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| **Year 7** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | **Rhythm & Beat/ Ostinatos:** | **Christmas Keyboard Project 1: Jingle Bells***Bronze Arts Award:**Part A & D* | **Orchestra ‘Fanfare for the Common Man’** | **Musical Layers: Pachelbel’s ‘Canon’***Bronze Arts Award:**Part A & D* | **Ode to Joy:***Bronze Arts Award:**Part A, B & D* | **Music for Stop Motion Animation:** *Bronze Arts Award:**Part A & C* |
| **Key new knowledge** | Baseline assessmentDeveloping an understanding & greater awareness of rhythm and beat when performing, improvising & composing | Gaining basic R.H. C-G, 1-5 keyboard skills, posture & fingeringSolo and unison small group playing and performing.....**Performance - Christmas concert / production** | Exploring orchestral instruments, including non-orchestral instruments and the development of the orchestraExploring a range of fanfares and their musical devices through listening/appraising, performing and composingCompose for the purpose of a fanfare using the elements of musicCompose, play and perform | Developing keyboard skills and performing solo and as part of a mixed ensembleExploring the use of layers in canon structure, with focus on Pachelbel’s *Canon*Exploration into basic features of the Baroque Period | Developing keyboard skills and performing solo and as part of a mixed ensemble**Review M&M Theatre Production and Backstage Pass workshop** | Exploring the use of music for the moving image, and musical clichés appropriate to the genre.Building composition skills with increasing ability to create, handle and extend suitable ideas effectively for an occasion / purpose.....**Arts Award / GCSE Concert**.....**Arts Inspiration:** Research the life, work and career of a musician, composer |
| **Assessment** | FORMATIVE ASSESSMENT:* DIRT time
* Listening & appraising
* Improvisation & composition skills
* Playing & performing skills

SELF ASSESSMENT: Playing and performing skillsPEER ASSESSMENT: Ensemble playingSUMMATIVE ASSESSMENT:* Listening & appraising, aural skills
 | FORMATIVE ASSESSMENT:* DIRT practice time
* Effective Q&A theory
* Playing & performing skills

SELF ASSESSMENT: * Playing and performing skills
* Evaluation of final concert performance

PEER ASSESSMENT: Solo and ensemble playingSUMMATIVE ASSESSMENT: Trinity College Bronze Arts Award assessment | FORMATIVE ASSESSMENT:* DIRT time
* Effective Q&A listening
* Listening & appraising
* Composition skills
* Playing & performing skills

SELF ASSESSMENT: Listening skillsPEER ASSESSMENT: Listening and discussion of music quizzes/games | FORMATIVE ASSESSMENT:* DIRT practice time
* Effective Q&A theory / listening
* Playing & performing skills

SELF ASSESSMENT: * Playing and performing skills

PEER ASSESSMENT: Ensemble playing | FORMATIVE ASSESSMENT:* DIRT practice time
* Effective Q&A theory / listening
* Playing & performing skills

SELF ASSESSMENT: * Playing and performing skills
* Evaluation of final concert performance

PEER ASSESSMENT: Solo and ensemble playingSUMMATIVE ASSESSMENT: Trinity College Bronze Arts Award assessment following summer concert / performance | FORMATIVE ASSESSMENT:* DIRT composition time
* Effective Q&A listening, appraising & reviewing
* Listening & appraising
* Composition skills

SELF ASSESSMENT: Evaluation of final soundtrack compositionPEER ASSESSMENT: Sharing & discussion of ideasSUMMATIVE ASSESSMENT:Trinity College Bronze Arts Award assessment |

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| **Year 8** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | **Tech Rhythm & Beats:***Bronze Arts Award:**Part A & D* | **Christmas Keyboard Project 2: Good King Wenceslas***Bronze Arts Award:**Part A & D* | **Theme & Variations:***Bronze Arts Award:**Part A & D* | **Oh When the Saints Rhythm & Notation:***Bronze Arts Award:**Part A & D Part C* | **Toccata & Fugue Remix:***Bronze Arts Award:**Part A, B & D* | **Keyboard Skills: (James Bond Band Project):** *Bronze Arts Award:**Part A & D* |
| **Key new knowledge** | Developing a greater understanding of rhythm and beat though composition.Introduction to composing beats, melody and chords using music sequencing software. | Development of RH keyboard skills 1-5 changing between C-G / G-D position with optional 2 hands together LH part.Performance - Christmas concert / production. | Exploring theme & variations structure through listening, performing and composing activities based around ‘Frére Jacques’ and the elements of music. | Develop accuracy in using rhythmic and full staff notation to perform in solo and ensemble contexts.Students to develop keyboard playing technique from their own personal starting points. | Exploring the music of J.S. Bach.Developing skills in using music technology competently to compose and remix music......**Review M&M Theatre Production and Backstage Pass workshop** | Development of RH keyboard skills 1-5 changing between C-B / A-E positions including sharp notes. Optional 2 hands together LH part.Performing solo and as part of an ensemble.....**Arts Award / GCSE Concert** |
| **Assessment** | FORMATIVE ASSESSMENT:* DIRT time
* Listening & appraising Q&A
* Composition skills
* Music tech skills
* Part D Skills Share – Music Tech option viability for individuals

SELF ASSESSMENT: Composition using tech | FORMATIVE ASSESSMENT:* DIRT practice time
* Effective Q&A theory
* Playing & performing skills
* Part A Taking Part – Keyboard option viability for individuals

SELF ASSESSMENT: * Playing and performing skills
* Evaluation of final concert performance

PEER ASSESSMENT: Solo and ensemble playingSUMMATIVE ASSESSMENT: Trinity College Bronze Arts Award assessment | FORMATIVE ASSESSMENT:* DIRT practice time
* Effective Q&A theory, listening & appraising
* Playing & performing skills
* Composing skills
* Part A Taking Part – Keyboard option viability for individuals

SELF ASSESSMENT: * Playing and performing skills
* Composing skills

PEER ASSESSMENT: Solo and ensemble playing | FORMATIVE ASSESSMENT:* DIRT practice time
* Effective Q&A theory
* Playing & performing skills
* Part A Taking Part – Keyboard option viability for individuals

SELF ASSESSMENT: * Playing and performing skills
* Evaluation of final concert performance

PEER ASSESSMENT: Solo and ensemble playingSUMMATIVE ASSESSMENT: Trinity College Bronze Arts Award assessment | FORMATIVE ASSESSMENT:* DIRT time
* Listening & appraising Q&A
* Composing, arranging & editing skills
* Music tech skills
* Part D Skills Share – Music Tech option viability for individuals

SELF ASSESSMENT: Composition using techPEER ASSESSMENT: Use of samples to composeSUMMATIVE ASSESSMENT: Trinity College Bronze Arts Award assessment | FORMATIVE ASSESSMENT:* DIRT practice time
* Effective Q&A theory
* Playing & performing skills
* Part A Taking Part – Keyboard option viability for individuals

SELF ASSESSMENT: * Playing and performing skills

PEER ASSESSMENT: Solo and ensemble playing |

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| **Year 9** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | **Rhythm & Beat: (Let It Be)***Bronze Arts Award:**Part A & D* | **Christmas Keyboard Project 3: Keyboard Skills: (Winter Wonderland)***Bronze Arts Award:**Part A & D* | **Film Music: The Gladiator.***Bronze Arts Award:**Part A* | **Keyboard Skills Project: (Final Countdown/Star Wars)***Bronze Arts Award:**Part A, B & D* | **Chords: (Big Duet)***Bronze Arts Award:**Part A & D* | **Composition Project: Earth***Bronze Arts Award:**Part A, C & D* |
| **Key new knowledge** | Performance project focusing on instrumental skills (solo & mixed ensemble) through a study of The Beatles’ *Let It Be.* | Development of personalised keyboard, playing & performance skills (solo & ensemble).**Performance - Christmas concert / production**  | Exploring the use & significance of music in filmDeveloping composition skills and ability to compose music with greater effectiveness for an occasion / purposeDeveloping skills in using music technology competently to compose music | Performing solo and as part of an ensemble. Improvisation of bass and rhythmic accompaniments within a chord pattern.....**Review M&M Theatre Production and Backstage Pass workshop** | Performance project focusing on the development of instrumental skills (solo & mixed ensemble) and an understanding of chord/triad formation and chord sequences | Exploring the music of Hanz ZimmerDeveloping composition skills and ability to compose music with greater effectiveness for an occasion / purposeDeveloping skills in using the elements to competently compose music.....**Musical Skills Share: Extra-curricular**Plan, deliver and evaluate a sharing of musical skills via demonstration or interactive activity / workshop......**Arts Award / GCSE Concert** |
| **Assessment** | FORMATIVE ASSESSMENT:* DIRT practice time
* Effective Q&A theory
* Playing & performing skills
* Part A Taking Part – Keyboard option viability for individuals

SELF ASSESSMENT: * Playing and performing skills

PEER ASSESSMENT: Ensemble playing | FORMATIVE ASSESSMENT:* DIRT practice time
* Effective Q&A theory
* Playing & performing skills

SELF ASSESSMENT: * Playing and performing skills
* Evaluation of final concert performance

PEER ASSESSMENT: Solo and ensemble playingSUMMATIVE ASSESSMENT: Trinity College Bronze Arts Award assessment | FORMATIVE ASSESSMENT:* DIRT composition time
* Effective Q&A listening, appraising & reviewing
* Listening & appraising
* Composition skills

SELF ASSESSMENT: Evaluation of final soundtrack compositionPEER ASSESSMENT: Effectiveness of soundtrackSUMMATIVE ASSESSMENT:Trinity College Bronze Arts Award assessment | FORMATIVE ASSESSMENT:* DIRT practice time
* Effective Q&A theory
* Playing & performing skills

SELF ASSESSMENT: * Playing and performing skills
* Evaluation after final summer concert performance

PEER ASSESSMENT: Solo and ensemble playingSUMMATIVE ASSESSMENT: Trinity College Bronze Arts Award assessment following summer concert / performance | FORMATIVE ASSESSMENT:* DIRT practice time
* Effective Q&A theory
* Playing & performing skills

SELF ASSESSMENT: * Playing and performing skills
* Evaluation after final summer concert performance

PEER ASSESSMENT: Solo and ensemble playingSUMMATIVE ASSESSMENT: Trinity College Bronze Arts Award assessment following summer concert / performance | FORMATIVE ASSESSMENT:* DIRT composition time
* Effective Q&A listening, appraising & reviewing
* Listening & appraising
* Composition skills

SELF ASSESSMENT: Evaluation of final soundtrack compositionPEER ASSESSMENT: Effectiveness of compositionSUMMATIVE ASSESSMENT:Trinity College Bronze Arts Award assessment |

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| **Year 10****Bronze Arts Award** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | **Part A: Instrumental Sessions:****Personalised learner plans covering:****1. Part B:** Review Performances:**2 . Part C/D** Catch up/extension sessions | **Part A: Instrumental Sessions: Performance** | Course completed |  |  |  |
| **Key new knowledge** | **Part A: Instrumental Sessions:**Personalised 1:1**drums and/or Piano sessions:** Solo and ensemble playing.**Personalised learner plans covering:****1. Part B: Review Performances:**Watch and review a music performance**2 . Part C/D Catch up sessions**Musician Research/Skills Share | **Part A: Instrumental Sessions:**Personalised 1:1**drums and/or Piano sessions:** Solo and ensemble playing.**Part A: Take part:**Rehearse and perform in Christmas concert, then evaluate |  |  |  |  |
| **Assessment** | FORMATIVE ASSESSMENT:* DIRT time
* Playing & performing skills
* Musical skills & viable options for Skills Share
* KS4 pathways continue GCSE or move to Level 2 Silver Award

SUMMATIVE ASSESSMENT: Trinity College Bronze Arts Award assessment | FORMATIVE ASSESSMENT:* Dirt time

SELF ASSESSMENT: * Playing and performing skills
* Evaluation after final concert performance

SUMMATIVE ASSESSMENT: Trinity College Bronze Arts Award PORTFOLIO assessment |  |  |  |  |

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| **Year 10****SILVER ARTS AWARD**  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | None – Assessment of KS4 learning pathway mid October | **Silver Unit 1A: Identify and plan and Arts Challenge****Silver Unit 1B: Implement and Review the Arts Challenge** | **Silver Unit 1B Implement & review the arts challenge:****Silver Unit 1C Reviewing arts events** | **Silver Unit 1B Implement & review the arts challenge:****Silver Unit 2A/B: Plan a Leadership Project and its practical issues****Silver Unit 1C Reviewing arts events** | **Silver Unit 1B Implement & review the arts challenge:****Silver Unit 2C: Effective Arts Leadership****Silver Unit 2D: Working effectively with others** | **Silver Unit 1B Implement & review the arts challenge:****Silver Unit 2C: Effective Arts Leadership****Silver Unit 2D: Working effectively with others** |
| **Key new knowledge** |  | **Silver Unit 1A: Identify and plan and Arts Challenge:**Review current musical strengths, discuss and plan an Arts Challenge.**Silver Unit 1B: Implement and Review the Arts Challenge:**Work on personal Arts Challenge. Gather evidence about how skills are developing throughout the challenge in Unit 1A, making adjustments to action plan as appropriate. Reflect on progress of skills throughout the challenge | **Silver Unit 1B Implement & review the arts challenge:**Gather evidence about how skills are developing throughout the challenge in Unit 1B, making adjustments to action plan as appropriate.Reflect on progress of skills throughout the challenge**Silver Unit 1C Reviewing arts events:**Experience an arts event and produce a review of the event.Share it with others and get their feedback on your review | **Silver Unit 1B Implement & review the arts challenge:**Evidencing development of skills and reflecting on progress throughout Arts Challenge.**Silver Unit 2A/B: Plan a Leadership Project and its practical issues**Discuss personal leadership skills to develop and plan a Leadership Project.**Silver Unit 1C Reviewing arts events:**Experience an arts event and produce a review of the event.Share it with others and get their feedback on your review | **Silver Unit 1B Implement & review the arts challenge:**Evidencing development of skills and reflecting on progress throughout Arts Challenge.**Silver Unit 2C: Effective Arts Leadership**Deliver Leadership project evidencing progress and leadership development and reflecting on progress.**Silver Unit 2D: Working effectively with others:**Deliver a Leadership Project evidencing working with others and reflecting on progress. | **Silver Unit 1B Implement & review the arts challenge:**Gather evidence about how skills are developing throughout the challenge in Unit 1B, making adjustments to action plan as appropriate.Reflect on progress of skills throughout the challenge**Silver Unit 2C: Effective Arts Leadership:**Deliver Leadership project evidencing progress and leadership development and reflecting on progress.**Silver Unit 2D: Working effectively with others:**Deliver a Leadership Project evidencing working with others and reflecting on progress. |
| **Assessment** | Assessment of KS4 learning pathway mid October for individuals | FORMATIVE ASSESSMENT:* DIRT time
* 1:1 discussion
* Development of skills in personal Arts Challenge

SELF ASSESSMENT:* Musical skills, strengths, weakness, interests & confidence
* On-going reflection of skills development relating to Arts Challenge

SUMMATIVE ASSESSMENT Trinity College Silver Arts Award assessment | FORMATIVE ASSESSMENT:* Dirt time
* 1:1 discussion
* Development of skills in personal Arts Challenge

SELF ASSESSMENT: * On-going reflection of skills development relating to Arts Challenge

SUMMATIVE ASSESSMENT Trinity College Silver Arts Award assessment | FORMATIVE ASSESSMENT:* Dirt time
* 1:1 discussion
* Development of skills in personal Arts Challenge

SELF ASSESSMENT: * Identify leadership skills, musical strengths, confident to lead a music project
* On-going reflection of skills development relating to Arts Challenge

SUMMATIVE ASSESSMENT Trinity College Silver Arts Award assessment | FORMATIVE ASSESSMENT:* Dirt time
* 1:1 discussion
* Development of skills in personal Arts Challenge
* Application & development of leadership skills & working/leading others

SELF ASSESSMENT: * On-going reflection of skills development relating to Arts Challenge
* On-going reflection of leadership skills
 | FORMATIVE ASSESSMENT:* Dirt time
* 1:1 discussion
* Development of skills in personal Arts Challenge
* Application & development of leadership skills & working/leading others

SELF ASSESSMENT: * On-going reflection of skills development relating to Arts Challenge
* On-going reflection of leadership skills

SUMMATIVE ASSESSMENT Trinity College Silver Arts Award assessment |

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| **Year 11****SILVER ARTS AWARD**  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | **Silver Unit 2D: Working effectively with others****Silver Unit 2E: Review****Silver Unit 1B Implement & review arts challenge:****Unit 1D: Arts research** | **Silver Unit 1B Implement & review the arts challenge:****Silver Unit 1C Reviewing arts events****Unit 1D: Arts research** | **Silver Unit 1B Implement & review arts challenge:****Silver Unit 1C Reviewing arts events****Unit 1D: Arts research** | **Silver Unit 1C Reviewing arts events****Unit 1D: Arts research** | Extra time  | Course ended |
| **Key new knowledge** | **Silver Unit 2D: Working effectively with others**Deliver a final presentation of Leadership Project outcomes. Collect feedback & reflect on successfulness of working with others.**Silver Unit 2E: Review**Produce final review of the project, with reference to the leadership skills developed & applied, & what learnt about leadership overall**Silver Unit 1B Implement & review the arts challenge:**Evidencing development of skills and reflecting on progress throughout Arts Challenge.**Unit 1D: Arts research**Find out about the arts through meeting & working with people working in the arts (Band Musician) | **Silver Unit 1B Implement & review the arts challenge:**Gather evidence about how skills are developing throughout the challenge in Unit 1B, making adjustments to action plan as appropriate.Reflect on progress of skills throughout the challenge**Silver Unit 1C Reviewing arts events**Experience an arts event and produce a review of the event.Share it with others and get their feedback on your review**Unit 1D: Arts research**Find out about the arts through meeting & working with people working in the arts (Music Teacher) | **Silver Unit 1B Implement & review the arts challenge:**Complete Arts Challenge.Prepare a review reflecting on the challenge. Gather comments from others & reflect on these.**Silver Unit 1C Reviewing arts events**Experience an arts event and produce a review of the event. Share it with others and get their feedback on the review**Unit 1D: Arts research**Find out about the arts through meeting & working with people working in the arts (Performing Arts Youth Worker)Research arts organisations to find out what provision is available and how to participate | **Silver Unit 1C Reviewing arts events**Experience an arts event and produce a review of the event.Share it with others and get feedback on the review (Liverpool Philharmonic Orchestra)**Unit 1D: Arts research**Find out about the arts through meeting & working with people working in the arts (Creative Arts)Research arts organisations to find out what provision is available and how to participateExplore & reflect upon future education & career pathways in the arts | Time to complete any unfinished work. |  |
| **Assessment** | FORMATIVE ASSESSMENT:* Dirt time
* 1:1 discussion
* Development of skills in personal Arts Challenge

SELF ASSESSMENT: * On-going reflection of skills development relating to Arts Challenge
* Evaluation of Leadership Project

FEEDBACK FROM OTHER* Collect feedback about Leadership Project from others and reflect upon it
* Meeting with arts professionals to discuss careers in music

SUMMATIVE ASSESSMENT Trinity College Silver Arts Award assessment | FORMATIVE ASSESSMENT:* Dirt time
* 1:1 discussion
* Development of skills in personal Arts Challenge

SELF ASSESSMENT: * On-going reflection of skills development relating to Arts Challenge

FEEDBACK FROM OTHER* Meeting with arts professionals to discuss careers in music

SUMMATIVE ASSESSMENT Trinity College Silver Arts Award assessment | FORMATIVE ASSESSMENT:* Dirt time
* 1:1 discussion
* Development of skills in personal Arts Challenge

SELF ASSESSMENT: * Final evaluation of Arts Challenge

FEEDBACK FROM OTHER* Collect feedback about Arts Challenge from others and reflect upon it
* Meeting with arts professionals to discuss careers in music

SUMMATIVE ASSESSMENT Trinity College Silver Arts Award assessment | FORMATIVE ASSESSMENT:* Dirt time
* 1:1 discussion

SELF ASSESSMENT: * Reflection on meeting of arts professionals and consider influence this has had on interests, knowledge of careers and pathways post 16

FEEDBACK FROM OTHER* Collect feedback about Arts Challenge from others and reflect upon it
* Meeting with arts professionals to discuss careers in music

SUMMATIVE ASSESSMENT Trinity College Silver Arts Award assessment | SUMMATIVE ASSESSMENT Trinity College Silver Arts Award PORTFOLIO assessment |  |

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| **Year 10****GCSE**  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Introduction to GCSE**COMPONENT 1 –** Understanding Music**COMPONENT 2 –** Performing**COMPONENT 3 –** Composition exercises | **COMPONENT 1 –** Understanding Music**COMPONENT 2 –** Performing**COMPONENT 3 –** Composition exercises | **COMPONENT 1 –** **Unfamiliar music** **AoS 2: Popular Music****COMPONENT 2 –** Performing**COMPONENT 3 –** Free Composition Composition past papers | **COMPONENT 1 –** **Unfamiliar music** **AoS 3: Traditional Music****COMPONENT 2 –** Performing**COMPONENT 3 –** Free Composition *(composition 2)* | **COMPONENT 1 –** **Unfamiliar music** **AoS 1: Western Classical Tradition (1650-1910)** **COMPONENT 2 –** Performing**COMPONENT 3 –** Free Composition *(composition 2)* | **COMPONENT 1 –** **\* Unfamiliar music** Listening exercises linked to all Areas of Study.\* **Unfamiliar music AoS 4: Western Classical Tradition since 1910****COMPONENT 2 –** Performing**COMPONENT 3 –** Free Composition *(composition 2)* |
| **Key new knowledge** | Introduction to GCSE**COMPONENT 1 –** \* Recap of the elements of music though listening to unfamiliar music linked to the Areas of Study, performing and composing**COMPONENT 2 –** \*1:1 instrumental first instrument studies\* Weekly piano lessons, building piano skills, supporting performance, composition and theory**COMPONENT 3 –** **\*** Outline composition requirements.Exercises in composition technique to build skills from KS3 | **COMPONENT 1 –** \* Recap of the elements of music\* Developing understanding of the elements of music though further listening to unfamiliar music linked to all 4 Areas of Study and through performance and composition work**COMPONENT 2 –** \*1:1 instrumental first instrument studies\* Weekly piano lessons, building piano skills, supporting performance, composition and theory**COMPONENT 3 –** \* Exercises in composition technique to build skills in using musical elements to compose | **COMPONENT 1 –** Revision and retrieval of GCSE elements vocabulary, meaning, listening and categorisation**Unfamiliar music** **AoS 2: Popular Music**Students practice listening attentively to unfamiliar Popular Music to identify and accurately describe musical elements, musical contexts and use musical language **COMPONENT 2 –** \*1:1 instrumental first instrument studies\* Weekly piano lessons, building piano skills, supporting performance, composition and theory**COMPONENT 3 –** \* Exercises in composition to build skills in using musical elements to compose.\* Exploration of Component 3 Composition past papers & AQA assessment criteria | **COMPONENT 1 –** On-going revision and retrieval of GCSE elements vocabulary, meaning, listening and categorisation**Unfamiliar music** **AoS 3: Traditional Music**Students practice listening attentively to unfamiliar Traditional Music to identify and accurately describe musical elements, musical contexts and use musical language **COMPONENT 2 –** \*1:1 instrumental first instrument studies\* Weekly piano lessons, building piano skills, supporting performance, composition and theory**COMPONENT 3 –** \* Free Composition *(composition 2) –* Plan and research a Free Composition brief | **COMPONENT 1 –** On-going revision and retrieval of GCSE elements vocabulary, meaning, listening and categorisation**Unfamiliar music** **AoS 1: Western Classical Tradition (1650-1910)** Students practice listening attentively to unfamiliar Western Classical Music to identify and accurately describe musical elements, musical contexts and use musical language **COMPONENT 2 –** \*1:1 instrumental first instrument studies\* Weekly piano lessons, building piano skills, supporting performance, composition and theory**COMPONENT 3 –** Coursework time focusing on Free Composition (*composition 2)* | **COMPONENT 1 –** **\* Unfamiliar music** On-going revision and retrieval of GCSE elements vocabulary, meaning, listening and categorisation\* **Unfamiliar music AoS 4: Western Classical Tradition since 1910**Students practice listening attentively to unfamiliar Western Classical Music since 1910 to identify and accurately describe musical elements, musical contexts and use musical language **COMPONENT 2 –** \*1:1 instrumental first instrument studies\* Weekly piano lessons, building piano skills, supporting performance, composition and theory**COMPONENT 3 –** Coursework time focusing on Free Composition  |
| **Assessment** | FORMATIVE ASSESSMENT* DIRT time
* Development of instrumental technique & playing skills
* Effective questioning
* Development of composition understanding, ability to create and extend ideas
* Use technology & piano to realise composition ideas

SELF ASSESSMENT* Listening activities
* Playing & performing development

SUMMATIVE ASSESSMENTBaseline listening / aural assessment | FORMATIVE ASSESSMENT* DIRT time
* Development of instrumental technique, playing & performing skills
* Effective questioning
* Development of composition understanding, ability to create and extend ideas
* Use technology & piano to realise composition ideas

SELF ASSESSMENT* Listening activities
* Playing & performing development

PEER ASSESSMENT* Ensemble playing
 | FORMATIVE ASSESSMENT* DIRT time
* Development of instrumental technique, playing & performing skills
* Effective questioning
* Development of composition understanding, ability to create and extend ideas
* Use technology to realise composition ideas

SELF ASSESSMENT* Listening activities
* Playing & performing development

PEER ASSESSMENTEnsemble playing | FORMATIVE ASSESSMENT* DIRT time
* Development of instrumental technique, playing & performing skills
* Effective questioning
* Development of composition understanding, ability to create and extend ideas
* Music elements vocab dictionary

SELF ASSESSMENT* Music elements vocab dictionary rating
* Listening activities
* Playing & performing development
* Reflection on Free composition’s suitability for intended purpose, audience & occasion, discussing next steps

PEER ASSESSMENTEnsemble playing | FORMATIVE ASSESSMENT* DIRT time
* Development of instrumental technique, playing & performing skills
* Effective questioning
* Development of composition understanding, ability to create and extend ideas

SELF ASSESSMENT* Listening activities
* Playing & performing development
* Reflection on Free composition’s suitability for intended purpose, audience & occasion, discussing next steps

PEER ASSESSMENTEnsemble playing | FORMATIVE ASSESSMENT* DIRT time
* Development of instrumental technique, playing & performing skills
* Effective questioning
* Development of composition understanding, ability to create and extend ideas

SELF ASSESSMENT* Listening activities
* Playing & performing development
* Reflection on Free composition’s suitability for intended purpose, audience & occasion, discussing next steps

PEER ASSESSMENTEnsemble playingSUMMATIVE ASSESSMENTAQA assessment criteria Component 3 |

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| **Year 11****GCSE**  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | **COMPONENT 1 –** **\* Unfamiliar music** Listening exercises linked to all Areas of Study.**AoS 1: Western Classical Tradition (1650-1910)** **AoS 2: Popular Music****COMPONENT 2 –** Performing**COMPONENT 3 –** Free Composition *(composition 2),* Brief Composition *(Composition 1)* | **COMPONENT 1 –** **\* Unfamiliar music** Listening exercises linked to all Areas of Study.**AoS 3: Traditional Music****AoS 4: Western Classical Tradition since 1910****COMPONENT 2 –** Performing**COMPONENT 3 –** \* Composing to a set brief *(composition 1)* | **COMPONENT 1 –** **\* Unfamiliar music** Listening exercises linked to all Areas of Study.**COMPONENT 2 –** Performing preparation**COMPONENT 3 –** \* Composing to a set brief *(composition 1)* | **COMPONENT 1 –** **\* Unfamiliar music** Listening exercises linked to all Areas of Study.**COMPONENT 2 –** Performing preparation**Performance (solo/ensemble) Exams****COMPONENT 3 –** Completing composition 1 (Composition to a set brief)**All compositions completed** (by April) | **Coursework submission to exam board** (May) solo/ensemble performances and free/brief compositions**COMPONENT 1 –** \* Listening and Understanding exam paper preparation | **Understanding Music Exam** (Component 1) – Written paper(1½ hours) JuneCompleted GCSE |
| **Key new knowledge** | **COMPONENT 1 –** \* Revision of elements of music vocabulary, meaning, listening and categorisation\* Unfamiliar music All Areas of Study listening revision**Unfamiliar music** **AoS 1: Western Classical Tradition (1650-1910)** **AoS 2: Popular Music**Students practice listening attentively to unfamiliar Popular Music & Western Classical to identify and accurately describe musical elements, musical contexts and use musical language **COMPONENT 2 –** \* Instrumental studies preparing for solo and ensemble performance. \* On-going piano studies supporting composition and performance**COMPONENT 3 – \***Continued work to complete Free Composition using selected musical elements for purpose, audience and occasion *(composition 2)* and relevant music notation.\* Research and composing to a set brief *(composition 1)* | **COMPONENT 1 –** \* Unfamiliar music All Areas of Study listening revision**Unfamiliar music** **AoS 3: Traditional Music****AoS 4: Western Classical Tradition since 1910**Students practice listening attentively to unfamiliar Traditional Music & Western Classical to identify and accurately describe musical elements, musical contexts and use musical language **COMPONENT 2 –** \* Instrumental studies preparing for solo and ensemble performance.**COMPONENT 3 –** \* Composing to a set brief *(composition 1)* | **COMPONENT 1 –** \* Unfamiliar music All Areas of Study listening revision**COMPONENT 2 –** \* Preparing for solo and ensemble performance exam**COMPONENT 3 –** \* Composing to a set brief *(composition 1)***Performance (solo/ensemble) Exams** | **COMPONENT 1 –** **Exam Preparations** for written paper & solo/ensemble performances**COMPONENT 3 –** Completing composition 1 (Composition to a set brief)**Performance (solo/ensemble) Exams****All compositions completed** (by April) | **Coursework submission to exam board** (May) solo/ensemble performances and free/brief compositions**COMPONENT 1 –** \* Listening and Understanding exam paper preparation |  |
| **Assessment** | FORMATIVE ASSESSMENT* DIRT time
* Development of instrumental technique, playing & performing skills
* Effective questioning
* Development of composition understanding, ability to create and extend ideas

SELF ASSESSMENT* Listening activities
* Playing & performing development
* Reflection on Free composition’s suitability for intended purpose, audience & occasion, discussing next steps

PEER ASSESSMENTEnsemble playing | FORMATIVE ASSESSMENT* DIRT time
* Development of instrumental technique, playing & performing skills
* Effective questioning
* Development of composition understanding, ability to create and extend ideas

SELF ASSESSMENT* Listening activities
* Playing & performing development
* Reflection on Brief composition’s suitability for intended purpose, audience & occasion, discussing next steps

PEER ASSESSMENTEnsemble playing | FORMATIVE ASSESSMENT* DIRT time
* Development of instrumental technique, playing & performing skills
* Effective questioning
* Development of composition understanding, ability to create and extend ideas

SELF ASSESSMENT* Listening activities
* Playing & performing development
* Reflection on Brief composition’s suitability for intended purpose, audience & occasion, discussing next steps

PEER ASSESSMENTEnsemble playing | FORMATIVE ASSESSMENT* DIRT time
* Development of instrumental technique, playing & performing skills
* Effective questioning
* Development of composition understanding, ability to create and extend ideas

SELF ASSESSMENT* Listening activities
* Playing & performing development
* Reflection on Brief composition’s suitability for intended purpose, audience & occasion, discussing next steps

PEER ASSESSMENTEnsemble playingSUMMATIVE ASSESSMENTAQA assessment criteria Components 2 & 3 | FORMATIVE ASSESSMENT* DIRT time
* Effective questioning retrieval tasks

SELF ASSESSMENT* Listening activities

SUMMATIVE ASSESSMENT Past papers Component 1 questioning | SUMMATIVE ASSESSMENT EXAMAQA assessment criteria Component 1 – Understanding Music written paper |