

Creating music as both a composer & performer is at the heart of all learning intentions. We encourage our learners to engage with this philosophy by participating in the wider context of the music curriculum, through involvement in our 'Music Extra Curricular Program' of which we pride ourselves in both the diversity and inclusive approaches for all children.

Edexcel	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	<b>Rhythm, Notation &amp; Melody</b> <ul style="list-style-type: none"> <li>Using basic notation</li> <li>Composing rhythms</li> <li>Performing percussion work</li> <li>Composing keyboard melody</li> <li>Aural test: Rhythm dictation</li> <li>Written test: Notation values</li> </ul>	<b>Notation, Melody &amp; Structure</b> <ul style="list-style-type: none"> <li>Basic pitch notation</li> <li>Simple structures</li> <li>Ternary form composition</li> <li>Ternary form performance</li> <li>Aural test: Structures</li> <li>Written test: Pitch Notation</li> </ul>
	Spring 1	Spring 2
<b>Focus/Context for Learning</b>	<b>Ukulele Skills: Pop Songs</b> <ul style="list-style-type: none"> <li>Basic techniques</li> <li>Simple chord shapes</li> <li>Simple rhythm patterns</li> <li>Basic pop song ensemble</li> <li>Aural test: techniques &amp; Chord shapes</li> <li>Written test: Simple chord shapes</li> </ul>	<b>Instruments &amp; Elements</b> <ul style="list-style-type: none"> <li>Instruments &amp; families</li> <li>Exploring dynamics</li> <li>Exploring tempo</li> <li>Aural Test: Instruments recognition, dynamics &amp; tempo</li> <li>Written Test: Describing instruments, dynamic &amp; tempo changes</li> </ul>
	Summer 1	Summer 2
<b>Focus/Context for Learning</b>	<b>Music of Africa Part 1</b> <ul style="list-style-type: none"> <li>African traditional music analysis</li> <li>Traditional African song</li> <li>Call &amp; response singing</li> <li>African traditional instruments</li> <li>Aural test: Instrument recognition</li> <li>Written test: describe traditional instruments</li> </ul>	<b>Music of Africa Part 2</b> <ul style="list-style-type: none"> <li>Pentatonic scale</li> <li>Composing ostinato ideas</li> <li>Perform improvisations</li> <li>Polyrhythmic percussion skills</li> <li>Written test: respond to questions about African Traditions</li> </ul>



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<b>Focus/Context for Learning</b>	<b>Autumn 1</b> <b>Major &amp; Minor Cord Formulae</b> <ul style="list-style-type: none"> <li>Learn &amp; apply the formulae different chords / starting notes</li> <li>Compose both a major &amp; minor keyboard chord sequence</li> <li>Aural test: chord inversion dictation</li> <li>Written test: major &amp; minor chord formulae</li> </ul>	<b>Autumn 2</b> <b>Blues Music</b> <ul style="list-style-type: none"> <li>12 bar blues</li> <li>Swing Rhythm</li> <li>Blues shuffle chords</li> <li>Blues scale &amp; 'blue' notes</li> <li>Improvisation – call &amp; response</li> <li>Aural test: chord recognition</li> <li>Written test: Blues music characteristics</li> </ul>
	<b>Focus/Context for Learning</b>	<b>Spring 1</b> <b>Reggae &amp; Fusions</b> <ul style="list-style-type: none"> <li>History of Jamaican music</li> <li>3 styles of reggae: Mento, Reggae &amp; Dub</li> <li>Perform off-beat chord sequences</li> <li>Compose elements in a Reggae style</li> <li>Aural test: Reggae characteristics</li> <li>Written test: Reggae background &amp; characteristics</li> </ul>
<b>Focus/Context for Learning</b>		<b>Summer 1</b> <b>Film Music Part 2</b> <ul style="list-style-type: none"> <li>Responding to action with musical elements</li> <li>Harmony – Happy, Sad &amp; Tension</li> <li>Aural test: recognition of elements used in examples</li> <li>Written test: responding to elements analysis</li> </ul>



## Head of Department: Mr O. Bunting

## Year 9

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Edexcel	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	<b>GCSE Skill Building: Rhythm &amp; Notation</b> <ul style="list-style-type: none"> <li>Rhythm notation &amp; melody composition</li> <li>Developing ideas: repetition &amp; variation</li> <li>Pitch notation: learning to perform from a score</li> <li>Logic Pro introduction skills</li> <li>Practical: Logic sequencing work</li> <li>Written: Analysing skills</li> </ul>	<b>GCSE Skill Building: Chords &amp; Scales</b> <ul style="list-style-type: none"> <li>Major &amp; Minor scales &amp; keys</li> <li>Chord formulae</li> <li>Chord sequences &amp; modulation</li> <li>Logic Pro composition skills</li> <li>Practical: Ensemble performance &amp; Logic Composition</li> <li>Written: All the theory Covered</li> </ul>
<b>Focus/Context for Learning</b>	Spring 1	Spring 2
	<b>Edexcel GCSE Music - Area of Study 2: Vocal Music (Set work: Killer Queen by Queen)</b> <ul style="list-style-type: none"> <li>Introduction to exam board specifications &amp; Areas of Study</li> <li>Detailed analysis of the set work</li> <li>Analysis of the 'wider' repertoire – similar but unfamiliar pieces</li> </ul>	<b>Edexcel GCSE Music – Area of Study 1: Instrumental Music 1700-1820 (Set work: Brandenburg Concerto by JS Bach)</b> <ul style="list-style-type: none"> <li>Detailed analysis of the set work</li> <li>Analysis of the 'wider' repertoire – similar but unfamiliar pieces</li> </ul>
<b>Focus/Context for Learning</b>	Summer 1	Summer 2
	<b>Edexcel GCSE Music - Area of Study 3: Music for Stage and Screen (Set work Star Wars theme)</b> <ul style="list-style-type: none"> <li>Detailed analysis of the set work</li> <li>Analysis of the 'wider' repertoire – similar but unfamiliar pieces</li> </ul>	<b>Edexcel GCSE Music – Area of Study 4: Fusions (Set work: Release by Afro Celt Sound System)</b> <ul style="list-style-type: none"> <li>Detailed analysis of the set work</li> <li>Analysis of the 'wider' repertoire – similar but unfamiliar pieces</li> </ul>

## Head of Department: Mr O. Bunting

Year 10

Students will develop their knowledge of all 8 set works in the Edexcel GCSE Music in detail.

Students will work on both their solo & ensemble performance repertoire.

Students revise their composition skills and then aim to complete a draft 'Free Composition'

Edexcel	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	SW1: Brandenburg – Level 1 analysis SW4: Killer Queen – Level 1 analysis  Solo Instrument Study  Composition Techniques 1-6 revision Composition Technique 7: Music structures & forms	SW6: Star Wars – Level 1 analysis SW7: Release – Level 1 analysis  Solo Instrument Study  Composition Technique 8: Composing with expression: articulation & dynamics
	Spring 1	Spring 2
<b>Focus/Context for Learning</b>	SW2: Sonata No8 – Level 1 analysis SW3: Music for a While – Level 1 analysis  Ensemble Instrument Study Planning a 'Free Composition'	SW5 Defying Gravity – Level 1 analysis SW8 Samba em Preludio – Level 1 analysis  Ensemble Instrument Study 'Free Composition' starting ideas draft submission & written account
	Summer 1	Summer 2
<b>Focus/Context for Learning</b>	SW1: Brandenburg – Level 2 detailed analysis SW4: Killer Queen – Level 2 detailed analysis  Solo Instrument Study  'Free Composition' second draft submission & written intentions for the complete work	SW6: Star Wars – Level 2 detailed analysis SW7: Release – Level 2 detailed analysis  Solo Instrument Study  Composition Technique 8: Composing with expression: articulation & dynamics



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Year 11

Students will complete their knowledge of all 8 set works in the Edexcel GCSE Music in detail.

Students will work on both their solo & ensemble performance repertoire.

Students revise their 'Free Composition' submission & also complete their 'Set Brief Composition'.

Edexcel	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	SW2: Sonata No8 – Level 2 detailed analysis  SW3: Music for a While – Level 2 detailed analysis  Ensemble Instrument Study: Performance mock exam & feedback Planning the 'Set Brief Composition' & submission of 1st ideas  'Free Composition' Final recording mock exam & feedback	SW5 Defying Gravity – Level 2 detailed analysis  SW8 Samba em Preludio – Level 2 detailed analysis  Ensemble Instrument Study: Final recording / submission  'Set Brief Composition' 2 <sup>nd</sup> submission – developing ideas & written intentions for the finished work  'Free Composition' Final submission: Recording & Score
	Spring 1	Spring 2
<b>Focus/Context for Learning</b>	All SW's 1-8 revision & past paper & practice questions  Music dictation, unfamiliar listening & extended writing  Solo Instrument Study: Performance mock exam & feedback  'Set Brief Composition' final recording mock exam & feedback	All SW's 1-8 revision & key points, past paper & practice questions  Solo Instrument Study: Final recording / submission  'Set Brief Composition' final submission: Recording & Score
	Summer 1	Summer 2
<b>Focus/Context for Learning</b>	All SW's 1-8 Full mock exams Rhinegold listening tests Analysis of past paper performances & green pen activities  Final Appraising Exam	