



Topic name	Term	Skills developed	Link to subject content	Prior learning	Assessment	Next link in curriculum
<p>Set works:</p> <p>Compulsory area of study 1: The Baroque Concerto</p>	Autumn	<ul style="list-style-type: none"> Development of research skills re Time period and characteristics Practice listening questions on set works to identify characteristics aurally Listen to similar works and compare characteristics Practice questions aurally on set works Score analysis of set works developing independently Analysis of Purcell, Vivaldi and Bach and recognising the development of the concerto genre Listening to ‘authentic’ performances and modern performances 	Develop a deepening understanding of the music and its history	<p>Notation</p> <p>General context of Baroque from GCSE set works Brandenburg Concerto No 5 and Music for a While</p> <p>Structure</p> <p>Score reading</p> <p>Harmony/chords</p>	Regular retrieval starter – vocab etc Listening questions Specimen questions gridwork	<p>Y13 Continue independent identification of characteristics of set pieces using scores</p> <p>Y12/13 Use interval recognition for dictation exercises – again – faster identification due to practice</p> <p>Y12/13 Use correct terminology more frequently in written work and verbally</p>
<p>Optional Area of Study: Musical Theatre</p>	Autumn	<ul style="list-style-type: none"> Recap of the general context and vocab of the genre from GCSE Identifying chords and harmony in the music/on the score Reiterating the effect of the instrumentation of the music and also the effect of timbre Recognising compositional techniques and structures used by composers in this AoS and identifying sections and repeated material Identifying characteristics of the genre that can be found in the set works more independently 	Develop a deepening understanding of the music and its history	<p>Notation: Treble, bass and alto clefs Key signatures</p> <p>Structure and form from GCSE</p> <p>Chords and extended chords</p> <p>Vocal techniques from GCSE</p> <p>Knowledge of genre and context from GCSE set work c.f. Defying gravity</p>	Regular retrieval – vocab etc Listening questions Essays marked by staff	<p>Y12 Regular embedding and reinforcing knowledge from score analysis in order to answer listening questions more accurately and at a faster pace</p> <p>Y13 retrieve terminology with increasing swiftness</p>



<p>Optional Area of Study: Pop Music</p>	<p>Spring</p>	<ul style="list-style-type: none"> Look at styles and influences from the genre for all suggested pieces Build up characteristics of the era and recognise within the pieces Increase knowledge of the musicians Acknowledge and investigate technology used plus appropriate terminology Analyse aurally 		<p>Knowledge of genre and context from GCSE set work c.f. Killer Queen</p>	<p>Regular retrieval Listening questions Gridwork</p>	<p>Y12 Enhance aural skills – recognise chords</p> <p>Y13 Continue to use aural recognition of chords and harmony at a quicker pace</p> <p>Y13 Use prior learning for revision and exam questions</p>
<p>Composition: 4 part functional harmony and free composition</p>	<p>Autumn: Sept Oct</p>	<ul style="list-style-type: none"> Western functional harmony (4 part) in the style of J. S. Bach – basic progressions, scoring protocol, cadences in short exercises Applying knowledge in a practical context Further develop confidence in composing by using models to analyse 	<p>Improvise and compose; develop musical ideas and use different types of scales</p>	<p>Notation</p> <p>Triad building</p> <p>Key signatures</p> <p>Voice ranges</p> <p>Use of technology</p> <p>Instrumental ranges and timbres</p> <p>Techniques from GCSE composition</p>	<p>Staff assess weekly 4 part work and provide feedback Staff give verbal feedback for development weekly for free composition and formal feedback at appropriate points</p>	<p>Y12/13 Composition – use 'tools' from knowledge in independent composition</p> <p>Y12 Learn the parameters of Western functional harmony (also an aid to score analysis)</p>
<p>4 Part Harmony</p>	<p>Autumn: Nov Dec</p>	<ul style="list-style-type: none"> Cadential writing looking at common cadential formulae and aural identification. No modulation or chromaticism but varied keys should be used to reinforce theory from 1st half-term. Focused work towards their decided structure and form. Focus must be driven by structure with melodic 	<p>Play and perform confidently Use different types of scales</p>	<p>Notation</p> <p>Triads</p> <p>Vocal ranges</p> <p>Keys and cadences</p> <p>Technology</p>	<p>As above</p>	<p>Y12/13 Identify cadential points in longer exercises and use the appropriate formula</p>



<p>Free Composition</p> <p>4 part Harmony</p> <p>Free Composition</p>	<p>Spring:</p>	<p>development and motivic work</p> <ul style="list-style-type: none"> • Modulations and chromaticism • Regular listening to aid creativity • Work towards completion of whole phrase of 4-part harmony without modulation or chromaticism. • Composing accurately and effectively in one key • Development of key signatures and major/minor keys and subsequent chord anomalies • Continue work on ideas for free composition 				<p>Y13 Produce an accurate score</p> <p>Y13 voice leading, looking at individual lines</p> <p>Y12 modulating and introducing minor keys and chromaticism</p>
<p>Performance: Individual performance</p>	<p>Spring</p>	<ul style="list-style-type: none"> • Prepare a performance for assessment 	<p>Play and perform confidently</p> <p>Use staff notation in a range of musical styles</p>	<p>Instrumental and vocal techniques</p> <p>GCSE performance skills</p>	<p>Staff give formal written feedback and verbal discussion with student for development using exam board criteria</p>	<p>Y13 Mock and Final A level programme</p> <p>Self-reflection on critique for further development as a performer</p>
<p>Compulsory Area of Study 1: Romantic piano music</p>	<p>Spring</p>	<ul style="list-style-type: none"> • Retrieve and embed previously learned vocabulary re: classical/romantic eras • Further develop ability to identify certain features relevant to above eras • Acknowledge and listen to early piano sounds • Use independent analysis skills more frequently • Comparison of styles of Chopin, Brahms and Grieg 	<p>Identify tonalities, different types of scales</p> <p>Develop a deeper understanding of the music which they perform: listen to examples and learn its history</p> <p>Listen with increasing discrimination to a wide range of music</p>	<p>Reference to GCSE set work 'Pathetique' sonata by Beethoven as the precursor</p> <p>Use of more complex harmony and texture</p> <p>Retrieval of Romantic characteristics from KS3 and GCSE</p> <p>Development of the piano</p>	<p>Retrieval etc</p> <p>Listening questions</p> <p>Grid work</p>	<p>Y12 Reinforce vocabulary pertinent to the era</p> <p>Y12 Embed newer vocabulary and apply to analysis</p> <p>Y13 Increasingly independent analysis</p> <p>Y12 Utilise ideas and techniques in independent</p>



						composition where appropriate
Recap of topics and retrieval of knowledge	Summer	<ul style="list-style-type: none"> Retrieval of vocabulary associated with set works and areas of study Practice of aural recognition in a variety of genres/topics related to areas of study 	Identify tonalities, different types of scales	All notation	Written/verbal feedback	Y12 Embed background, context and a wide range of listening in study areas in revision for analysis
End of Year Examination	June	<ul style="list-style-type: none"> Appropriate paper Prepare a piece for performance to be formally assessed (see above) Submit a draft composition for assessment 	Develop a deeper understanding of the music which they perform: listen to examples and learn its history	All notes and score analysis All previous listening questions/exam style questions	Staff mark examination paper	Y13 Use for revision Y12 Practice questions and skills learned and identify areas for strengthening Y13 Preparation for performing in front of an audience /final A level; programme Feedback and self analysis of performance in order to move forward in Y13
Compulsory Area of Study 1: The Operas of Mozart	July	<ul style="list-style-type: none"> Begin preparatory work for topic Watch Act 1 of the Marriage of Figaro Understand the plot and begin making the connections in the music Look at other Mozart operas 	Develop a deeper understanding of the music which they perform: listen to examples and learn its history	Classical Period from KS3 Structure and styles Musical theatre	Listening questions assessed	Y13 full analysis Y13 fully connect plot to music Y13 identify characteristics of orchestration more swiftly



4 part harmony	July	<ul style="list-style-type: none">Continue practicing longer exercises – soprano line onlyImprove draft submission after discussion		All previous techniques	Ongoing marking	Y13 Brief 1
Free Composition						Y13 full score