



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Film Music (Music of J Williams)	To explore the musical texture To be able to compose using various textures To be able to identify musical textures aurally To explore how film music implements dynamics	Dynamics Texture Monophonic Homophonic Polyphonic Imitation Unison Octaves Melody & Accompaniment Heterophony	Students will do a variety of tasks to help them understand various musical textures They will be expected to identify the texture when listening to music and also compose using the textures They will also become familiar with Italian dynamic markings looking at how composers utilise these in film music compositions	<i>Prerequisites:</i> KS3 curriculum (general overview of texture types and dynamics) <i>What comes next:</i> KS4 Popular Music unit	Revision using musictheory.net Aural questions using Focus on Sound subscription
Popular Music	To explore harmony and how it is used in popular music To understand key signatures To be able to recognise modulations To understand scale degree and associated roman numerals To understand chord functions To explore voice types and vocal techniques	Harmony / Timbre Modulation Circle of Fifths Key Signature Consonant / Dissonant Tonality Pedal Note Drone Suspension Progression Melisma Vibrato Falsetto	Students will do a variety of tasks to help them understand various components of harmonic writing They will be expected to identify these features in response to examination questions. They will also have to use harmonic features within small compositional tasks.	<i>Prerequisites:</i> Y9 Popular Music unit <i>What comes next:</i> Composition 1 (Free Composition)	Revision using musictheory.net Aural questions using Focus on Sound subscription Access to notational software (musescore)



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<p>Composition 1 (Free Composition)</p>	<p>NEA to be completed under examination conditions over a 25 hour period</p> <p>Students will use and explore all musical elements while composing</p> <p>Teaching will be responsive to the needs of the students dependent on the style of their composition</p>	<p>Dynamics</p> <p>Rhythm</p> <p>Structure</p> <p>Melody</p> <p>Instrumentation</p> <p>Texture</p> <p>Harmony</p>	<p>Progression of skills on Sibelius from the start of KS4</p> <p>Students will be asked to produce a composition that contains 4 key elements of harmony, melody, bass and rhythm</p> <p>They will be able to compose in any style they choose. Bespoke support will be given as the compositional work progresses</p> <p>Students can use sequencing software, notational software or unconventional methods to realise their work</p>	<p><i>Prerequisites:</i></p> <p>As composition is extremely vast, understanding of all musical elements is essential. This will come from the KS3 curriculum and what students have studied at the start of the GCSE course</p> <p><i>What comes next:</i></p> <p>Traditional Music</p>	<p>N/A as work has to be completed in a controlled environment</p> <p>Students can work on ideas between session using instruments that they have at home</p>
<p>Traditional Music</p>	<p>To explore the rhythmic elements required of the AQA aural examination looking at traditional music as a stimulus</p>	<p>Duration</p> <p>Melody</p> <p>Augmentation</p> <p>Diminution</p> <p>Hemiola</p> <p>Syncopation</p> <p>Rubato</p> <p>Metre</p> <p>Time Signature</p> <p>Tempo</p> <p>BPM</p> <p>Anacrusis</p>	<p>Students will do a variety of tasks to help them understand various rhythmic elements</p> <p>They will be expected to identify rhythmic features when listening to music and also compose using these features</p>	<p><i>Prerequisites:</i></p> <p>Y9 Reggae Music unit</p> <p><i>What comes next:</i></p> <p>Western Classical Traditions Since 1910</p>	<p>Revision using class study guide</p> <p>Revision using musictheory.net</p> <p>Aural questions using Focus on Sound subscription</p>



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Western Classical Tradition Since 1910	To explore the structural elements required of the AQA aural examination using Western Classical Tradition Since 1910 as a stimulus	Timbre Con Sord Pizzicato Flam Vibrato Structure Binary Ternary Rondo Sonata Strophic Ground Bass Cadenza Continuo	Students will do a variety of tasks to help them understand various structural elements  They will also explore the sonority of orchestral instruments looking at playing techniques in particular  They will be expected to identify structural features when listening to music and also compose using these features	<i>Prerequisites:</i> Y9 Blues / Popular Music units  <i>What comes next:</i> Study Piece 1: Popular Music	Revision using class study guide  Aural questions using Focus on Sound subscription
Study Piece 1: Popular Music (Little Shop of Horrors)	To explore 3 pieces of music (LSOH) associated with the Popular Music strand.  1. Prologue / Little Shop of Horrors  2. Mushnik & Son  3. Feed Me (Git it!)	Dynamics Rhythm Structure Melody Instrumentation Texture Harmony	Students will do a variety of tasks to help them understand various musical features of the music  They will be expected to identify these features in response to an essay (8 mark) style question.  While learning about these pieces, practical, retrieval and theory activities will take place to help make the learning sticky.	<i>Prerequisites:</i> As the set works are extremely vast, understanding of all musical elements is essential. This will come from the KS3 curriculum and what students have studied throughout the GCSE course  <i>What comes next:</i> Y11 Curriculum (Western Classical Tradition 1650-1910)	Revision using class study guide on LSOH  Aural and essay based questions using Focus on Sound subscription