



# Hailsham Community College - Secondary

## Music Curriculum



## *Curriculum Intent*

Students in Music will gain a lifelong love, appreciation and understanding of music, with the view that everyone can be musical. Music inspires and defines individuals and communities around the world; we focus on the impact and importance of music. We will focus on the key knowledge and concepts of music through the skills of performing, composing and listening. We will encourage students to appreciate the work of others, reflect on their own skills and understand music from different cultures. We will help them grow a passion for music that encourages them to learn an instrument and love doing so.



# Music Curriculum Roadmap



## Chosen Destination

Y13 – Evaluate and analyse the development and delivery of an event

Y13 – As a performer, contribute to a live event competently, confidently and with artistic flair

Y13 – Be able to prepare and work as a member of a team towards a successful event

Y13 – Evaluate your own preparation for a performance

Y13 – Know how to monitor and evaluate a community music-making project

Y13 – Know the context and purpose of community music-making

Y13 – Know how to develop a successful solo performance set

Y13 – Knowledge of the different roles and responsibilities involved in staging a live music event

Y13 – Perform as a soloist an extended programme of music to an audience, showing a high level of musicianship throughout

## Key Stage 4 – Year 13

Y12 – Understand how to set up equipment for multi-track recording

Y12 – Knowledge of how to troubleshoot when recording

Y13 – Be able to plan and deliver a community music project for a specific group

Y12 – Understand specifications for a range of audio recording equipment

Y12 – Performing solo and as part of an ensemble with technical skill, confidence, musicality and a sense of interpretive style

Y13 – Be able to lead practical music-making activities

Y12 – Set up recording equipment, capture audio and mix recordings

Y12 – Developing techniques for ensemble performance

Y12 – Developing techniques for solo performance

Y12 – Understanding how to plan, rehearse and lead an ensemble rehearsal

Y12 – Understand the elements of successful musical ensembles

Y12 – Knowing the importance of a structured practice regime

Y12 – Knowing how to practise effectively

## Keystage 5 – Year 12



# Music Curriculum Roadmap

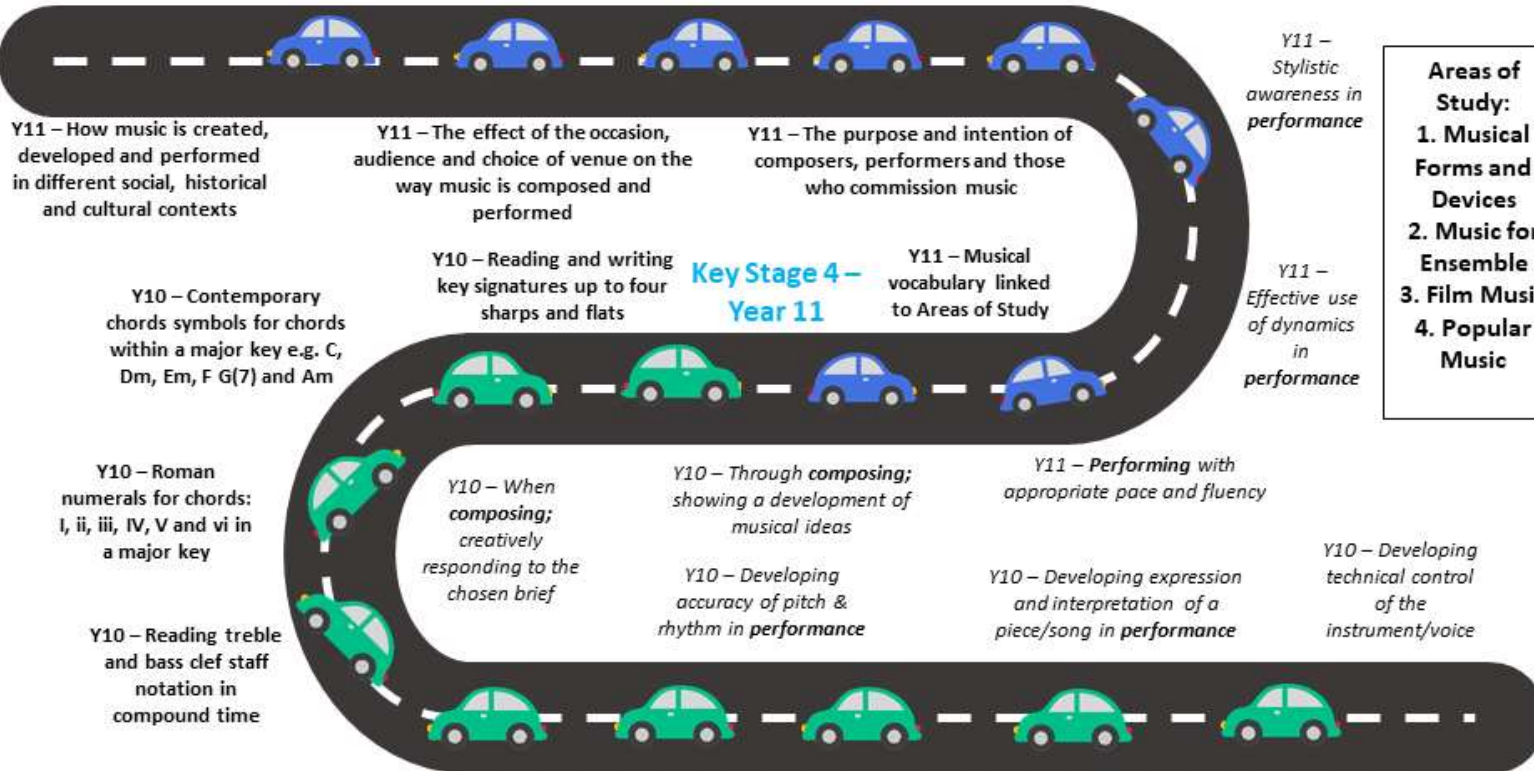


## Keystage 5

Y11 – When *composing*; creating pieces that have musical coherence and understanding

Y11 – When *composing*; having technical control of musical elements and resources

Y11 – Empathy whilst *performing* as part of an ensemble



Y11 – How music is created, developed and performed in different social, historical and cultural contexts

Y11 – The effect of the occasion, audience and choice of venue on the way music is composed and performed

Y11 – The purpose and intention of composers, performers and those who commission music

Y11 – Stylistic awareness in performance

- Areas of Study:**
1. Musical Forms and Devices
  2. Music for Ensemble
  3. Film Music
  4. Popular Music

Y10 – Contemporary chords symbols for chords within a major key e.g. C, Dm, Em, F G(7) and Am

Y10 – Reading and writing key signatures up to four sharps and flats

## Key Stage 4 – Year 11

Y11 – Musical vocabulary linked to Areas of Study

Y11 – Effective use of dynamics in performance

Y10 – Roman numerals for chords: I, ii, iii, IV, V and vi in a major key

Y10 – When *composing*; creatively responding to the chosen brief

Y10 – Through *composing*; showing a development of musical ideas

Y11 – *Performing* with appropriate pace and fluency

Y10 – Reading treble and bass clef staff notation in compound time

Y10 – Developing accuracy of pitch & rhythm in *performance*

Y10 – Developing expression and interpretation of a piece/song in *performance*

Y10 – Developing technical control of the instrument/voice

Y10 – Reading and writing treble and bass clef staff notation in simple time

Y10 – Developing knowledge and understanding of musical elements: melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, metre.

Y10 – Knowing how to have technical control of the instrument/voice

## Keystage 4 – Year 10



# Music Curriculum Roadmap



## Key Stage 4

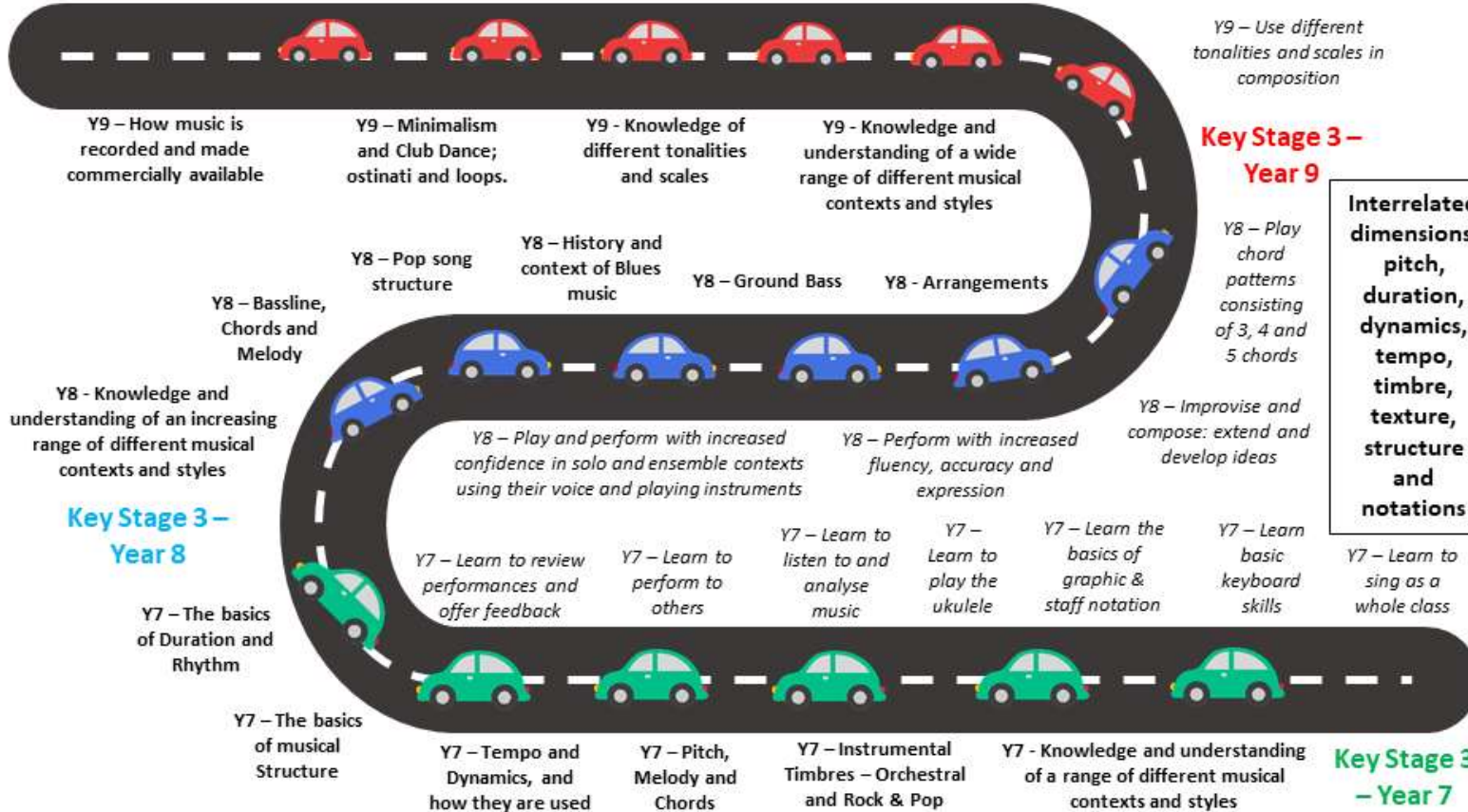
Y9 – Perform with fluency, accuracy and expression

Y9 – Play and perform with confidence in solo and ensemble contexts using their voice and playing instruments

Y9 – Whilst listening; analyse and explain how a composer creates a sense of scene and emotion in their music

Y9 – Learn to compose Leitmotifs and underscore music applicable to a film scenario

Y9 – Use different tonalities and scales in composition



**Interrelated dimensions:**  
pitch,  
duration,  
dynamics,  
tempo,  
timbre,  
texture,  
structure  
and  
notations

	Terms 1 and 2 – Keyboard skills	Terms 3 and 4 – Ukulele/Reggae	Terms 5 and 6 – Eleanor Rigby
<b>What powerful skills and knowledge is being assessed?</b>	Basic keyboard skills and reading of staff notation. Keyboard skills will include finding notes in the treble and bass clefs, finger placement and hand position.	Reggae listening skills through Do It Now listening tasks. Basic ukulele skills including picking/strumming, playing chords C, F and G major and putting them together to play a Reggae song as an ensemble.	Listening skills are further developed through Do It Now listening tasks as well as listening to performances of others and giving feedback. Skills of learning to play chords (triads) on the keyboard and a pop melody and combining these into an ensemble performance.
<b>How (type of assessment)?</b>	Formative assessment throughout the SoW of the practical skills. Staff to listen to and watch students demonstrate their performance skills. Where relevant audio recordings will be made to evidence student progress.	Formative assessment throughout the SoW of the practical skills. Staff to listen to and watch students demonstrate their performance skills. Where relevant audio recordings will be made to evidence student progress.	Formative assessment throughout the SoW of the practical skills. Staff to listen to and watch students demonstrate their performance skills. Where relevant audio recordings will be made to evidence student progress.
<b>When?</b>	Every lesson formative assessment will be taking place. Summative assessment will take place in the last couple of lessons of the SoW.	Every lesson formative assessment will be taking place. Summative assessment will take place in the last couple of lessons of the SoW.	Every lesson formative assessment will be taking place. Summative assessment will take place in the last couple of lessons of the SoW.
<b>What feedback is given?</b>	Teacher one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus.	Teacher one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus.	Teacher one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus.
<b>What actions must take place for teachers?</b>	Regular looks at students' practical work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.	Regular looks at students' practical work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.	Regular looks at students' practical work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students
<b>What actions must take place for students?</b>	Act on feedback given. Attempt all tasks. Don't be afraid to make mistakes! Don't give up – be resilient.	Act on feedback given. Attempt all tasks. Don't be afraid to make mistakes! Don't give up – be resilient.	Act on feedback given. Attempt all tasks. Don't be afraid to make mistakes! Don't give up – be resilient.
<b>When is this revisited?</b>	Keyboard skills are essential throughout KS3, KS4 and beyond. Keyboard skills will be revisited before the end of Year 7.	Listening skills are essential throughout KS3, KS4 and beyond. Ukulele skills give students the basic skills of playing a fretted string instrument which could lead to learning the guitar or bass guitar.	Listening skills are essential throughout KS3, KS4 and beyond. Skill of playing chords/melody/ensemble performance essential to success in Music and later in RSL Level/GCSE Music.

## HCC PERFORMING ARTS: Music Year 7 Assessment Map 2021/22

	Terms 1 and 2 – The Blues	Terms 3 and 4 – Stand By Me/Wonderwall	Terms 5 and 6 – Pachelbel Arrangements
<b>What powerful skills and knowledge is being assessed?</b>	An understanding and practical playing skills of chords and a significant chord sequence (12 Bar Blues). Being able to play a Bluesy (pentatonic) melody on the keyboard and to be able to play in time with a partner. Improvising skills.	An understanding and practical playing skills of chords and a significant chord sequence (I, vi, IV, V, I) as well as the different chord sequences used in pop songs. Listening skills are further developed through Do It Now tasks.	Knowledge and understanding of the string quartet as well ground bass and canon as compositional techniques. An understanding of how to make an arrangement and ways to be creative.
<b>How (type of assessment)?</b>	Formative assessment throughout the SoW of the practical skills. Staff to listen to and watch students demonstrate their performance skills. Where relevant audio recordings will be made to evidence student progress.	Formative assessment throughout the SoW of the practical skills. Staff to listen to and watch students demonstrate their performance skills. Where relevant audio recordings will be made to evidence student progress.	Formative assessment throughout the SoW of the practical skills. Staff to listen to and watch students demonstrate their performance skills. Where relevant audio recordings will be made to evidence student progress.
<b>When?</b>	Every lesson formative assessment will be taking place. Summative assessment will take place in the last couple of lessons of the SoW.	Every lesson formative assessment will be taking place. Summative assessment will take place in the last couple of lessons of the SoW.	Every lesson formative assessment will be taking place. Summative assessment will take place in the last couple of lessons of the SoW.
<b>What feedback is given?</b>	Teacher one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus.	Teacher one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus.	Teacher one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus.
<b>What actions must take place for teachers?</b>	Regular looks at students' practical work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.	Regular looks at students' practical work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.	Regular looks at students' practical work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.
<b>What actions must take place for students?</b>	Act on feedback given. Attempt all tasks. Don't be afraid to make mistakes! Don't give up – be resilient.	Act on feedback given. Attempt all tasks. Don't be afraid to make mistakes! Don't give up – be resilient.	Act on feedback given. Attempt all tasks. Don't be afraid to make mistakes! Don't give up – be resilient.
<b>When is this revisited?</b>	Knowledge and practical skills of playing chords as well as form/structure are built upon in Years 8 and 9. Improvisation leads onto more substantial, formal composition in Year 9.	Knowledge and practical skills of playing chords as well as form/structure are built upon in Years 8 and 9, as is ensemble performance.	Knowledge and practical skills of performance skills and making own arrangements lead onto the composition skills required for GCSE Music.

## HCC PERFORMING ARTS: Music Year 8 Assessment Map 2021/22

	Terms 1 and 2 – Film Music	Terms 3 and 4 – Pop Through Time	Terms 5 and 6 – Performance Project
<b>What powerful skills and knowledge is being assessed?</b>	A knowledge and understanding of how music is used in Film. This is achieved through practical listening and performance tasks initially. The unit culminates in a practical composition task which brings all of the skills and knowledge together.	Students are taken through the key musical features of different styles of popular music from the 1950s onwards through listening Do It Now tasks and practical performance work.	Students take ownership of their learning and choose a song/piece of their choice to work on over a prolonged period of time leading ultimately to a final performance which is given before the end of Year 9.
<b>How (type of assessment)?</b>	Formative assessment throughout the SoW of the practical skills. Staff to listen to and watch students demonstrate their performance skills. Where relevant audio recordings will be made to evidence student progress.	Formative assessment throughout the SoW of the practical skills. Staff to listen to and watch students demonstrate their performance skills. Where relevant audio recordings will be made to evidence student progress.	Formative assessment throughout the SoW of the practical skills. Staff to listen to and watch students demonstrate their performance skills. Where relevant audio recordings will be made to evidence student progress.
<b>When?</b>	Every lesson formative assessment will be taking place. Summative assessment will take place in the last couple of lessons of the SoW.	Every lesson formative assessment will be taking place. Summative assessment will take place in the last couple of lessons of the SoW.	Every lesson formative assessment will be taking place. Summative assessment will take place in the last couple of lessons of the SoW.
<b>What feedback is given?</b>	Teacher one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus.	Teacher one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus.	Teacher one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus.
<b>What actions must take place for teachers?</b>	Regular looks at students' practical work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.	Regular looks at students' practical work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.	Regular looks at students' practical work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.
<b>What actions must take place for students?</b>	Act on feedback given. Attempt all tasks. Don't be afraid to make mistakes! Don't give up – be resilient.	Act on feedback given. Attempt all tasks. Don't be afraid to make mistakes! Don't give up – be resilient.	Act on feedback given. Attempt all tasks. Don't be afraid to make mistakes! Don't give up – be resilient.
<b>When is this revisited?</b>	The compositional skills developed will be applied directly to the Composition element of GCSE Music (Component 2). Film music is a compulsory Area of Study and is assessed as part of the Listening & Appraising exam (Component 3).	Knowledge and practical skills of different styles of music are central to success in both GCSE and RSL Level 2 Music courses.	Performance and rehearsal/practice skills are central to success in both GCSE and RSL Level 2 Music courses.



## HCC PERFORMING ARTS: Music Year 9 Assessment Map 2021/22

	Terms 1 and 2 – Unit 202ta	Terms 3 and 4 – Unit 202ta	Terms 5 and 6 – 204/206/201ta prep
<b>What powerful skills and knowledge is being assessed?</b>	Preparation for the externally assessed unit – 202ta Live Music Performance (40%). This includes planning for a live performance, taking part in the rehearsal process and practice performances in front of the others.	Completion of the externally assessed unit – 202ta Live Music Performance (40%). This includes planning for a live performance, taking part in the rehearsal process and practice performances in front of the others.	Further practical performance skills learnt and practised in lesson in preparation for 204ta Instrumental Study unit. Through Do It Now listening tasks and other learning, key musical features of <a href="#"><u>popular music styles are taught.</u></a>
<b>How (type of assessment)?</b>	Formative assessment throughout the SoW of the practical and written skills. Staff to listen to and watch students demonstrate their performance skills, including in rehearsal. Where relevant video recordings will be made to evidence student progress.	Formative assessment throughout the SoW of the practical and written skills. Staff to listen to and watch students demonstrate their performance skills, including in rehearsal. Where relevant video recordings will be made to evidence student progress.	Formative assessment throughout the SoW of the practical and written skills. Staff to listen to and watch students demonstrate their performance skills, including in rehearsal. Where relevant video recordings will be made to evidence student progress.
<b>When?</b>	Every lesson formative assessment will be taking place. Summative assessment will take place in the last couple of lessons of the SoW.	Every lesson formative assessment will be taking place. Summative assessment will take place in the last couple of lessons of the SoW.	Every lesson formative assessment will be taking place. Summative assessment will take place in the last couple of lessons of the SoW.
<b>What feedback is given?</b>	Teacher gives one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus.	Teacher gives one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus.	Teacher gives one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus.
<b>What actions must take place for teachers?</b>	Regular looks at students' practical work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.	Regular looks at students' practical work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.	Regular looks at students' practical work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.
<b>What actions must take place for students?</b>	Act on feedback given. Attempt all tasks. Don't be afraid to make mistakes! Don't give up – be resilient.	Act on feedback given. Attempt all tasks. Don't be afraid to make mistakes! Don't give up – be resilient.	Act on feedback given. Attempt all tasks. Don't be afraid to make mistakes! Don't give up – be resilient.
<b>When is this revisited?</b>	Unit 202ta will be completed for real in Terms 3 and 4. All the skills learnt in Terms 1 and 2 prepare students for the external assessment.	All the skills learnt as part of 202ta will be beneficial towards further units studied in Year 11.	All the skills learnt in terms 5 and 6 are beneficial towards further units studied in Year 11.

	Terms 1 and 2 – Components 2 & 3	Terms 3 and 4	Terms 5 and 6
<b>What powerful skills and knowledge is being assessed?</b>	Component 2 (Composition) – Focus on developing compositional techniques including chords and cadences, form and structure and melodic shapes and phrasing. Component 3 (Listening & Appraising) – Focus on AoS 1: Forms & Devices, instrumental sonorities, key signatures.	Component 1 (Performance) what makes a good performance. Component 2 (Composition) – Focus on further development of musical ideas. Component 3 (Listening & Appraising) – Focus on AoS 4 – Rock and Pop music including the set work <i>Africa – Toto</i>	Component 2 (Composition) – Focus on developing a full composition in the style of 20 <sup>th</sup> century Minimalism. Component 3 (Listening & Appraising) – Focus on AoS 1– Forms & Devices including the set work <i>Bach – Badinerie</i> . Further focus on AoS 3 – Film Music and AoS 2 – Music for Ensemble to cover main content of exam.
<b>How (type of assessment)?</b>	Summative assessment throughout. Compositional tasks are completed by students. Listening and Appraising is assessed via mini quizzes and in class questioning.	Summative assessment throughout. Compositional tasks are completed by students. Listening and Appraising is assessed via mini quizzes and in class questioning.	Summative assessment throughout. Compositional tasks are completed by students. Listening and Appraising is assessed via mini quizzes and in class questioning as well as practice exam questions.
<b>When?</b>	Every lesson formative assessment will be taking place. Summative assessment of both components before the end of Term 2.	Every lesson formative assessment will be taking place. Summative assessment of both components before the end of Term 4.	Every lesson formative assessment will be taking place. Summative assessment of both components before the end of Term 6.
<b>What feedback is given?</b>	Teacher gives one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus.	Teacher gives one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus.	Teacher gives one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus.
<b>What actions must take place for teachers?</b>	Regular looks at students’ practical work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.	Regular looks at students’ practical work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.	Regular looks at students’ practical work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.
<b>What actions must take place for students?</b>	Act on feedback given. Attempt all tasks. Don’t be afraid to make mistakes! Don’t give up – be resilient.	Act on feedback given. Attempt all tasks. Don’t be afraid to make mistakes! Don’t give up – be resilient.	Act on feedback given. Attempt all tasks. Don’t be afraid to make mistakes! Don’t give up – be resilient.
<b>When is this revisited?</b>	Component 2 – compositional skills are continually developed throughout Year 10 and Year 11. Component 3 – Listening & Appraising skills regarding AoS4 are revisited in Term 6 prior to an end of Year 10 mock exam and then in preparation for the actual exam in Year 11.	Component 2 – compositional skills are continually developed throughout Year 10 and Year 11. Component 3 – Listening & Appraising skills regarding AoS4 are revisited in Term 6 prior to an end of Year 10 mock exam and then in preparation for the actual exam in Year 11.	Component 2 – compositional skills are continually developed throughout Year 10 and Year 11. Component 3 – Listening & Appraising skills regarding all AoS are revisited in Term 6 prior to an end of Year 10 mock exam and then in preparation for the actual exam in Year 11.

	Terms 1 and 2 – Unit 201ta and 204ta/206ta	Terms 3 and 4	Terms 5 and 6
<b>What powerful skills and knowledge is being assessed?</b>	201ta – Musical Knowledge - Knowledge of different styles of popular music including their musical features and their creation and development. 204ta – Instrumental Study – developing and improving the skills as a musician. 206ta – Sound Recording – developing the skills required to make a multi-track recording using a DAW.	201ta – Musical Knowledge - Knowledge of different styles of popular music including their musical features and their creation and development. 204ta – Instrumental Study – developing and improving the skills as a musician. 206ta – Sound Recording – developing the skills required to make a multi-track recording using a DAW.	204ta – Instrumental Study – developing and improving the skills as a musician. 206ta – Sound Recording – developing the skills required to make a multi-track recording using a DAW. Both units involve evaluating the whole process, giving strengths, weaknesses and targets for future improvement.
<b>How (type of assessment)?</b>	Formative assessment throughout the SoW of the practical and written skills. Video recordings/photographs of performance practice/recording practice will be taken to evidence student progress.	Formative assessment throughout the SoW of the practical and written skills. Video recordings/photographs of performance practice/recording practice will be taken to evidence student progress.	Formative assessment throughout the SoW of the practical and written skills. Video recordings/photographs of performance practice/recording practice will be taken to evidence student progress.
<b>When?</b>	Every lesson formative assessment will be taking place. Summative assessment will take place in the last couple of lessons of the SoW.	Every lesson formative assessment will be taking place. Summative assessment will take place in the last couple of lessons of the SoW.	Every lesson formative assessment will be taking place. Summative assessment will take place in the last couple of lessons of the SoW.
<b>What feedback is given?</b>	Teacher gives one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus.	Teacher gives one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus.	Teacher gives one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus.
<b>What actions must take place for teachers?</b>	Regular looks at students’ practical work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.	Regular looks at students’ practical work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.	Regular looks at students’ practical work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.
<b>What actions must take place for students?</b>	Act on feedback given. Attempt all tasks. Don’t be afraid to make mistakes! Don’t give up – be resilient.	Act on feedback given. Attempt all tasks. Don’t be afraid to make mistakes! Don’t give up – be resilient.	Act on feedback given. Attempt all tasks. Don’t be afraid to make mistakes! Don’t give up – be resilient.
<b>When is this revisited?</b>	Unit 201ta will be completed by the end of Term 4. 204ta and 206ta continue to be developed throughout Terms 3, 4 and 5.	Unit 201ta will be completed by the end of Term 4. 204ta and 206ta continue to be developed throughout Terms 3, 4 and 5.	204ta and 206ta continue to be developed throughout Term 5 up to the final submission/assessment.

	Terms 1 and 2 – Components 1, 2 and 3	Terms 3 and 4	Terms 5 and 6
<b>What powerful skills and knowledge is being assessed?</b>	Performance skills prepared ready for recording of 1 x performance before end of Term 2. Composition – continued development of compositional skills. Listening & Appraising – skills for all AoS developed throughout.	Performance skills prepared ready for final recording of 1 x performance before end of Term 4. Composition – continued development of compositional skills – complete by end of Term 4. Listening & Appraising – skills for all AoS developed throughout.	Listening & Appraising – skills for all AoS developed throughout. Constant revisiting of all content and different skills required to succeed in the exam.
<b>How (type of assessment)?</b>	Formative assessment throughout the SoW of the practical and written skills. Listening & Appraising assessed through summative exam questions, mini quizzes and teacher questioning in lessons.	Formative assessment throughout the SoW of the practical and written skills. Listening & Appraising assessed through summative exam questions, mini quizzes and teacher questioning in lessons.	Listening & Appraising assessed through summative exam questions, mini quizzes, teacher questioning in lessons, exam questions and past papers.
<b>When?</b>	Every lesson formative assessment will be taking place. Summative assessment will take place in lessons and in the October full mock exam.	Every lesson formative assessment will be taking place. Summative assessment will take place in lessons and in the October full mock exam.	Every lesson formative assessment will be taking place. Summative assessment will take place in lessons and in the October full mock exam.
<b>What feedback is given?</b>	Teacher gives one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus. Summative assessment regarding mock exams.	Teacher gives one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus. Summative assessment regarding mock exams.	Teacher gives one to one feedback as part of formative assessment process. Whole class feedback where relevant. Self and peer assessment is encouraged. Students give feedback based on teacher led focus. Summative assessment regarding mock exams.
<b>What actions must take place for teachers?</b>	Regular looks at students' practical and listening work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.	Regular looks at students' practical and listening work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.	Regular looks at students' listening work. High quality questioning. Identify key gaps/difficulties to address immediately with whole class and individual actions for students.
<b>What actions must take place for students?</b>	Act on feedback given. Attempt all tasks. Don't be afraid to make mistakes! Don't give up – be resilient.	Act on feedback given. Attempt all tasks. Don't be afraid to make mistakes! Don't give up – be resilient.	Act on feedback given. Attempt all tasks. Don't be afraid to make mistakes! Don't give up – be resilient.
<b>When is this revisited?</b>	Components 1 and 2 – throughout Terms 3 and 4 up to the 5 May 2022 deadline. Component 3 – throughout Terms 3 and 4 up to the date of the exam in summer 2022.	Components 1 and 2 – throughout Terms 3 and 4 up to the 5 May 2022 deadline. Component 3 – throughout Terms 3 and 4 up to the date of the exam in summer 2022.	Component 3 – throughout Terms 5 and 6 up to the date of the exam in summer 2022 – Wed 22 June.

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
7	1 & 2	Intro unit and Keyboard Skills	<ul style="list-style-type: none"> <li>• Knowledge and understanding of a range of different musical contexts and styles</li> <li>• Timbres – Orchestral and Rock &amp; Pop</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Learn to sing as a whole class</i></li> <li>• <i>Learn basic keyboard skills</i></li> <li>• <i>Learn the basics of graphic &amp; staff notation</i></li> </ul>
	3 & 4	Ukulele Reggae Project	<ul style="list-style-type: none"> <li>• Pitch, Melody and Chords</li> <li>• Tempo and Dynamics, and how they are used</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Learn to play the ukulele</i></li> <li>• <i>Learn to listen to and analyse music</i></li> </ul>
	5 & 6	Eleanor Rigby Beatles Project	<ul style="list-style-type: none"> <li>• The basics of musical Structure</li> <li>• The basics of Duration and Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Learn to perform to others</i></li> <li>• <i>Learn to review performances and offer feedback</i></li> </ul>

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
8	1 & 2	The Blues	<ul style="list-style-type: none"> <li>• Knowledge and understanding of an increasing range of different musical contexts and styles</li> <li>• History and context of Blues music</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Play and perform with increased confidence in solo and ensemble contexts using their voice and playing instruments</i></li> <li>• <i>Improvisation including scat singing</i></li> </ul>
	3 & 4	Stand By Me and Wonderwall	<ul style="list-style-type: none"> <li>• Bassline, Chords and Melody</li> <li>• Pop song structure</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Perform with increased fluency, accuracy and expression</i></li> </ul>
	5 & 6	Pachelbel's Canon Arrangement Project	<ul style="list-style-type: none"> <li>• Ground Bass</li> <li>• Arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Arrange and compose: extend and develop ideas</i></li> </ul>

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
9	1 & 2	Film Music	<ul style="list-style-type: none"> <li>• Knowledge and understanding of a wide range of different musical contexts and styles</li> <li>• Knowledge of different tonalities and scales</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use different tonalities and scales in composition</i></li> <li>• <i>Learn to compose Leitmotifs and underscore music applicable to a film scenario</i></li> <li>• <i>Whilst listening; analyse and explain how a composer creates a sense of scene and emotion in their music</i></li> </ul>
	3 & 4	Pop Through Time	<ul style="list-style-type: none"> <li>• Key features of different pop music styles</li> <li>• How pop music has developed over time</li> <li>• How music is recorded and made commercially available</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Play and perform with confidence in solo and ensemble contexts using their voice and playing instruments</i></li> </ul>
	5 & 6	Performance Project	<ul style="list-style-type: none"> <li>• How to practise and rehearse effectively</li> <li>• What makes a successful performance</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Perform with fluency, accuracy and expression</i></li> </ul>

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
10 RSL Rock School	1 & 2	202ta – Live Music Performance	<ul style="list-style-type: none"> <li>• How to plan for a performance</li> <li>• How to practise and rehearse effectively</li> <li>• What makes a successful performance</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Play and perform with confidence in solo and ensemble contexts using their voice and playing instruments</i></li> </ul>
	3 & 4	202ta – Live Music Performance	<ul style="list-style-type: none"> <li>• How to meet the needs of a performance brief</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Perform with fluency, accuracy and expression</i></li> </ul>
	5 & 6	Preparation for 201ta – Musical Knowledge	<ul style="list-style-type: none"> <li>• Key features of different pop music styles</li> <li>• How different styles came into being</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Listening and analytical skills</i></li> </ul>

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
10 GCSE Music	1 & 2	Composition & Listening and Appraising	<ul style="list-style-type: none"> <li>• Forms &amp; Devices</li> <li>• Instrumental sonorities</li> <li>• Key signatures</li> <li>• Reading treble and bass clef staff notation in simple &amp; compound time</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Developing compositional techniques including chords and cadences, form and structure and melodic shapes and phrasing.</i></li> </ul>
	3 & 4	Performance, Composition and Listening & Appraising	<ul style="list-style-type: none"> <li>• What makes a good performance.</li> <li>• Focus on AoS 4 – Rock and Pop music including the set work <i>Africa – Toto</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Further development of musical ideas in composition.</i></li> </ul>
	5 & 6	Composition and Listening & Appraising	<ul style="list-style-type: none"> <li>• Focus on AoS 1– Forms &amp; Devices including the set work <i>Bach – Badinerie</i>. Further focus on AoS 3 – Film Music and AoS 2 – Music for Ensemble to cover main content of exam</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Develop of compositional techniques towards completing a full composition in a 20<sup>th</sup> century minimalist style.</i></li> </ul>