

HT1		HT2		HT3		HT4		HT5		HT6	
Step Up To GCSE (7wks) Topics to cover include: note naming in treble and bass clef, rhythmic notation, keys and scales, intervals, chords, musical elements (dynamics, tempo, texture, structure, tonality, harmony, melody), using MuseScore		AoS1 Forms and Devices (7wks) Topics include: Baroque, Classical & Romantic music. Forms and Structure including: Binary, Ternary, Rondo, Theme & Variations. Focus on set work Badinerie by Bach		AoS 2 Music for Ensemble (5wks) Topics include: Jazz & Blues, Musical Theatre, Texture (monophonic, polyphonic, homophonic, unison, layered, chordal), duets, trios, quartets, concertos, sonatas.		AoS 3 Film Music (5wks) Topics include: ostinato patterns, leitmotifs, minimalism techniques e.g. phasing, metamorphosis, elements to change mood, harmonic devices, instrumental forces, music technology techniques.		AoS 4 Popular Music (7wks) Topics include: structures (32 bar song, 12 bar blues, strophic, intro, bridge, middle 8, riffs, fill, instrumental, chorus, pre-chorus, verse), chord sequences, power chords, production sampling (loops, samples, panning, phasing), syncopation, driving rhythms, lead and backing vocals, melismatic/syllabic, primary and secondary chords, cadences Africa by Toto		Revision of Content (7wks) Component 2: Free Composition	
Ensemble Performance		AP1 Assessment		Solo Performance		AP2 Assessment		Ensemble Performance		Free Composition	
Composition Sketches				Composition Sketches							

HT1

Half-Term 1: Step Up to GCSE (Theory & Performance Skills)	Lesson Focus	Aims	Resources/Activities
Week 1	L1: Note Naming in Treble Clef & Note Values L2: Note Naming in Bass Clef & Time Signatures (cover dynamics + tempo)	To identify notes on the stave using treble clef To identify notes beyond the stave (using ledger lines) in treble clef To identify and perform note values To identify notes on the stave and ledger lines using bass clef To identify and move to different time signatures and add up notes values in bars	Worksheets from Step Up to GCSE book Kodaly approach Africa music to identify notes and rhythms Note value maths to find time signature = see teaching gadget. Time signature listening quiz from MiSST.
Week 2	L1: Tones & Semitones, accidentals, Chromatic and Whole tone scales, major Scales L2: Scale degrees, intervals	To recognise tones and semitones To understand difference between flats, sharps and enharmonics To work out and perform chromatic, whole tone and major scales (using TTSTTTS method) To memorise the degrees of the scale To understand and identify numbered intervals	Worksheet to practice Step-by-step sheet to write down chromatic scales (using treble clef notation) Playing scales on keyboards/tuned percussion. Improvising patterns using major scale/pentatonic scale
Week 3	L1: Circle of fifths, major and minor scales L2: Recap quiz of topics so far / using musescore	To understand how to use the circle of fifths for key signatures To be able to identify the sound of major and minor scales To be able to work out notes in major and minor scales To gain basic insights to using musescore to transcribe music	Forms Quiz to revise topics

Week 4	L1: Chords L2: Cadences	To understand how chords are constructed To identify the 3 primary chords (I, IV, V) and 4 secondary chords To understanding what a cadence is To recognise and identify perfect, plagal, imperfect and interrupted cadences	Listening examples and quizzes
Week 5	L1: Modulation L2: Listening quiz on chords/cadences/modulations / using musescore	To identify a modulation in listening examples To understand how to add a modulation into a composition	
Week 6	L1: Ornamentation L2: Performance Directions	To understand what ornaments are To identify differences between ornaments e.g. trill, turn, mordent etc. To identify performance directions from written notation and listening examples	
Week 7	L1: Revision of topics / using musescore L2: Listening questions to revise		Listening quizzes. Mop up of core knowledge gaps. Composition tasks to apply knowledge.

HT2

AOS1: Forms & Devices + Badinerie	Topic	Lesson Aims	Core Knowledge	Activities
Wk 8	Western Classical Music (Baroque,	To identify the periods of music (BCR); To identify music as BCR by listening; To identify key composers from the periods; To identify key features of music from BCR	Baroque - harpsichord, viol, lute, vocals, ornaments, basso continuo, concerti grossi; Classical - pianoforte, orchestra, melody & phrasing; Romantic - large	Listening Identifying quizzes Performing - Split into groups and perform either a BCR piece.

	Classical, Romantic)		orchestras, expression, complex harmonies, chromaticism	
Wk8	Binary Form	To recognise and identify music in binary form AB To compose a piece in binary form	Binary Form – AB Structure – order of music Form – layout of music Tonality – major/minor/atonal	Listening Class Practical using percussion instruments. Introduce tuned percussion to discuss tonality change. Composing a short binary form piece using musescore
Wk9	Ternary Form	To recognise and identify music in ternary form ABA To compose a piece in ternary form	Ternary form – ABA Structure Form Tonality continued Texture.	Listening Class performance using body percussion/instruments Group work talk to create a ternary form piece. Write up into musescore.
Wk9	Rondo Form	To recognise and identify music in binary form ABACA To compose a piece in rondo form	Ternary form – ABA Structure Form Tonality Texture recap	Composing a piece in Rondo Form as a class Listening + Score analysis. Section hunting and colour coding scores for sections Main stimulus: Fur Elise
Wk9	Theme & Variation	To identify theme and variations in music.	Augmentation Diminution Sequence Repetition	Listening and watching examples Composing theme + variations piece (individual)

		To compose/arrange a variation on a theme on Twinkle Twinkle Little Star	Modulation	Main Stimulus: Twinkle Twinkle Composing: on keyboards/own instruments learn theme and create their own variation applying at least 2 of the techniques – see core knowledge.
Wk10	Strophic Form	To identify music in strophic form To sing/perform music in strophic form	Verse Chorus Pop/Rock Lyrics	Listening to pieces Singing/Playing Amazing Grace
Wk10	Minuet & Trio	To recognise and identify music in minuet & trio form To perform a piece in minuet & trio form	Binary Form – AB Structure – order of music Form – layout of music Tonality – major/minor/atonal Time Signatures	Listening & Score Analysis of folk tunes Performing of folk tune to identify structure Performing a Minuet & Trio as a class
Wk 10	Set Work: Context & Instruments	To understand and revise the Baroque period and the context for Badinerie. To identify the main instruments featured in Badinerie.		

HT3: SEE EXCEL SHEET FOR AOS2

HT4: AOS3 FILM MUSIC

	Topic	Lesson Aims	Core Knowledge	Activities
Wk 7 Part 1	Music and Mood	<p>To identify and describe how music can affect the mood/genre in films</p> <p>To categorise instrument according to their families</p> <p>To use italian terms to describe tempo and dynamics</p>	<ul style="list-style-type: none"> - Timbre/Sonority - Dynamics (forte, piano) - Tempo (allegro, andante, adagio) - Tones/Semitones/Chromatic 	<p>Intro video</p> <p>Instrumental Families (orchestra layout sheet), listening activity to identify instrument and match to character role</p> <p>Dynamics sheet (match up terms), listening activity to describe – see misst resources</p> <p>Tempo sheet (link up terms), listening exercise – see misst resources</p>
Wk7 Part 2	Music and mood (recap)	<p>To apply understanding to past paper questions</p> <p>To apply to compositional ideas</p>	<p>Timbre</p> <p>Dynamics (plus crescendo, diminuendo)</p> <p>Tempo (plus largo, allegretto, presto)</p>	<p>Listening resources sheet</p> <p>Live composition (using keyboards/voice/orff instruments) use of instruments, dynamics, tempo to create a piece of spooky music</p>
Wk 7	Component 1: Performance	Intro Component 2 guidelines+assessment	REMINDER: students need to start thinking about potential pieces that they would like to perform (solo and ensemble). Provide grid of suggested pieces for each area of study. Show book of solo and ensemble pieces on shelf	
Wk8	Ostinatos	<p>To understand what an ostinato is and apply to composition ideas</p> <p>To use musical elements to adapt ostinato patterns to suit a composition brief</p>	<p>Ostinatos</p> <p>Intervals</p> <p>Major/Minor (use of flattened 3rd)</p>	<p>Intro to ostinatos (listening examples and video for film music)</p> <p>Composition on keyboards to create own ostinato patterns</p>

				<p>RESOURCES: Ostinato patterns, grid and task sheets. Intervals prompt and listening grid. Exam qs. Intervals qs.</p> <p>Intro to intervals and theory practice</p>
Wk8	Ostinatos recap	<p>To apply understanding to exam style questions</p> <p>To practice identifying intervals (written down and aurally)</p>	<p>Intervals</p> <p>Major and minor</p>	<p>Listening resources sheet</p> <p>Playing and singing intervals practice</p>
Wk9	Leitmotifs	<p>To understand what a Leitmotif is</p> <p>To identify examples of famous leitmotifs</p> <p>To perform famous leitmotifs e.g. James Bond</p>	<p>Sonority – use of instruments for leitmotifs (e.g. brass for heros)</p> <p>Intervals continued</p> <p>How to learn a new piece of music</p>	<p>Listen and identify the instruments + character</p> <p>Recap intervals</p> <p>Playing James Bond</p>
Wk9	Leitmotifs (recap)	<p>To apply understanding to exam style questions</p> <p>To perform famous leitmotifs</p>	<p>Recap: instruments, tempo, dynamics, intervals, tonality</p>	<p>Listening resources sheet</p> <p>Performing James Bond to class</p>
Wk10	Revision of Forms in Film Music	<p>To revise forms (binary/ternary etc.) in film music</p> <p>To revise time signatures</p>	<p>Binary/Ternary/Rondo/Variations form</p> <p>Time signatures</p>	<p>Listening resources sheet</p> <p>Fill in the Gaps (tempo, dynamics bingo/quiz)</p> <p>Practical: Binary/Ternary/Rondo using different time signatures (clapping/orff instruments)</p>
Wk 10	Film Music Composition	<p>To apply understanding of timbre, tempo, dynamics, ostinatos to create</p>	<p>Timbre (instrumental families)</p> <p>Tempo</p>	<p>Intro: key terms matching/quiz</p>

		a Leitmotif for a hero (extension for villain)	Dynamics Ostinatos (broken chords/alberti bass/drones/open 5ths) Intervals Leitmotifs	Listening: famous hero theme tunes analysis Expert model: creating a theme tune for a hero as a group Independent practice: start creating individual theme tunes
Wk 11	Continue with Film Music Compositions	To apply understanding of above To extend compositions by adding in articulation, performance directions, ornaments	Articulation: Slurred/Staccato/Accents, Arco/Pizzicato Ornaments: trills, mordents, turns, grace notes	Present info Quiz Apply to composition (repeat for ornaments)
Wk 11	Revision of Film Music Techniques	To revise understanding of instrumental families To revise key terms for tempo and dynamics To revise key terms for forms and devices To revise tonality + cadences	Families: + identifying which is playing the melody Tempo Dynamics	Key terms bingo Families: Which instrument is playing the melody? Tempo: circle the correct tempo Dynamics: 2 markers (describe the dynamics – model sentence starters) Listening resources sheet
Wk 12	End of AOS3 topic test	To summarise understanding of AOS3 and apply to exam style questions	End of Topic Test (see listening resources) Continue working on film music compositions Share compositions with group and peer assessment	Do Now: key terms matching Listening Test Independent Practice film music compositions continued
Wk 12	Intro to Component 2: Free Composition	Intro component 2 info	Component 2: 2 compositions (1 to a brief = Y11; 1 free)	Test feedback/filling the gap PP intro for component 2 (free)

				Mindmap/list student ideas for composition (classical, jazz, musical theatre/film, pop) Setup/start composition
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HT5

	Topic	Lesson Aims	Core Knowledge	Activities
Wk 1 Part 1	Intro to Pop Music (see UL lessons) Intro to set work: Africa	<ul style="list-style-type: none"> - To understand the differences between pop and popular music - TO identify the structure in popular songs 	Pop Popular music Commercial Structure Intro, Verse, Chorus, Middle 8, Bridge	Analyse structure of a popular song Listen, sing and learn chord structure for Africa
Wk1 Part 2	Intro to Free Composition			Outline course expectations + deadlines Intro briefs and initial research
Wk 2	Rock Music Africa			
Wk2	Free Composition			
Wk3	Reggae			
Wk3				

Wk4	Soul & Ballads			
Wk4				
Wk 5	Hip Hop			
Wk 5				
Wk 6	Fusions: Bhangra			
Wk 6				

	Topic	Lesson Aims	Core Knowledge	Activities
Wk 1	Fusions: Bhangra	-		
Wk1	Free composition			
Wk 2	Summary (pop) & exam practice			
Wk2	Free composition			
Wk3	Pop music mop up & exam practice			
Wk3	Free composition			
Wed 28 th June	L1: Feedback & closing the gap L2 (1hr): Free composition			
Thursday 29 th June	Ensemble (instrumental/coda)			

Wednesday 5 th July	COVER Exam revision Free composition			
Thursday 6 th July	Ensemble (coda altogether)			
Wednesday 12 th	COVER Exam revision Free composition			
Thursday 13 th	COVER Free composition (final drafts)			
Wednesday 19 th	Exam revision Free composition completion			
Thursday 20 th	Africa full-run through and mock recording			

AOS4 Popular Music

1. Pop
2. Rock
3. Reggae
4. Soul
5. Ballads
6. Hip hop
7. Fusions
8. Summary: pop

Set Work: Africa by Toto

1. Structure
2. Instrumentation
3. Harmony & Tonality
4. Melody
5. The Arrangement
6. The Assessment

Wks 1-2: Pop Music & Africa

Wks 3-4: Bhangra

Wks 5-6: Fusions & Exam Practice

Think about H/W activities that can be completed.