as the music traditions of	Learning in Y6 will be differing for Music. However, some students may have had the opportunity to learn an instrument, sing in choir and performance at school concerts.	Continue to build upon the key musician skills of performance, analysis and composition in a more advanced way with some focus on notation, popular music and world music.
Implementation		Marches Futures Links		Summative Assessment
One 55 minute lesson each week/ Twice every other week depending on timetabling.		Include the following:		Autumn 1
<p>LORIC is developed through a range of tasks in lessons. A mix of solo, duet and ensemble tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion, composing, rehearsing and performing as well as some analysis of how to create an effective performance. Music is key to developing all of the LORIC strands in every scheme of work and students are encouraged to evaluate their own LORIC strengths and areas for development.</p> <p>Interleaving and retrieval practice are key elements of the KS3 curriculum and are built into schemes of work, with students applying the same skills but in different contexts as well as revisiting key skills and areas of study in a spiral curriculum that will ensure students are confident in the key components of musicianship at the end of KS3.</p> <p>Students have an opportunity to refine their practice in each scheme of work to allow them to share their work and celebrate 'Wow Moments'. End of scheme performances ensure students build the resilience to perform with confidence and then reflect on how they can grow as performers.</p> <p>Students are rewarded and celebrated through praise in lessons and contact with home as well as celebration via the parent bulletin and the whole school rewards system.</p>		<p>Music is a vital subject in the KS3 curriculum as it allows students the opportunity to express themselves creatively and develop an awareness of others through ensemble work.</p> <p>Throughout KS3, they will understand how Music has developed over time through both Western Tradition, Popular Music and World Music.</p> <p>Throughout Year 7, students will learn about different disciplines of Music and develop an awareness of the different career avenues you can explore within Music.</p> <p>Students will have the opportunity to audition for the whole school production and be involved in various PA events throughout the year.</p>		<p>End of unit assessment - <i>Elements of Music Performance</i></p> <p>Autumn 2 End of unit assessment - <i>Elements of Music Composition</i></p> <p>Spring 1 End of unit assessment - <i>Instruments of the Orchestra Performance</i></p> <p>Spring 2 End of unit assessment - <i>Western Classical Music Performance</i>.</p> <p>Summer 1 End of unit assessment – <i>African Music Performance</i></p> <p>Summer 2 End of unit assessment – <i>African Music Composition</i></p>
Impact		<p>Students will have developed the key skills of <i>Performance, Composition & Analysis</i> through different genres and styles of Music. They will be developing cultural capital and an understanding of the world around them and how Music can have an impact on their audience. They will have gained an understanding of the different careers in Music beyond the classroom. They will understand how to produce an effective performance as well as developing key ensemble skills. They will understand how to approach the compositional process and implement compositional devices to produce a creative piece of music. They will have had a fun and positive experience of Music with a good understanding of their own personal strengths as a musician and their preferred genre/discipline of Music.</p>		

Name: _____

Class: _____

Teacher: _____

My Year 8 Learning Journey



9 L O R I C



Unit 6b: Indian Music - Composition



Unit 6a: Indian Music - Performance



Unit 5a: Rock and Pop - Composition



Unit 5a: Rock and Pop - Performance



Unit 4b: The Blues - Composition



Unit 4a: The Blues - Performance



End of KS4 Grade

POOR	MINIMUM	GOOD	EXCEPTIONAL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scheme of Learning Year Overview

The Big Picture—Intent:

In the second year of the KS3 Music Curriculum, students build their analysis skills using the Elements of Music and further develop their fundamental musicianship skills.

Students will build on their LORIC skills to allow them to work collaboratively to develop their performance and composition skills. The main intent throughout KS3 Music is to build performance confidence, analysis and composition skills to prepare students for GCSE & A-Level.

Year 8
Music

Content / Units	Skills	Knowledge	Prior—Y7	Next—Y9
1: Blues Performance 2: Blues Composition 3: Rock and Pop Performance 4: Rock and Pop Composition 5: Indian Music Performance 6: Indian Music Composition	1: 12 Bar Blues, Triad Chords, Tonic, Dominant, Sub-Dominant 2: Improvisation, Blues Scale, Flats, Blues Notes, Pentatonic Scale 3: Riff, Hook, Conjunct, Homophonic, Syllabic 4: Verse, Chorus, Pre-Chorus, Bridge, Coda 5: Raga, Drone, Tabla, Tanpura, Sitar 6: Alap, Jor, Jhalla, Gat, Meand	To further develop fundamental musicianship skills and knowledge of the elements of music. To use the elements to further understand how music is constructed and how to analyse music from different genres/eras effectively. To develop performance skills and confidence both as an individual and as part of an ensemble. Students will develop knowledge of popular music history from it's origins in the Blues to key Rock and Pop genres throughout the decades. Pupils will also explore Indian Music	Pupils will continue to develop their knowledge of the elements of music and analysis skills through regular appraisal/listening activities. Pupils will build upon their practical performance and compositional	Continue to build upon the key musicianship skills of performance, analysis and composition in a more advanced way with some focus on notation, Minimalism, film music and ensemble
Implementation		Marches Futures Links		Summative Assessment
One 55 minute lesson each week/ Twice every other week depending on timetabling. LORIC is developed through a range of tasks in lessons. A mix of solo, duet and ensemble tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion, composing, rehearsing and performing as well as some analysis of how to create an effective performance. Music is key to developing all of the LORIC strands in every scheme of work and students are encouraged to evaluate their own LORIC strengths and areas for development. Interleaving and retrieval practice are key elements of the KS3 curriculum and are built into schemes of work, with students applying the same skills but in different contexts as well as revisiting key skills and areas of study in a spiral curriculum that will ensure students are confident in the key components of musicianship at the end of KS3. Students have an opportunity to refine their practice in each scheme of work to allow them to share their work and celebrate 'Wow Moments'. End of scheme performances ensure students build the resilience to perform with confidence and then reflect on how they can grow as performers. Students are rewarded and celebrated through praise in lessons and contact with home as well as celebration via the parent bulletin and the whole school rewards system.		the study of world music. Include the following: Music is a vital subject in the KS3 curriculum as it allows students the opportunity to express themselves creatively and develop an awareness of others through ensemble work. Throughout KS3, they will understand how Music has developed over time through both Western Tradition, Popular Music and World Music. Throughout Year 8, students will further develop their knowledge of the elements of Music through practical, compositional and analytical means. Students will have the opportunity to audition for the whole school production and be involved in various PA events throughout the year.		Autumn 1 End of unit assessment – <i>Blues Performance</i> Autumn 2 End of unit assessment – <i>Blues Composition</i> Spring 1 End of unit assessment – <i>Rock and Pop Performance</i> Spring 2 End of unit assessment – <i>Rock and Pop Composition</i> Summer 1 End of unit assessment – <i>Indian Music Performance</i> Summer 2 End of unit assessment – <i>Indian Music Composition</i>
Impact		Students will have developed the key skills of <i>Performance, Composition & Analysis</i> through different genres and styles of Music. They will be developing cultural capital and an understanding of the world around them and how Music can have an impact on their audience. They will have gained an understanding of the different careers in Music beyond the classroom. They will understand how to produce an effective performance as well as developing key ensemble skills. They will understand how to approach the compositional process and implement compositional devices to produce a creative piece of music. They will have had a fun and positive experience of Music with a good understanding of their own personal strengths as a musician and their preferred genre/discipline of Music.		

Name: _____

Class: _____

Teacher: _____

My Year 9 Learning
Journey



10 LORIC

Unit 9a: Band -
Cover Version
Composition



Unit 9a: Band -
Four Chord Song
Performance



Unit 9b: Leitmotif -
Composition



Unit 9a: Leitmotif
Performance



Unit 7b: Minimalism -
Composition



Unit 7a: Minimalism
Performance



9

End of KS4 Grade

POOR	MINIMUM	GOOD	EXCEPTIONAL

Scheme of Learning Year Overview

The Big Picture—Intent:
 In the third year of the KS3 Music Curriculum, students continue to build their analysis skills using the Elements of Music and further develop their fundamental musicianship skills.
 Students will build on their LORIC skills to allow them to work collaboratively to develop their performance and composition skills. The main intent throughout KS3 Music is to build performance confidence, analysis and composition skills to prepare students for GCSE & A-Level.

Year 9
Music

Content / Units	Skills	Knowledge	Prior—Y8	Next—Y10
1: Minimalism Performance 2: Minimalism Composition 3: Leitmotifs Performance 4: Leitmotifs Composition 5: Band: Four Chord Song 6: Band: Cover Song	1: Cell-Motif, Layering, Broken Chords, Ostinato, Gamelan 2: Retrograde, Inversion, Diminution, Augmentation, Note Addition. 3: Leitmotif, Hit-point, Non-Diegetic, Diegetic, Dissonance. 4: Underscore, Notation, Word-Painting, Pedal, Tension 5: Progression, Triad, Strum Pattern, Backbeat, Sus4 chord. 6: Arrangement, Interpretation, Groove Diatonic, Melismatic.	Develop more advanced musicianship skills and knowledge of the elements of music. To use the elements to analyse and construct devices and techniques from different genres/eras effectively. To further develop performance skills and confidence both as an individual and as part of an ensemble. Students will begin to develop knowledge of 20 th century music through the study of Minimalism and Film music as well as key areas of practical musicianship required for effective ensemble skills.	Pupils to continue to develop their knowledge of the elements of music at a more advanced level through appraisal/listening activities, practical performance and compositional skills.	Pupils appraise a wide range of Western Classical, Popular, Film and World music using the elements. Pupils compose their own music further developing their notation skills as well as their performance skills on their instrument.

Implementation	Marches Futures Links	Summative Assessment
<p>One 55 minute lesson each week/ twice every other week depending on timetabling.</p> <p>LORIC is developed through a range of tasks in lessons. A mix of solo, duet and ensemble tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion, composing, rehearsing and performing as well as some analysis of how to create an effective performance. Music is key to developing all of the LORIC strands in every scheme of work and students are encouraged to evaluate their own LORIC strengths and areas for development.</p> <p>Interleaving and retrieval practice are key elements of the KS3 curriculum and are built into schemes of work, with students applying the same skills but in different contexts as well as revisiting key skills and areas of study in a spiral curriculum that will ensure students are confident in the key components of musicianship at the end of KS3.</p> <p>Students have an opportunity to refine their practice in each scheme of work to allow them to share their work and celebrate 'Wow Moments'. End of scheme performances ensure students build the resilience to perform with confidence and then reflect on how they can grow as performers.</p> <p>Students are rewarded and celebrated through praise in lessons and contact with home as well as celebration via the parent bulletin and the whole school rewards system.</p>	<p>Include the following:</p> <p>Music is a vital subject in the KS3 curriculum as it allows students the opportunity to express themselves creatively and develop an awareness of others through ensemble work.</p> <p>Throughout KS3, they will understand how Music has developed over time through Western Tradition, 20th Century Music, Popular Music and World Music.</p> <p>Throughout Year 9, students will further develop their knowledge of the elements of Music through practical, compositional and analytical means.</p> <p>Students will have the opportunity to audition for the whole school production and be involved in various PA events throughout the year.</p>	<p>Autumn 1 End of unit assessment – <i>Minimalism Performance</i></p> <p>Autumn 2 End of unit assessment – <i>Minimalism Composition</i></p> <p>Spring 1 End of unit assessment – <i>Leitmotifs Performance</i></p> <p>Spring 2 End of unit assessment – <i>Leitmotifs Composition</i></p> <p>Summer 1 End of unit assessment – <i>Four Chord Song Performance</i></p> <p>Summer 2 End of unit assessment – <i>Cover Version Performance</i></p>
<p>Impact</p> <p>Students will have developed the key skills of <i>Performance, Composition & Analysis</i> through different genres and styles of Music. They will be developing cultural capital and an understanding of the world around them and how Music can have an impact on their audience. They will have gained an understanding of the different careers in Music beyond the classroom. They will understand how to produce an effective performance as well as developing key ensemble skills. They will understand how to approach the compositional process and implement compositional devices to produce a creative piece of music. They will have had a fun and positive experience of Music with a good understanding of their own personal strengths as a musician and their preferred genre/discipline of Music.</p>		

Scheme of Learning Year Overview

The Big Picture—Intent:
 The first year of GCSE Music provides students with the key musicianship skills needed for analysis, composition and performance. Students will study a range of genres, including Blues, Jazz, Musical Theatre, Rock and Pop, and Western Classical Music, and use the elements to appraise at a more advance level. Students will develop their skill on their instrument for performance and ensemble components. Students will build on their LORIC skills to allow them to work collaboratively to develop their ensemble performance and listening skills.

**Year 10
GCSE
Music**

Content / Units	Skills	Knowledge	Prior—Y9	Next—Y11
1: Musical Forms and Devices 2: Music for Ensemble 3: Film Music 4: Popular Music 5: Performance 6. Composition 1	1: Western Classical Tradition, Musical Forms and Devices, Set work 1 Analysis 2: Sonority, Timbre, Texture, Musicals, Jazz & Blues 3: Film Industry, Leitmotif, Minimalism 4: Rock and Pop, Set work 2 Analysis Fusion, Bhangra 5: Accuracy, Technical Control, Expression & Interpretation 6: Development of Ideas, Musical Elements and Resources, Structure.	Students will gain an in-depth knowledge of different genres of music and how they are constructed using the elements of music. Pupils will use the elements in a more advanced method to analyse two set works. Students will further develop performance and instrumental skills including as part of an ensemble. Pupils will develop their knowledge of different compositional techniques and how to write music using these advanced composition devices through notation.	Pupils use the musicianship skills developed at KS3 as a foundation for analysis, performance and composition at GCSE level.	Pupils continue to develop composition and write a second piece of music in year 11. Students continue to develop their performance and ensemble skills as well as refining their analysis and appraisal skills.

Implementation	Marches Futures Links	Summative Assessment
<p>Five 55 minute lessons over a fortnightly timetable.</p> <p>LORIC is developed through a range of tasks in lessons. A mix of individual and group tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion, composing, rehearsing and performing as well as analysis using the elements of music. Music is key to developing all of the LORIC strands in every scheme of work and students are encouraged to evaluate their own LORIC strengths and areas for development.</p> <p>Interleaving and retrieval practice are key elements of the KS4 curriculum and are built into schemes of work, with students applying the same skills but in different contexts as well as revisiting key skills and areas of study that will ensure students are confident in the key components of musicianship.</p> <p>Students have an opportunity to refine their performance skills on their instrument, share their work and celebrate ‘Wow Moments’. Regular performance recording sessions ensure students build the resilience to perform with confidence and then reflect on how they can grow as performers.</p> <p>Students are rewarded and celebrated through praise in lessons and contact with home as well as celebration via the parent bulletin and the whole school rewards system.</p>	<p>Include the following:</p> <p>Music allows students the opportunity to express themselves creatively, develop their skill on their instrument as well as develop an awareness of others through ensemble.</p> <p>Throughout KS4, they will gain a deeper understanding of how Music has developed over time including the Western Tradition, 20th Century music, Popular Music and World Music.</p> <p>Throughout Year 10, students will hone their skill on their instrument, learn how to create and write music as well as learning about different disciplines of Music.</p> <p>Students will have the opportunity to audition for the whole school production and be involved in various PA events throughout the year.</p>	<p>Autumn 1 End of unit assessment - <i>Set Work 1</i></p> <p>Autumn 2 End of unit assessment –<i>Set Work 2 & Draft Performance 1</i></p> <p>Spring 1 End of unit assessment – Film Music Assessment</p> <p>Spring 2 End of unit assessment – Music for Ensemble & Performance/Composition Drafts</p> <p>Summer 1 End of unit assessment – Draft Ensemble</p> <p>Summer 2 End of unit assessment –Year 10 Performance & Composition 1 End of Year Submission</p>
<p>Impact</p> <p>Students will have developed the key skills of <i>Performance, Composition & Analysis</i> through different genres and styles of Music. They will be developing cultural capital and an understanding of the world around them and how Music can have an impact on their audience. They will have developed their skills on their instrument and understand how to produce an effective performance and ensemble. They will understand how to employ compositional devices and techniques to produce a creative piece of music which develops ideas effectively. They will have had a fun and positive experience of Music with a good understanding of their own personal strengths as a performer and their preferred genre of Music.</p>		

Scheme of Learning Year Overview

The Big Picture—Intent:
 The second year of GCSE Music provides students with further analysis skills through a range of appraisal and listening activities. Students further develop their composition skills through the use of devices and development techniques. Students further develop their performance skills on their instrument as both solos and as part of an ensemble. Students will build on their LORIC skills to allow them to work collaboratively to develop their ensemble performance and listening skills.

**Year 11
GCSE
Music**

Content / Units	Skills	Knowledge	Prior—Y10	Next—Y12
1: Musical Forms and Devices 2: Music for Ensemble 3: Film Music 4: Popular Music 5: Performance Solo & Ensemble 6: Composition 2	1: Western Classical Tradition, Musical Forms and Devices, Set work 1 Analysis 2: Sonority, Timbre, Texture, Musicals, Jazz & Blues 3: Film Industry, Leitmotif, Minimalism 4: Rock and Pop, Set work 2 Analysis Fusion, Bhangra 5: Accuracy, Technical Control, Expression & Interpretation 6: Development of Ideas, Musical Elements and Resources, Structure.	Students will gain an in-depth knowledge of different genres of music and how they are constructed using the elements of music. Pupils will use the elements in a more advanced method to analyse two set works. Students will further develop performance and instrumental skills including as part of an ensemble. Pupils will develop their knowledge of different compositional techniques and how to write music using these advanced composition devices	Pupils continue to develop their performance skills on their instrument through continuing to rehearse their solo and ensemble pieces. Pupils further their composition skills that they have developed in year 10 as well as their analysis	Pupils continue to develop their analysis skills through in-depth analysis. Pupils study advanced compositional devices and techniques as well as more advanced solo performance

Implementation	Marches Futures Links	Summative Assessment
<p>Five 55 minute lessons over a fortnightly timetable.</p> <p>LORIC is developed through a range of tasks in lessons. A mix of individual and group tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion, composing, rehearsing and performing as well as analysis using the elements of music. Music is key to developing all of the LORIC strands in every scheme of work and students are encouraged to evaluate their own LORIC strengths and areas for development.</p> <p>Interleaving and retrieval practice are key elements of the KS4 curriculum and are built into schemes of work, with students applying the same skills but in different contexts as well as revisiting key skills and areas of study that will ensure students are confident in the key components of musicianship.</p> <p>Students have an opportunity to refine their performance skills on their instrument, share their work and celebrate 'Wow Moments'. Regular performance recording sessions ensure students build the resilience to perform with confidence and then reflect on how they can grow as performers.</p> <p>Students are rewarded and celebrated through praise in lessons and contact with home as well as celebration via the parent bulletin and the whole school rewards system.</p>	<p>Include the following:</p> <p>Music allows students the opportunity to express themselves creatively, develop their skill on their instrument as well as develop an awareness of others through ensemble.</p> <p>Throughout KS4, they will gain a deeper understanding of how Music has developed over time including the Western Tradition, 20th Century music, Popular Music and World Music.</p> <p>Throughout Year 11, students will hone their skill on their instrument, learn how to create and write music as well as learning about different disciplines of Music.</p> <p>Students will have the opportunity to audition for the whole school production and be involved in various PA events throughout the year.</p>	<p>Autumn 1 End of unit assessment – <i>Composition 2 & Performance</i></p> <p>Autumn 2 End of unit assessment – <i>Composition 2 & Performance</i></p> <p>Spring 1 End of unit assessment – Final Submission of Performance and Composition</p> <p>Spring 2 End of unit assessment – Exam Content</p> <p>Summer 1 End of unit assessment – Exam Content: Revision and Exam technique</p> <p>Summer 2 End of unit assessment – Exam Content: Revision and Exam technique</p>
<p>Impact</p> <p>Students will have developed the key skills of <i>Performance, Composition & Analysis</i> through different genres and styles of Music. They will be developing cultural capital and an understanding of the world around them and how Music can have an impact on their audience. They will have developed their skills on their instrument and understand how to produce an effective performance and ensemble. They will understand how to employ compositional devices and techniques to produce a creative piece of music which develops ideas effectively. They will have had a fun and positive experience of Music with a good understanding of their own personal strengths as a performer and their preferred genre of Music.</p>		

Scheme of Learning Year Overview

The Big Picture—Intent:
 The first year of the KS5 Music Curriculum provides students with advanced analysis skills for Rock and Pop Music (1960s-1990s) as well as the set works by Haydn, Debussy and Poulenc. Students develop their skills on their instrument to a more advanced level as well as exploring advanced compositional techniques. Students will build on their LORIC skills to allow them to work collaboratively. The main intent throughout KS5 Music is to build confident performers, creative compositions and effective analysis required for studying Music at A level and beyond.

**Year 12
 A Level
 Music**

Content / Units	Skills	Knowledge	Prior—Y11	Next—Y13
1: WCT - Haydn Symphony 104 2: Development of the Symphony 3: Early 20 th Century Music 4: Rock and Pop 5: Performance 6: Composition	1: Harmonic/Melody/Rhythmic Devices 2: Functional formulas to programmatic music 3: Octatonic, Pentatonic, Whole tone Scales, Neapolitan chords 4: Elements, Sonorities and comparison. 5: Accuracy, Technical Control, Expression 6: Creating musical ideas, development and technical control	Acquire an in-depth knowledge of the development of the symphony from the 1750s-1900s through the classical and romantic era. To understand the elements, compositional techniques and devices employed by Haydn in his Symphony 104. To understand styles of Early 20 th Century music including Impressionism, Expressionism and Neoclassicism including set works by Debussy and Poulenc. An understanding of the elements in genres of Rock and Pop music (1960s-1990s). To	A level learning builds on GCSE through the three components analysis, performance and composition. Pupils build on their knowledge of Western Classical and Popular Music studies at GCSE.	Continue to refine and perfect their performance skills and produce a 2 nd advance composition in year 13. Pupils hone their analysis and listening skills of set works for the written examination.
Implementation		Marches Futures Links		Summative Assessment
Five 55 minute lessons per week.		performance.	Include the following:	and performance Autumn 1
<p>LORIC is developed through a range of tasks in lessons. A mix of individual and group tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion, composing, rehearsing and performing as well as analysis using the elements of music. Music is key to developing all of the LORIC strands in every scheme of work and students are encouraged to evaluate their own LORIC strengths and areas for development.</p> <p>Interleaving and retrieval practice are key elements of the KS5 curriculum and are built into schemes of work, with students applying the same skills but in different contexts as well as revisiting key skills and areas of study that will ensure students are confident in the key components of musicianship.</p> <p>Students have an opportunity to refine their performance skills on their instrument, share their work and celebrate 'Wow Moments'. Regular performance sessions ensure students build the resilience to perform with confidence and then reflect on how they can grow as performers.</p> <p>Students are rewarded and celebrated through praise in lessons and contact with home as well as celebration via the parent bulletin and the whole school rewards system.</p>		<p>Music allows students the opportunity to express themselves creatively through composition and performance as well as developing their skill on their instrument.</p> <p>Throughout KS5, they will gain a deeper understanding of how Music has developed over time including the Western Tradition, Early 20th Century music and Popular Music.</p> <p>Throughout Year 12, students become more advanced performances, learn how to create and write creative music as well as advanced analysis.</p> <p>Students will have the opportunity to be involved in various PA events throughout the year.</p>		<p>End of unit assessment – <i>MUSIC Analysis & Haydn Set Work 1 & 2</i></p> <p>Autumn 2 End of unit assessment – Haydn Set Work 3 & 4 Performance Assessment</p> <p>Spring 1 End of unit assessment – 20th Century Genres and Poulenc Rock & Pop</p> <p>Spring 2 End of unit assessment – <i>Debussy Set Work Performance Assessment</i></p> <p>Summer 1 End of unit assessment – <i>Composition Assessment Draft 1</i></p> <p>Summer 2 End of unit assessment – <i>Composition Assessment Draft 2 & Performance Assessment</i></p>
Impact		<p>Students will have developed the advanced skills of <i>Performance, Composition & Analysis</i> through different genres and styles of Music. They will be developing cultural capital and an understanding of the world around them and how Music can have an impact on their audience. They will have developed their skills on their instrument and understand how to produce an effective performance. They will understand how to employ complex compositional devices and techniques to produce a creative piece of music which develops ideas effectively. They will have had a fun and positive experience of Music with a good understanding of their own personal strengths as a performer and their preferred genre of Music.</p>		

Scheme of Learning Year Overview

The Big Picture—Intent:
 The second year of the KS5 Music Curriculum provides students with advanced analysis skills for Rock and Pop Music (1960s-1990s) as well as the set works by Haydn, Debussy and Poulenc. Students refine their repertoire for a live performance in the Spring term and compose a second composition for their portfolio. Students will build on their LORIC skills to allow them to work collaboratively. The main intent throughout KS5 Music is to build confident performers, creative composers and effective analysts required for studying Music at A level and beyond.

**Year 13
 A Level
 Music**

Content / Units	Skills	Knowledge	Prior—Y12	Next— Higher
1: WCT - Haydn Symphony 104 2: Development of the Symphony 3: Early 20 th Century Music 4: Rock and Pop 5: Performance 6. Composition	1: Harmonic/Melody/Rhythmic Devices 2: Functional formulas to programmatic music 3: Octatonic, Pentatonic, Whole tone Scales, Neapolitan chords 4: Elements, Sonorities and comparison. 5: Accuracy, Technical Control, Expression 6: Creating musical ideas, development and technical control	Acquire an in-depth knowledge of the development of the symphony from the 1750s-1900s through the classical and romantic era. To understand the elements, compositional techniques and devices employed by Haydn in his Symphony 104. To understand styles of Early 20 th Century music including Impressionism, Expressionism and Neoclassicism including set works by Debussy and Poulenc. An understanding of the elements in genres of Rock and Pop music (1960s-1990s). To	Skills developed in year 12 and built upon in year 13 through the three components: analysis, performance and composition. Pupils refine and perfect their performances, further develop	Performance, composition and analysis form the basis of music courses throughout institutes in higher education. Students may choose a specialism area to study.
Implementation		Marches Futures Links		Summative Assessment
Five 55 minute lessons per week.	performance.	Include the following:	continue analysis	Autumn 1
LORIC is developed through a range of tasks in lessons. A mix of individual and group tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion, composing, rehearsing and performing as well as analysis using the elements of music. Music is key to developing all of the LORIC strands in every scheme of work and students are encouraged to evaluate their own LORIC strengths and areas for development. Interleaving and retrieval practice are key elements of the KS5 curriculum and are built into schemes of work, with students applying the same skills but in different contexts as well as revisiting key skills and areas of study that will ensure students are confident in the key components of musicianship. Students have an opportunity to refine their performance skills on their instrument, share their work and celebrate 'Wow Moments'. Regular performance sessions ensure students build the resilience to perform with confidence and then reflect on how they can grow as performers. Students are rewarded and celebrated through praise in lessons and contact with home as well as celebration via the parent bulletin and the whole school rewards system.		Music allows students the opportunity to express themselves creatively through composition and performance as well as developing their skill on their instrument. Throughout KS5, they will gain a deeper understanding of how Music has developed over time including the Western Tradition, Early 20 th Century music and Popular Music. Throughout Year 13, students perform their own recital in the spring term, compose advanced music and in-depth analysis. Students will have the opportunity to be involved in various PA events throughout the year.		End of unit assessment – <i>Composition 2 Draft 1</i> Autumn 2 End of unit assessment – <i>Composition 2 Draft 2</i> Spring 1 End of unit assessment – <i>Performance Mock recital</i> Spring 2 End of unit assessment – <i>Performance Recital.</i> Summer 1 End of unit assessment – <i>Set works and Development of the Symphony</i> Summer 2 End of unit assessment – Exam revision and technique.
Impact		Students will have developed the advanced skills of <i>Performance, Composition & Analysis</i> through different genres and styles of Music. They will be developing cultural capital and an understanding of the world around them and how Music can have an impact on their audience. They will have developed their skills on their instrument and understand how to produce an effective performance. They will understand how to employ complex compositional devices and techniques to produce a creative piece of music which develops ideas effectively. They will have had a fun and positive experience of Music with a good understanding of their own personal strengths as a performer and their preferred genre of Music.		

Glossary of Key Terms:

- **Musicianship:** the key skills you have as a musician such as listening, singing, playing, creating and performing. It combines the 'thinking' and 'feeling' of great music making.
- **Composition:** to create or write a piece of music of your own.
- **Compositional devices:** techniques used to create an effective and creative composition.
- **Ensemble:** a group of musicians.
- **Analysis/Appraisal:** a detailed examination of how music is constructed using the Elements of Music.
- **Elements of Music:** how music is put together. e.g. *Tempo* is the speed of the music and *Melody* is the main tune.
- **Western Classical Music:** Music that originated in the roots of European history including the Baroque (1600-1750), Classical (1750-1820) and Romantic (1820-1900) eras.
- **World Music:** the category of music that encompasses many different styles of music from around the world.

Glossary of Key Terms:

- LORIC: Leadership, Organisation, Resilience, Initiative and Communication
- Interleaving & Retrieval Practice: Blending different aspects of learning so that students understand how theories, skills, techniques etc.. fit into the bigger picture. This allows them to retrieve, or recall information in a confident way.
- Cultural Capital: giving students the opportunity to experience life beyond their local setting. e.g. trips to the theatre/orchestra.
- Spiral Curriculum: Students learn the same skills and techniques over the course of KS3; these gradually get more challenging and prepare students for a strong skill set and foundation to support learning in KS4 & 5.