

Part A	Year 7	Year 8	Year 9	Year 10	Year 11
Overview	<p>Students will be introduced to the concepts of performance and appraising of various musical genres.</p> <p>They will learn the basic practical skills of performing on percussion, keyboard, ukulele and voice in order to begin to apply their theoretical knowledge in a practical manner.</p> <p>Pupils will work in groups/pairs to develop basic leadership and teamwork skills.</p> <p>Pupils will receive two hours of music over a two week period.</p>	<p>Students will continue to develop their knowledge and practical skills in performance and appraising.</p> <p>They will further develop their practical skills on percussion, keyboard, ukulele, guitar and voice.</p> <p>Pupils will continue in groups/pairs to develop leadership and teamwork skills.</p> <p>Pupils will start to develop composition and music technology skills through the use of songwriting on a DAW (Digital Audio Workstation).</p> <p>Pupils will receive two hours of music over a two week period.</p>	<p>Students will refine and further develop their knowledge and practical skills in performance and appraising.</p> <p>Pupils will continue to develop composition and music technology skills through the use of songwriting on a DAW (Digital Audio Workstation).</p> <p>Pupils will continue in groups/pairs to refine leadership and teamwork skills.</p> <p>Pupils will receive two hours of music over a two week period.</p>	<p><u>GCSE Music (Eduqas)</u></p> <p>The course is based around three main components:</p> <ul style="list-style-type: none"> • Performing (30%) • Composing (30%) • Appraising (40%) <p>Students have five hours of lessons over two weeks. Typically, one lesson per week will focus on composing and the other, music theory. The additional lesson will focus on performance skills.</p> <p>Individual students will have specific performing / composing focus depending on their needs / areas for improvement.</p> <p>Students will be assessed on each component throughout the year. Each term will have a performing or composing practical focus.</p>	<p><u>GCSE Music (Eduqas)</u></p> <p>The course is based around three main components:</p> <ul style="list-style-type: none"> • Performing (30%) • Composing (30%) • Appraising (40%) <p>Students have five hours of lessons over two weeks. Typically, one lesson per week will focus on music theory and the other, composition. The additional lesson will focus on performance skills.</p> <p>Individual students will have specific performing / composing focus depending on their needs / areas for improvement.</p> <p>Performances and compositions can be re-submitted at any time before the external deadline.</p>

Autumn 1	Introduction to Music	Keyboard Skills 2	Keyboard Skills 3	<u>AoS1: Forms & Devices</u>	<u>AoS1: Badinerie</u>
	<p>Pupils will be introduced to a range of different aspects of the music course so they will be clear about what they will learn throughout year 7, this includes, keyboard skills, rhythm/drumming, ukulele, and ensembles.</p>	<p>AoS1: Forms & Devices</p> <p>Students will strengthen their understanding of the notes of the treble clef, notation and their placement on a piano keyboard. They will play more advanced melodies with accompaniment which will also continue to develop their rhythmic skills. Pupils will learn to play 'Für Elise' by Beethoven.</p>	<p>AoS1: Forms & Devices</p> <p>Students will strengthen their understanding of the notes of the treble clef, notation and their placement on a piano keyboard. Additionally, pupils will analyse sheet music. They will play more advanced melodies with accompaniment which will also continue to develop their rhythmic skills. Pupils will learn to play 'Eine Klein Nachtmusik' by Mozart.</p>	<p>The Elements of Music</p> <p>Benchmark performance solo</p> <p>Pupils will complete a baseline assessment based on music theory and the elements of music.</p> <p>The elements of music are the fundamentals when it comes to analysing music. Pupils will look at each element in detail and understand how to identify each one in a piece of music. Pupils will also work on music theory.</p>	<p>Baseline Assessment</p> <p>Brief Composition Start</p> <p>J.S. Bach's "Badinerie" is the fast, light, and lively final movement of his Orchestral Suite No. 2 in B minor, written for flute, string orchestra, and harpsichord. The piece is a prime example of Baroque style, characterised by its use of two main musical motifs, intricate ornamentation like trills and appoggiaturas, a consistent 2/4 time signature, and the presence of a continuo section. It follows a binary (AA BB) form and is known for its virtuosic flute writing, energetic semiquavers and semiquavers, and disjunct melodic movement.</p>

Autumn 2	Keyboard Skills 1	Ukulele Skills 2	Film Music 2	AoS1: Forms & Devices Continued	AoS3: Film Music
	<p>AoS1: Forms & Devices</p> <p>Students will learn the notes of the treble clef and their placement on a piano keyboard. They will play melodies appropriate to their ability, which will also develop their rhythmic skills. Pupils will learn to play 'Ode to Joy' by Beethoven.</p>	<p>Students will continue to read TAB and chords grids and their placement on the ukulele. They will learn to play appropriate riffs and songs with chords appropriate to their ability, which will also develop their rhythmic skills. Pupils will focus on articulation and how to add expression to their piece through string bends and vibrato.</p>	<p>AoS3: Film Music</p> <p>Students study and appraise well-known pieces of film music. Pupils will recap what elements are used in different film genres and study how composers build an atmosphere. Pupils will take this knowledge and use it to compose their own piece of film music to a famous movie scene.</p>	<p>Mini Mock</p> <p>Forms and devices are of fundamental importance in musical composition, and many of the common musical forms and devices used by composers today have their origin in the Western Classical Tradition. The music of the Baroque, Classical and Romantic eras provides the context for a study of binary, ternary, minuet and trio rondo, variation and strophic forms. Learners are encouraged to engage with a variety of music from the prescribed eras, through a range of performing, composing and appraising activities. They are also encouraged to make links between music they listen to, pieces they perform and their own compositions, as well as music by composers from the twentieth and twenty-first centuries who use these forms and devices.</p>	<p>The film industry is of considerable commercial and cultural interest in both the UK and abroad. There are many areas of specialism for musicians within this industry such as composer, orchestrator, arranger, performer, music editor, producer and more. A film composer scores music to accompany a motion picture for film or television. This includes dramatic underscore and thematic music as well as popular songwriting. Through this area of study learners are encouraged to consider how music for film is created, developed and performed, and the impact this has on the audience. Learners will have the opportunity to compose and perform film music and are encouraged to use musical technology to create mood and atmosphere through engaging with the story of the film.</p>

Spring 1	<p>Ukulele Skills 1</p> <p>Students will learn how to read TAB and chords grids and their placement on the ukulele. They will learn to play appropriate riffs and songs with chords appropriate to their ability, which will also develop their rhythmic skills.</p>	<p>Pop Music Composition</p> <p>AoS4: Pop Music</p> <p>Pupils will compose a piece of pop music on a DAW. Pupils will understand basic compositional techniques such as key, chords and melody as well as developing an understanding of a DAW including how to program, sequence and use MIDI.</p>	<p>Jazz Music</p> <p>AoS2: Music for Ensemble</p> <p>Students will learn the history of Jazz and the structure of the music. They will understand the features of Jazz and how it was created through blues.</p>	<p>AoS2: Music for Ensemble</p> <p>Second benchmark solo performance</p> <p>Music for ensemble forms the basis for a study of texture and sonority. Through a study of diverse musical styles composed for ensemble, such as jazz and blues, musical theatre and chamber music, learners will consider how music is composed for small groups of instruments and voices. Learners will also consider how texture is manipulated and they are encouraged to use small instrumental/vocal groupings in their own music. Learners are required to perform as part of an ensemble, and through this to actively engage with ensemble music, understanding the relationship between performers on the stage and the audience.</p>	<p>AoS4: Pop Music</p> <p>Solo Performance Deadline</p> <p>Popular music is a wide-ranging and diverse art form encompassing several distinct genres. The popular music industry offers a wide range of opportunities for both composers and performers, including singer, song-writer, music producer, arranger and more. Through this area of study learners are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to perform popular music as well as compose music associated with a popular music genre. Learners are also encouraged to use music technology, understanding the impact this has on the way music is developed and performed in popular music.</p>
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Spring 2	World Drumming	Film Music	Video Game Music	<u>AoS2: Music for Ensemble Continued</u>	<u>AoS 1, 2, 3, & 4 Revision</u>
	Pupils will explore different drumming cultures such as African Drumming and Samba. Pupils will understand basic notation and how to use it to create their own rhythms. Improvisation and pattern recognition will be developed during practical tasks.	AoS3: Film Music Students study and appraise well-known pieces of film music. Pupils understand what elements are used in different film genres and study how composers build an atmosphere.	Pupils will compose video game music for a hero, villain and location. Pupils will use prior knowledge of film music and uses the techniques of the composer to create their music.		Solo Performance Deadline Composition Deadline All coursework 5th May

<p>Summer 1</p>	<p><u>Group Performance</u></p> <p>Pupils will work together in small groups using a variety of instruments that they have studied throughout year 7 to learn a piece of music as an ensemble. Pupils will look at the elements of music in detail understanding the components of each element.</p>	<p><u>Blues Music</u></p> <p>AoS2: Music for Ensemble</p> <p>Students will learn the history of the blues and the structure of the music. They will understand the 12 bar blues sequence with chords, a walking bass line and, for the more able students, improvisation using the blues scale.</p>	<p><u>Pop Music 2</u></p> <p>AoS4: Pop Music</p> <p>Pupils will study the music theory of pop music & common musical features. Students develop their own cover version of a pop song. They choose either keyboard / guitar / voice / ukulele / drums.</p>	<p><u>AoS4: Popular Music</u></p> <p>Set Work: 'Africa' by Toto</p> <p>Africa by the American rock band Toto, is the tenth and final track on their fourth studio album Toto IV which was released in 1982. Africa was written in 1981 by band members David Paich and Jeff Porcaco. Toto's "Africa" focuses on its blend of soft rock and traditional African musical elements, evident in its distinct syncopated riff structure, the use of pitched percussion like the marimba and xylophone, layered instrumental ostinatos in the introduction, and the overall homophonic texture. The song is in 2/2 time and is characterized by a moderately fast tempo, with clear distinction between the sections in B major and A major.</p>	<p>AoS 1, 2, 3, & 4 Revision</p>
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Summer 2	Group Performance	Pop Music	Pop Music 2	AoS 1, 2 & 4 Revision	AoS 1, 2, 3, & 4 Revision
	<p>Pupils will work together in small groups using a variety of instruments that they have studied throughout year 7 to learn a piece of music as an ensemble. Pupils will look at the elements of music in detail understanding the components of each element.</p> <p>Pupils will perform their piece at the end of the school term.</p>	<p>AoS4: Pop Music</p> <p>History of popular music 1950s-present day. Students develop their own cover version of a pop song. They choose either keyboard / guitar / voice.</p>	<p>AoS4: Pop Music</p> <p>Pupils will study the music theory of pop music & common musical features. Students develop their own cover version of a pop song. They choose either keyboard / guitar / voice / ukulele / drums.</p> <p>Pupils will perform in their groups.</p>	Mock Exam	Final Exam
Part B: Co-curricular Music	<p>Pupils have the option to attend an after school music club where they will be able to refine practise on their chosen instrument. Additionally, pupils interested in performing will be organised into bands and given songs to focus on.</p>	<p>Pupils have the option to attend an after school music club where they will be able to refine practise on their chosen instrument. Additionally, pupils interested in performing will be organised into bands and given songs to focus on.</p>	<p>Pupils have the option to attend an after school music club where they will be able to refine practise on their chosen instrument. Additionally, pupils interested in performing will be organised into bands and given songs to focus on.</p>	<p>Pupils have the option to attend an after school music club where they will be able to refine practise on their chosen instrument. Additionally, pupils interested in performing will be organised into bands and given songs to focus on.</p>	<p>Pupils have the option to attend an after school music club where they will be able to refine practise on their chosen instrument. Additionally, pupils interested in performing will be organised into bands and given songs to focus on.</p>

Part C: Musical Experiences	<p>Pupils will have a number of opportunities to perform throughout the school year. Pupils will have the option of performing solo or as part of an ensemble at school, community and trust events.</p>	<p>A Christmas choir will have the chance to perform at TCAT Does Christmas at the Parr Hall in Warrington</p>	<p>The performing arts department will run a Christmas music show offering pupils the chance to perform at a Christmas themed music show.</p>	<p>The music department will run the annual end of year music show 'Amped Up' where pupils can showcase their talent on a chosen instrument or part of an ensemble/band for parents and carers.</p>	<p>The TCAT trust offer two shows per school year in November and June for school across the trust to collaborate by putting together a variety show at the Parr Hall in Warrington.</p>
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