



At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.

- Please note - when two members of staff are teaching the course, two different topics may be studied in parallel.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Please note that performance/ composition work will continue throughout the year in practical sessions alongside the work outlined below..</p> <p>Learners will practise and learn to perform one or more piece(s) for their instrument of an appropriate level of difficulty. The piece(s) should reflect the learner's ability and allow them to demonstrate enough skill and technique to access the marking criteria</p> <p>Learners will work on a composition in a style of their choice. This can be: • instrument(s)/voice/technology of their choice • an unaccompanied solo piece • an accompanied solo piece • an ensemble piece • in a genre of the learner's choosing.</p>					
Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question
How do we discuss music in relation to the musical elements?	What factors have determined the popular music we listen to today? (AoS 5: Conventions of Pop)	How is music represented in films and games? (AoS 4: Film Music)	How do we read and notate music in conventional notation?	How did the orchestra and the concerto form develop from 1600-1910? (AoS 2: Concerto Through Time)	What makes a successful composition? What makes a successful performance?
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<p>M: Melody - describing melodies/ melodic devices/ ornamentation.</p> <p>A: Articulation - Identifying and describing articulation using Italian terms.</p> <p>D: Dynamics - Identifying and describing articulation using Italian terms and appropriate language.</p> <p>T: Texture - Identifying textures using appropriate musical terminology.</p> <p>S: Structure (this is covered in AoS lessons)</p> <p>H: Harmony/ Tonality: Identifying major/minor keys. Chord creation and understanding of cadences. Terms used to describe harmony.</p> <p>I: Instrumentation/Timbre: Recognition of Western instruments - Brass/Woodwind/ Strings/ Percussion.</p> <p>R: Rhythm - Note values/ rhythmic features and devices.</p>	<ul style="list-style-type: none"> Beginning of popular music styles - Blues/ Folk Rock and Roll (50s/60s) - Features/ artists/ Jazz influences Rock Anthems (70s/80s) - Features/ Artists/ Use of guitar/ technology/ drums/ vocals Ballads of 70s, 80s and 90s - Features/ Artists/ Conventions/ Vocals/ Instrumentation Solo Artists from 2000 to present day/ impact and development of technology/ features/ artists/ instrumentation & voice. 	<ul style="list-style-type: none"> A range of styles including music specifically written for a film/ game and music from the Western Classical tradition used effectively in films. Characterisation. Use of the leitmotif. How are moods/ tension/ suspense created? 	<ul style="list-style-type: none"> Following a score. Listening for repetition/ contours and sequences in music. Melodic dictation. Recognition and identification of dynamic/ tempo/ articulation details. Instrumental recognition - conventional use of instruments. Score reading exam questions. 	<ul style="list-style-type: none"> Orchestral changes and development. Classical structures. Definition and conventions of a concerto inc cadenza/ virtuosity. Baroque Concerto Grosso - features/ composers/ common instruments. Baroque Solo Concerto - features/ composers/ common instruments. Classical Solo Concerto - features/ composers/ common instruments. Romantic Solo Concerto - features/ composers/ common instruments. The role of the soloist(s) The relationship between the soloist(s) and the orchestral accompaniment 	<ul style="list-style-type: none"> Coursework composition 1 Effective structures. Idiomatic use of instruments. Effective use of melody/ rhythm/ texture. Use of modulation. Creating moods effectively. Developing understanding of accuracy/ technique/ expression within performance.

<p>T: Tempo - Identifying and describing tempo using Italian terms.</p> <ul style="list-style-type: none"> Using Sibelius software. 					
Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
<ul style="list-style-type: none"> Sibelius task (demonstrating understanding of the software) Rhythm composition using either Sibelius or garageband software. Melody writing task. Writing a chordal accompaniment. Solo performance Individual composition. 	<ul style="list-style-type: none"> Chord progressions - creating and identifying. Ensemble performance/arrangement task. 	<ul style="list-style-type: none"> Creating an underscore. Recognising musical features and how they represent the action. 	<ul style="list-style-type: none"> Aural dictation practice. Writing conventional music notation. Score reading practice. Solo performance Individual composition. 	<ul style="list-style-type: none"> Instrument identification Recognising phrase structure 	<ul style="list-style-type: none"> Composition refinement.
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
<ul style="list-style-type: none"> Rhythm Composition Musical Elements listening assessment. Initial performance task. 	<ul style="list-style-type: none"> Popular Music ensemble Performance 4-chord composition task Listening Assessment 	<ul style="list-style-type: none"> Underscore composition task. 9-mark film music listening assessment. 	<ul style="list-style-type: none"> Score reading exam style question assessment. Composition snapshot (focus on score detail) Performance assessment (focus on following expressive marks on score) 	<ul style="list-style-type: none"> Listening Assessment 	<ul style="list-style-type: none"> Composition 1 Solo performance
Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge
<p>Melody: Conjunct, disjunct, triadic, chromatic, scalar. Sequence, inversion, imitation, glissando. Trill, mordent, acciaccatura, turn.</p> <p>Articulation: Legato/ Staccato</p> <p>Dynamics: Forte/ Fortissimo/ Mezzo Forte/ Mezzo Piano/ Piano/ Pianissimo/ Crescendo/ Diminuendo</p> <p>Tempo: Largo/ Moderato/ Allegro/ Accelerando/ Ritenuto/ Rubato</p> <p>Structure</p> <p>Harmony: Consonant/ Dissonant/ Atonal. Chords, cadences, major, minor, key signatures (up to 3</p>	<ul style="list-style-type: none"> Soprano, alto, tenor, bass, falsetto, vibrato, A capella, melismatic, syllabic, unison, harmony, Verse, chorus, break, fill, introduction, bridge, outro Lead singer, backing vocals, choir Walking bass, Boogie Woogie, Stab Chords, Doo Wap, Scat Distortion, reverb, riff, power chords, amplification, improvisation Synthesiser, drum 	<ul style="list-style-type: none"> Diagetic, non-diagetic, leitmotif, mickey-mousing Ostinato, dissonance, chromaticism, pedal note 	<ul style="list-style-type: none"> Ties/ Slurs Phrasing/ Anacrusis Abbreviations for expressive terms (eg f, pp, rit, cresc) Ornament symbols. Percussion focus (roll/trill etc) Pause Intervals: semitone/ 2nd/ 3rd/ 4th/ 5th/ 8ve 	<ul style="list-style-type: none"> Concerto grosso, solo concerto, cadenza, movement Binary, ternary, rondo, theme & variations, sonata form Baroque, classical, romantic Continuo, harpsichord, recorder, ripieno, concertante Patronage 	<ul style="list-style-type: none"> Consolidation of previously learnt vocabulary.

<p>sharps and flats), tonic, dominant, modulation</p> <p>Instrumentation: Western instruments/ string techniques - pizzicato, arco, double stopping, tremolo.</p> <p>Rhythm: Note values/ rests. Dotted rhythms, triplets. Syncopation, crossrhythms, polyrhythms, ostinato, diminution, augmentation.</p> <p>Texture: Monophonic, homophonic, Polyphonic, Melody & Accompaniment, Imitative, Unison, Octaves, Antiphony</p>	<p>machine, sequencing, sampling, vocoder, scratching, panning,</p>				
---	---	--	--	--	--



At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.

Autumn		Spring	Summer 1
<p>Please note that performance/ composition work will continue throughout the year in practical sessions alongside the work outlined below..</p> <p>Learners will practise and learn to perform one or more piece(s) for their instrument of an appropriate level of difficulty. The piece(s) should reflect the learner's ability and allow them to demonstrate enough skill and technique to access the marking criteria</p> <p>Learners will work on a composition in a style of their choice. This can be: • instrument(s)/voice/technology of their choice • an unaccompanied solo piece • an accompanied solo piece • an ensemble piece • in a genre of the learner's choosing.</p>			
Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question
Compare styles of music from Africa, Asia, America and Europe. (AoS3: Rhythms of the World)		COURSEWORK	N/A
Knowledge		Knowledge	Knowledge
Features/ instrumentation/ performance conventions/ traditions/ performers/ culture relating to the following styles of music:- <ul style="list-style-type: none"> Indian Classical Music and traditional Punjabi Bhangra Traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music Traditional African drumming Traditional Calypso and Samba. 		<ul style="list-style-type: none"> N/A - Coursework focus/ Listening question practice. 	<ul style="list-style-type: none"> Exam technique
Skills & Procedural Knowledge		Skills & Procedural Knowledge	Skills & Procedural Knowledge
<ul style="list-style-type: none"> Samba Performance Improvisation Recognising instruments from different countries. 		<ul style="list-style-type: none"> Ensemble performance techniques: Balance, expression etc.. Composing to a Brief 	<ul style="list-style-type: none"> Listening exam preparation and revision.
Key Assessment Task (KAT)		Key Assessment Task (KAT)	Key Assessment Task (KAT)
<ul style="list-style-type: none"> Listening Assessment (Full Paper) Solo Performance (Final Assessment) 		<ul style="list-style-type: none"> Mock Exam Final ensemble performance Exam-board Brief composition. 	<ul style="list-style-type: none"> Practise Papers
Vocabulary/ Specific Knowledge		Vocabulary/ Specific Knowledge	Vocabulary/ Specific Knowledge
Classical Indian: Raga, Drone, Tala, Alap, Gat, Jhor, Sitar, Tabla, Bansuri, Pitch Bend, Improvisation, Ornamentation, Bhangra: Chaal, Microtonal intervals, melisma, punjabi lyrics, verse/chorus structure, fusion, Hoi, Dohl, Tumbi, Greece: Bouzouki, Tremolo, parallel 3rds, Doumbek			

<p>Palestine/ Israel: Oud, Doumbek, Makam, Klezmer, Accordion, Africa: Polyrhythm, cross rhythm, ostinato, syncopation, call and response, Djembe, Dun dun Samba: Groove, break, leader, apito, homorhythmic, polyrhythms, syncopation, son clave, Surdo, agogo bells, caixa, claves, congas, repinique, tamborim, Calypso: Steel Pans, Syncopation, Verse/Chorus</p>		
---	--	--