

Year 7 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Keywords on PP ❖ Practically demonstrating key terminology ❖ Speaking keywords out loud as a class ❖ Reading from the board ❖ Researching - writing up findings 	<ul style="list-style-type: none"> ● Use of imagination and creativity in their learning (Spiritual) ● Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. 	<p>Gatsby 4 - Linking curriculum learning to careers</p> <ul style="list-style-type: none"> ● How musical elements are used by composers and songwriters when creating music. (MADT-SHIRT!) ● How performers prepare (singing). ● Links to going on tour (Battle of the bands) ● Film composers (Superheroes) 	<ul style="list-style-type: none"> ● Music scholars ● Instrumental lessons ● Vocal group and band ● KS3 instrumental club ● KS3 Musical trip ● School production ● Adeyfields got Talent ● Adeyfest 2023 ● Big Sing 2022 ● Christmas concert 	<ul style="list-style-type: none"> ● Using musical examples from a range of diverse backgrounds. ● MAD T-SHIRT! Song from African heritage. ● Battle of the bands - Seven Nation Army (female drummer) ●

Formal Assessments (Title/Date)	Blended Learning	Home Learning
---------------------------------	------------------	---------------

<p>MAD T-SHIRT!:</p> <ul style="list-style-type: none"> ● Keyboard/ performance task (Lesson 8) ● Knowledge test (Lesson 10) <p>Rhythm Cafe:</p> <ul style="list-style-type: none"> ● Composition/ rhythm task (lesson 4) ● Knowledge test (lesson 8) <p>Battle of the Bands:</p> <ul style="list-style-type: none"> ● Rehearsal log (throughout lesson 4-8) ● Final performance (lesson 9/10) <p>Superheroes:</p> <ul style="list-style-type: none"> ● Superhero/ villain composition (lesson 5) 	<ul style="list-style-type: none"> ● Using online resources to support listening and performance tasks - <ul style="list-style-type: none"> ○ Youtube - piano tutorial ○ Ultimateguitar.com ● Researching 	<ul style="list-style-type: none"> ● Rehearse outside of the lesson. ● Listening tasks.
--	--	---

<ul style="list-style-type: none"> Harry Potter keyboard task (lesson 10) <p>EOY exam grade will consist of previous performance and composition tasks completed in lesson, with a 40 min EOY Listening and appraising exam.</p>		
---	--	--

Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	National Curriculum <i>(including KS2)</i>
<p>MAD T-SHIRT!</p> <p>Musical elements and introduction to performance (singing and instrumental)</p> <p>10 lessons</p>	<ul style="list-style-type: none"> ★ <i>Musical elements</i> ★ <i>Solo and ensemble performance (singing and Keyboard)</i> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>Free composing</i> ★ <i>Listening and appraising skills</i> ★ <i>Evaluate and describe</i> ★ <i>Musical notation</i> ★ <i>Musical styles, genres and periods</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary (eg. pianissimo, Fortissimo, Sforzando)</i> ★ <i>Performance tasks are differentiated</i> 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Musical elements → Performance (rehearsing and refining) → Free composition → Listening and appraising skills <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → SMSC → Geographical <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm cafe 7 → Superheroes 7 → Musical elements - all SoL 	<ul style="list-style-type: none"> ● <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> ● <i>play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically.</i> ● <i>Listen with increasing discrimination to a wide range of music from great composers and musicians.</i> ● <i>listen with increasing discrimination to a wide range of music from great composers and musicians</i> ● <i>develop a deepening understanding of the music that they perform and to which they listen, and its history.</i>

Music

<p>RHYTHM CAFÉ AND NOTATION</p> <p>Rhythm and notation reading</p> <p>8 lessons</p>	<ul style="list-style-type: none"> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>describe , explain, evaluate</i> ★ <i>Ensemble performance and collaborative working</i> ★ <i>Compositional tasks</i> ★ <i>Researching</i> ★ <i>Musical elements</i> ★ <i>Notation and rhythmical reading (stave)</i> ★ <i>Musical styles and genres and periods</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>Rhythm and notation tasks are differentiated- more challenging rhythms</i> ★ <i>Leadership opportunities</i> 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Musical elements → Performance (rehearsing and refining) → Free composition → Listening and appraising skills <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → SMSC → Geographical <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Battle of the bands 7 → Musical elements - all SoL 	<ul style="list-style-type: none"> ● <i>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</i> ● <i>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</i>
<p>BATTLE OF THE BANDS</p> <p>Ensemble Performance skills</p> <p>10 Lessons</p>	<ul style="list-style-type: none"> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>describe , explain, evaluate</i> ★ <i>Ensemble performance and collaborative working</i> ★ <i>Researching</i> ★ <i>Musical elements</i> ★ <i>Notation and rhythmical reading (stave and tab)</i> ★ <i>Musical styles and genres and periods</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>Individual parts differentiated and length of performance</i> ★ <i>Vocal harmonies</i> ★ <i>More challenging song (if required)</i> ★ <i>Leadership opportunities</i> 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Musical elements → Performance (rehearsing and refining) → Listening and appraising skills <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Musical elements - all SoL 	<ul style="list-style-type: none"> ● <i>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</i> ● <i>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</i> ● <i>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</i>

Music

<p>SUPERHEROES</p> <p>Tonality and composition</p> <p>10 lessons</p>	<ul style="list-style-type: none"> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>describe , explain, evaluate</i> ★ <i>Ensemble performance and collaborative working</i> ★ <i>Compositional tasks</i> ★ <i>Musical elements</i> ★ <i>Notation and rhythmical reading (stave)</i> ★ <i>Musical styles and genres and periods</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>Rhythm and notation tasks are differentiated- more challenging rhythms</i> ★ <i>Leadership opportunities</i> 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Musical elements → Performance (rehearsing and refining) → Free composition → Listening and appraising skills <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm and notation 7 → Musical elements - all Sol 	<ul style="list-style-type: none"> ● Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices ● Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression ● Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions ● Listen with increasing discrimination to a wide range of music from great composers and musicians
--	--	---	--

Year 8 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Keywords on PP ❖ Practically demonstrating key terminology ❖ Speaking keywords out loud as a class ❖ Reading from the board ❖ Researching - writing up findings 	<ul style="list-style-type: none"> ● Use of imagination and creativity in their learning (Spiritual) ● Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. 	<p>Gatsby 4 - Linking curriculum learning to careers.</p> <ul style="list-style-type: none"> ● Sequencing in the industry - Music production.(Hey DJ!) ● Links to professional musicians (Ensemble performance) 	<ul style="list-style-type: none"> ● Music scholars ● Instrumental lessons ● Vocal group ● Band ● KS3 instrumental club ● KS3 Musical trip ● School production ● Adeyfields got Talent ● Adeyfest 2023 ● Christmas concert 	<ul style="list-style-type: none"> ● Using musical examples from a range of diverse backgrounds. ● Rhythms of the World - Music from different parts of the world. ● Classical composers from a range of backgrounds (female composers/ black composers/ multicultural orchestra demonstrating) ● Origins of Blues & Jazz
Formal Assessments (Title/Date)			Blended Learning	Home Learning

<p>Rhythms of the World:</p> <ul style="list-style-type: none"> • Composition task- rhythms (Lesson 7) • Knowledge test (Lesson 8) <p>Hey DJ!:</p> <ul style="list-style-type: none"> • Sequencing task (lesson 7) • Knowledge test (lesson 8) <p>Classical Music:</p> <ul style="list-style-type: none"> • Performance (Fur Elise) (lesson 5) • Knowledge test (lesson 8) <p>Blues, Jazz and Rock and Roll:</p> <ul style="list-style-type: none"> • Improvisation task (lesson 3) • blues/ Jazz performance (lesson 6) <p>Ensemble Performance:</p> <ul style="list-style-type: none"> • Rehearsal log (throughout lesson 3-7) • Final performance (lesson 8) <p>EOY exam grade will consist of previous performance and composition tasks completed in lesson, with a 45 min EOY Listening and appraising exam.</p>	<ul style="list-style-type: none"> • Using online resources to support listening and performance tasks - <ul style="list-style-type: none"> ○ Youtube - piano tutorial ○ Ultimateguitar.com • Music technology - Bandlab 	<ul style="list-style-type: none"> • Rehearse outside of the lesson. • Listening tasks. • Bandlab - continue with composition task
---	---	---

Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	National Curriculum <i>(including KS2)</i>
<p>RHYTHMS OF THE WORLD</p> <p>Reggae, Samba, Indian classical</p>	<ul style="list-style-type: none"> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>describe , explain, evaluate</i> ★ <i>Ensemble performance and collaborative working</i> ★ <i>Compositional tasks - composing to a brief</i> ★ <i>Music analysis</i> ★ <i>Listening and appraising</i> ★ <i>Musical elements</i> ★ <i>Notation and rhythmical reading (stave)</i> ★ <i>Musical styles and genres and periods</i> ★ <i>Composers and artists- context</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>More challenging rhythms</i> ★ <i>Leadership opportunities</i> 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Musical elements → Performance (rehearsing and refining) → Free composition → Listening and appraising skills (Rhythms of the World) <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → Social → Political → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Battle of the bands 7 (collaborative performance) 	<ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression • Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions • Listen with increasing discrimination to a wide range of music from great composers and musicians • Develop a deepening understanding of the music that they perform and to which they listen, and its history.

Music

		→ Musical elements - all SoL	
<p>HEY DJ!</p> <p>Sequencing and the use of Music Technology.</p>	<ul style="list-style-type: none"> ★ <i>Music technology</i> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>describe , explain, evaluate</i> ★ <i>Collaborative working</i> ★ <i>Sequencing a performance</i> ★ <i>Music analysis</i> ★ <i>Musical elements</i> ★ <i>Musical styles and genres</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary and higher level technical tasks</i> ★ <i>Leadership opportunities</i> 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Musical elements → Composition → Music technology performance → Using music technology to compose → Listening and appraising skills (Conventions of Pop) <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural → Social → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Superheroes 7 (composition) → Musical elements - all SoL 	<ul style="list-style-type: none"> ● The national curriculum for music aims to ensure that all pupils, have the opportunity to learn use technology appropriately. ● Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. ● Develop a deepening understanding of the music that they perform and to which they listen, and its history.
<p>WESTERN CLASSICAL MUSIC</p> <p>Periods, structural and textural devices</p>	<ul style="list-style-type: none"> ★ <i>Musical elements</i> ★ <i>Solo performance</i> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>Listening and appraising skills</i> ★ <i>Musical analysis</i> ★ <i>Evaluate and describe</i> ★ <i>Musical notation</i> ★ <i>Musical styles, genres and periods</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>Performance tasks are differentiated</i> 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Musical elements → Performance (rehearsing and refining) → Listening and appraising skills (Concerto through time) <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → Social → Political <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Superheroes 7 → Musical elements - all SoL 	<ul style="list-style-type: none"> ● Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression ● Listen with increasing discrimination to a wide range of music from great composers and musicians ● Develop a deepening understanding of the music that they perform and to which they listen, and its history.

Music

<p>BLUES, JAZZ AND ROCK AND ROLL</p> <p>Key features with focus on performance and composition</p>	<ul style="list-style-type: none"> ★ <i>Musical elements</i> ★ <i>Solo and ensemble performance</i> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>Free composing (improvising)</i> ★ <i>Listening and appraising skills</i> ★ <i>Evaluate and describe</i> ★ <i>Musical notation</i> ★ <i>Musical styles, genres and periods (context)</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>Composition and performance tasks differentiated (extended chords, different keys etc)</i> 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Musical elements → Performance (rehearsing and refining) → Free composition (improvising) → Listening and appraising skills (Conventions of pop) <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → Social → Political → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Battle of the bands 7 (collaborative performance) → Classical Music 8 → Musical elements - all SoL 	<ul style="list-style-type: none"> ● Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression ● Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions ● Listen with increasing discrimination to a wide range of music from great composers and musicians ● Develop a deepening understanding of the music that they perform and to which they listen, and its history.
<p>ENSEMBLE PERFORMANCE</p> <p>Variety of ensembles and developing ensemble skills</p>	<ul style="list-style-type: none"> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>describe , explain, evaluate</i> ★ <i>Ensemble performance and collaborative working</i> ★ <i>Researching</i> ★ <i>Musical elements</i> ★ <i>Notation and rhythmical reading (stave and tab)</i> ★ <i>Musical styles and genres and periods</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>Individual parts differentiated and length of performance</i> ★ <i>Vocal harmonies</i> ★ <i>More challenging song (if required)</i> ★ <i>Leadership opportunities</i> 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Musical elements → Performance (rehearsing and refining) → Listening and appraising skills <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Battle of the Bands 7 → Musical elements - all SoL 	<ul style="list-style-type: none"> ● Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions ● Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression ● Develop a deepening understanding of the music that they perform and to which they listen, and its history.

Year 9 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Keywords on PP ❖ Practically demonstrating key terminology ❖ Speaking keywords out loud as a class ❖ Reading from the board ❖ Researching - writing up findings 	<ul style="list-style-type: none"> ● Use of imagination and creativity in their learning (Spiritual) ● Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. 	<p>Gatsby 4 - Linking curriculum learning to careers.</p> <ul style="list-style-type: none"> ● Music industry (live lounge, song writing) ● How performers prepare (singing). ● Film composers (film music) 	<ul style="list-style-type: none"> ● Music scholars ● Instrumental lessons ● Vocal group ● Band ● KS3 instrumental club ● KS3 Musical trip ● School production ● Adeyfields got Talent ● Adeyfest 2023 ● Christmas concert 	<ul style="list-style-type: none"> ● Using musical examples from a range of diverse backgrounds. ● Looking at fusion in Pop music through the ages - from around the world. ● Pop music - looking at artists from LGBTQ+ and other cultures.

Music

Formal Assessments (Title/Date)	Blended Learning	Home Learning
<p>Film Music and composition:</p> <ul style="list-style-type: none"> • Composition task- music to a scene (Lesson 7) • Knowledge test (Lesson 8) <p>Pop Music through the ages:</p> <ul style="list-style-type: none"> • Performance task (lesson 7) • Knowledge test (lesson 8) <p>Song writing and sequencing:</p> <ul style="list-style-type: none"> • Composition - verse/chorus (lesson 5) • Development of section (lesson 8) <p>Live Lounge/ Music Industry:</p> <ul style="list-style-type: none"> • Performance (lesson 6) OR • Industry based task (lesson 6) <p>EOY exam grade will consist of previous performance and composition tasks completed in lesson, with a 40 min EOY Listening and appraising exam.</p>	<ul style="list-style-type: none"> • Using online resources to support listening and performance tasks - <ul style="list-style-type: none"> ○ Youtube - piano tutorial ○ Ultimateguitar.com • Researching • Music technology - Bandlab 	<ul style="list-style-type: none"> • Rehearse outside of the lesson. • Listening tasks.

Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	National Curriculum <i>(including KS2)</i>
<p>FILM MUSIC AND COMPOSITION</p> <p>Features of film music and composition</p>	<ul style="list-style-type: none"> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>describe , explain, evaluate</i> ★ <i>Compositional tasks</i> ★ <i>Musical elements</i> ★ <i>Notation and rhythmical reading (stave)</i> ★ <i>Musical styles and genres and periods</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>Focus on Harmonic progressions</i> 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Musical elements → Composition (brief) → Listening and appraising skills (Film Music) <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Superheroes 7 → Musical elements - all SoL 	<ul style="list-style-type: none"> • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices • Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression • Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

Music

			<ul style="list-style-type: none"> Listen with increasing discrimination to a wide range of music from great composers and musicians
<p>POPULAR MUSIC THROUGH THE AGES</p> <p>Features of pop music from 1960s-today</p>	<ul style="list-style-type: none"> ★ <i>Musical elements</i> ★ <i>Solo and ensemble performance</i> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>Listening and appraising skills</i> ★ <i>Evaluate and describe</i> ★ <i>Musical notation</i> ★ <i>Musical styles, genres and periods (context)</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>Performance tasks differentiated (extended chords, different keys etc)</i> 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Musical elements → Performance (rehearsing and refining) → Free composition (improvising) → Listening and appraising skills (Conventions of pop) <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → Social → Political → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Battle of the bands 7 → Blues, Jazz, R&R 8 → Musical elements - all SoL 	<ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions Listen with increasing discrimination to a wide range of music from great composers and musicians Develop a deepening understanding of the music that they perform and to which they listen, and its history.
<p>SONG WRITING AND SEQUENCING</p> <p>Develop compositional skills</p>	<ul style="list-style-type: none"> ★ <i>Music Technology</i> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>describe , explain, evaluate</i> ★ <i>Compositional tasks</i> ★ <i>Musical elements</i> ★ <i>Notation and rhythmical reading (stave)</i> ★ <i>Musical styles and genres and periods</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>Focus on Harmonic progressions</i> 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Musical elements → Composition (brief) → Listening and appraising skills (Film Music) <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → Social → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Superheroes 7 → Blues jazz and R & R 8 → Musical elements - all SoL 	<ul style="list-style-type: none"> Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

Music

			<ul style="list-style-type: none"> Listen with increasing discrimination to a wide range of music from great composers and musicians
<p>LIVE LOUNGE – PERFORMANCE AND THE MUSIC INDUSTRY</p> <p>Performance skills and arranging. Roles within the Music Industry.</p>	<ul style="list-style-type: none"> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>describe , explain, evaluate</i> ★ <i>Ensemble performance and collaborative working</i> ★ <i>Researching</i> ★ <i>Musical elements</i> ★ <i>Notation and rhythmical reading (stave and tab)</i> ★ <i>Musical styles and genres and periods</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>Individual parts differentiated and length of performance</i> ★ <i>Vocal harmonies</i> ★ <i>More challenging song (if required)</i> ★ <i>Leadership opportunities</i> 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Musical elements → Performance (rehearsing and refining) → Listening and appraising skills <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Battle of the Bands 7 → Hey DJ! 8 → Ensemble performance 8 → Pop Music through the ages 9 → Song writing and sequencing 9 → Musical elements - all SoL 	<ul style="list-style-type: none"> Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Develop a deepening understanding of the music that they perform and to which they listen, and its history.

Year 10 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Keywords on PP ❖ Practically demonstrating key terminology ❖ Speaking keywords out loud as a class ❖ Reading from the board ❖ Researching - writing up findings 	<ul style="list-style-type: none"> ● Use of imagination and creativity in their learning (Spiritual) ● Willingness to participate in and respond positively to artistic, musical, 	<p>Gatsby 4 - Linking curriculum learning to careers.</p> <ul style="list-style-type: none"> ● Music industry (composition) ● How performers prepare (performance). 	<ul style="list-style-type: none"> ● Music scholars ● Instrumental lessons ● Vocal group ● Band ● KS3 instrumental club ● KS3 Musical trip ● School production 	<ul style="list-style-type: none"> ● Using musical examples from a range of diverse backgrounds. ● Looking at fusion in Pop music through the ages - from around the world. ● Pop music - looking at artists from LGBTQ+ and other cultures.

Music

	sporting and cultural opportunities.	<ul style="list-style-type: none"> Film composers (film music) 	<ul style="list-style-type: none"> Adeyfields got Talent Adeyfest 2023 Christmas concert 	
Formal Assessments (Title/Date)		Blended Learning		Home Learning
<p>Solo Performance:</p> <ul style="list-style-type: none"> Christmas 2022 <p>Ensemble Performance:</p> <ul style="list-style-type: none"> Easter 2022 End of the year 2023 <p>Film Music:</p> <ul style="list-style-type: none"> Film Music Extended writing <p>Conventions of Pop:</p> <ul style="list-style-type: none"> Rock and Roll Rock anthems Ballads and solo artists Melodic dictation <p>Rhythms of the World:</p> <ul style="list-style-type: none"> The Caribbean and Latin American Music Indian Music African Music Mediterranean and Middle East comparison 		<ul style="list-style-type: none"> Using online resources to support listening and performance tasks - <ul style="list-style-type: none"> Youtube - piano tutorial Ultimateguitar.com Listening tasks using GC/ GF Music Technology - Composition 1 & 2. 		<ul style="list-style-type: none"> Rehearse outside of the lesson - Solo performance. Listening tasks. Composition Revision
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing		National Curriculum <i>(including KS2)</i>

Music

<p>SOLO PERFORMANCE</p>	<ul style="list-style-type: none"> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>describe , explain, evaluate</i> ★ <i>Ensemble performance and collaborative working</i> ★ <i>Researching</i> ★ <i>Musical elements</i> ★ <i>Notation and rhythmical reading (stave and tab)</i> ★ <i>Musical styles and genres and periods</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced piece specific to the student.</i> 	<p>A Level Link:</p> <ul style="list-style-type: none"> → Musical elements → Performance (rehearsing and refining) → Listening and appraising skills <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Battle of the Bands 7 → Western Classical Music 8 (solo perf) → Ensemble performance 8 → Pop Music through the ages 9 → Musical elements - all Sol 	<p>AO1: perform with technical control, expression and interpretation</p> <ul style="list-style-type: none"> ● Make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical control and expression. This must be achieved by one or more of the following means: playing or singing music, improvising, or realising music using music technology. ● Perform music with control, making expressive use of phrasing and dynamics appropriate to the style and mood of the music.
<p>ENSEMBLE PERFORMANCE</p>	<ul style="list-style-type: none"> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>describe , explain, evaluate</i> ★ <i>Ensemble performance and collaborative working</i> ★ <i>Researching</i> ★ <i>Musical elements</i> ★ <i>Notation and rhythmical reading (stave and tab)</i> ★ <i>Musical styles and genres and periods</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>Individual parts differentiated and length of performance</i> ★ <i>Vocal harmonies</i> ★ <i>More challenging song (if required)</i> ★ <i>Leadership opportunities</i> 	<p>A Level Link:</p> <ul style="list-style-type: none"> → Musical elements → Performance (rehearsing and refining) → Listening and appraising skills <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Battle of the Bands 7 → Hey DJ! 8 → Ensemble performance 8 → Pop Music through the ages 9 → Song writing and sequencing 9 → Musical elements - all Sol 	<p>AO1: perform with technical control, expression and interpretation</p> <ul style="list-style-type: none"> ● Make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical control and expression. This must be achieved by one or more of the following means: playing or singing music, improvising, or realising music using music technology. ● Perform music with control, making expressive use of phrasing and dynamics appropriate to the style and mood of the music.
<p>POPULAR MUSIC</p>	<ul style="list-style-type: none"> ★ <i>Musical elements</i> ★ <i>Solo and ensemble performance</i> ★ <i>Rehearsing, Refining and developing their work in progress</i> 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Musical elements → Performance (rehearsing and refining) → Free composition (improvising) 	<p>AO3: demonstrate and apply musical knowledge</p> <p>AO4: use appraising skills to make evaluative and critical judgements about music.</p>

Music

<p>THROUGH THE AGES</p> <p>Features of pop music from 1950s-today</p>	<ul style="list-style-type: none"> ★ <i>Listening and appraising skills</i> ★ <i>Evaluate and describe</i> ★ <i>Musical notation</i> ★ <i>Musical styles, genres and periods (context)</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>Performance tasks differentiated (extended chords, different keys etc)</i> 	<ul style="list-style-type: none"> → Listening and appraising skills (Conventions of pop) <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → Social → Political → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Battle of the bands 7 → Blues, Jazz, R&R 8 → Conventions of Pop 9 → Musical elements - all SoL 	<ul style="list-style-type: none"> ● Analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about repertoire within the Areas of Study. ● Use knowledge and understanding of musical elements, musical contexts and musical language to analyse unfamiliar music (i.e. individual pieces of music that have not been stipulated within the specification). ● Make critical judgments about music, using appropriate musical vocabulary. ● Formulate critical judgements, which will be achieved by attentive listening (rather than just hearing) and aural perception.
<p>FILM MUSIC</p> <p>Features of film and gaming music</p>	<ul style="list-style-type: none"> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>describe , explain, evaluate</i> ★ <i>Compositional tasks</i> ★ <i>Musical elements</i> ★ <i>Notation and rhythmical reading (stave)</i> ★ <i>Musical styles and genres and periods</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>Focus on leitmotifs</i> 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Musical elements → Composition (brief) → Listening and appraising skills (Film Music) <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Superheroes 7 → Film music and composition 9 → Musical elements - all SoL 	<p>AO3: demonstrate and apply musical knowledge</p> <p>AO4: use appraising skills to make evaluative and critical judgements about music.</p> <ul style="list-style-type: none"> ● Analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about repertoire within the Areas of Study. ● Use knowledge and understanding of musical elements, musical contexts and musical language to analyse unfamiliar music (i.e. individual pieces of music that have not been stipulated within the specification). ● Make critical judgments about music, using appropriate musical vocabulary.

			<ul style="list-style-type: none"> ● Formulate critical judgements, which will be achieved by attentive listening (rather than just hearing) and aural perception.
<p>RHYTHMS OF THE WORLD</p> <p>Calypso, Samba, Indian classical and Bhangra, Mediterranean and middle Eastern Music</p>	<ul style="list-style-type: none"> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>describe , explain, evaluate</i> ★ <i>Ensemble performance and collaborative working</i> ★ <i>Compositional tasks - composing to a brief</i> ★ <i>Music analysis</i> ★ <i>Listening and appraising</i> ★ <i>Musical elements</i> ★ <i>Notation and rhythmical reading (stave)</i> ★ <i>Musical styles and genres and periods</i> ★ <i>Composers and artists- context</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>More challenging rhythms</i> ★ <i>Leadership opportunities</i> 	<p>A Level Link:</p> <ul style="list-style-type: none"> → Musical elements → Composition → Listening and appraising skills <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → Social → Political → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Battle of the bands 7 (collaborative performance) → Rhythms of the World 8 → Musical elements - all SoL 	<p>AO3: demonstrate and apply musical knowledge</p> <p>AO4: use appraising skills to make evaluative and critical judgements about music.</p> <ul style="list-style-type: none"> ● Analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about repertoire within the Areas of Study. ● Use knowledge and understanding of musical elements, musical contexts and musical language to analyse unfamiliar music (i.e. individual pieces of music that have not been stipulated within the specification). ● Make critical judgments about music, using appropriate musical vocabulary. ● Formulate critical judgements, which will be achieved by attentive listening (rather than just hearing) and aural perception.

Music

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Keywords on PP ❖ Practically demonstrating key terminology ❖ Speaking keywords out loud as a class ❖ Reading from the board ❖ Researching - writing up findings 	<ul style="list-style-type: none"> ● Use of imagination and creativity in their learning (Spiritual) ● Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. 	<p>Gatsby 4 - Linking curriculum learning to careers.</p> <ul style="list-style-type: none"> ● Music industry (composition) ● How performers prepare (performance). ● Film composers (film music) 	<ul style="list-style-type: none"> ● Music scholars ● Instrumental lessons ● Vocal group ● Band ● KS3 instrumental club ● KS3 Musical trip ● School production ● Adeyfields got Talent ● Adeyfest 2023 ● Christmas concert 	<ul style="list-style-type: none"> ● Using musical examples from a range of diverse backgrounds. ● Looking at fusion in Pop music through the ages - from around the world. ● Pop music - looking at artists from LGBTQ+ and other cultures.
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<p>Solo Performance:</p> <ul style="list-style-type: none"> ● Christmas 2022 <p>Ensemble Performance:</p> <ul style="list-style-type: none"> ● Autumn 1 ● Christmas 2022 <p>Concerto Through Time:</p> <ul style="list-style-type: none"> ● Baroque Concertos ● Classical concertos ● Romantic concertos ● Comparison <p>Composition 1:</p> <ul style="list-style-type: none"> ● Composition in progress ● Composition in progress ● FINAL <p>Composition 2:</p> <ul style="list-style-type: none"> ● Composition in progress ● Composition in progress ● FINAL 			<ul style="list-style-type: none"> ● Using online resources to support listening and performance tasks - <ul style="list-style-type: none"> ○ Youtube - piano tutorial ○ Ultimateguitar.com ● Listening tasks using GC/ GF ● Music Technology - Composition 1 & 2. 	<ul style="list-style-type: none"> ● Rehearse outside of the lesson - Solo performance. ● Listening tasks. ● Composition ● Revision
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	Specification link	

Music

<p>SOLO PERFORMANCE</p>	<ul style="list-style-type: none"> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>describe , explain, evaluate</i> ★ <i>Ensemble performance and collaborative working</i> ★ <i>Researching</i> ★ <i>Musical elements</i> ★ <i>Notation and rhythmical reading (stave and tab)</i> ★ <i>Musical styles and genres and periods</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced piece specific to the student.</i> 	<p>A Level Link:</p> <ul style="list-style-type: none"> → Musical elements → Performance (rehearsing and refining) → Listening and appraising skills <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Battle of the Bands 7 → Western Classical Music 8 (solo perf) → Ensemble performance 8 → Pop Music through the ages 9 → Musical elements - all SoL 	<p>AO1: perform with technical control, expression and interpretation</p> <ul style="list-style-type: none"> ● Make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical control and expression. This must be achieved by one or more of the following means: playing or singing music, improvising, or realising music using music technology. ● Perform music with control, making expressive use of phrasing and dynamics appropriate to the style and mood of the music.
<p>ENSEMBLE PERFORMANCE</p>	<ul style="list-style-type: none"> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>describe , explain, evaluate</i> ★ <i>Ensemble performance and collaborative working</i> ★ <i>Researching</i> ★ <i>Musical elements</i> ★ <i>Notation and rhythmical reading (stave and tab)</i> ★ <i>Musical styles and genres and periods</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>Individual parts differentiated and length of performance</i> ★ <i>Vocal harmonies</i> ★ <i>More challenging song (if required)</i> ★ <i>Leadership opportunities</i> 	<p>A Level Link:</p> <ul style="list-style-type: none"> → Musical elements → Performance (rehearsing and refining) → Listening and appraising skills <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Battle of the Bands 7 → Hey DJ! 8 → Ensemble performance 8 → Pop Music through the ages 9 → Song writing and sequencing 9 → Musical elements - all SoL 	<p>AO1: perform with technical control, expression and interpretation</p> <ul style="list-style-type: none"> ● Make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical control and expression. This must be achieved by one or more of the following means: playing or singing music, improvising, or realising music using music technology. ● Perform music with control, making expressive use of phrasing and dynamics appropriate to the style and mood of the music.
<p>CONCERTO THROUGH TIME</p>	<ul style="list-style-type: none"> ★ <i>Musical elements</i> ★ <i>Solo performance</i> ★ <i>Rehearsing, Refining and developing their work in progress</i> 	<p>A Level Link:</p> <ul style="list-style-type: none"> → Musical elements → Listening and appraising skills <p>Wider Curriculum Links:</p>	<p>AO3: demonstrate and apply musical knowledge</p> <p>AO4: use appraising skills to make evaluative and critical judgements about music.</p>

Music

	<ul style="list-style-type: none"> ★ <i>Listening and appraising skills</i> ★ <i>Musical analysis</i> ★ <i>Evaluate and describe</i> ★ <i>Musical notation</i> ★ <i>Musical styles, genres and periods</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>Performance tasks are differentiated</i> 	<ul style="list-style-type: none"> → Historical → Cultural → Social → Political <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Superheroes 7 → Western Classical Music 8 → Film Music 9 → Musical elements - all SoL 	<ul style="list-style-type: none"> ● Analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about repertoire within the Areas of Study. ● Use knowledge and understanding of musical elements, musical contexts and musical language to analyse unfamiliar music (i.e. individual pieces of music that have not been stipulated within the specification). ● Make critical judgments about music, using appropriate musical vocabulary. ● Formulate critical judgements, which will be achieved by attentive listening (rather than just hearing) and aural perception.
<p>COMPOSITION 1 (FREE)</p>	<ul style="list-style-type: none"> ★ <i>Music Technology</i> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>describe , explain, evaluate</i> ★ <i>Composition tasks</i> ★ <i>Musical elements</i> ★ <i>Notation and rhythmical reading and writing</i> ★ <i>Musical styles and genres and periods</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>Focus on Harmonic progressions</i> ★ <i>Modulation</i> ★ <i>More challenging Key signatures</i> 	<p>A level Link:</p> <ul style="list-style-type: none"> → Musical elements → Composition (brief) <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → Social <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Superheroes 7 → Blues jazz and R & R 8 → Song writing 9 → Musical elements - all SoL 	<p>AO2: compose and develop musical ideas with technical control and coherence</p> <ul style="list-style-type: none"> ● Make use of musical elements, techniques and resources to create and develop musical ideas with technical control and coherence; freely as the composer chooses, and responding to a brief or commission supplied by others. ● Compose music that develops musical ideas, uses conventions, and explores the potential of musical structures and resources.

Music

<p>COMPOSITION 2 (BRIEF)</p>	<ul style="list-style-type: none"> ★ <i>Music Technology</i> ★ <i>Rehearsing, Refining and developing their work in progress</i> ★ <i>describe , explain, evaluate</i> ★ <i>Compositional tasks</i> ★ <i>Musical elements</i> ★ <i>Notation and rhythmical reading (stave)</i> ★ <i>Musical styles and genres and periods</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>Focus on Harmonic progressions</i> 	<p>A level Link:</p> <ul style="list-style-type: none"> → Musical elements → Composition (brief) <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → Social → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Superheroes 7 → Blues jazz and R & R 8 → Musical elements - all SoL 	<p>AO2: compose and develop musical ideas with technical control and coherence</p> <ul style="list-style-type: none"> ● Make use of musical elements, techniques and resources to create and develop musical ideas with technical control and coherence; freely as the composer chooses, and responding to a brief or commission supplied by others. ● Compose music that develops musical ideas, uses conventions, and explores the potential of musical structures and resources.
<p>REVISION</p>	<ul style="list-style-type: none"> ★ <i>Musical elements</i> ★ <i>Listening and appraising skills</i> ★ <i>Musical analysis</i> ★ <i>Evaluate and describe</i> ★ <i>Musical notation</i> ★ <i>Musical styles, genres and periods</i> <p>Challenge</p> <ul style="list-style-type: none"> ★ <i>More advanced vocabulary</i> ★ <i>Targeted questioning</i> 	<p>A Level Link:</p> <ul style="list-style-type: none"> → Musical elements → Listening and appraising skills <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → Social → Political <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Rhythm Cafe 7 → Superheroes 7 → Rhythms of the World 8 → Western Classical Music 8 → Film Music 9 → Pop Music Through the Ages 9 → Musical elements - all SoL 	<p>AO3: demonstrate and apply musical knowledge AO4: use appraising skills to make evaluative and critical judgements about music.</p> <ul style="list-style-type: none"> ● Analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about repertoire within the Areas of Study. ● Use knowledge and understanding of musical elements, musical contexts and musical language to analyse unfamiliar music (i.e. individual pieces of music that have not been stipulated within the specification). ● Make critical judgments about music, using appropriate musical vocabulary. ● Formulate critical judgements, which will be achieved by attentive listening (rather than just hearing) and aural perception.