

Subject Academic Curriculum Overview								
Year	Term - Content						Transition Milestones	
	Sept – Oct	Oct- Dec		Jan-Feb	Feb-Mar	April – May	June-July	
7	<p>Prior knowledge assessment & Inter-related dimensions of music</p> <ul style="list-style-type: none"> -Exploration of the key elements of music through musical landmarks. -Creative response to composition briefs. <p>POL's: 2, 6, 15</p>	<p>Graphic Notation</p> <ul style="list-style-type: none"> - Interpreting Symbols and follow graphic scores by Britten and Berberian - Create own graphic score in response to a brief <p>POL's: 2, 6, 15</p>	<p>Carols</p> <ul style="list-style-type: none"> Prep for Carol Service <p>POL's: 2, 13</p>	<p>Instruments of the Orchestra</p> <ul style="list-style-type: none"> Develop instrument recognition and explore orchestral landmarks. - Performances based on Rossini and Purcell/Britten - Remix Bach/Stokowski 'Toccata and Fugue' using sample based technology. <p>POL's: 2, 6, 15</p>	<p>Composing project and ensemble skills</p> <ul style="list-style-type: none"> - Halle Orchestra trip - Develop ensemble skills through G&S 'Pavane for Jack point' - Notation skills - Create a C major composition using Sibelius software <p>POL's: 2, 10, 13, 15</p>	<p>Rhythm and Pulsation</p> <ul style="list-style-type: none"> -explore rhythmic notation, time signatures and metre through Stomp, and Bernstein's Mambo. - Create rhythmic composition using sampling in response to Gabriel Prokofiev's Concerto for Turntables <p>POL's: 2, 10, 15</p> <p>Pentatonic March: Exploring Q&A technique. Whole class Rondo of sections created.</p> <p>POL's: 2</p>	<p>Folk Music</p> <ul style="list-style-type: none"> -Class Performance of St George and the Dragon -Explore Jigs, Reels, Rants and folk songs; sea shanties & ballads <p>POL's: 2, 13</p>	<p>By the end of the year students will have learned to apply the following skills through the content studied.....</p> <p>Ensemble skills; maintaining part, balance and timing. Notation skills; familiar with treble and bass clef, to write their own music Singing; develop tone, diction and intonation</p>
8	<p>Musical Designs 'Structure and Form'</p> <ul style="list-style-type: none"> - Exploring how music is put together and looking at different structures - Ternary form performance - Ternary form composition in response to John Williams and Dvorak <p>POL's: 2, 6, 10, 15</p>	<p>Sound and Textures</p> <ul style="list-style-type: none"> - Learn the theory of Intervals - Compose in parallel motion in response to Bach & Queen! - Sequencing 6ths ensemble performance <p>POL's: 2, 6, 15</p>	<p>Carols</p> <ul style="list-style-type: none"> Prep for Carol Service <p>POL's: 2, 13</p>	<p>Indian Music</p> <ul style="list-style-type: none"> - Examine traditional Indian Music through improvisations by Ravi & Anoushka Shankar. -Improvise on Raga, Tala and Drone to create a performance -Explore how Indian Music has influenced Western pop <p>- POL's: 2, 6, 15</p>	<p>Musical Theatre</p> <ul style="list-style-type: none"> - Explore the history and development of musical theatre through songs from a variety of musicals - Class performance of Consider Yourself (Oliver) and 'When I grow up' from Matilda <p>- POL's: 2, 6, 10, 13, 15</p>	<p>Rondo form</p> <ul style="list-style-type: none"> - exploration of ambitious structures using refrain and episodes; Mozart, Haydn and Poulenc - Whole class Rondo, working in 'sectional' groups <p>POL's: 2, 6, 11</p>	<p>Gamelan Music</p> <ul style="list-style-type: none"> - Class performance of the 'Boastful Gecko' using shadow puppetry and traditional music from Indonesia <p>- POL's: 2, 13</p>	<p>Ensemble skills; musically adjusting and reacting to others Students will develop skills in harmony; becoming familiar with chords Instrumental skills will focus on finger patterns to support fluency and expression</p>
9	<p>Ground Bass Variations</p> <ul style="list-style-type: none"> -Ensemble performance of Pachelbel's Canon -Compose set of variations over a Ground Bass using music software -Explore GB works by Marais, Martland, and Nyman <p>POL's: 2, 6, 13, 15</p>	<p>Popular Music</p> <ul style="list-style-type: none"> Follow own music interests; produce a presentation, performance and composition in their chosen genre. Option to extend work with Bronze Arts award <p>POL's: 1, 6, 15</p>		<p>The Blues</p> <ul style="list-style-type: none"> - Explore Riff, Chords, Improvisation skills - Perform Blues in A - Compose Blues in G Song in response to Louis Armstrong & Billie Holiday - Full Blues Band performance <p>POL's: 2, 6, 13, 15</p>	<p>Film Music</p> <ul style="list-style-type: none"> Explore how film themes, leitmotifs, underscores and diegetic music work in music by John Williams and James Horner -Perform a film theme -Compose a leitmotif, film theme and underscore for a film <p>POL's: 2, 10, 15</p>	<p>Minimalism</p> <ul style="list-style-type: none"> Response to music of John Adams, Philip Glass, Steve Reich, and Go Go Penguin exploring minimalist techniques such as ostinato, phasing, and displacement -Minimalist composition with live instruments/sequenced <p>POL's: 2, 6, 13</p>	<p>Move to Year 10 Options or deliver Reggae</p> <ul style="list-style-type: none"> Topic exploring the relationship between politics, culture and music in Jamaica. Learn how to use skank chords, backbeats, riffs and the one drop in Reggae songs. -Compose a Reggae Song -Perform in a band <p>POL's: 2, 6, 11, 13</p>	<p>Instrumental skills will show greater technical control and performances will use contrasts in dynamics and articulation to communicate more expression interpretations. Compositions will show more advanced techniques; melodic variation, using riffs, chords and creating stylistic vocal lines.</p>
10	<p>Introduction to GCSE course</p> <ul style="list-style-type: none"> -Consolidate basic music vocab & theory 	<p>Vocal music</p> <ul style="list-style-type: none"> -Study set work 'Killer Queen': - analysis, listening, practise questions, wider listening 		<p>Instrumental Music:</p> <ul style="list-style-type: none"> -Study set works 'Bach Brandenburg Concerto and Beethoven Sonata Pathetique': 	<p>Instrumental Wider listening</p> <ul style="list-style-type: none"> -Explore Baroque, Classical and Romantic landmarks 	<p>Music for stage & screen:</p> <ul style="list-style-type: none"> -Study set works 'Defying Gravity' & 'Star Wars': 	<p>Music for stage and screen wider listening:</p> <ul style="list-style-type: none"> -Explore Musicals and Film landmarks -Pop song re-draft 	<p>Ensemble skills will show awareness of balance and be consistently responsive. Pupils will be developing the ability to write down music</p>

	<ul style="list-style-type: none"> -Study exemplar performances and composition -Intro to Sibelius software -Study set work: Music for a while POL's: 2, 6, 8, 13, 15	<ul style="list-style-type: none"> - Ground Bass composition - Ensemble performance Nyman 'Time Lapse' POL's: 2, 6, 13	<ul style="list-style-type: none"> - analysis, listening, practise questions, wider listening Solo performance -POL's: 2, 6, 13	<ul style="list-style-type: none"> -Theme and variations composition -Preparation for ensemble performance POL's: 13, 15	<ul style="list-style-type: none"> - analysis, listening, practise questions, wider listening -Compose pop song -Record ensemble -POL's: 2, 6, 15	<ul style="list-style-type: none"> -End of year examination -Record final performances POL's: 2, 6, 15	<ul style="list-style-type: none"> they hear and be confident with music software to notate original ideas. Composing good melodies with appropriate harmony.
11	Revision of Year 10 AOS <ul style="list-style-type: none"> -Music for a while - Killer Queen -Brandenburg Concerto -Defying Gravity - Plan for Set Composition Brief (Edexcel 1st Sept) POL's: 2, 6, 8, 15	Fusion set works: <ul style="list-style-type: none"> Study set works: Afro Celt Sound System and Samba em preudio - analysis, listening, practise questions, wider listening - Solo/ensemble preparation for MOCKS POL's: 2, 6, 13	Fusions wider listening: <ul style="list-style-type: none"> -Exploration of Samba, Bhangra, Cool Jazz, Bossa Nova, Flamenco, African Celtic pop -Free choice composition -Preparation for Recitals POL's: 13, 15	Revision of all set works and wider listening <ul style="list-style-type: none"> -final write up of composition -produce recording of compositions -record final performances POL's: 10, 15	Revision of set works, wider listening aural tests and dictation exercises <ul style="list-style-type: none"> Plan, run and participate in sessions that promote participation and high performance. Identify strengths and weakness for future improvement POL's: 15	GCSE listening and appraising exam (40% of overall grade)	<ul style="list-style-type: none"> Composition skills will now use a wide variety of techniques and be confident writing for different ensembles and in different styles, handling more complex harmony and providing rhythmic and textural interest