

Year	Autumn	Spring	Summer
7	<b>Musical Elements</b> <ul style="list-style-type: none"> <li>Perform using your voice and instruments.</li> <li>Explore notation.</li> <li>Programme music</li> </ul>	<b>Musical notation</b> <ul style="list-style-type: none"> <li>Perform a melody from notation.</li> <li>Compose your own piece of music using music technology.</li> </ul>	<b>Musical Ensembles</b> <ul style="list-style-type: none"> <li>Performing as part of an ensemble</li> <li>Explore ensembles.</li> <li>Deeper understanding of musical elements in a practical ensemble performance.</li> </ul>
8	<b>Blues music</b> <ul style="list-style-type: none"> <li>Blues performing including the bass clef.</li> <li>Chords and structure</li> <li>Improvisation</li> </ul>	<b>Music through time</b> <ul style="list-style-type: none"> <li>Baroque, Classical, Romantic and 20<sup>th</sup> Century composers</li> <li>Performing using both treble and bass clef notation to play well known pieces developing accuracy and fluency.</li> </ul>	<b>Loops and Samples</b> <ul style="list-style-type: none"> <li>Using music technology</li> <li>Create your own piece using samples.</li> <li>Popular musical structure</li> </ul>
9	<b>Film and Video Game music</b> <ul style="list-style-type: none"> <li>Explore how musical elements create atmosphere and mood.</li> </ul>	<b>Video Game music</b> <ul style="list-style-type: none"> <li>Creating sound to match a visual – Leitmotif.</li> </ul> <b>Musical Fusions</b>	<b>Popular Song</b> <ul style="list-style-type: none"> <li>Exploring the development of popular song through accurately</li> </ul>

	<ul style="list-style-type: none"> <li>Perform stylistic film themes further developing accuracy and fluency.</li> <li>Leitmotifs</li> </ul>	<ul style="list-style-type: none"> <li>Exploring various musical fusions, for example Samba, Bhangra, Afro Celt             <ul style="list-style-type: none"> <li>Further develop accuracy, fluency and expression performing as an ensemble and as a soloist.</li> </ul> </li> </ul>	<p>and fluently performing a chosen pop song.</p> <ul style="list-style-type: none"> <li>Studying popular song further developing appraising skills. Arranging a cover version of a song.</li> </ul>
10	<p><b>EDUQAS GCSE</b></p> <ul style="list-style-type: none"> <li>AoS 1: Forms and Devices in Western Classical Music and studying the Set work <i>Badinerie</i> by J.S. Bach.</li> <li>Developing your composing skills and composing in different musical forms</li> <li>Developing accuracy, fluency, and expression in performance.</li> </ul>	<ul style="list-style-type: none"> <li>AoS 2: Ensembles, where you explore a wide range of ensembles focusing on the texture and sonority of each piece.</li> <li>Composing for different ensembles including blues and jazz ensembles.</li> <li>Continue developing your accuracy, fluency and expression performing on your chosen instrument as a soloist and as part of an ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>AoS3: Film Music - explore how music is composed for different dramatic effects.</li> <li>Leitmotif</li> <li>Composing your free composition</li> <li>Continue developing your accuracy, fluency and expression performing on your chosen instrument as a soloist and as part of an ensemble.</li> </ul>
11	<ul style="list-style-type: none"> <li>AoS4: Popular song – explore different styles of popular song including the set work <i>Toto</i> by Africa.</li> </ul>	<p>Revision of Forms and Devices, Ensembles, Film Music and Popular Song</p> <ul style="list-style-type: none"> <li>Develop your composing skills manipulating musical elements to respond to a choice of briefs.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Develop your composing skills manipulating musical elements to respond to a choice of briefs.</li> <li>• Continue developing your accuracy, fluency and expression performing on your chosen instrument as a soloist and as part of an ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue developing your accuracy, fluency and expression performing on your chosen instrument as a soloist and as part of an ensemble.</li> <li>• Final Appraising Examination</li> </ul>	
12	<b>EDUQAS GCE SPECIFICATION</b> <b>Western Classical Tradition (AOA)</b> <ul style="list-style-type: none"> <li>• Development of the Symphony</li> <li>• Symphony No. 104 in D major 'London': Haydn (detailed analysis)</li> <li>• Symphony No. 4 in A major 'Italian': Mendelssohn (general study)</li> <li>• Composing to a brief</li> <li>• Performing on chosen instrument</li> </ul>	<b>Musical Theatre (AOC)</b> <ul style="list-style-type: none"> <li>• Lyrics and music</li> <li>• Music for characters</li> <li>• Types of song and genres</li> <li>• Purpose and intention of composer</li> <li>• Composing to a brief</li> <li>• Performing on chosen instrument</li> </ul>	<b>Into the Twentieth Century (AOE)</b> <ul style="list-style-type: none"> <li>• Impressionism</li> <li>• Expressionism</li> <li>• Neo-Classicism</li> <li>• Composing to a brief</li> <li>• Performing on chosen instrument</li> </ul>
13	<b>Into the Twentieth Century (AOE)</b>	<b>Revision</b> Revision of AOA, AOC and AOE <ul style="list-style-type: none"> <li>• Completion of NEA</li> </ul>	

	<ul style="list-style-type: none"> <li>• Trio for Oboe, Bassoon and Piano, Movement II: Poulenc</li> <li>• Three Nocturns, Number 1, Nuages: Debussy</li> <li>• Composing to a brief</li> <li>• Performing on chosen instrument</li> </ul>		
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## Curriculum Overview – Music- Hermitage.