

	Year 10	Year 11
Autumn half term 1 Sequential knowledge and skills	<p>Component 1: Understanding Music. Introduction to the Little Shop of Horrors. Begin to look at 'Prelude'. Dr P Smith analysis.</p> <p>Component 2: Performing Music: Each student is expected to perform a prearranged piece once every half term to the class demonstrating progress and providing peer assessment opportunities. Students will use the mark scheme to examine strengths and areas to develop as this will ensure students become familiar with the assessment criteria.</p> <p>Component 3: Composing Music - methods of approaching composition and examining the key features of successful melodies (including scales, phrasing and articulation).</p>	<p>Component 1: Understanding Music.</p> <ul style="list-style-type: none"> • The Requiem of the late Romantic period. • Mozart Clarinet Concerto 3rd Movement - Rondo <p>Component 2: Performing Music: Each student is expected to perform a prearranged solo and ensemble piece once every half term to the class demonstrating progress and providing peer assessment opportunities. Students will use the mark scheme to examine strengths and areas to develop as this will ensure students become familiar with the assessment criteria.</p> <p>Component 3: Composing Music – add finishing touches to first composition which the students have been working on since year 10.</p>
Assessment Content and methods used to judge learning	8 mark question based on the Beatles. Peer assessment and teacher assessment of performance	First composition hand in to be teacher assessed. 8 mark questions once a week on Haydn and Beatles alternately.
Autumn half term 2 Sequential knowledge and skills	<p>Component 1: Understanding Music</p> <ul style="list-style-type: none"> • The Coronation Anthems and Oratorios of Handel. • Little Shop of Horrors. Each listening activity will require students to analyse the pieces using appropriate terminology, acknowledging: Melody, Harmony, Tonality, Structure, Sonority (Timbre) , Texture, Tempo, metre and rhythm, Dynamics and articulation. <p>Component 2: Performing Music: Each student is expected to perform a prearranged piece once every half term to the class to demonstrate progress, and receive peer assessment and opportunities to gradually build confidence. Students will use the mark scheme to examine strengths and areas to develop as this will ensure students become familiar with the assessment criteria.</p> <p>Component 3: Composing Music: This half-term will focus on harmony and tonality; demystifying chords, key signatures and harmonic features.</p>	<p>Component 1: Understanding Music.</p> <ul style="list-style-type: none"> • Music of Broadway 1950s to 1990s • Mozart Clarinet Concerto 3rd Movement - Rondo <p>Component 2: Performing Music: Each student is expected to perform a prearranged solo and ensemble piece once every half term to the class demonstrating progress and providing peer assessment opportunities. Students will use the mark scheme to examine strengths and areas to develop as this will ensure students become familiar with the assessment criteria.</p> <p>Component 3: Composing Music – students begin work on the brief composition set by the exam board.</p>

Assessment Content and methods used to judge learning	8 mark question to be teacher assessed on the Haydn Performance piece to be self and teacher assessed.	MOCKS – full mock exam set and teacher assessed. Mock Performances
Spring half term 3 Sequential knowledge and skills	<p>Component 1: Understanding Music The orchestra music of Haydn, Mozart and Beethoven. Set work: Little Shop of Horrors.</p> <p>Component 2: Performing Music: Each student is expected to perform a prearranged piece once every half term to the class to demonstrate progress, and receive peer assessment and opportunities to gradually build confidence. Students will use the mark scheme to examine strengths and areas to develop as this will ensure students become familiar with the assessment criteria.</p> <p>Component 3: Composing Music: This half-term, students will build upon their understanding of tempo, rhythm and metre; and learn how to develop themes and ideas by varying these elements.</p>	<p>Component 1: Understanding Music.</p> <ul style="list-style-type: none"> • Pop music 1990s to present. • Blues music from 1920–1950 • Fusion music incorporating African and/or Caribbean music • Contemporary Latin music • Contemporary Folk music of the British Isles. <p>Mozart Clarinet Concerto 3rd Movement - Rondo</p> <p>Component 2: Performing Music: Each student is expected to perform a prearranged solo and ensemble piece once every half term to the class demonstrating progress and providing peer assessment opportunities. Students will use the mark scheme to examine strengths and areas to develop as this will ensure students become familiar with the assessment criteria.</p> <p>Component 3: Composing Music – students to continue work on brief composition.</p>
Assessment Content and methods used to judge learning	8 mark question on the Haydn set work. Performance piece to be peer and teacher assessed.	Listening mock paper to be teacher assessed 8 mark questions set at the start of every lesson to be peer assessed. 2 nd composition hand in Mock Performance
Spring half term 4 Sequential knowledge and skills	<p>Component 1: Understanding Music</p> <ul style="list-style-type: none"> • Rock Music from 1960 to 1980. • Set work: Little Shop of Horrors. <p>Component 2: Performing Music: One-to-one tutorials on performance with specific target setting in preparation for mock GCSE exam.</p> <p>Component 3: Composing Music: This half-term focuses on various ways to structure compositions to compliment genres of music and enhance development techniques.</p>	<p>Component 1: Understanding Music.</p> <ul style="list-style-type: none"> • British music of Arnold, Britten, Maxwell-Davies and Tavener • The orchestral music of Zoltán Kodály and Béla Bartók • Minimalist music of John Adams, Steve Reich and Terry Riley. <p>Consolidation of all areas. Mozart Clarinet Concerto 3rd Movement – Rondo Little Shop of Horrors</p> <p>Component 2: Performing Music: Final performance preparation Component 3: Composing Music: Final composition preparation</p>
Assessment Content and methods used to judge learning	3 mark questions on Rock Music, Orchestra music of Haydn, Mozart and Beethoven. 8 mark question on Haydn.	Exam questions based around all areas of study. Final composition to a brief hand in. Final performances to be completed

	Performance assessment to be teacher assessed with targets set.	
Summer half term 5 Sequential knowledge and skills	<p>Component 1: Understanding Music</p> <ul style="list-style-type: none"> • The piano music of Chopin and Schumann. • Set work: Little Shop of Horrors. <p>Component 2: Performing Music: One-to-one tutorials on performance with specific target setting in preparation for mock GCSE exam.</p> <p>Component 3: Composing Music: This half-term will include the study of dynamics and articulation, and how to notate this through composition activities.</p>	Component 1: Understanding Music. Exam questions set as revision – peer and teacher assessed.
Assessment Content and methods used to judge learning	3 mark question on the piano music of Chopin and Schumann 8 mark question on Haydn Performance assessment.	Exam Questions and all coursework sent off.
Summer half term 5 Sequential knowledge and skills	<p>Component 1: Understanding Music</p> <ul style="list-style-type: none"> • Film and computer gaming music from 1990 to present. • Little Shop of Horrors. <p>Component 2: Performing Music: Each student is expected to perform a prearranged piece once every half term to the class to demonstrate progress, and receive peer assessment and opportunities to gradually build confidence. Students will use the mark scheme to examine strengths and areas to develop as this will ensure students become familiar with the assessment criteria.</p> <p>Component 3: Composing Music: This half-term will focus on sonority (timbre) and texture. This includes using appropriate instrumentation for the chosen genre and composing in the correct pitch range for the instrument.</p>	
Assessment Content and methods used to judge learning Assessment	EOY Assessments – Composition, Performance and listening assessment to be completed and teacher assessed with reflection by the students.	