



## 5-YEAR CURRICULUM PLAN

## Curriculum at a Glance

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"><li>• Chinese Music</li><li>• Pachelbel's Canon</li><li>• Ukulele</li><li>• Minimalism</li><li>• Romantic Music</li><li>• African Drumming</li></ul>	<ul style="list-style-type: none"><li>• Variations</li><li>• The Blues</li><li>• Dance Music</li><li>• Dance Music</li><li>• Samba</li><li>• Rock Music</li></ul>	<ul style="list-style-type: none"><li>• Reggae</li><li>• Film Music</li><li>• Computer Game</li><li>• Bhangra</li><li>• Musicals</li><li>• Enrichment</li></ul>	<ul style="list-style-type: none"><li>• Music Theory (HT1 &amp; 2)</li><li>• Conventions of Pop (HT3 &amp; 4)</li><li>• Film Music (HT5 &amp; 6)</li><li>• Composition One (Year 1)</li><li>• Solo Performance (Year 1)</li></ul>	<ul style="list-style-type: none"><li>• Rhythms of the World (HT1&amp; 2)</li><li>• Concerto Through Time (HT3 &amp; 4)</li><li>• Revision for Exam (HT5 until Exam)</li><li>• Composition Two (Year 2)</li><li>• Ensemble Performance (Year 2)</li></ul>



## 5YR Curriculum Plan (Current Yr7-11)

Focus / Term	Half Term One	Half Term Two	Half Term Three	Half Term Four	Half Term Five	Half Term Six
<b>Year 7 Topic Covered and End Points</b>	<b>Chinese Music</b>	<b>Pachelbel's Canon</b>	<b>Ukulele</b>	<b>Minimalism</b>	<b>Romantic Music</b>	<b>African Drumming</b>
<b>GCSE Derived</b>	Begin by learning the keyboard and discovering different genres within the realm of world music. Compose and perform in ensemble contexts.	Allow students to compose and engage in self-critical achievement. Play and perform in solo and ensemble contexts.	Have the opportunity to learn a musical instrument and have the opportunity to progress to the next level of musical excellence.	Listen to and review music across a range of historical periods and genres. Understand and explore how music is created, produced	Listen to and review music across a range of historical periods and genres.	Have the opportunity to learn a musical instrument and have the opportunity to progress to the next level of musical excellence
<b>Powerful Knowledge and Careers</b>	Working in an ensemble developing communication skills by performing to the class. Singing linking to the national curriculum and Chinese music linking to the world music unit of work in GCSE OCR Music.  Career -	Working both independently managing their own work and self-motivation as well as culminating in a group performance.  Career – Orchestral musicians.	Links with cross curricular e.g maths and counting the string and frets. SMSC teaches students self-management, resilience, creativity and team work.	Creativity, self-management and resilience.	Students will learn problem solving and the evolution of film music. Literacy and numeracy links.	Students learn about sub Saharan culture through the exposure to the instruments, origins and musical rhythms.
<b>Tier 3 Words</b>	<ul style="list-style-type: none"> <li># - sharp sign for music notation.</li> <li>Articulation – How smooth or detached.</li> <li>Backing Rhythm – like a backing track, can be found on the keyboard.</li> <li>Call and Response – a musical question and answer.</li> <li>Coda – Ending of a piece of music or song.</li> <li>Drone – a long held note.</li> <li>Dynamics – How loud or quiet.</li> <li>Fusion – genre that blends two or more styles of music.</li> <li>Intro – Short for Introduction, usually found at the start of a piece of music/song.</li> </ul>	<ul style="list-style-type: none"> <li>Arco – Bowing</li> <li>pizzicato - plucking, (good for representing tip-toeing or sneaking)</li> <li>tremolo strings – bow repeatedly quickly (creating tension)</li> <li>double stopping – playing two strings at a time</li> <li>glissando – sliding from one note to another</li> <li>fanfare – a musical announcement.</li> <li>Drum roll – repeatedly drumming very fast.</li> <li>Ascending – going up in pitch.</li> <li>Descending – going down in pitch.</li> <li>String instruments – instruments that require strings.</li> </ul>	<ul style="list-style-type: none"> <li>Ukulele – a four string instrument, similar to a guitar.</li> <li>Chord – playing three or more notes at once.</li> <li>Major – happy sounding.</li> <li>Minor – sad sounding.</li> <li>Strumming – the movement you use when playing a guitar/ukulele.</li> <li>Tablature – the way in which music is read for specific instruments such as guitar/ukulele.</li> <li>Picking – picking each individual string rather than playing all the strings at once.</li> </ul>	<ul style="list-style-type: none"> <li>Minimalism –</li> <li>Looping – repeating a melody over and over again.</li> <li>Repeat – a pattern that reoccurs over and over.</li> <li>Cyclical Structure – repetition of motives, themes or whole sections.</li> <li>Percussion – an instrument you hit or shake.</li> <li>Tempo – how fast or slow something is.</li> <li>Motif – a short musical idea.</li> <li>Staccato – notes that have been cut short.</li> <li>Dynamics – how loud or quiet something is.</li> <li>Melody – a single line of musical tones.</li> </ul>	<ul style="list-style-type: none"> <li>Accelerando – Gradually getting faster.</li> <li>Articulation – How smooth or detached something is.</li> <li>Broken Chords – 3 notes that make up a chord, played separately.</li> <li>Crescendo – Gradually getting louder.</li> <li>Diminuendo – Gradually getting softer.</li> <li>Dotted Crotchet – A note worth 1 ½ beats.</li> <li>Dynamics – How loud or quiet something is.</li> <li>Glissando – A slide.</li> <li>Legato – Smooth.</li> </ul>	<ul style="list-style-type: none"> <li>Ostinato – a pattern that repeats.</li> <li>Call and Response – a musical question and answer.</li> <li>Syncopation – an Off-Beat feel to the music.</li> <li>Acapella – singing without Accompaniment.</li> <li>Djembe – sub-Saharan hand drum.</li> <li>Dundun – sub-Saharan drum hit with wooden stick.</li> <li>Donno – talking drum.</li> <li>Kora - sub-Saharan harp-like instrument.</li> <li>Balafon - sub-Saharan Xylophone-like instrument.</li> </ul>

	<ul style="list-style-type: none"> <li>Keyboard – an instrument that has keys that are pressed to make sound, usually electronic</li> <li>Layering – an action of arranging something in layers.</li> <li>Melody – a sequence of single notes that is musically satisfying, also known as a tune.</li> <li>Ostinato – a repeated pattern.</li> <li>Pentagon – 5-sided shape in maths.</li> <li>Pentatonic Scale – a 5 note scale.</li> <li>Singing – an instrument using the voice.</li> <li>Tempo – How fast or slow.</li> <li>Variation – a different or distinct form or version of something.</li> <li>Voice Setting – an instrument setting on the keyboard.</li> </ul>	<ul style="list-style-type: none"> <li>Brass instruments – instruments that are made of brass.</li> <li>Woodwind instruments – instruments that require a reed to play.</li> <li>Percussion instruments – something that you hit/shake to make a noise.</li> </ul>		<ul style="list-style-type: none"> <li>Harmony – more than one note played at the same time.</li> <li>Chords – playing three or more notes at once.</li> </ul>	<ul style="list-style-type: none"> <li>Major – a key that sounds happy and bright.</li> <li>Minor – a key that sounds sad.</li> <li>Octave – notes that are 8 notes apart.</li> <li>Rallentando – Gradually getting slower.</li> <li>Romantic – the period of Western Classical music from about 1820-1900.</li> <li>Semibreve – A note worth 4 beats.</li> <li>Staccato – Detached.</li> <li>Stepwise and Conjunct – notes that are played next to each other.</li> <li>Tempo – How fast or slow something is.</li> <li>Tie – When note values are tied, they are added together.</li> </ul>	<ul style="list-style-type: none"> <li>Mbira - sub-Saharan thumb piano.</li> <li>Improvisation – making it up as you go along.</li> <li>Bass – hitting the middle of the drum.</li> <li>Tone – hitting the edge of the drum.</li> <li>Accent – hitting individual notes harder.</li> <li>Introduction – the beginning of the music.</li> <li>Coda – the end of the music.</li> <li>Oral Tradition – passing information on verbally NOT written.</li> <li>Structure – the way in which a piece of music is organised.</li> <li>Harmony – more than one note played/sung at the same time.</li> <li>Ululation - sounds like howling (like a dog).</li> </ul>
Long Term Retrieval	Expressive Elements (dynamics, articulation, and tempo key words)	Orchestral instruments and expressive elements (dynamics, articulation, and tempo key words)	Chords, tonality, and expressive elements (dynamics, articulation, and tempo key words)	Melodic and tonality key words, Expressive elements (dynamics, articulation, and tempo key words),	Romantic music, basic music theory and expressive elements (dynamics, articulation, and tempo key words)	African music and melodic key words. Potentially retrieving from primary school.
Assessment Details	Baseline initial testing.	Whole practical performance focusing on inter related dimensions	Solo practical performance of chords and strumming patterns	Small groups practical performance fluidity	Solo performance	Whole class and small group practical performance.  Final theory paper to review skills and key knowledge throughout the year.
Misconceptions	Traditions from China, such as fashion, location, food etc. Chinese culture based on the UK approach and	Instrument categories and the approaches to playing the keyboard.	Ukulele playing and definitions of chords on the ukulele. Thinking ukulele is similar to the other string	Not understanding the simplicity of minimalism whilst also confusing it with 'doing nothing' rather than 'doing something simple	Thinking the topic is 'soppy' and not understanding it from a film music success viewpoint. Keyboard	Traditions from Africa, such as fashion, location, food etc.

	not traditional Chinese culture.		instruments in terms of playing.	and making it complicated'. Keyboard techniques and playing from previous topics.	techniques and playing from previous topics. Chords being broken and not block as previously taught.	
Homework	<ul style="list-style-type: none"> <li>Research Chinese culture and Music.</li> <li>Topic quiz</li> <li>Revision for Music Awareness Test 1</li> </ul>	<ul style="list-style-type: none"> <li>Research Pachelbel and his history.</li> <li>Topic quiz</li> </ul>	<ul style="list-style-type: none"> <li>Research the history of ukulele and origins of the instrument.</li> <li>Topic quiz</li> </ul>	<ul style="list-style-type: none"> <li>Revision for Music Awareness Test 2</li> <li>Topic quiz</li> <li>Research minimalism history and origins.</li> </ul>	<ul style="list-style-type: none"> <li>Topic quiz</li> <li>Research the history of Romantic music and film music.</li> </ul>	<ul style="list-style-type: none"> <li>Topic quiz</li> <li>Research African culture and music.</li> <li>End of year BIG quiz.</li> </ul>
<b>Year 8 Topic Covered and End Points</b>	<b>Variations</b>	<b>The Blues</b>	<b>Dance Music (The Waltz/Irish Jig)</b>	<b>Dance Music (Insomnia)</b>	<b>Samba</b>	<b>Rock Music</b>
<b>GCSE Derived</b>	Understand and explore how music is created, produced and communicated including through the inter-related dimensions.	Review and evaluation music across a range of historical periods, genres and styles including works of the great composers and musicians.	Review and evaluation music across a range of historical periods, genres and styles including works of the great composers and musicians.	Review and evaluation music across a range of historical periods, genres and styles including works of the great composers and musicians.	Have the opportunity to learn a musical instrument and have the opportunity to progress to the next level of musical excellence.	Review and evaluation music across a range of historical periods, genres and styles including works of the great composers and musicians.
Powerful Knowledge and <b>Careers</b>	Links to literacy, confidence, geography and understanding of cultural capital.	Understanding of music's geography, historical and cultural capital. Cross curricular links to history.	Learning about the history and geography of music. Sequencing through The Blues and previous skills	Cultural understanding of British music and evolution of dance genre.	Students learn about SAMBA culture through the exposure to the instruments, origins and musical rhythms.	British and American advances in music that provided influence for music we listen to today.
Tier 3 Vocab	<ul style="list-style-type: none"> <li>Accelerando – Gradually speeding up.</li> <li>Adagio – Slow.</li> <li>Allegro – Quick.</li> <li>Andante – Walking pace.</li> <li>Articulation – How smooth or detached.</li> <li>Canon – instruments/voices copying one another.</li> <li>Chromatic – White-Black-White pattern.</li> <li>Crescendo – Gradually get louder.</li> <li>Diminuendo – Gradually get softer/quieter.</li> <li>Dynamics – How loud or quiet.</li> <li>Expressive Elements – Dynamics, Articulation &amp; Tempo.</li> </ul>	<ul style="list-style-type: none"> <li>Rock 'n' roll – a genre within the history of music.</li> <li>12 Bar Blues – a chord progression which uses 4 chords over 12 bars.</li> <li>Syncopated – off beat.</li> <li>Swung – a type of syncopation.</li> <li>Walking bass – the bassline used within the blues genre.</li> <li>Improvisation – making it up on the spot.</li> <li>Blues Scale – the scale that is used in blues music to make a melodic pattern.</li> <li>Triplets – playing three notes in the time of two notes.</li> </ul>	<ul style="list-style-type: none"> <li>Oom cha cha – a waltz that contains 3 beats in a bar.</li> <li>Lyrical – music that contains clever lyrics.</li> <li>Memorable – something that is hard to forget.</li> <li>Stepwise and conjunct – a melody that moves in step.</li> <li>Acciaccatura – a grace note performed as quickly as possible before an essential note of a melody.</li> <li>Accordian – an instrument played by stretching and squeezing with the hands.</li> <li>Fiddle – a violin but called fiddle in Irish Music.</li> </ul>	<ul style="list-style-type: none"> <li>Syncopation – off beat.</li> <li>Synthesised – music created digitally.</li> <li>Riff – a repeated pattern.</li> <li>Octaves – playing two notes but 8 notes apart.</li> <li>Pedal – holding a note in the lower register of an instrument.</li> <li>Samples – part of a song that exists and is re-used.</li> <li>Looping – repeating a section of music over and over again.</li> <li>Groove – a pattern of repeating rhythms or style of playing time that defines the feel of a song.</li> </ul>	<ul style="list-style-type: none"> <li>Samba – a style of music from Brazil.</li> <li>Percussion – an instrument in which you hit or shake.</li> <li>Syncopated – off beat.</li> <li>Interlocking rhythms – when rhythms link with other rhythms.</li> <li>Surdo – a big bass drum used in samba.</li> <li>Tambourim – similar to a tambourine but without the bells on the side.</li> <li>Repenique – a smaller bass drum.</li> <li>Agogo – similar to a cow bell, a metal instrument like a bell.</li> <li>Shaker – an instrument used for creating rhythm in music.</li> </ul>	<ul style="list-style-type: none"> <li>Lead Guitar – a guitar that plays the melody and riffs.</li> <li>Rhythm Guitar – a guitar that plays the chords.</li> <li>Bass Guitar – a guitar that plays the lowest notes.</li> <li>Drumkit – a set of drums made up of drums and cymbals.</li> <li>Riff – a repeated pattern.</li> <li>Chords - playing three or more notes at once.</li> <li>Strumming Pattern – a way in which you strum the ukulele/guitar to change the texture.</li> <li>Ukulele – a four string instrument.</li> </ul>

	<ul style="list-style-type: none"> <li>• Forte – Loud.</li> <li>• Legato – Smooth.</li> <li>• Major – Happy.</li> <li>• Minor – Sad.</li> <li>• Piano – Soft/Quiet.</li> <li>• Pitch – How high or low.</li> <li>• Presto – Very fast.</li> <li>• Rallentando – Gradually slow down.</li> <li>• Staccato – Detached.</li> <li>• Tempo – How fast or slow.</li> <li>• Variation – a different version of something.</li> </ul>	<ul style="list-style-type: none"> <li>• Call and Response – a musical question and answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Penny Whistle – a recorder, in Irish music.</li> <li>• Bodhran – an Irish drum.</li> <li>• Compound Time – musical rhythm or metre in which each beat of the bar is subdivided e.g. 6/8.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix-in – blending individual sounds in to the music.</li> <li>• Mix-out – blending individual sounds out of the music.</li> <li>• Breakdown – a part of a song in which various instruments have solo parts.</li> <li>• Drop – a point in the music where a sudden change of rhythm or bassline occurs.</li> <li>• Dynamics – how loud or quiet.</li> </ul>	<ul style="list-style-type: none"> <li>• Caixa – similar to a snare drum, just a percussive instrument.</li> <li>• Structure – a pattern in which you follow to create a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Rock beat – a syncopated rhythm that emphasises the weak beats.</li> <li>• Drum fill – a pattern that breaks from the main grooves of a song.</li> <li>• Side drum – a percussion instrument.</li> <li>• Bass drum – a low pitched percussion instrument.</li> <li>• Crash – a loud cymbal.</li> <li>• Ride a cymbal used to emphasis the groove.</li> <li>• Pentatonic Scale – a five note scale.</li> <li>• Improvising – making it up on the spot.</li> <li>• Pedal – a long held note.</li> </ul>
Long Term Retrieval	Expressive Elements (dynamics, articulation and tempo key words), keyboard skills and tonality key words.	African drumming – similar key words and definitions used within blues music.	Melody key words, some of which have been covered in year 7 topics.	Many key words have been reused but in different genres over the course of the first two years.	Overlaps between this topic and African drumming based on the percussive element.	Many key words have been reused between year 8 topics.
Assessment details	Baseline Testing Initial testing on students' practical abilities.	Pair performance of traditional blues piece.	Solo performance of the stimulus.	Solo /Duet performance of modern dance piece and comparing the styles.	Whole group performance.	Group performance to compose and perform their own rock piece.
Misconceptions	Understanding of classical music and lack of understanding of key words learnt from Year 7.	Slave trade and slavery misconceptions. Lack of understanding of key words learnt from year 7.	Understanding of classical music and Irish music and lack of understanding of key words learnt from year 7.	Understanding of dance music and being carried away with the dance element rather than	Lack of understanding about Samba and its origins. Not previously played samba instruments.	Lack of context around rock music and understanding of its origins. Not played in a band scenario before.
Homework	<ul style="list-style-type: none"> <li>• Research Mozart history and origin.</li> <li>• Topic quiz</li> <li>• Revision for Music Awareness Test 1</li> </ul>	<ul style="list-style-type: none"> <li>• Research blues music history and origins.</li> <li>• Topic quiz.</li> </ul>	<ul style="list-style-type: none"> <li>• Research Irish music origin and history.</li> <li>• Research waltz music.</li> <li>• Topic quiz.</li> </ul>	<ul style="list-style-type: none"> <li>• Research dance music and its history.</li> <li>• Topic quiz.</li> <li>• Revision for music awareness test 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Research Brazil and the origins of samba music.</li> <li>• Topic quiz.</li> </ul>	<ul style="list-style-type: none"> <li>• Research the history of rock music and the musicians involved in the genre.</li> <li>• Topic quiz</li> <li>• End of year BIG quiz.</li> </ul>
<b>Year 9 Topic Covered and End Points</b>	<b>Reggae</b>	<b>Film Music</b>	<b>Music in Advertising</b>	<b>Bhangra</b>	<b>Musicals</b>	<b>Enrichment</b>
<b>GCSE Derived</b>	Perform, listen to, review and evaluate music across a range of genres, styles and traditions, including	Review and evaluation music across a range of historical periods, genres and styles including works	Review and evaluation music across a range of historical periods, genres and styles including works	Develop a deepening understanding of the music that they perform and to which they listen	Learn to sing and to use their voices to create and compose music on their own and with others. play	This scheme of work aims to inspire pupils and continue to develop their love of music in aspects

	the works of the great composers and musicians	of the great composers and musician & understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	of the great composers and musicians.  In GCSE students are required to compose their own music in their integrated portfolio.	and its history. Understand and explore the interrelated dimensions. Play and perform confidently in a range of solo and ensemble contexts.  In GCSE students are required to compose their own music in their integrated portfolio	and perform confidently in an ensemble context using their voice, playing instruments musically, fluently and with accuracy and expression.	that are particularly engaging to them. Improvise and compose; extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.
Powerful Knowledge and <b>Careers</b>	Students to develop their cultural capital through their understanding of music from other cultures.	Students will develop an appreciation of British Values, develop their problem-solving skills through reading of music and communication skills by working in pairs	Students develop their technological knowledge through the use of music technology. Students will also evaluate advertisements and analyse the compositional elements.	Students are learning of the music of other cultures and areas of the world as well as the traditional instruments.	Students to build their confidence through their performances of Western musical theatre styles and pieces. Students will also learn to evaluate scenes through their viewing of it and analyse the compositional elements.	Continue to develop students' passion and enjoyment for music. Look at music career skills and careers within the music industry.
Tier 3 Vocab	<ul style="list-style-type: none"> <li>• 4/4 Time Signature – 4 beats in a bar.</li> <li>• Accelerando – getting faster.</li> <li>• Adagio – Slow.</li> <li>• Allegro - Fast.</li> <li>• Articulation – how smooth or detached.</li> <li>• Ascending – going up.</li> <li>• Backbeat - playing on beats 2 and 4.</li> <li>• Bass note - a low note played on a musical instrument.</li> <li>• Chords - a group of notes, typically three or more, played together.</li> <li>• Crescendo – gradually getting louder.</li> <li>• Descending – going down.</li> <li>• Diminuendo – gradually getting quieter.</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-rhythms – different rhythms layered together.</li> <li>• Chromatic – white/black/notes.</li> <li>• Driving rhythms – a strong patterns of sounds, words or musical notes.</li> <li>• Fanfare – a musical note.</li> <li>• Arpeggiated chords – similar to broken chords, one note played at a time using the notes of the chord.</li> <li>• Pedal – a long held note in the bass.</li> <li>• Ostinato – a repeated pattern.</li> <li>• Arco strings – played with a bow.</li> </ul>	<ul style="list-style-type: none"> <li>• Target Audience – a particular group at which a product such as a advertisement is aimed.</li> <li>• Jingle - a short slogan designed to be easily remembered.</li> <li>• Advertisement – a notice or announcement.</li> <li>• Product – an item that is manufactured for sale.</li> <li>• Slogan - short and striking/memorable phrase used in advertisement.</li> <li>• Voice Over – a piece of narration in a film or broadcast, not accompanied by an image of the speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• Swung rhythm – a type of syncopation.</li> <li>• Chaal rhythm – a rhythm found in Bhangra music usually played on a drum.</li> <li>• Dhol – a drum used in Bhangra music.</li> <li>• Mandolin – a string instrument used in Indian music.</li> <li>• Tresillo – a rhythmic pattern used in Indian music.</li> <li>• Salsa – based on afro-Cuban music but incorporating elements of other Latin American styles.</li> <li>• Clave – a rhythmic pattern used in Cuban music.</li> <li>• Reggaeton – a genre of music based on Afro-Cuban.</li> <li>• Syncopation – off beat.</li> </ul>	<ul style="list-style-type: none"> <li>• Action song - important events happen during the song, and it moves the story forward.</li> <li>• Articulation – How smooth or detached something is.</li> <li>• Broadway - A famous theatre street in New York.</li> <li>• Cast – the people who play the main characters and chorus with the musical.</li> <li>• Chorus number - spectacular showcase music for the whole cast to perform together.</li> <li>• Duet - normally a conversation between two characters.</li> <li>• Dynamics – How loud or quiet something is.</li> <li>• Incidental music – music which</li> </ul>	<ul style="list-style-type: none"> <li>• Articulation – how smooth or detached something is.</li> <li>• Broken Chords – playing the notes of a chord separately.</li> <li>• Category – a class or division of people or things regarded as having particular shared characteristics.</li> <li>• Chords – three or more notes played at the same time.</li> <li>• Comping – playing one chord on every beat.</li> <li>• Dynamics – how loud or quiet something is.</li> <li>• Keyboard – a musical instrument that has black and white keys.</li> <li>• Lyrics – the words of a song in popular music.</li> <li>• Melody – a sequence of single notes in a musical structure.</li> </ul>

	<ul style="list-style-type: none"> <li>• Dynamics - how loud or quiet.</li> <li>• Forte – loud.</li> <li>• Inversion - changing the order you play the notes in a chord.</li> <li>• Major – happy sounding.</li> <li>• Minor – sad sounding.</li> <li>• Piano – quiet.</li> <li>• Rallentando - getting slower.</li> <li>• Ska – genre of music similar to reggae but faster.</li> <li>• Staccato - short, detached note.</li> <li>• Syncopated - off beat.</li> <li>• Tempo – how fast or slow.</li> </ul>				<p>accompanies a scene, similar to film music in that it requires appropriate characteristics and features.</p> <ul style="list-style-type: none"> <li>• Libretto – (lib.) the script.</li> <li>• Major - A key that sounds happy and bright. Uses notes from the major scale.</li> <li>• Minor - A key that sounds sad. Uses notes from the minor scale.</li> <li>• Ostinato – A repeated pattern.</li> <li>• Pit – Where the orchestra/band play, below and to the front of the stage.</li> <li>• Programme – the book or leaflet which has.</li> <li>• Reprise – When songs are repeated or partially repeated.</li> <li>• Solo character song - a song which allows the characters to sing about their feelings.</li> <li>• Syncopation – An off-beat rhythm.</li> <li>• Synopsis – the story of the musical contained in the programme.</li> <li>• Tempo – How fast or slow something is.</li> <li>• West End - Theatre district in London.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance - an organized presentation of musical sounds.</li> <li>• Pop Music – full form of popular music.</li> <li>• Rhyming Scheme – ordered pattern of rhyming words at the end of each line.</li> <li>• Sustained – holding a chord for four beats.</li> <li>• Syllable – a unit of pronunciation having one vowel sound.</li> <li>• Synchronise – cause to occur or operate at the same time or rate.</li> <li>• Tempo – how fast or slow something is.</li> <li>• Theme – the subject of a talk, piece of writing, exhibition, etc.</li> <li>• Vamping – playing chords in varied rhythm.</li> <li>• Verse-Chorus Structure – a form of structure that contains a verse and a chorus.</li> <li>• Vocal Hook – a vocal hook is what gets struck in your brain after hearing a track.</li> </ul>
Long Term Retrieval	Key words retrieved from the previous two years.	Key words retrieved from the previous two years. Similar topic to romantic music in Year 7.	Key words retrieved from the previous two years. Similar topic to dance music in Year 8.	Key words retrieved from the previous two years. Similar topic to Samba in Year 8.	Key words retrieved from the previous two years.	Key words retrieved from the previous two years. Retrieval of knowledge from Year 7 & 8.
Assessment Details	Initial testing of students' practical ability and theoretical knowledge.	Both a solo and duet performance of students' choice of fantasy film music.	Composing an imaginative and well-structured piece of music Stylistic of the video game genre.	Group work and performance composing a Bhangra and Afro-Cuban performance using the rhythms associated to the cultural aspects	Students will create a song from a musical. A choice of composing their own song from a given synopsis, perform a song solo or ensemble on the keyboard	Solo or ensemble practical piece of their choosing using any given instrument.



					or they can recreate part of a scene from pre-existing musical.	
Misconceptions	Understanding of Jamaican culture and music.	Lack of knowledge of films.	Lack of knowledge of TV advertisements.	Understanding of Indian culture and music.	Lack of knowledge on musicals.	Lack of engagement in the final term one options have been chosen.
Homework	<ul style="list-style-type: none"> <li>Topic quiz</li> <li>Revision for Music Awareness Test 1</li> </ul>	<ul style="list-style-type: none"> <li>Topic quiz</li> <li>Research film music.</li> </ul>	<ul style="list-style-type: none"> <li>Topic quiz</li> <li>Research the history of advertisement.</li> </ul>	<ul style="list-style-type: none"> <li>Topic quiz</li> <li>Revision for Music Awareness Test 2</li> <li>Research Indian culture and music</li> </ul>	<ul style="list-style-type: none"> <li>Topic quiz</li> <li>Research musicals history and music.</li> </ul>	<ul style="list-style-type: none"> <li>Topic quiz</li> <li>Research songs to perform.</li> </ul>
<b>Year 10 Topic Covered and End Points</b>	<b>Musical Elements, Solo Performance and Composition One</b>	<b>Musical Elements, Solo Performance and Composition One</b>	<b>Conventions of Pop, Ensemble performance and Composition One</b>	<b>Conventions of Pop, Ensemble performance and Composition One</b>	<b>Film Music, Solo Performance and Composition One</b>	<b>Film Music, Solo Performance and Composition One</b>
<b>GCSE Derived</b>	OCR GCSE in Music requires learners to practically apply knowledge and understanding, including musical vocabulary and notation as appropriate to the context, through the skill of appraising, performing, and composing.	OCR GCSE in Music requires learners to practically apply knowledge and understanding, including musical vocabulary and notation as appropriate to the context, through the skill of appraising, performing, and composing.	Learners should study a range of popular music from the 1950s to the present day, focussing on: <ul style="list-style-type: none"> <li>Rock 'n' Roll of the 1950s and 1960s</li> <li>Rock Anthems of the 1970s and 1980s</li> <li>Pop Ballads of the 1970s, 1980s and 1990s</li> <li>Solo Artists from 1990 to the present day.</li> </ul>	Learners should study a range of popular music from the 1950s to the present day, focussing on: <ul style="list-style-type: none"> <li>Rock 'n' Roll of the 1950s and 1960s</li> <li>Rock Anthems of the 1970s and 1980s</li> <li>Pop Ballads of the 1970s, 1980s and 1990s</li> <li>Solo Artists from 1990 to the present day.</li> </ul>	Learners should study a range of music used for films including: <ul style="list-style-type: none"> <li>music that has been composed specifically for a film.</li> <li>music from the Western Classical tradition that has been used within a film</li> <li>music that has been composed as a soundtrack for a video game.</li> </ul>	Learners should study a range of music used for films including: <ul style="list-style-type: none"> <li>music that has been composed specifically for a film.</li> <li>music from the Western Classical tradition that has been used within a film</li> <li>music that has been composed as a soundtrack for a video game.</li> </ul>
Powerful Knowledge and <b>Careers</b>	OCR GCSE in Music requires learners to demonstrate knowledge and understanding of the musical elements, musical contexts and musical language and allow learners to apply these to their own work when performing and composing.	OCR GCSE in Music requires learners to demonstrate knowledge and understanding of the musical elements, musical contexts and musical language and allow learners to apply these to their own work when performing and composing.	Learners should study and demonstrate an understanding of vocal and instrumental techniques within popular music, how voices and instruments interact within popular music, the development of instruments in popular music over time, the development and impact of technology over time, the variety and development of styles within popular music over time, the origins and cultural context of the named genres of popular music, the typical musical characteristics,	Learners should study and demonstrate an understanding of vocal and instrumental techniques within popular music, how voices and instruments interact within popular music, the development of instruments in popular music over time, the development and impact of technology over time, the variety and development of styles within popular music over time, the origins and cultural context of the named genres of popular music, the typical musical characteristics,	Learners should study how composers create music to support, express, complement and enhance a mood of emotion being conveyed on the screen, a significant character(s) or place and specific actions or dramatic effects. Learners should have some knowledge of how music can develop and/or evolve during the course of a film or video game, the resources that are used to create and perform film and video soundtracks, including the use of technology and the names of composers of	Learners should study how composers create music to support, express, complement and enhance a mood of emotion being conveyed on the screen, a significant character(s) or place and specific actions or dramatic effects. Learners should have some knowledge of how music can develop and/or evolve during the course of a film or video game, the resources that are used to create and perform film and video soundtracks, including the use of technology and the names of composers of

			conventions and features of the specified Genres.	conventions and features of the specified Genres.	music for film and/or video games.	music for film and/or video games.
Tier 3 Words	<ul style="list-style-type: none"> <li>Melody</li> <li>Rhythm and Metre</li> <li>Texture</li> <li>Harmony</li> <li>Expressive Elements</li> <li>Form and Structure</li> <li>Tonality</li> </ul>	<ul style="list-style-type: none"> <li>Melody</li> <li>Rhythm and Metre</li> <li>Texture</li> <li>Harmony</li> <li>Expressive Elements</li> <li>Form and Structure</li> <li>Tonality</li> </ul>	<ul style="list-style-type: none"> <li>instruments and timbre (acoustic and electric)</li> <li>pitch and melody (including bass lines and riffs)</li> <li>rhythm and metre</li> <li>tempo</li> <li>dynamics, expression, and articulation</li> <li>texture</li> <li>structure and phrasing</li> <li>harmony and tonality</li> <li>dynamics, expression, and articulation</li> <li>ornamentation</li> <li>repetition, ostinato and sequence</li> <li>technology including amplification and recording techniques</li> </ul>	<ul style="list-style-type: none"> <li>instruments and timbre (acoustic and electric)</li> <li>pitch and melody (including bass lines and riffs)</li> <li>rhythm and metre</li> <li>tempo</li> <li>dynamics, expression, and articulation</li> <li>texture</li> <li>structure and phrasing</li> <li>harmony and tonality</li> <li>dynamics, expression, and articulation</li> <li>ornamentation</li> <li>repetition, ostinato and sequence</li> <li>technology including amplification and recording techniques</li> </ul>	<ul style="list-style-type: none"> <li>instruments and timbre</li> <li>pitch and melody</li> <li>rhythm and metre</li> <li>tempo</li> <li>dynamics, expression, and articulation</li> <li>texture</li> <li>structure and phrasing</li> <li>harmony and tonality</li> <li>repetition, ostinato, sequence, and imitation</li> <li>ornamentation</li> <li>motif, leitmotif</li> </ul>	<ul style="list-style-type: none"> <li>instruments and timbre</li> <li>pitch and melody</li> <li>rhythm and metre</li> <li>tempo</li> <li>dynamics, expression, and articulation</li> <li>texture</li> <li>structure and phrasing</li> <li>harmony and tonality</li> <li>repetition, ostinato, sequence, and imitation</li> <li>ornamentation</li> <li>motif, leitmotif</li> </ul>
Long Term Retrieval	All key words learnt in KS3.	All key words learnt in KS3.	All key words from the popular music topics in KS3.	All key words from the popular music topics in KS3.	All key words from the film music topics in KS3.	All key words from the film music topics in KS3.
Assessment Details	<ul style="list-style-type: none"> <li>Assessment one based on baseline knowledge from KS3.</li> <li>Assessment two based on the first 30 seconds of composition one.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment one based on Solo Performance on their chosen instrument.</li> <li>Assessment two based on a musical element mini-mock.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment one based on baseline knowledge of conventions of pop.</li> <li>Assessment two based on the first minute of composition one.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment one based on ensemble performance with their chosen groups.</li> <li>Assessment two based on a convention of pop mini-mock.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment one based on baseline knowledge of film music.</li> <li>Assessment two based on the completed composition one.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment one based on solo performance on their chosen instrument.</li> <li>Assessment two based on a film music mini-mock.</li> </ul>
Misconceptions	Lack of knowledge from KS3. Confusing music words with everyday words that have different meanings. Lack of understanding of Italian words.	Lack of knowledge from KS3. Confusing music words with everyday words that have different meanings. Lack of understanding of Italian words.	Lack of knowledge from KS3. Confusing music words with everyday words that have different meanings. Lack of understanding of Italian words. Lack of popular music knowledge e.g., songs.	Lack of knowledge from KS3. Confusing music words with everyday words that have different meanings. Lack of understanding of Italian words. Lack of popular music knowledge e.g., songs.	Lack of knowledge from KS3. Confusing music words with everyday words that have different meanings. Lack of understanding of Italian words. Lack of film music knowledge e.g., films.	Lack of knowledge from KS3. Confusing music words with everyday words that have different meanings. Lack of understanding of Italian words. Lack of film music knowledge e.g., films.
Homework	<ul style="list-style-type: none"> <li>Revision for baseline listening test.</li> <li>Practice for solo performance.</li> <li>Key term quizzing.</li> </ul>	<ul style="list-style-type: none"> <li>Revision for musical elements mini-mock.</li> <li>Practice for solo performance.</li> <li>Key term quizzing.</li> </ul>	<ul style="list-style-type: none"> <li>Revision for baseline pop music test.</li> <li>Practice for ensemble performance.</li> <li>Key term quizzing.</li> </ul>	<ul style="list-style-type: none"> <li>Revision for pop music mini-mock.</li> <li>Practice for ensemble performance.</li> <li>Key term quizzing.</li> </ul>	<ul style="list-style-type: none"> <li>Revision for baseline film music test.</li> <li>Practice for solo performance.</li> <li>Key term quizzing.</li> </ul>	<ul style="list-style-type: none"> <li>Revision for film music mini-mock.</li> <li>Practice for ensemble performance.</li> <li>Key term quizzing.</li> </ul>

Year 11 Topic Covered and End Points	Rhythms of the world, Ensemble Performance, and Composition Two.	Rhythms of the world, Ensemble Performance and Composition Two.	Concerto Through Time, Ensemble Performance and Composition Two.	Concerto Through Time, Ensemble Performance and Composition Two.	Revision for Exam	
<b>GCSE Derived</b>	<p>Learners should study the traditional rhythmic roots from four geographical regions of the world:</p> <ul style="list-style-type: none"> <li>• India and Punjab</li> <li>• Eastern Mediterranean and Middle East</li> <li>• Africa</li> <li>• Central and South America.</li> </ul>	<p>Learners should study the traditional rhythmic roots from four geographical regions of the world:</p> <ul style="list-style-type: none"> <li>• India and Punjab</li> <li>• Eastern Mediterranean and Middle East</li> <li>• Africa</li> <li>• Central and South America.</li> </ul>	<p>Learners should study The Concerto and its development from 1650 to 1910 through:</p> <ul style="list-style-type: none"> <li>• the Baroque Solo Concerto</li> <li>• the Baroque Concerto Grosso</li> <li>• the Classical Concerto</li> <li>• the Romantic Concerto.</li> </ul>	<p>Learners should study The Concerto and its development from 1650 to 1910 through:</p> <ul style="list-style-type: none"> <li>• the Baroque Solo Concerto</li> <li>• the Baroque Concerto Grosso</li> <li>• the Classical Concerto</li> <li>• the Romantic Concerto.</li> </ul>	<p>Learners should revise the following topics for their listening and appraising exam:</p> <ul style="list-style-type: none"> <li>• Concerto Through Time</li> <li>• Rhythms of the World</li> <li>• Film Music</li> <li>• Conventions of Pop</li> </ul>	
Powerful Knowledge and <b>Careers</b>	<p>Learners should study and develop an understanding of the following for each geographical region including characteristic rhythms and metres, the origins and cultural context of the traditional music, the musical characteristics of the folk music, the impact of modern technology on traditional music, the names of performers and groups and ways in which performers work together. Learners should have some knowledge of techniques of performing traditional drums, traditional rhythm patterns (including regular and irregular metres, syncopation and cross rhythms), how texture builds with added parts and improvised melodic lines based on traditional scales (including modal and microtonal melodic ideas).</p>	<p>Learners should study and develop an understanding of the following for each geographical region including characteristic rhythms and metres, the origins and cultural context of the traditional music, the musical characteristics of the folk music, the impact of modern technology on traditional music, the names of performers and groups and ways in which performers work together. Learners should have some knowledge of techniques of performing traditional drums, traditional rhythm patterns (including regular and irregular metres, syncopation and cross rhythms), how texture builds with added parts and improvised melodic lines based on traditional scales (including modal and microtonal melodic ideas).</p>	<p>Learners should study and develop an understanding of what a concerto is and the way it has developed through time, the instruments that have been used for the solo part in the concerto and how they have developed through time, the growth and development of the orchestra through time, the role of the soloist(s), the relationship between the soloist(s) and the orchestral accompaniment, how the concerto has developed through time in terms of length, complexity and virtuosity, the characteristics of Baroque, Classical and Romantic music as reflected in The Concerto. Learners should have some knowledge of the names and intentions of composers who wrote concertos in each period, the historical and social context of the concerto in each period, the need for a larger venue over time as the genre expanded and developed, the changing nature of</p>	<p>Learners should study and develop an understanding of what a concerto is and the way it has developed through time, the instruments that have been used for the solo part in the concerto and how they have developed through time, the growth and development of the orchestra through time, the role of the soloist(s), the relationship between the soloist(s) and the orchestral accompaniment, how the concerto has developed through time in terms of length, complexity and virtuosity, the characteristics of Baroque, Classical and Romantic music as reflected in The Concerto. Learners should have some knowledge of the names and intentions of composers who wrote concertos in each period, the historical and social context of the concerto in each period, the need for a larger venue over time as the genre expanded and developed, the changing nature of</p>	<p>Learners should develop an understanding of exam technique whilst recalling all the key terminology and knowledge from the topics – concerto through time, rhythms of the world, film music and conventions of pop.</p> <p>Learners should begin to recall the knowledge and key terminology whilst listening to examples from each topic studied during the two-year course.</p>	

			commissioner and audience over time.	commissioner and audience over time.		
Tier 3 Vocab	<ul style="list-style-type: none"> <li>instruments and timbre</li> <li>pitch and melody</li> <li>rhythm and metre</li> <li>tempo</li> <li>dynamics, expression and articulation</li> <li>texture</li> <li>structure and phrasing</li> <li>harmony and tonality</li> <li>repetition, ostinato</li> <li>ornamentation.</li> </ul>	<ul style="list-style-type: none"> <li>instruments and timbre</li> <li>pitch and melody</li> <li>rhythm and metre</li> <li>tempo</li> <li>dynamics, expression and articulation</li> <li>texture</li> <li>structure and phrasing</li> <li>harmony and tonality</li> <li>repetition, ostinato</li> <li>ornamentation.</li> </ul>	<ul style="list-style-type: none"> <li>instruments and timbre</li> <li>pitch and melody</li> <li>rhythm and metre</li> <li>tempo</li> <li>dynamics, expression, and articulation</li> <li>texture</li> <li>structure, phrasing, and cadences</li> <li>harmony and tonality</li> <li>repetition, sequence, and imitation</li> <li>ornamentation.</li> </ul>	<ul style="list-style-type: none"> <li>instruments and timbre</li> <li>pitch and melody</li> <li>rhythm and metre</li> <li>tempo</li> <li>dynamics, expression, and articulation</li> <li>texture</li> <li>structure, phrasing, and cadences</li> <li>harmony and tonality</li> <li>repetition, sequence, and imitation</li> <li>ornamentation.</li> </ul>	<ul style="list-style-type: none"> <li>instruments and timbre</li> <li>pitch and melody</li> <li>rhythm and metre</li> <li>tempo</li> <li>dynamics, expression, and articulation</li> <li>texture</li> <li>structure, phrasing, and cadences</li> <li>harmony and tonality</li> <li>repetition, sequence, and imitation</li> <li>ornamentation.</li> </ul>	
Long Term Retrieval	All key words from the world music topics in KS3.	All key words from the world music topics in KS3.	All key words from the classical music topics in KS3.	All key words from the classical music topics in KS3.	All key words from the entirety of KS3 and KS4.	
Assessment details	<ul style="list-style-type: none"> <li>Assessment one based on baseline knowledge of World Music.</li> <li>Assessment two based on the first minute of composition two.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment one based on first minute of their ensemble performance on their chosen instrument.</li> <li>Assessment two based on a World Music mini-mock.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment one based on baseline knowledge of Classical Music.</li> <li>Assessment two based on composition two.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment one based on their ensemble performance on their chosen instrument.</li> <li>Assessment two based on a Classical Music mini-mock.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment one – mock exam of all topics.</li> <li>Assessment two – mock exam of all topics.</li> </ul>	
Misconceptions	Lack of knowledge from KS3 and KS4 Confusing music words with everyday words that have different meanings. Lack of understanding of Italian words. Lack of world music knowledge e.g., countries.	Lack of knowledge from KS3 and KS4. Confusing music words with everyday words that have different meanings. Lack of understanding of Italian words. Lack of world music knowledge e.g., countries.	Lack of knowledge from KS3 and KS4. Confusing music words with everyday words that have different meanings. Lack of understanding of Italian words. Lack of classical music knowledge e.g., time periods.	Lack of knowledge from KS3 and KS4. Confusing music words with everyday words that have different meanings. Lack of understanding of Italian words. Lack of classical music knowledge e.g., time periods.	Lack of knowledge from KS3 and KS4. Confusing music words with everyday words that have different meanings. Lack of understanding of Italian words. Misinformation of topic key terminology.	
Homework	<ul style="list-style-type: none"> <li>Revision for baseline world music test.</li> <li>Practice for ensemble performance.</li> <li>Key term quizzing.</li> </ul>	<ul style="list-style-type: none"> <li>Revision for world music mini-mock.</li> <li>Practice for ensemble performance.</li> <li>Key term quizzing.</li> </ul>	<ul style="list-style-type: none"> <li>Revision for baseline classical music test.</li> <li>Practice for ensemble performance.</li> <li>Key term quizzing.</li> </ul>	<ul style="list-style-type: none"> <li>Revision for classical music mini-mock.</li> <li>Practice for ensemble performance.</li> <li>Key term quizzing.</li> </ul>	<ul style="list-style-type: none"> <li>Revision for Exam.</li> </ul>	

