

Term	Learning content/skills	Assessment Schedule* <b>RED= counts towards GCSE</b>	Home Learning Support (How students can extend learning in addition to homework)
<b>Autumn 1</b>	<b>Basic skills/Teamwork –</b> <b>Music Theory</b> <b>How to Analyse music</b> <b>Techniques for Composition</b> <b>How to work within an ensemble</b> <b>Solo Performances – Grading and Workshops</b>	<b>Baseline assessment</b>  <b>Solo performance recordings/'Draft Performances'</b>	<ul style="list-style-type: none"> <li>• Practice pieces for Solo Performance</li> <li>• Watching youtube performances</li> <li>• Researching a variety of pieces of potential performance pieces</li> <li>• Wider listening – Baroque, Classical and Romantic music</li> </ul>
<b>Autumn 2</b>	<b>Instrumental Music 1700–1820</b> <b>wider listening and set works</b> <b>Performing</b>	<b>Section A and B mock assessment for each Set work after they have been covered</b>  <b>Solo performance recordings/'Draft Performances'</b>	<ul style="list-style-type: none"> <li>• Wider listening: Explore pieces in genres related to the two set works, which may include: <ul style="list-style-type: none"> <li>○ concerti by Vivaldi</li> <li>○ concerto grosso by Handel</li> <li>○ piano sonata movements by Haydn and Mozart</li> </ul> </li> <li>• Revision of notes and revision guides</li> </ul>
<b>Spring 1</b>	<b>Vocal Music set works</b> <b>Vocal Music wider listening</b> <b>Performing</b>	<b>Section A and B mock assessment for each Set work after they have been covered</b>  <b>Solo performance recordings/'Draft Performances'</b>	<ul style="list-style-type: none"> <li>• Explore other settings of words to music for soloist and accompaniment, which may include: <ul style="list-style-type: none"> <li>– arias by G.F. Handel and J.S. Bach</li> <li>– songs by Beach Boys and Alicia Keys</li> <li>– if time, songs by Schubert, Faure and/or Britten</li> </ul> </li> <li>• Revision of notes and revision guides</li> </ul>
<b>Spring 2</b>	<b>Vocal Music set works</b> <b>Performance – Easter recital</b> <b>Start Free composition</b>	<b>Section A and B mock assessment for each Set work after they have been covered</b>	<ul style="list-style-type: none"> <li>• Lunchtime/after school sessions to start working on compositions</li> <li>• Wider listening of the chosen genre/style of composition</li> </ul>

<p><b>Summer 1</b></p>	<p><b>Music for Stage and Screen set works</b>  <b>Music for Stage and Screen wider listening</b>  <b>Free composition</b></p>	<p><b>Section A and B mock assessment for each Set work after they have been covered</b></p> <p><b>Solo performance recordings/'Draft Performances'</b></p>	<ul style="list-style-type: none"> <li>• Explore pieces in genres related to the first set work, which may include: <ul style="list-style-type: none"> <li>○ songs from musicals like Matilda and Hairspray.</li> </ul> </li> <li>• Lunchtime/after school sessions to start working on compositions</li> <li>• Wider listening of the chosen genre/style of composition</li> </ul>
<p><b>Summer 2</b></p>	<p><b>Music for Stage and Screen wider listening</b>  <b>Free composition</b></p>	<p><b>Section A and B mock assessment for each Set work after they have been covered</b></p> <p><b>Solo performance recordings/'Draft Performances'</b></p>	<ul style="list-style-type: none"> <li>• Lunchtime/after school sessions to start working on compositions</li> <li>• Wider listening of the chosen genre/style of composition</li> </ul>