

Music Timeline

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Musical Elements and Ukulele</p> <ul style="list-style-type: none"> - Learning how to play the ukulele - Learning how to read tab - Learning to play a song on an instrument - Being able to describe music using the musical elements <p>Christmas Singing and Boom whackers (2 week project)</p> <ul style="list-style-type: none"> - Learning about singing techniques - Being able to play rhythms accurately - Playing percussion instruments <p>Assessments via baseline tests at the beginning and end of projects. Formative and summative assessments. Live or recorded performances.</p>	<p>Scales and Keyboard skills</p> <ul style="list-style-type: none"> - Learning to read notes on the treble and bass clefs - Learning how to identify notes on the piano - Playing with two hands together. - Learning how to play familiar tunes on the piano. - Learning scales and the impact of scales on songs. - Fingering patterns. - Identifying the differences between tones and semitones. <p>Assessments via baseline tests at the beginning and end of projects. Formative and summative assessments. Live or recorded performances.</p>	<p>Instruments of the orchestra and Garageband</p> <ul style="list-style-type: none"> - Learning about the different instrumental families and being able to identify them. - Writing a piece of music based off a character. - Learning how the instrumentation has an impact on characterisation. - Learning how to compose using Garageband. <p>Assessments via baseline tests at the beginning and end of projects. Formative and summative assessments. Audio recording of composition.</p>			
8	<p>Chords and Harmony</p> <ul style="list-style-type: none"> - How to play a chord. - Extended chords. - Identify tonality. - Learn the 4 chord song. 	<p>Mashups</p> <ul style="list-style-type: none"> - Learn how to play melodies of recognised songs. - Overlap and play various melodies at the same time. 	<p>Music for Media</p> <ul style="list-style-type: none"> - Understand the importance of music in varying media forms. - Learn about film, video game and advert music. - Play advert, film and video game music on the piano. - Compose film, video game and advert music. 	<p>Freestyle</p> <ul style="list-style-type: none"> - Learning about how beatboxing and rapping evolved. - Rap Battle. - Beatboxing. 	<p>KS3 Project</p> <p>Students choose their own musical project using the skills developed over year 7 and 8.</p>	

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	<ul style="list-style-type: none"> - Analyse pieces tonalities. <p>Assessments via baseline tests at the beginning and end of projects. Formative and summative assessments. Live or recorded performances.</p>	<p>Assessments via baseline tests at the beginning and end of projects. Formative and summative assessments. Live or recorded performances.</p>	<ul style="list-style-type: none"> - Learn how to analyse music from differing media forming using the musical terminology. <p>Assessments via baseline tests at the beginning and end of projects. Formative and summative assessments. Live or recorded performances. Audio recordings of compositions.</p>	<ul style="list-style-type: none"> - Writing your own rap. - Creating your own rap beat. <p>Assessments via baseline tests at the beginning and end of projects. Formative and summative assessments. Live or recorded performances. Audio recorded beat.</p>	<p>Assessments via baseline tests at the beginning and end of projects. Formative and summative assessments. Live or recorded performances. Audio recordings of compositions.</p>
9	<p>Introduction to Music at KS4.</p> <p>Appraisal</p> <ul style="list-style-type: none"> ● Basic Theory and Score reading (Baseline test) ● Musical Eras and Instruments of the orchestra <p>Composition</p> <ul style="list-style-type: none"> ● Introduction to composition ● Introduction to BandLab and Garageband ● Chords <p>Performance</p> <p>Introduction to Arts award.</p>	<p>Appraisal</p> <ul style="list-style-type: none"> ● Basic Theory/ score reading continued ● Musical Elements <p>Composition</p> <ul style="list-style-type: none"> ● Introduction to Sibelius ● Variations <p>Performance</p> <p>Work on solo piece Ensemble work</p> <p>Virtual Concert</p>	<p>Appraisal</p> <ul style="list-style-type: none"> ● Basic Theory/ score reading continued ● Musical Elements <p>Composition</p> <ul style="list-style-type: none"> ● Sibelius, Garageband or BandLab ● Year 9 composition <p>Performance</p> <p>Year 9 students solo performance self/peer assessments near EOT</p> <p>Taking part in a summer concert</p>		

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Year 10 SOL Overview Board: Eduqas GCSE

Term	Performance	Performance Task	Assessment	Composition Topic	Composition task	Composition Assessment	Analysis	Analysis tasks	General Theory
Ensure that the following have been supplied to the students: <ul style="list-style-type: none"> ● JCQ regulations for c/w (pdf in SoL folder) ● A copy or link to a copy of the specification ● Requirements for composition (contained in Composition Information Booklet) ● Requirements for Performance (contained in Performance Information Booklet) 									
Autumn 1	Intro to performance assessment criteria. Initial Class Concert	Performance recording. Upload to Google Classroom.	Self-assessment on accuracy, expression etc as per Eduqas mark scheme.	Intro to Sibelius Intro to composition	Group composition using 'Devices' learnt in analysis. Group performance of composition. Write composition down in Sibelius (all parts, not just own).	Peer and teacher verbal feedback on group performance. Submission of Sibelius score – mark for accuracy of score writing (not compositional content).	AOS1: Devices Structures	Identification of devices and structures through guided listening in the styles and eras from AoS1.	Notation Clefs Keys Chords Cadences
Autumn 2	Personal practice time.			Composing within a key and structure.	How to write a chord sequence. Composition Pick 'n' Mix.	Sibelius score submitted and given feedback in accordance with Eduqas mark scheme.	AOS1: Musical Eras Baroque Classical Romantic	Group research / presentation on different eras.	
Spring 1	Class Concert	Performance recording in class. Upload to Google Classroom.	Peer and teacher assessed as per Eduqas mark scheme.	C/W Composition 2 (can be a continuation of the composition from last term, or they can start anew).	C/W Composition 2	Individual Student feedback on a weekly / fortnightly basis as appropriate. Students should be encouraged into independence and not allowed to ask for further feedback until previous feedback has been acted upon completely.	AOS1: Set Work 1 - Bach-Badinerie	Perform Bach Written score analysis. Testing of key words Listening tests.	Intervals Chord inversions and chordal analysis Diminished 7ths
Spring 2	Personal practice time.	Sheet music mock recording to be submitted and approved against Eduqas criteria.					AOS2: Ensemble Music Chamber Music inc. String Quartets		

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Summer 1	Individual performance recordings for mock exam.	Official mock recording.	Teacher assessed for mock exam. Will form part of Yr10 mock grade.				AOS2: Ensemble Music Jazz and Blues Musical Theatre		
Summer 2	Personal practice time.	Submission of sheet music for second piece (solo or ensemble depending on what was recorded for mock) and approved against Eduqas criteria.		Introduction to writing for a brief	Short tasks based on different Areas – use knowledge organisers for composing in particular styles. This should be considered their prep for Composition 1 (briefs not released until Sept of Yr11).	Final Submission of Composition 2. Presentation to class. Peer and teacher verbal feedback on compositional 'shorts'.	AOS3: Ensemble Music Jazz and Blues Musical Theatre	<ul style="list-style-type: none"> ● Testing of key words ● Listening tests. 	

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Year 11 SOL Overview
Board: Eduqas GCSE

Term	Performance	Performance Task	Assessment	Composition Topic	Composition task	Composition Assessment	Analysis	Analysis tasks	General Theory
Autumn 1	Reminder of performance assessment criteria. Ensure students are aware of time requirements e.g. 4 minutes total, 1 minute of ensemble.	Solo/ ensemble performance: Personal practice time.	Deadline: By Dec mocks recording of one performance. to have taken place and marked for mock exam. If of sufficient quality, this can stand as final recording (check time).	Composition c/w 1: Introduction to possible briefs. Series of lessons on how to achieve the different styles (1 lesson per brief).	Composition c/w 1: Using Sibelius or Garageband. Students should be using their own time and h/w time to complete.	Deadline: submit draft 1 by October half term, including log.	AOS3: Film Music	Identification of devices, techniques etc through guided listening in different pieces of film Music from differing genres. Encourage identification of technical terms and get them to connect to how that achieves the emotional effect. Listening tests.	Refresh on intervals Chromatic / dissonant / diatonic tonality vs melody lines. Refresh on circle of 5ths and key identification.
Autumn 2	Ensure regular contact with students on performance - collect in scores and scan in for submission.					Deadline: submit draft 2 by Christmas, including log.	AOS4: Popular Music Set work 2: Toto- Africa	Rock (different styles) Pop Bhangra Celtic fusion Instrumentation and techniques used in all of the above styles Listening tests. <ul style="list-style-type: none"> ● Perform Africa ● Written score analysis. 	
Spring 1	Second (and third if necessary) recording to take place.	Solo/ ensemble performance: Personal practice time.	Deadline: all recordings to have taken place. Must be marked, moderated and returned to students by end of this half term to allow sufficient	Composition c/w 1 and 2 plus Log. Return to Composition c/w 2 for final re-drafting.	Composition c/w 1 and 2 plus Log.	Deadline: submit final composition by February half term, including log.	Use analysis time to focus on composition and performance if necessary. If not necessary, use time for revision.		

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			time to re-record if necessary.				
Spring 2	Personal practice time.		Deadline: Final moderate marks to be submitted to students to allow time to challenge.			Deadline: final submission for all composition c/w. Usually beginning of March.	Revision on set works: Set Work 1 - Badinerie: Bach Set work 2 - Toto: Africa Written score analysis. Testing of key words Listening tests.
Summer 1	All completed			All completed			Revision on all AoS and practice listening test questions.
Summer 2	STUDY LEAVE						

Blue= Cultural Capital

Pink= Inclusiveness

Green= Diversity

Yellow= Technology