| | Autumi | n Term | Spring Term | | Summer Term | |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| | 1 | 2 | 1 | 2 | 1 | 2 |
| Key Concepts | Area of Study Terms | Performance skills | Mozart Clarinet Concerto | Basics of Composition | Little Shop of Horrors | Performance/ Composition su missions unterstropec;DersedsA-dl |
| ! ational Curriculum Kno" led#e \$ %nderstandi n# | Develop knowledge, understanding and skills needed to communicate e f ect vely as musicians | Develop performing skills individually and in groups to communicate musically with fuency and control of the resources used | Redegstiandingtofstisting genres, styles and traditons of music, and develop some awareness of musical chronology Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and sutistical development | Develop composing skills to organise musical ideas and make use of appropriate resources | Develop a deepening understanding of the music that they perform and to which they listen, and its history Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development | Develop awareness of a variety of instruments, styles and approaches to performing and composing |
| Assessment | Graded Theory | ! erformance | E#am style \$uestons% | ' omposit on | E#am style \$uestons% | ' omposit on and |
| / tydelise.jyldis.jadarljellep fed | in the state of th | ts;u"mission | sauc atton & | su"mission | secton & | tæwfædmance (u"mission |
| &hy this'c that t p | ! ossessing and understanding of su")ect*speci+c key terimeireology sets the groundwork for the following years of studying music, -t is fundamental to having and secure understanding of music in all of its | | | | | |
| (n@psBaDadea d fg | | | | | | |

| | moving forward, | | music efect vely, | | | |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| &hy no" ' | 4iteracy is at the heart of all curriculum su")ects, 6ntl pupils have a good understanding of this su")ect speci+c voca"ulary, they will not "e a"le to efect vely access the course, | -t is vital that we touch on this aspect of the course early, love of performing is, for most, the reason for choosing this course, (tudents must "e directed as to the most efect ve means of improving their instrumental skills to ensure that they meet the standard re\$uired | This is the core set work for the course, -t makes sense to analyse this work in depth +rst so that pupils can more independently access their optonal set work, | 'omposit on is o7en the hardest part of the course "ecause pupils have li5le e#perience outside of school, 8or this reason, it is important that they have covered all of the "asics "efore em"arking on this "asic composit on unit to ensure that they grasp all of the key | The +rst opt onal set work can "e accessed at a more independent level now as a result of previous work 9 this also leads onto preparing for e#am style, | This is an ideal time to complete +rst o: cial performance0compositon |
| | | for the course, | | concepts, | | |
| | | | | | | |
| | | | | | | |

| will also furnish them | such as those in the | possi"ilites, | such as those in the | |
|---------------------------|----------------------|---------------|----------------------|--|
| with valua"le so7 | popular industry, | | popular industry, | |
| transferra"le skills that | | | | |
| will e\$uip them for | | | | |
| their future careers, | | | | |
| -ndependence | | | | |
| • ! erseverance | | | | |
| Discipline | | | | |
| • 2emory | | | | |
| capacity | | | | |
| • Etc, | | | | |
| These transferra"le | | | | |
| skills are fundamental | | | | |
| to future success, | | | | |

Y" A#LY " \$% P&'\$TS

| Basic | Clear | Detailed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (Lower Ability End Points) | (Middle Ability End Points) | (Higher Ability End Points) |
| 6nderstand key voca"ulary pply key voca"ulary to a wide variety of musical styles &e a"le to play at Grade < standard on any instrument, 6nderstand the "asics of composit on%melody and chords, | 6nderstand more than the key voca"ulary pply more than)ust the key voca"ulary to a wide variety of musical styles &e a"le to perform at Grade = standard on any instrument 6nderstand and demonstrate the "asics of compositon% melody and chords | 6nderstand all area of study terms pply all o(terms to any piece of music &e a"le to perform at Grade > or a"ove on any instrument, Demonstrate knowledge of composition techni\$ues such as melody, chords and harmony through composition e#ercises, |