This plan is a starting point and does not contain the entire content of the specification.

By the end of Key Stage 3 it would be helpful if learners recognise and have basic use of:

- treble and bass clef notes plus their position on the keyboard
- musical elements including: melody (pitch and rhythm), tempo, texture, sonority, dynamics, metre, form and structure, tonality and basic harmony, e.g. chords I, IV and V.

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<th>Year One</th>
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| 1        | • Introduction to area of study 1: **Forms and Devices** with terminology as appropriate:  
  - Binary, ternary and rondo forms  
  - Repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions  
  - Performing - establishing standards and setting targets: first practical assessment  
  - Notating a simple melody  
  - Using ICT in the music department  
  - Appreciating and using the elements/‘building blocks’  
  - Recapping the basics – aural, notational and listening skills  
  - Introduction to prepared extract – **Eine Kleine Nachtmusik**:  
    - Anacrusis, simple triple time, repeat marks, ornamentation, trill, conjunct movement, sequence, octaves, minuet and trio, G major, D major, chordal analysis (using Roman numerals), perfect cadence, imperfect cadence, modulation to dominant, dominant 7th, chromatic movement and instrumentation  

|            | • Performing in front of others  
|            | • Composing e.g. writing a melody in a simple structure using devices  
|            | • Class performance of **Eine Kleine Nachtmusik** drawing out relevant teaching points  
|            | • Listening exercises to develop notation skills  
|            | • Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4  

|            | • Solo or ensemble performance  
|            | • Assessment of melody  
|            | • Short listening test  
|            | • Half term homework – listen to three pieces of music in binary, ternary and rondo forms and write a paragraph about each.  

Half term homework – listen to three pieces of music in binary, ternary and rondo forms and write a paragraph about each.
| 1 | • Introduction to area of study 4: **Popular Music**, with terminology:  
  o rock and pop  
  • Appraising; more challenging theoretical and aural work:  
    o strophic form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros  
    o primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms  
    o the relationship between melody and chords  
  • How to ‘describe’ a piece using the elements of musical language  
  • Introduction to prepared extract – *Since You've been Gone*:  
    o instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key change  |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | • Class performance of *Since You've Been Gone*  
  • Incorporating synthesized sounds with vocal work and accompaniment  
  • Composing with chords (and melody)  
  • Start a composing ‘sketch book’  
  • Improvisation tasks  
  • Listening exercises to develop notation skills  
  • Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4  |
| 1 | • Ensemble performance  
  • Assessment of chordal work  
  • Short listening test  
  • Holiday homework – choose a pop or rock song to analyse/appraise and give a short presentation after the holiday.  |
| 2 | • Introduction to area of study 2: **Music for Ensemble**  
  • Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc) as suited to learner interests (cover other topics in year 11).  
  • Composing using texture and sonority (chords and melody) including:  
    o Monophonic, homophonic, unison, chordal, melody and accompaniment  
  • Introducing the more challenging concepts of melody, harmony and tonality:  
    o inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor  |
| 2 | • Compose a short piece (homophonic texture)  
  • Perform a piece in one of the styles associated with the area of study as a member of an ensemble  
  • Listening exercises to develop notation skills  
  • Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4  |
| 2 | • Ensemble performance  
  • Assessment of composition  
  • Short listening test  
  • Half term homework – Extended answer on a piece of chamber music/jazz or music theatre  |
| 2 | • Introduction to area of study 3: **Film Music**, with devices and terminology:  
  - Layering, imitation chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation  
  - The relationship between the story and the music  
  - The effect of audience, time and place  
  - Use of sonority to create a mood  
  - Use of dynamics to create a mood | • Solo performing  
  - Composing to a brief (a piece of film music)  
  - Producing a score  
  - Listening exercises to develop notation skills  
  - Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4 | • Solo performance  
  - Assessment of composition  
  - Short listening test  
  - Holiday homework – Choose a piece of film music to analyse/appraise and write an extended answer |
| --- | --- | --- | --- |
| 3 | • Revisiting topics from year 10 using different pieces as examples  
  • Complete composition project (of choice) and submit  
  • Continue to build aural skills | • Free composition  
  • Work on year 10 performance pieces  
  • Listening exercises to develop notation skills  
  • Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4 | • Performance  
  • Assessment of composition to WJEC criteria  
  • Mock listening exam based on areas of study  
  • Mock performing assessment – two pieces (with at least one ensemble) |
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<th>Year Two</th>
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<tr>
<td><strong>Content</strong></td>
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| - Revisit area of study 1: **Forms and Devices** (with more advanced topic/class/practical content)  
  o Variation form and strophic form in classical music  
  o Recognition of features of baroque, classical and romantic periods  
  o Imitation, pedal, canon, alberti bass and harmonic features  
  - Revisit *Eine Kleine Nachtmusik* | - Select final choice of pieces for the practical examination  
  - Work on performances  
  - Begin work on the piece for the WJEC Composition set brief  
  - Continued regular practice on appraising questions in the style of the examination, including comparisons of extracts | - Assess performances to WJEC criteria when ready  
  - Monitor composition  
  - Regular listening tests and homework exercises |
| - Revisit area of study 4: **Popular Music** (with more advanced topic/class/practical content)  
  o Bhangra and fusion  
  o Loops, samples, panning, phasing, melismatic/syllabic  
  - Revisit *Since You've Been Gone* | - Class project - Bhangra  
  - Work on performance (ensemble and/or solo)  
  - Show back in front of class; feedback and target setting  
  - Complete WJEC set composition | - Assess composition to brief using WJEC criteria  
  - Continue to assess performances when ready to WJEC criteria  
  - Regular listening tests and homework exercises |
| - Revisit **Music for Ensemble** (with more advanced topic/class/practical content)  
  o Polyphonic, layered, round, canon and countermelody  
  - Cover styles not done in year 10 | - Work on free composition  
  (possibly include earlier workings from sketch book)  
  - Work on performances | - Mock exam  
  - Continue to assess performances to WJEC criteria  
  - Monitor composition |
| - Revisit **Film Music** (with more advanced topic/class/practical content)  
  o Minimalistic techniques, chromatic harmonies  
  - Complete all coursework | - Complete free composition  
  - Complete performances | - Complete course work and assess using WJEC criteria |
| - Listening practice and examination  
  - Ensure the specification content is fully covered | - Exam practice questions | - Appraising examination |