

Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 lesson per fortnight	<p>Music theory 1</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 1. Baseline test; stave notation 2. Score reading - treble, bass, alto clefs 3. Note values, rests, rhythm 4. Note values, rests, rhythm 5. Sharps and flats, diatonic scale, equal temperament 6. Key signatures and circle of fifths <p>Why will it be learnt?</p> <p>Main outcome: To develop theory skills</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Score reading • Rhythm and note lengths • Sharps and flats • Key signatures and circle of fifths <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Baseline theory test • Classwork and homework 	<p>Music theory 2</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 7. Primary and secondary chords and cadences 8. Primary and secondary chords and cadences 9. Key relations and modulations 10. Revision and test <p>Why will it be learnt?</p> <p>Main outcome: To develop theory skills</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Diatonic major and minor scales • Primary and secondary chords and cadences • Key relations and modulations <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Classwork and homework • End of unit theory test 	<p>Music theory 2</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 1. Key relations and modulations 2. Key relations and modulations 3. Intervals – major and minor <p>Why will it be learnt?</p> <p>Main outcome: To develop theory skills</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Understanding of key signatures and relations • Understanding of modulations • Understanding of intervals <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Classwork and homework 	<p>Music theory 4</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 4. Intervals – major and minor 5. Diminished/ augmented intervals 6. Revision and test <p>Why will it be learnt?</p> <p>Main outcome: To develop theory skills</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Understanding of intervals including major, minor, diminished and augmented • Reading and writing intervals <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Classwork and homework • End of unit theory test 	<p>Music theory: exam practice 1</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 1. Transposition 2. Dictation – rhythm 3. Dictation – rhythm <p>Why will it be learnt?</p> <p>Main outcome: To develop basic theory skills</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Understanding of transposition including transposing instruments • Rhythmic dictation <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Exam technique • Classwork and homework 	<p>Music theory: exam practice 2</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 4. Dictation – melodic 5. Dictation - melodic 6. Revision and test <p>Why will it be learnt?</p> <p>Main outcome: To develop basic theory skills</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Melodic dictation • Exam technique <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Classwork and homework • Summer progress exam

COMPONENTS 1 AND 2: PERFORMING AND COMPOSING

Year 12	Autumn 1 and 2		Spring 1 and 2		Summer 1	Summer 2
1 lesson per half term	<p style="text-align: center;">Performance 1</p> <p>What will be learnt?</p> <ul style="list-style-type: none"> To perform in front of an audience <p>Why will it be learnt?</p> <p>Main outcome:</p> <p>To develop performance skills in preparation for final recital</p> <p>Skills developed:</p> <ul style="list-style-type: none"> Performance in response to A level criteria Self confidence Appraising other’s performance <p>How will learning be assessed?</p> <ul style="list-style-type: none"> Assessed performance in class Peer assessment Self reflection 	<p style="text-align: center;">Performance 2</p> <p>What will be learnt?</p> <ul style="list-style-type: none"> To perform in front of an audience <p>Why will it be learnt?</p> <p>Main outcome:</p> <p>To develop performance skills in preparation for final recital</p> <p>Skills developed:</p> <ul style="list-style-type: none"> Performance in response to A level criteria Self confidence Appraising other’s performance <p>How will learning be assessed?</p> <ul style="list-style-type: none"> Assessed performance in class Peer assessment Self reflection 	<p style="text-align: center;">Performance 3</p> <p>What will be learnt?</p> <ul style="list-style-type: none"> To perform in front of an audience <p>Why will it be learnt?</p> <p>Main outcome:</p> <p>To develop performance skills in preparation for final recital</p> <p>Skills developed:</p> <ul style="list-style-type: none"> Performance in response to A level criteria Self confidence Appraising other’s performance <p>How will learning be assessed?</p> <ul style="list-style-type: none"> Assessed performance in class Peer assessment Self reflection 	<p style="text-align: center;">Performance 4</p> <p>What will be learnt?</p> <ul style="list-style-type: none"> To perform in front of an audience <p>Why will it be learnt?</p> <p>Main outcome:</p> <p>To develop performance skills in preparation for final recital</p> <p>Skills developed:</p> <ul style="list-style-type: none"> Performance in response to A level criteria Self confidence Appraising other’s performance <p>How will learning be assessed?</p> <ul style="list-style-type: none"> Assessed performance in class Peer assessment Self reflection 	<p style="text-align: center;">Performance 5</p> <p>What will be learnt?</p> <ul style="list-style-type: none"> To perform in front of an audience <p>Why will it be learnt?</p> <p>Main outcome:</p> <p>To develop performance skills in preparation for final recital</p> <p>Skills developed:</p> <ul style="list-style-type: none"> Performance in response to A level criteria Self confidence Appraising other’s performance <p>How will learning be assessed?</p> <ul style="list-style-type: none"> Assessed performance in class Peer assessment Self reflection 	<p style="text-align: center;">Performance 6</p> <p>What will be learnt?</p> <ul style="list-style-type: none"> To perform in front of an audience <p>Why will it be learnt?</p> <p>Main outcome:</p> <p>To develop performance skills in preparation for final recital</p> <p>Skills developed:</p> <ul style="list-style-type: none"> Performance in response to A level criteria Self confidence Appraising other’s performance <p>How will learning be assessed?</p> <ul style="list-style-type: none"> Assessed performance in class Peer assessment Self reflection
5 lesson per half term	<p style="text-align: center;">Exploring WCT composition</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> Melodic creation Melodic development Chords and cadences Texture and harmony Modulation <p>Why will it be learnt?</p> <p>Main outcome:</p> <p>To develop composition skills in a Western Classical style</p> <p>Skills developed:</p> <ul style="list-style-type: none"> Melody creation and development Harmonising a melody with primary and secondary chords Using a range of textures Incorporating modulation <p>How will learning be assessed?</p> <ul style="list-style-type: none"> Class composition tasks Composition homework 		<p style="text-align: center;">Composition to a brief</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> Responding to a brief Creating initial ideas Melodic development Chords and cadences Texture and harmony <p>Why will it be learnt?</p> <p>Main outcome:</p> <p>To develop composition skills in a Western Classical style</p> <p>Skills developed:</p> <ul style="list-style-type: none"> Understanding and responding to a composition brief Melody creation and development Harmonising a melody using appropriate chords Incorporating a range of textures <p>How will learning be assessed?</p> <ul style="list-style-type: none"> Individual composition tasks Composition homework 		<p style="text-align: center;">Refining brief compositions</p> <p>What will be learnt?</p> <ol style="list-style-type: none"> Structure and form Structure and form Modulation Modulation Refining and improving <p>Why will it be learnt?</p> <p>Main outcome:</p> <p>To develop composition skills in a Western Classical style</p> <p>Skills developed:</p> <ul style="list-style-type: none"> Structuring a composition using standard forms Incorporating modulation Refining and completing a composition in the WCT <p>How will learning be assessed?</p> <ul style="list-style-type: none"> Individual composition tasks Composition homework 	

COMPONENT 3: LISTENING AND APPRAISING

Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2 lessons per fortnight	<p style="text-align: center;">AoS A: WCT 1 <i>Introduction to WCT</i></p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 1. Music history timeline 2. Musical periods and features 3. Musical periods and features 4. Student presentations 5. Baroque 6. Rococo and early Classical 7. Mannheim School 8. Key features of Classical style including score reading and transposing instruments 9. Symphonic structure, forms inc. sonata form, thematic and tonal relationships 10. Symphonic structure, forms inc. sonata form, thematic and tonal relationships <p>Why will it be learnt? <u>Main outcome:</u> To develop understanding of the features of musical periods with a focus on Baroque, Rococo and early Classical To develop understanding of Classical structures including sonata form</p> <p><u>Skills developed:</u></p> <ul style="list-style-type: none"> • Listening – identifying features • Analysis of thematic and tonal relationships • Orchestral score reading <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Class listening and analysis • Homework research leading to class presentation • Weekly home listening tasks 	<p style="text-align: center;">AoS A: WCT 2 <i>Development of the symphony: Classical period</i></p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 11. Introducing set work 1 12. Analysis of mvt 1: structure/ form, keys, modulations 13. Mvt 1 analysis continued 14. Mvt 1 analysis continued 15. Mvt 1 analysis continued 16. Mvt 1 analysis completed 17. Mvt 2 analysis - structure 18. Mvt 2 analysis continued 19. Mvt 2 analysis continued <p>Why will it be learnt? <u>Main outcome:</u> To deepen understanding of the development of the symphony in the Classical period To analyse in depth mvts 1 and 2 of set work 1: Haydn Symphony 104</p> <p><u>Skills developed:</u></p> <ul style="list-style-type: none"> • Listening – identifying features • Identifying structure, keys and modulations • Detailed harmonic analysis <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Class listening and analysis • Exam style essays set for homework • Weekly home listening tasks 	<p style="text-align: center;">AoS A: WCT 3 <i>Development of the symphony: Classical period</i></p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 1. Revise mvt 1: sonata form, structure, keys, modulations 2. Revise mvt 1: chords, intervals 3. Revise mvt 2 4. Revise mvt 2 5. Mvt 3 analysis 6. Mvt 3 analysis 7. Mvt 4 analysis 8. Mvt 4 analysis/ revision of mvt 3 <p>Why will it be learnt? <u>Main outcome:</u> To deepen understanding of the development of the symphony in the Classical period To analyse in depth mvts 1-4 of set work 1: Haydn Symphony 104</p> <p><u>Skills developed:</u></p> <ul style="list-style-type: none"> • Listening – identifying features • Identifying structure, keys and modulations • Detailed harmonic analysis <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Class listening and analysis • Exam style essays set for homework • Weekly home listening tasks 	<p style="text-align: center;">AoS A: WCT 3 <i>Development of the symphony: Romantic period</i></p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 9. Late Classical and Romantic period – developments 10. Late Classical and Romantic period – developments 11. Mendelssohn 4 12. Mendelssohn 4 13. Mendelssohn 4 14. Mendelssohn 4 15. Classical/ Romantic wider listening 16. Classical/ Romantic wider listening 17. Classical/ Romantic wider listening <p>Why will it be learnt? <u>Main outcome:</u> To deepen understanding of the development of the symphony in the late Classical /early Romantic periods, using Mendelssohn’s 4th Symphony as an example</p> <p><u>Skills developed:</u></p> <ul style="list-style-type: none"> • Listening – identifying features • Identifying structure, keys and modulations • Detailed harmonic analysis <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Class listening and analysis • Exam style essays set for homework • Weekly home listening tasks 	<p style="text-align: center;">AoS E: 20th Century <i>Introduction to 20th century</i></p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 1. Into the twentieth century 2. Expressionism and serialism 3. Impressionism 4. Neoclassicism 5. Set work 3: Poulenc <i>Trio</i> 6. Set work 3: Poulenc <i>Trio</i> 7. Set work 3: Poulenc <i>Trio</i> 8. Set work 3: Poulenc <i>Trio</i> <p>Why will it be learnt? <u>Main outcome:</u> To develop understanding of the features of twentieth century styles including expressionism/ serialism, impressionism and neoclassicism To analyse in depth set work 3: Poulenc <i>Trio</i></p> <p><u>Skills developed:</u></p> <ul style="list-style-type: none"> • Listening – identifying features • Identifying structure, keys and modulations • Detailed harmonic analysis <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Class listening and analysis • Exam style essays set for homework • Weekly home listening tasks 	<p style="text-align: center;">AoS E: <i>Going deeper into 20th century</i></p> <p>What will be learnt?</p> <ol style="list-style-type: none"> 9. Impressionism – Ravel 10. Impressionism – Debussy 11. Set work 2: Debussy <i>Nuages</i> 12. Set work 2: Debussy <i>Nuages</i> 13. Set work 2: Debussy <i>Nuages</i> 14. Set work 2: Debussy <i>Nuages</i> 15. Set work 2: Debussy <i>Nuages</i> 16. Revision of 20th century styles 17. Revision of 20th century styles 18. Revision of 20th century styles <p>Why will it be learnt? <u>Main outcome:</u> To develop understanding of the features of twentieth century styles including expressionism/ serialism, impressionism and neoclassicism To analyse in depth set work 2: Debussy <i>Nuages</i></p> <p><u>Skills developed:</u></p> <ul style="list-style-type: none"> • Listening – identifying features • Identifying structure, keys and modulations • Detailed harmonic analysis <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Class listening and analysis • Exam style essays set for homework • Weekly home listening tasks

Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2 lessons per fortnight	<p>AoS B: Rock and Pop 1 <i>Introduction to Rock and Pop</i> What will be learnt?</p> <ol style="list-style-type: none"> 1. Rock and pop history timeline 2. Blues and Rock and Roll 3. Rock and Roll 4. 1960s - class presentations 5. 1960s - class presentations 6. Beatles 7. Beatles <p>Why will it be learnt? Main outcome: To develop understanding of the origin and development of Rock and Pop with a focus on 1960s</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Listening – identifying features • Group performance • Reading lead sheets and tabs <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Class listening and analysis • Homework research leading to class presentation • Weekly home listening tasks 	<p>AoS B: Rock and Pop 2 <i>Developments in Rock and Pop</i> What will be learnt?</p> <ol style="list-style-type: none"> 8. 1960s developments 9. Sergeant Pepper 10. Technology 11. Rock styles 12. Rock styles - class presentations 13. 1970s developments 14. 1970s developments <p>Why will it be learnt? Main outcome: To develop understanding of the development of Rock and Pop with a focus on rock styles</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Listening – identifying features • Group performance • Reading lead sheets and tabs <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Class listening and analysis • Homework research leading to class presentation • Weekly home listening tasks 	<p>AoS B: Rock and Pop 3 <i>Developments in Rock and Pop</i> What will be learnt?</p> <ol style="list-style-type: none"> 1. Further 1970s developments 2. Further 1970s developments 3. 1970s - class presentations 4. 1970s - class presentations 5. Further 1970s developments 6. Further 1970s developments <p>Why will it be learnt? Main outcome: To develop understanding of the development of Rock and Pop with a focus on the 1970s</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Listening – identifying features • Group performance • Reading lead sheets and tabs <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Class listening and analysis • Homework research leading to class presentation • Weekly home listening tasks 	<p>AoS B: Rock and Pop 4 <i>Developments in Rock and Pop</i> What will be learnt?</p> <ol style="list-style-type: none"> 7. 1980s developments – disco 8. 1980s EDM 9. 1980s EDM 10. 1980s - class presentations 11. 1980s - class presentations 12. Further 1980s developments <p>Why will it be learnt? Main outcome: To develop understanding of the development of Rock and Pop with a focus on disco/ EDM</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Listening – identifying features • Group performance • Reading lead sheets and tabs <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Class listening and analysis • Homework research leading to class presentation • Weekly home listening tasks 	<p>AoS B: Rock and Pop 5 <i>Developments in Rock and Pop</i> What will be learnt?</p> <ol style="list-style-type: none"> 1. 1980s developments - pop 2. Dance and house 3. Dance and house 4. Pop styles - class presentations 5. Pop styles - class presentations 6. Further 1980s developments <p>Why will it be learnt? Main outcome: To develop understanding of the development of Rock and Pop with a focus on the 1980s</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Listening – identifying features • Group performance • Reading lead sheets and tabs <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Class listening and analysis • Homework research leading to class presentation • Weekly home listening tasks 	<p>AoS B: Rock and Pop 6 <i>Developments in Rock and Pop</i> What will be learnt?</p> <ol style="list-style-type: none"> 7. Revision of pop developments 8. Revision of pop developments 9. Pop styles - class presentations 10. Pop styles - class presentations 11. Revision and listening tests 12. Revision and listening tests <p>Why will it be learnt? Main outcome: To develop understanding of the origin and development of Rock from the 1960s to 1990</p> <p>Skills developed:</p> <ul style="list-style-type: none"> • Listening – identifying features • Group performance • Reading lead sheets and tabs <p>How will learning be assessed?</p> <ul style="list-style-type: none"> • Class listening and analysis • Homework research leading to class presentation • Weekly home listening tasks