

**Subject: MUSIC**

**Year group: 7**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Building Our Musical Community		British Folk Music		Reggae	
<b>Assessment</b>		<b>Assessment</b>		<b>Assessment</b>	
Verbal feedback throughout. Assessment 1 and Assessment 2 completed at the end of the unit, with an opportunity for DIRT.		Verbal feedback throughout. Assessment 1 and Assessment 2 completed at the end of the unit, with an opportunity for DIRT.		Internal Assessment in May Verbal feedback throughout. Assessment 1 and Assessment 2 completed at the end of the unit, with an opportunity for DIRT.	

**Skills developed through the year:**

**Building Our Musical Community**

Enabling students to recognise that they are musicians and build their musical confidence through:

- Development of the voice
- Developing a working understanding of the keyboard.
- Manipulating sound and applying conceptual knowledge.

**British Folk Music**

Exploring and experiencing British Folk Music through:

- Listening and analysing
- Short creating tasks (rehearsing, performing and arranging)
- Individual or paired composition and performance of a folk melody and simple bass line, creating a two-part texture.

**Reggae**

Exploring musics that influenced and have been influenced by Reggae:

- Listening and analysing
- Short creating tasks (rehearsing, performing and arranging)
- Individual recording and arranging tasks using DAW based around 'Three Little Birds'.

**Extra-Curricular Opportunities:**

Winter Concert

School production

Vocal group

Keyboard club

Performing at Voice in a Million

Performing at the Royal Albert Hall

Workshops with external music companies

**Subject: MUSIC**

**Year group: 8**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ode to Joy		The Blues		The Four Chord Trick	
<b>Assessment</b>		<b>Assessment</b>		<b>Assessment</b>	
Verbal feedback throughout. Assessment 1 and Assessment 2 completed at the end of the unit, with an opportunity for DIRT.		Verbal feedback throughout. Assessment 1 and Assessment 2 completed at the end of the unit, with an opportunity for DIRT.		Internal Assessment in May Verbal feedback throughout. Assessment 1 and Assessment 2 completed at the end of the unit, with an opportunity for DIRT.	

**Skills developed through the year:**

**Ode to Joy**

**Exploring the fundamental of functional harmony and its connection to melody through:**

- **Listening and analysing**
- **Short creating tasks (performing, improvising and composing)**
- **Individual or paired composition using the key components of 'Ode to Joy'**

**The Blues**

**Exploring, experiencing music that uses a Blues harmonic framework, thumbprints of the style and context through:**

- **Listening and analysing**
- **Short creating tasks (performing and improvising)**
- **Arranging, improvising and performing task that demonstrates musical understanding of the characteristics of Blues.**

**The Four Chord Trick**

**Exploring and experiencing popular musics whose harmonic frameworks use I, IV, V and VI through:**

- **Listening and analysing**
- **Short creating tasks (performing, arranging, improvising and composing)**
- **Improvising, devising, arranging and performing culminating in a 'four chord trick' composition for small ensemble**

**Extra-Curricular Opportunities:**

Winter Concert  
School production  
Vocal group  
Keyboard club  
Performing at Voice in a Million  
Performing at the Royal Albert Hall  
Workshops with external music companies

Subject: **MUSIC** Year group: **9**

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Theory	Ground Bass	Minimalism	EDM		The Elements of Music at GCSE			Area of Study 1: Western Classical Tradition 1650-1910			Beethoven: Symphony No. 1 in C, Op. 21: 1 <sup>st</sup> Movement	
Composition	N/A				Composing a Melody			How to add chords to a melody		How to compose a great melody		How to compose a jazz piece
<b>Assessment</b>					<b>Assessment</b>			<b>Assessment</b>				
Verbal feedback throughout. Assessment 1 and Assessment 2 completed at the end of the unit, with an opportunity for DIRT.					End of unit listening and appraising assessment, answering AQA GCSE style Section A listening questions.			Internal Assessment: Listening assessment that will cover the Section A style of AQA questions (based on study of the Elements and Area of Study 1).				
					Composition: Regular verbal feedback during class sessions.			End of year assessment: Section A plus full Section B question.  Composition: Regular verbal feedback during class sessions.				

**Skills developed through the year:**

- Exploring and experiencing a wide range of styles of music.
- Exploring and experiencing the Elements of Music through listening and analysing.
- The ability to listen attentively to unfamiliar music from 1650-1910.
- To be able to critically appraise a set work.
- Compositional techniques that are used to make melodies memorable.
- How to add a harmonic framework to melodies.
- How to develop memorable melodies into great melodies.
- How to compose a characteristic Jazz piece.

**Extra-Curricular Opportunities:**

- Winter Concert
- School production
- Vocal group
- Keyboard club
- Performing at Voice in a Million
- Performing at the Royal Albert Hall
- Workshops with external music companies
- Theatre trips
- Concert trips

## Additional information for GCSE courses only

**GCSE title:** GCSE Music

**Exam Board:** AQA

**Titles and length of each written paper with content and % of final grade:**

Component 3: Appraising 1 hour 30 minutes 40% of final grade

Section A: Eight unfamiliar listening extracts based on the four areas of study.

Section B: Two questions, both divided into three short answer questions and one extended answer question. Based on the set works studied.

**Details of practical assessments if relevant: Number of assessments, length in time, % of final marks. Include any other relevant details e.g. if this involves group work**

Component 1: Performing 30% of final grade

1 solo performance

1 ensemble performance

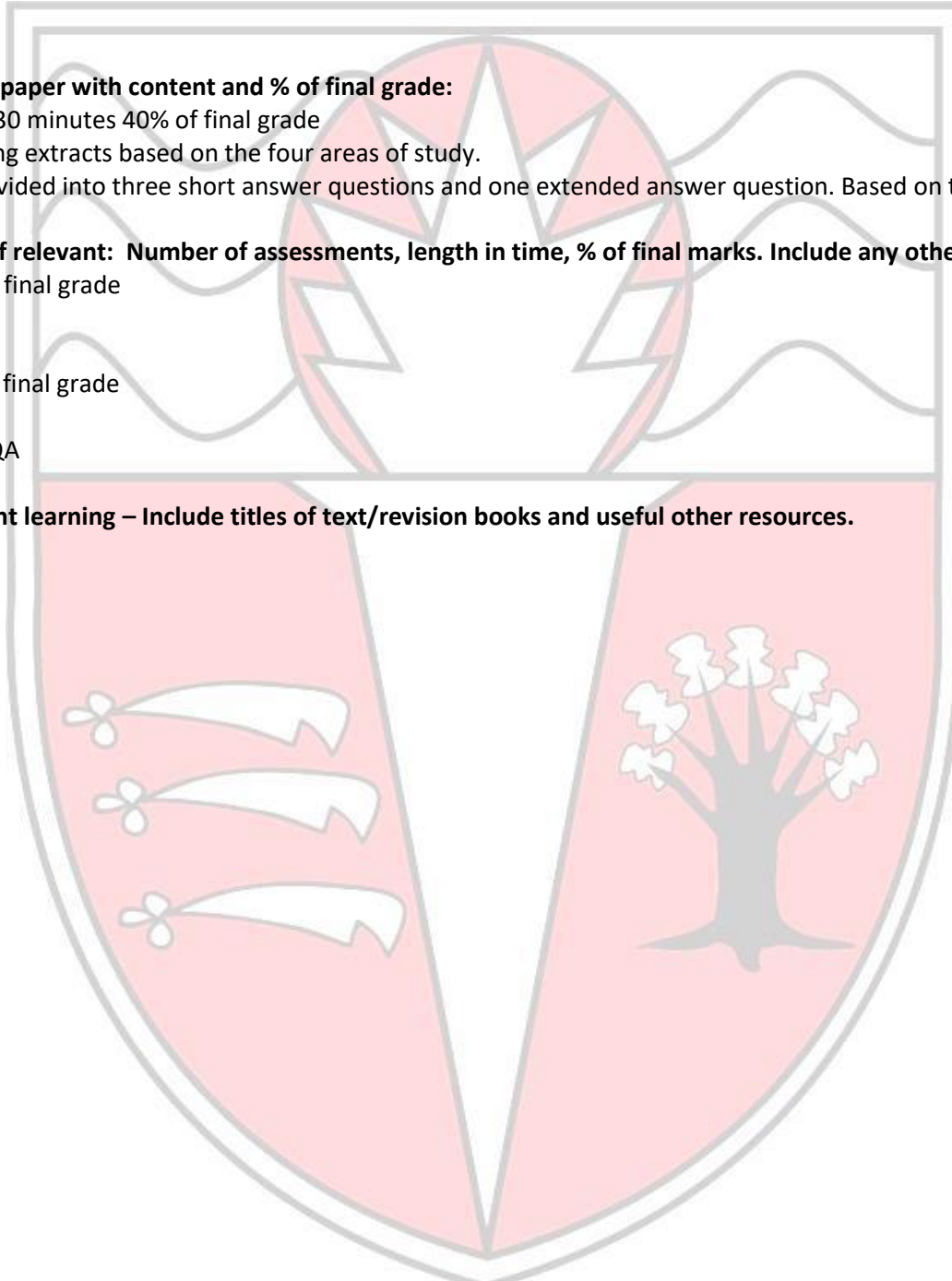
Component 2: Composing 30% of final grade

1 free composition

1 composition to a brief set by AQA

**Resources to support independent learning – Include titles of text/revision books and useful other resources.**

AQA GCSE Revision Guide



**Subject: MUSIC**

**Year group: 10**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theory	Area of Study 1: Western Classical Tradition 1650-1910 including Beethoven: Symphony No. 1 in C, Op. 21: 1 <sup>st</sup> Movement	Area of Study 2: Popular Music		Queen: <i>Bohemian Rhapsody, Love of my Life, Seven Seas of Rhye</i>	Area of Study 3: Traditional Music	
Composition	How to compose a Theme and Variations	How to compose a Pop Song	How to compose Heroic Film Music		Free Composition	
	<b>Assessment</b>		<b>Assessment</b>		<b>Assessment</b>	
	End of unit listening and appraising assessment, answering AQA GCSE style Section A listening questions plus Beethoven Section B question.  Internal Assessment.  Composition: Regular verbal feedback during class sessions.		Two assessments Assessment 1: 30 minute Section A style question past questions.  Assessment 2: 30 minutes Section A style questions on Area of Study 1 and Area of Study 2 (so far) with 30 minute Section B: Beethoven and Queen.  Composition: Regular verbal feedback during class sessions.		Internal Assessment: Full examination paper tailored to work covered so far.  End of year assessment: Section A plus full Section B question.  Composition: Regular verbal feedback during class sessions.	

**Skills developed through the year:**

- Exploring and experiencing a wide range of styles of music.
- Exploring and experiencing the Elements of Music through listening and analysing.
- The ability to listen attentively to unfamiliar music from 1650-1910.
- The ability to listen attentively to unfamiliar music from the Popular Music genre.
- The ability to listen attentively to unfamiliar music from the Traditional Music genre.
- To be able to critically appraise a set work.
- Compositional techniques that are used to vary melodic ideas.
- How to use musical devices to convey a theme.
- How to devise a chord sequence.
- How to compose a leitmotif and develop it.
- How to develop memorable melodies into great melodies.

**Extra-Curricular Opportunities:**

- Winter Concert
- School production

Vocal group  
Keyboard club  
Performing at Voice in a Million  
Performing at the Royal Albert Hall  
Workshops with external music companies  
Theatre trips  
Concert trips

**Additional information for GCSE courses only**

**GCSE title:** GCSE Music

**Exam Board:** AQA

**Titles and length of each written paper with content and % of final grade:**

Component 3: Appraising 1 hour 30 minutes 40% of final grade

Section A: Eight unfamiliar listening extracts based on the four areas of study.

Section B: Two questions, both divided into three short answer questions and one extended answer question. Based on the set works studied.

**Details of practical assessments if relevant: Number of assessments, length in time, % of final marks. Include any other relevant details e.g. if this involves group work**

Component 1: Performing 30% of final grade

1 solo performance

1 ensemble performance

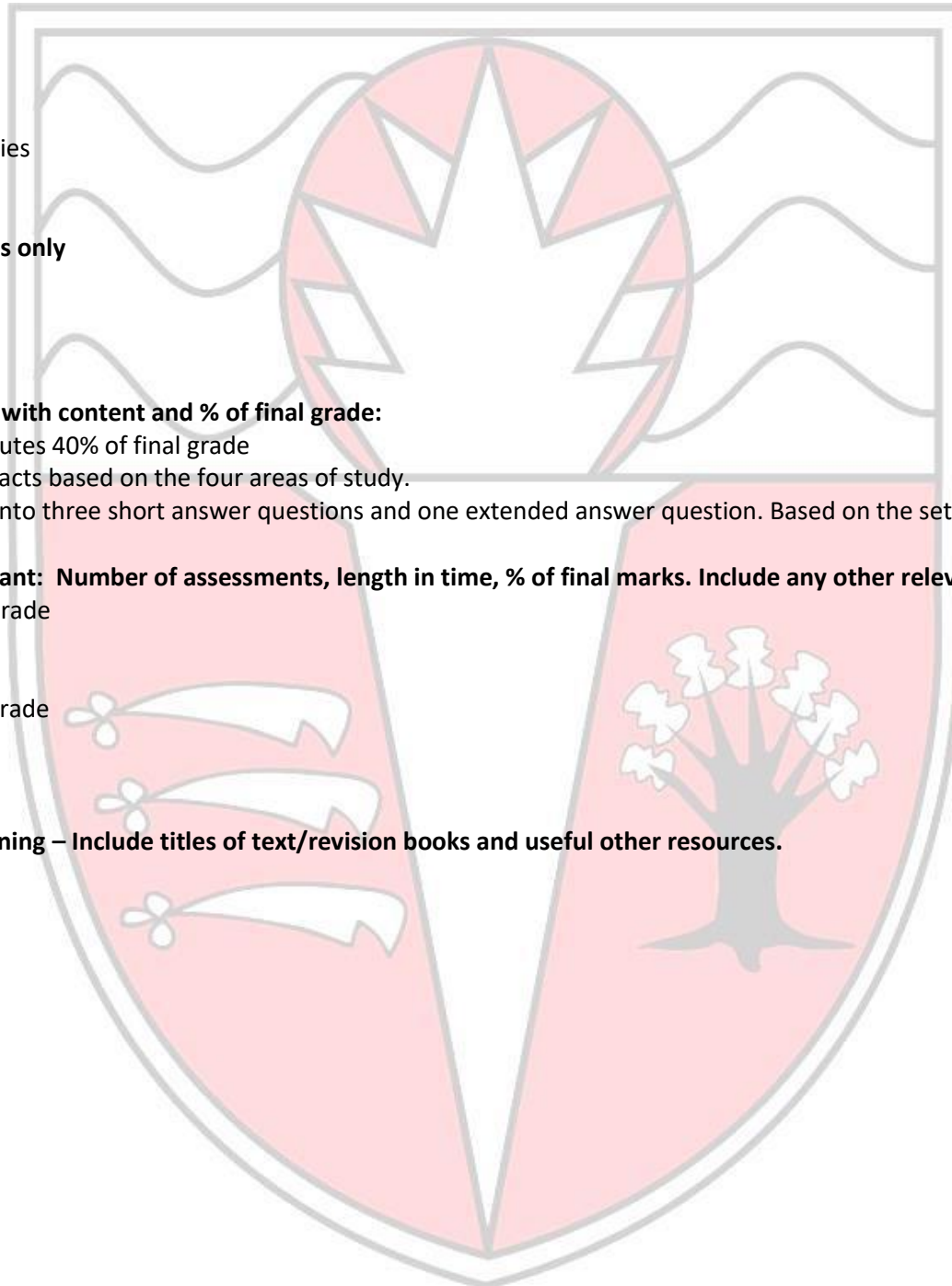
Component 2: Composing 30% of final grade

1 free composition

1 composition to a brief set by AQA

**Resources to support independent learning – Include titles of text/revision books and useful other resources.**

AQA GCSE Revision Guide



**Subject: MUSIC**

**Year group: 11**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theory	Area of Study 3: Traditional Music	Area of Study 4: Western Classical Tradition since 1910	Revision			
Composition	Completing Free and Brief Compositions				N/A	
Performing	Completing Solo and Ensemble Performances				N/A	
	<b>Assessment</b>		<b>Assessment</b>		<b>Assessment</b>	
	Regular practice opportunities completing a past paper question each lesson.		Mock exam made up of questions from 2021, 2022 and 2023 papers.		Final assessment of Composition component.	
	Mock exam completing the 2024 paper.		Composition: Regular verbal feedback during class sessions.		Final assessment of Performing component.	
	Composition: Regular verbal feedback during class sessions.				Final examination June 2025.	

**Skills developed through the year:**

Exploring and experiencing a wide range of styles of music.

Exploring and experiencing the Elements of Music through listening and analysing.

The ability to listen attentively to unfamiliar music from the Traditional Music genre.

The ability to listen attentively to unfamiliar music since 1910.

The ability to focus on composing for four specific Elements of Music.

Communicating musical ideas with accuracy and expression.

How to develop musical ideas, including extending and manipulating musical ideas, and composing music that is musically convincing.

**Extra-Curricular Opportunities:**

Winter Concert

School production

Vocal group

Keyboard club

Performing at Voice in a Million

Performing at the Royal Albert Hall

Workshops with external music companies

Theatre trips

Concert trips

## Additional information for GCSE courses only

**GCSE title:** GCSE Music

**Exam Board:** AQA

**Titles and length of each written paper with content and % of final grade:**

Component 3: Appraising 1 hour 30 minutes 40% of final grade

Section A: Eight unfamiliar listening extracts based on the four areas of study.

Section B: Two questions, both divided into three short answer questions and one extended answer question. Based on the set works studied.

**Details of practical assessments if relevant: Number of assessments, length in time, % of final marks. Include any other relevant details e.g. if this involves group work**

Component 1: Performing 30% of final grade

1 solo performance

1 ensemble performance

Component 2: Composing 30% of final grade

1 free composition

1 composition to a brief set by AQA

**Resources to support independent learning – Include titles of text/revision books and useful other resources.**

AQA GCSE Revision Guide

