



Key Learning Constructs to be developed over the academic year. – Core Knowledge	Scheme of Learning Autumn Term	Scheme of Learning Spring Term -	Scheme of Learning Summer Term
<ul style="list-style-type: none"> <li>• Aural skill development</li> <li>• Score reading</li> <li>• Composition</li> <li>• Performance skills</li> </ul>	<p><b>Part 1:</b> <b>Music for Stage &amp; Screen</b> <b>Schwartz – Defying Gravity:Wicked</b> The unit incorporates opportunities for pupils to develop a solo performance based on Music for Stage &amp; Screen &amp; develop composition skills based around the same. Composition skills will explore Musical Theatre songs &amp; will be developed using sequencing software. Pupils study a short score for the piece, looking at different musical elements over the weeks &amp; how the composer uses them.</p> <ol style="list-style-type: none"> <li>1) Context, characters &amp; storyline</li> <li>2) Harmony</li> <li>3) Performing Forces</li> <li>4) Melodic Devices</li> <li>5) Structure &amp; tempo markings</li> <li>6) Texture</li> <li>7) Tonality &amp; rhythmic elements</li> </ol> <p>FA: Ongoing key word quizzes, interval recognition, composition development &amp; teaching gadget A: Filmed Performance</p> <p><b>Part 2:</b> <b>Music for Stage &amp; Screen</b></p>	<p><b>Part 3:</b> <b>Vocal Music</b> <b>H.Purcell - Music for a While</b> The unit incorporates opportunities for pupils to develop a solo performance based on Vocal Music &amp; develop composition skills based around the same. Composition skills will focus on creating a short study incorporating a Ground Bass &amp; will be undertaken using sequencing software. Pupils study a short score for the piece, looking at different musical elements over the weeks &amp; how the composer uses them.</p> <ol style="list-style-type: none"> <li>1) Context – Baroque, Classical, Romantic &amp; 20thC</li> <li>2) Ground Bass &amp; Basso Continuo</li> <li>3) Vocabulary review</li> <li>4) Composing Ground Bass with melody- passing notes</li> <li>5) Ornamentation</li> <li>6) Texture, Harmony &amp; tempo</li> </ol> <p>FA: Ongoing key word quizzes, interval recognition, composition development &amp; teaching gadget A: Filmed Performance</p>	<p><b>Part 5:</b> <b>Fusion</b> <b>Afro-Celt Sound System - Release</b> The unit incorporates opportunities for pupils to develop a solo performance based on Fusion &amp; develop composition skills based around the same. The composition features a fusion of 2 of either African, Celtic, Reggae, Baroque, Musical Theatre, Blues, Punk, Film (music), Choral, (or any other suitable pupil choice). Pupils study a short score for the piece, looking at different musical elements over the weeks &amp; how the composer uses them.</p> <ol style="list-style-type: none"> <li>1) Context &amp; performing forces</li> <li>2) Structure &amp; melody</li> <li>3) Texture, Harmony &amp; Tonality</li> <li>4) Tempo, Rhythm &amp; Metre</li> <li>5) Composition</li> <li>6) Composition</li> </ol> <p>A: Written analysis &amp; comparison from Edexcel past paper A: Filmed Performance A: Composition</p>

	<p><b>Williams – Star Wars Titles &amp; Rebel Blockade Runner</b></p> <p>The unit incorporates opportunities for pupils to develop a solo performance based on Music for Stage &amp; Screen &amp; develop composition skills based around the same. Composition skills will focus specifically on creating a short handwritten fanfare in parts.</p> <p>Pupils study a short score for the piece, looking at different musical elements over the weeks &amp; how the composer uses them</p> <ol style="list-style-type: none"> <li>1) Context &amp; Performing Forces</li> <li>2) Melody – instruments &amp; string extended techniques</li> <li>3) Fanfares</li> <li>4) Texture &amp; timbre</li> <li>5) Rhythm tempo &amp; metre</li> <li>6) Harmony – quartal, atonal</li> </ol> <p>FA: Ongoing key word quizzes, interval recognition, composition development &amp; teaching gadget</p> <p>A: Filmed Performance</p>	<p><b>Part 4: weeks 1-6</b></p> <p><b>Queen: Killer Queen from ‘Sheer Heart Attack’</b></p> <p>The unit incorporates opportunities for pupils to develop a solo performance based on Vocal Music &amp; develop composition skills based around the same, creating a Verse &amp; Chorus to a song with a challenging vocal range &amp; modulation.</p> <p>Pupils study a short score for the piece, looking at different musical elements over the weeks &amp; how the composer uses them.</p> <ol style="list-style-type: none"> <li>1) Context &amp; Structure</li> <li>2) Performing Forces &amp; Melody – song composition</li> <li>3) Melody &amp; texture</li> <li>4) Harmony &amp; Tonality</li> <li>5) Tempo &amp; rhythm</li> <li>6) Metre</li> </ol> <p>A: Written analysis &amp; comparison from Edexcel past paper</p> <p>A: Filmed Performance</p>	<p><b>Part 6: Fusion</b></p> <p><b>Esperanza Spalding – Samba Em Preludio</b></p> <p>The unit incorporates opportunities for pupils to develop a solo performance based on Music for Stage &amp; Screen &amp; develop composition skills based in this case around the style they feel most confident in.</p> <p>Pupils study a short score for the piece, looking at different musical elements over the weeks &amp; how the composer uses them.</p> <ol style="list-style-type: none"> <li>1) Context &amp; structure</li> <li>2) Performing Forces</li> <li>3) Melody</li> <li>4) Texture &amp; Harmony</li> <li>5) Harmony &amp; Tonality</li> <li>6) Tempo Rhythm &amp; Metre</li> </ol> <p>A: Written analysis &amp; comparison from Edexcel past paper</p> <p>A: Filmed Performance</p> <p>A: Composition</p>
<p><b>Hinterland Knowledge</b></p>	<p><b>Parts 1 &amp; 2</b></p> <p>Musical Theatre, West End &amp; Broadway.</p> <p>Film direction</p>	<p><b>Part 3</b></p> <p>Mythology – Oedipus &amp; Sophocles Westminster Abbey &amp; residencies for musicians</p> <p><b>Part 4</b></p> <p>Queen background. Ivor Novello Awards Theatre &amp; Opera</p>	<p><b>Part 5</b></p> <p>African &amp; Celtic cultural traditions &amp; folklore. Aural tradition</p> <p><b>Part 6</b></p> <p>General knowledge &amp; stories drip-fed into lessons.</p>

<b>Assessment: -Formative Techniques</b>  <b>-Summative Piece</b>	<ul style="list-style-type: none"> <li>• Personal instrumental support &amp; feedback</li> <li>• Personal composition support &amp; feedback</li> <li>• Aural skills development embedded in every lesson</li> <li>• Teaching Gadget quizzes – embedding &amp; interleaving</li> </ul>		
	<b>Parts 1</b> A: Filmed Performance  <b>Part 2</b> A: Filmed Performance	<b>Part 3</b> A: Filmed Performance  <b>Part 4</b> A: Filmed Performance A: Written Assessment	<b>Part 5</b> A: Written analysis & comparison from Edexcel past paper A: Filmed Performance A: Composition  <b>Part 6</b> A: Written analysis & comparison from Edexcel past paper A: Filmed Performance A: Composition
<b>Key Vocabulary</b>	<b>Parts 1</b> Chords I, IV, V, Articulation (stacc/leg/accented), Melismatic/syllabic, conjunct/disjunct, word painting, sequence, Homophonic/Monophonic/polyphonic, interval (up to maj 3 <sup>rd</sup> ), triad, inversions – root 1 <sup>st</sup> & 2 <sup>nd</sup> .  Plus key vocabulary from set work relating to; Harmony Instruments/performing forces Rhythm/metre Melody	<b>Part 3</b> Baroque, Classical, Romantic, 20 <sup>th</sup> Century, Ground Bass, Basso Continuo, Harpsichord, Canon, Counter-Tenor, Soprano, Opera Scalic/conjunct/stepwise, Chords I, IV, V, imitative, melisma, chromatic, melodic minor, sacred, trill/turn/mordent/grace note, passing notes, Interval up to maj 6 <sup>th</sup>  Plus key vocabulary from set work relating to; Harmony Instruments/performing forces	<b>Part 5</b> Vocab: Kora, Hurdy Gurdy, Uilleann Pipes, Bodhran, Fiddle, Whistle, Accordion, synth, samples, looping, glissando, double-stopping, filters (low pass, hi pass) drone, heterophonic, sextuplets, compound intervals up to one 8ve  Plus key vocabulary from set work relating to; Harmony Instruments/performing forces Rhythm/metre

	<p>Tonality Tempo Structure</p> <p><b>Part 2</b> Triplets, atonal, bitonal, tonal, tremolo, pizzicato, arco, con sordino, adagio, allegro, andante, moderato, arpeggiated, quartal harmony, repetition, imitation, pedal note, inverted pedal, interval (up to aug 4th)</p> <p>Plus key vocabulary from set work relating to; Harmony Instruments/performing forces Rhythm/metre Melody Tonality Tempo Structure</p>	<p>Rhythm/metre Melody Tonality Tempo Structure</p> <p><b>Part 4</b> Tessitura, range, slide bends/pull-offs/vibrato, multi-tracking, reverb, panning, distortion, Backing Vocals, EQ, Flanger, Wah-Wah, antiphonal, modulation, 7<sup>th</sup> chords &amp; extended chords, dissonance, swing, syncopation, anacrusis. Interval up to 8ve</p> <p>Plus key vocabulary from set work relating to; Harmony Instruments/performing forces Rhythm/metre Melody Tonality Tempo Structure</p>	<p>Melody Tonality Tempo Structure</p> <p><b>Part 6</b> Vocab: Bossa Nova, Samba, Rubato, syncopation, jazz, funk, virtuosic, chest register, acoustic bass, falsetto, rising arpeggio, flattened 5<sup>th</sup>, Ragtime, cadences, extended chords – 7ths, 9ths, 11ths, 13ths, diminished 7<sup>th</sup>, modulation, compound intervals up to two 8ve's.</p> <p>Plus key vocabulary from set work relating to; Harmony Instruments/performing forces Rhythm/metre Melody Tonality Tempo Structure</p>
<b>Key Skills</b>	<p><b>Part 1 &amp; 2</b> Aural skill development Score reading Composition Performance skills</p>	<p><b>Part 3 &amp; 4</b> Aural skill development Score reading Composition Performance skills</p>	<p><b>Part 5 &amp; 6</b> Aural skill development Score reading Composition Performance skills</p>
<b>Opportunities Outside the taught Curriculum.</b>	<p>Monday – Diocesan Choir Lunchtime drop-ins Music Club – Weds &amp; Thurs eves Internal performances – HFS Mini-gigs every 2<sup>nd</sup> Friday Peripatetic lessons – all insts</p>	<p>Monday – Diocesan Choir Lunchtime drop-ins Music Club – Weds &amp; Thurs eves Internal performances – HFS Mini-gigs every 2<sup>nd</sup> Friday Peripatetic lessons – all insts</p>	<p>Monday – Diocesan Choir Lunchtime drop-ins Music Club – Weds &amp; Thurs eves Internal performances – HFS Mini-gigs every 2<sup>nd</sup> Friday Peripatetic lessons – all insts</p>

	<p>Performance event opportunities - Christmas show, HFS Mini gigs, Liturgies Friday A Capella group School Productions</p> <p>Live Band Visit Visiting musician – management &amp; promotion talk Arts trip to Hepworth Gallery – Y10 (&amp; some 9) only</p>	<p>Performance event opportunities - Christmas show, HFS Mini gigs, Liturgies Friday A Capella group School Production - Theatre</p> <p>Orchestral Trip – Feb/March</p>	<p>Performance event opportunities - Christmas show, HFS Mini gigs, Liturgies Friday A Capella group School Productions</p> <p>Y10 &amp; 11 London Arts Trip – Musical Theatre &amp; Galleries</p>
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