

Music Year 7	Autumn Term	2	Spring term	4	Summer term	6
Topic Summary Thinking Hard	Musical Elements Developing Literacy: How can we understand and interpret musical notation? PUP: Students will be able to read notes in the treble and bass clef notations, including ledger lines.	War and Peace Compositions Mastery of learning: How can we apply our knowledge of notation to write our own pieces? PUP: Students will be able to apply treble and bass notations to the four compositions, using them confidently and accurately.	Keyboard Skills Acquiring knowledge: How can we take a score and turn it into a performance? PUP: Students will be able to follow a score and play from it simultaneously.	Musical Traditions Creating ambition: How can we apply our listening and theory skills to better understand music? PUP: Students will be able to discriminate between a variety of world musics.	My Music Creating independence & Not Fearing Failure: How can I develop my performing skills so that I can perform with fluency and confidence? PUP: Students will be able to perform a piece of their choice with increased confidence and accuracy.	Musical in the Media Being creative: How can we create an effective advertisement? PUP: Students will be able to manipulate musical elements to support an advertisement and be able to articulate reasons for their choices.
Developing Character	Developing curiosity and optimism: How does notation work and do I believe that I can learn something new and be confident with it? Self assurance and kindness: How can I demonstrate musical creativity and cooperation?	No limits to your destination: How can music make me feel? Reading: Evelyn Glennie article	Resilience, independence, grit and self assurance: How can I ensure that I produce a successful performance? Respecting human rights: How can I gain a historical appreciation of the music I hear? Reading: SUJ article on how technology has impacted the music industry	Grit, curiosity, optimism: What elements of music characterize sounds from different cultures, traditions and backgrounds? Being a world citizen: Analyzing music from diverse backgrounds Reading: Emilyn Wallen biography (SM 2020 Distinguished Musician of the Year)	Mindfulness, grit, kindness and self assurance: How can I experience successful independent and group rehearsals and complete a challenge? Acquiring cultural capital: What is the cultural context of my piece? Reading: Very Well Mind article on how music benefits mental health	Curiosity, self control, kindness: How can I cooperate and contribute creatively to the composition and production processes? Understanding diversity and Awareness of where you live: How does the media use music to celebrate diversity? Reading: First Post article on songs that celebrate both Pride Month and World Music Day
Understanding Diversity	Being a world citizen: How can I learn about the work with unfamiliar music? Why are they unfamiliar? Learning to read staff notation in treble and bass clefs. Using easy skills to correctly describe rhythm notes. Reading: Classic FM article on importance of reading music	Reading: Evelyn Glennie article	Reading: SUJ article on how technology has impacted the music industry	Reading: Emilyn Wallen biography (SM 2020 Distinguished Musician of the Year)	Reading: Very Well Mind article on how music benefits mental health	Reading: First Post article on songs that celebrate both Pride Month and World Music Day
Literacy Reading, Oracy	Reading: Classic FM article on importance of reading music	Reading: Evelyn Glennie article	Reading: SUJ article on how technology has impacted the music industry	Reading: Emilyn Wallen biography (SM 2020 Distinguished Musician of the Year)	Reading: Very Well Mind article on how music benefits mental health	Reading: First Post article on songs that celebrate both Pride Month and World Music Day
Gatsby, Careers Mental and Physical Well-being	Gatsby: importance of notation Developing self assurance and setting in	Gatsby: importance of role of film composer Discovering a creative outlet in a supported environment in which all can succeed.	Gatsby: performing and communicating Learning how to be an appreciative and supportive audience member	Gatsby: importance of notation Experiencing music from different cultures and elaborating our aesthetic responses to them.	Gatsby: planning and delivering a performance Encouraging a love of making a place for performing and developing teamwork and collaboration. Celebrating success and being an empathetic audience member.	Gatsby: musical opportunities whilst advertising Understanding how music in advertising manipulates our emotional response to a campaign.
Cross-Curricular Links	Drama, Dance, RSH: Developing independence. SMSC: cultural conventions and aesthetic responses	History, SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing empathy, compassion and responsibility	SMSC: Moral	Dance, SMSC: Spiritual, Social, Cultural	Drama, Dance, SMSC: Spiritual, Moral, Social, Cultural, RSH: Developing empathy, compassion and communication	Media, Drama, SMSC: Moral, Social, Cultural, RSH: Developing empathy, compassion and communication
Extra-Curricular Links	European Day of Languages- link to Do Now task. Black History month- repertoire from iconic figures	STEAM Day Anti Bullying- guest performer/ speaker? Remembrance Day- Last Post. International Day of the Disabled- how music can transcend this	National technology day Portsmouth Music Festival competition	International Women's Day Jubilee performance with SSO- Portsmouth Guildhall	International Science week World Health Day- focus on mental health	Pride Month World Music Day: https://www.worldmusicday.co.uk
Extended Learning Checks	Rhythm notation EUC and Feedback Grid	War and Peace Compositions: Recording War and Peace Compositions. Notation write-up Feedback grid covering both and results for CDCI.	Old to toy keyboard performance and individual mark sheet.	Listening and Theory paper and Feedback grid.	My Music (free choice solo or ensemble performance) and individual mark sheet.	
Precise Learning Endpoints: What we want students to learn	1. Students will be able to understand the musical elements and identify them through increased listening discrimination. 2. Students will be able to understand both treble and bass clef notations	1. Students will be able to improve and compose effective motifs and develop them using simple techniques. 2. They will be able to perform them fluently and use their notation skills to score them.	1. Students will be able to perform a solo piece from a great classical composer with fluency, accuracy and expression.	1. Students will be able to follow and interpret a single stage score, identify a range of musical genres, write accurate rhythms and read treble and bass clef notations.	1. Students will be able to perform a piece of their choice either as a soloist or in an ensemble with confidence, fluency and expression. 2. Students will be able to demonstrate an understanding of cultural conventions through their performance and be able to gauge their own strengths and weaknesses, as well as those of their peers.	1. Students will be able to use the inter-related dimensions of music to create music for a specific purpose and audience. 2. Students will be able to perform their compositions fluently and accurately and demonstrate ensemble awareness.
Music Year 8	Autumn Term	2	Spring term	4	Summer term	6
Topic Summary Thinking Hard	Musical Development Developing literacy and creating independence: How can I understand and applying motifs, tempo and structure of musical (fourwork) PUP: Students will be able to analyse and describe the relationship between different motifs and tempo.	My Music Creating ambition: How can I develop my performing skills so that I can perform with fluency and confidence? PUP: Students will be able to perform a piece of their choice with increased confidence and accuracy.	The Blues Being creative: How can I perform from bass clef notation and apply the blues scale to my own playing to create an effective improvisation? PUP: Students will be able to use a variety of rhythms in their improvisation and be able to create a challenge successfully?	The Blues Creating ambition: How can I contribute musically and effectively to a large musical ensemble? PUP: Students will be able to take a leading role in the ensemble and make subtle adjustments when errors are made?	Music Through Time Developing literacy: Interpreting and realising more complex scores PUP: Students will be able to make links between historical eras and how performance conventions in their own era have changed?	Music Through Time Acquiring knowledge: Understanding how music developed across the eras PUP: Students will be able to perform with fluency, confidence and accuracy, concurrently demonstrating an understanding of cultural conventions and how technology has influenced them.
Developing Character	Curiosity, grit, self assurance: How can I extend and develop my skills and knowledge even when they are challenging? Local context and no limits to your destination: How can I analyse music from diverse backgrounds using more challenging techniques?	Self control, grit, optimism: How can I participate in independent and group rehearsals, completing a challenge successfully? Acquiring cultural capital: What is the cultural context of my piece?	Mindfulness, kindness, grit, self assurance: How can I further my own skills and knowledge whilst working cooperatively in an ensemble? Respecting human rights: How was the blues formed and what were the cultural forces that led to this?	Mindfulness, kindness, grit: How can I be an effective ensemble member? Understanding diversity: How was the blues formed and what were the cultural forces that led to this?	Curiosity, optimism, grit, kindness: How has music changed over time and what were the dimensions that characterised each era? Acquiring cultural capital: How did cultural conventions influence musical compositions and performance?	Curiosity, optimism, grit, self assurance: How can I provide my own interpretation of a piece from one of the eras we have studied? Being a world citizen: How did cultural conventions influence musical compositions and performance?
Understanding Diversity	Local context and no limits to your destination: How can I analyse music from diverse backgrounds using more challenging techniques?	Acquiring cultural capital: What is the cultural context of my piece?	Respecting human rights: How was the blues formed and what were the cultural forces that led to this?	Understanding diversity: How was the blues formed and what were the cultural forces that led to this?	Acquiring cultural capital: How did cultural conventions influence musical compositions and performance?	Being a world citizen: How did cultural conventions influence musical compositions and performance?
Literacy Reading, Oracy	Reading: Classic FM article on importance of reading music	Reading: Evelyn Glennie article	Reading: SUJ article on how technology has impacted the music industry	Reading: Emilyn Wallen biography (SM 2020 Distinguished Musician of the Year)	Reading: Very Well Mind article on how music benefits mental health	Reading: First Post article on songs that celebrate both Pride Month and World Music Day
Gatsby, Careers Mental and Physical Well-being	Gatsby: importance of notation Acknowledging the benefits of listening to music and broadening aesthetic and cultural horizons.	Gatsby: planning and delivering a performance Developing a love of performing and the aesthetic benefits of playing music for its own sake. Celebrating success and being an empathetic audience member.	Gatsby: universal transferability of blues improvisation skills. Shared experience of teamwork and achieving a performance together, learning from one another and celebrating each other to succeed.	Gatsby: universal transferability of blues improvisation skills. Shared experience of teamwork and achieving a performance together, learning from one another and celebrating each other to succeed.	Gatsby: planning and delivering a performance Fostering an appreciation of historical developments in music and relating them to the music of today. Enjoying discovering new pieces and making links to contemporary music.	Gatsby: planning and delivering a performance Developing a love of performing and the aesthetic benefits of playing music for its own sake. Celebrating success and being an empathetic audience member.
Cross-Curricular Links	History, Geography, Drama, SMSC: Spiritual, Cultural	Drama, Dance, SMSC: Spiritual, Social, Moral, Cultural	History, RSH: Developing respect for beliefs, values and opinions; SMSC: Spiritual, Social, Moral, Cultural	History, RSH: Developing respect for beliefs, values and opinions; SMSC: Spiritual, Social, Moral, Cultural	History, Drama, Art, SMSC: Spiritual, Social, Moral, Cultural	History, Drama, Art, SMSC: Spiritual, Social, Moral, Cultural
Extra-Curricular Links	European Day of Languages- link to Do Now task. Black History month- repertoire from iconic figures	STEAM Day Anti Bullying- guest performer/ speaker? Remembrance Day- Last Post. International Day of the Disabled- how music can transcend this	National technology day Portsmouth Music Festival competition	International Women's Day Jubilee performance with SSO- Portsmouth Guildhall	World Health Day- focus on mental health	Pride Month World Music Day: https://www.worldmusicday.co.uk
Extended Learning Checks	Binary/ ternary composition and Feedback grid.	Listening and Theory paper and Feedback grid.	My Music (free choice solo or ensemble performance) and individual mark sheet.	Ensemble performance with an individual mark sheet.	Ensemble performance with an individual mark sheet.	Solo or ensemble performance with individual marksheet.
Precise Learning Endpoints: What we want students to learn	1. Students will be able to demonstrate increasing listening discrimination skills applied to a wide variety of musical contexts and cultures. 2. Students will be able to follow and interpret a score of increased complexity with regard to notation and convention.	1. Students will be able to perform a piece of their choice either as a soloist or in an ensemble with confidence, fluency and expression. 2. Students will be able to demonstrate an understanding of cultural conventions through their performance and be able to gauge their own strengths and weaknesses, as well as those of their peers.	1. Students will develop a deeper understanding of how cultural contexts affect the development of music and how this relates and links to the music that they listen to today.	1. Students will demonstrate that they can perform and improvise with increased confidence, fluency and expression. 2. Students will demonstrate more sensitive and developed ensemble skills.	1. Students will develop a deeper understanding of the history of music and be able to demonstrate this in both their listening and playing. 2. Students will be able to demonstrate a deeper understanding of inter-related dimensions of music.	1. Students will be able to perform with fluency, confidence and accuracy, concurrently demonstrating an understanding of cultural conventions and how technology has influenced them.
Music Year 9	Autumn Term	2	Spring term	4	Summer term	6
Topic Summary Thinking Hard	Theoretical Principles Acquiring knowledge, Creating independence: How can I apply my knowledge of notation to create a 3/4beat composition? Grit, resilience, independence, self control, optimism: How can I consolidate my knowledge of notation to learn new software?	My Music Mastery of learning: How can I listen critically to performances in order to identify precise areas for improvement? Self optimism, self assurance, self control, curiosity, kindness: How can I further my understanding of performing conventions and develop a solo and ensemble performer?	Not Fearing Failure: How can I develop material into an appropriate structure? Self assurance, mindfulness, self control, curiosity, kindness: How can I develop as a composer utilising new techniques and working cooperatively with others?	Art Award Creating ambition, Changing the world: How can I prepare a portfolio that reflects my arts journey? Curiosity, mindfulness, self assurance: What has my arts journey been like and where is it going?	Themes of the World Developing literacy: How can I consolidate my knowledge of the studied genres to identify precise features in extracts of music? Grat, optimism, self assurance, curiosity: How is the fundamental element of rhythm used in music from different cultures?	Programme Music Being creative: History of learning: How can I create appropriate motifs and linking music to support a narrative? Cooperation, grit, resilience, kindness, self assurance: How can I create emotive music that fulfils a brief and fits with that of others?
Developing Character	Acquiring cultural capital and Awareness of where you live: How can I create my music, whilst reading: Classic FM article on importance of reading music	Reading: Evelyn Glennie article	Acquiring cultural capital and Awareness of where you live: How can I create my music, whilst reading: SUJ article on how technology has impacted the music industry	Reading: Emilyn Wallen biography (SM 2020 Distinguished Musician of the Year)	Reading: Very Well Mind article on how music benefits mental health	Reading: First Post article on songs that celebrate both Pride Month and World Music Day
Literacy Reading, Oracy	Reading: Classic FM article on importance of reading music	Reading: Evelyn Glennie article	Reading: SUJ article on how technology has impacted the music industry	Reading: Emilyn Wallen biography (SM 2020 Distinguished Musician of the Year)	Reading: Very Well Mind article on how music benefits mental health	Reading: First Post article on songs that celebrate both Pride Month and World Music Day
Gatsby, Careers Mental and Physical Well-being	Gatsby: planning and delivering a performance Developing our creative voice and experiencing the way in which music can enhance the emotional	Gatsby: planning and delivering a performance Developing our creative voice and experiencing the way in which music can enhance the emotional	Gatsby: planning and delivering a performance Developing our creative voice and experiencing the way in which music can enhance the emotional	Gatsby: planning and delivering a performance Developing our creative voice and experiencing the way in which music can enhance the emotional	Gatsby: planning and delivering a performance Developing our creative voice and experiencing the way in which music can enhance the emotional	Gatsby: planning and delivering a performance Developing our creative voice and experiencing the way in which music can enhance the emotional
Cross-Curricular Links	Media, SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing self confidence	Media, SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing empathy, compassion and communication	Drama, Dance, SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing empathy and compassion	Drama, Dance, SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing empathy and compassion	Drama, Dance, SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing empathy and compassion	Drama, Dance, SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing empathy and compassion
Extra-Curricular Links	European Day of Languages- link to Do Now task. Black History month- repertoire from iconic figures	STEAM Day Anti Bullying- guest performer/ speaker? Remembrance Day- Last Post. International Day of the Disabled- how music can transcend this	National technology day Portsmouth Music Festival competition	International Women's Day Jubilee performance with SSO- Portsmouth Guildhall	World Health Day- focus on mental health	Pride Month World Music Day: https://www.worldmusicday.co.uk
Extended Learning Checks	1. Music theory exercises.	1. Solo performance and individual marksheet. 2. Ensemble performance and individual marksheet.	1. Music Theory Grade 1 paper for CDCI	1. Practice questions on Area of Study 3	1. Area of Study 3 paper.	1. Finalise composition and individual marksheet
Precise Learning Endpoints: What we want students to learn	1. Students will work independently to create a binary composition using a DAW.	1. Students will be able to build on the performance skills gained in KS3 to produce a both a solo and ensemble performance.	1. Students will be able to complete a Music Theory Grade 1 paper and start applying some of the principles to their own composition.	1. Students will complete their Bronze Arts Award and prepare their presentations for moderation.	1. Students will develop a deeper understanding of how cultural contexts affect the development of music and how this relates and links to the music that they listen to today.	1. Students will produce group compositions that demonstrate an understanding of motif and non-musical representation.
Music Year 10	Autumn Term	2	Spring term	4	Summer term	6
Topic Summary Thinking Hard	Fun and Video Game Music Acquiring knowledge, being creative: How can I create music to enhance a visual image? Grit, resilience, independence: How can I develop my compositional skills through the creation of a film score?	My Music Development of literacy: In what ways is the music composed for video games similar and different to music for films? Curiosity, grit, self assurance: How can I draw on the knowledge I have gained to make meaningful contrasts between genres?	Conventions of Popular Music Mastery of learning: How does music develop across the decades in terms of the key elements? Curiosity, mindfulness, kindness: How can I contribute musically to the creation of ensembles in performing songs from different genres and eras?	Conventions of Popular Music Creating ambition: How does the development of technology affect the composition, performance and recording of popular songs? Curiosity, grit, mindfulness, self assurance: How can I consolidate my understanding of popular music idioms with compositional techniques to create my own song?	The Concerts Through Time Acquiring knowledge: How do the concerto genres develop and what are the conventions of this? Curiosity, mindfulness, independence: How can I broaden my musical understanding to musics that I may not have experienced as a performer?	Being creative, Not Fearing Failure: How can I compose a piece that fulfils a brief using a given element? Optimism, self assurance, grit: How can I utilise all of the skills and knowledge gained that far to fulfil a compositional brief?
Developing Character	Understanding environmental, physical and mental diversity: How is music used to support and enhance moving images across different cultural contexts? Reading: Classic FM article on importance of reading music	Understanding environmental, physical and mental diversity: How is music used to support and enhance the gaming experience? Reading: Evelyn Glennie article	Understanding diversity, being a world citizen: What cultural conventions were broken and created through the development of popular song? Reading: SUJ article on how technology has impacted the music industry	Awareness of where you live: How can my cultural context and influences contribute to my own creativity? Reading: Emilyn Wallen biography (SM 2020 Distinguished Musician of the Year)	Acquiring cultural capital: How can I understand the cultural dimensions of the era? Reading: Very Well Mind article on how music benefits mental health	Being a world citizen, No limits to your destination: How can I use the cultural conventions world rhythms within AOs?
Understanding Diversity	Understanding environmental, physical and mental diversity: How is music used to support and enhance moving images across different cultural contexts? Reading: Classic FM article on importance of reading music	Understanding environmental, physical and mental diversity: How is music used to support and enhance the gaming experience? Reading: Evelyn Glennie article	Understanding diversity, being a world citizen: What cultural conventions were broken and created through the development of popular song? Reading: SUJ article on how technology has impacted the music industry	Awareness of where you live: How can my cultural context and influences contribute to my own creativity? Reading: Emilyn Wallen biography (SM 2020 Distinguished Musician of the Year)	Acquiring cultural capital: How can I understand the cultural dimensions of the era? Reading: Very Well Mind article on how music benefits mental health	Being a world citizen, No limits to your destination: How can I use the cultural conventions world rhythms within AOs?
Literacy Reading, Oracy	Reading: Classic FM article on importance of reading music	Reading: Evelyn Glennie article	Reading: SUJ article on how technology has impacted the music industry	Reading: Emilyn Wallen biography (SM 2020 Distinguished Musician of the Year)	Reading: Very Well Mind article on how music benefits mental health	Reading: First Post article on songs that celebrate both Pride Month and World Music Day
Gatsby, Careers Mental and Physical Well-being	Gatsby: planning and delivering a performance Using music as an outlet for emotions	Gatsby: creating confidence and setting a brief Using music as an outlet for emotions	Gatsby: creating confidence and setting a brief Revision techniques to alleviate unnecessary pressure, taking pride in finalising creative portfolios.	Gatsby: creating confidence and setting a brief Revision techniques to alleviate unnecessary pressure, taking pride in finalising creative portfolios.	Gatsby: creating confidence and setting a brief Revision techniques to alleviate unnecessary pressure, taking pride in finalising creative portfolios.	Gatsby: creating confidence and setting a brief Revision techniques to alleviate unnecessary pressure, taking pride in finalising creative portfolios.
Cross-Curricular Links	Drama, Dance, SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing confidence and decision making skills	Drama, Dance, SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing confidence and decision making skills	SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing confidence and decision making skills	SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing confidence and decision making skills	SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing confidence and decision making skills	SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing confidence and decision making skills
Extended Learning Checks	1. Practice listening questions. 2. Film score composition.	1. Solo performance and individual marksheet. 2. Ensemble performance and individual marksheet. 3. AOS 4 listening paper.	1. Practice listening questions. 2. Ensemble performance.	1. Practice listening questions. 2. Pop song composition.	1. Solo performance and individual marksheet. 2. Ensemble performance and individual marksheet.	1. Exam board brief composition. 3. AOS 4 listening paper.
Precise Learning Endpoints: What we want students to learn	1. Students will produce an extended composition that demonstrates an ability to reflect non-musical representation in sync with moving images.	1. Students will produce performances that demonstrate increasing levels of musicianship and complexity.	1. Students will demonstrate ensemble skills through the rapid learning of songs from differing popular genres.	1. Students will produce their own original songs using the techniques learned through the study of popular music genres.	1. Students will be able to discriminate between three different musical eras and understand the conventions of the concerto genre in each.	1. Students will apply the compositional techniques they have learned to producing an original piece based on the exam board brief.
Music Year 11	Autumn Term	2	Spring term	4	Summer term	6
Topic Summary Thinking Hard	Integrated Portfolio Not Fearing Failure, creating ambition: How can I apply everything I have learned to my final ensemble and composition 27? Grit, resilience, independence, optimism: How can I ensure that I am as well prepared as I can be for formal assessment?	Practical Portfolio Being creative: How can I apply everything I have learned to my final ensemble and composition 27? Grit, resilience, independence, optimism: How can I ensure that I am as well prepared as I can be for formal assessment?	CA Refinement and AOS 2: Popular Song and AOS 4: Film and Game Music Acquiring knowledge: How can I develop detailed and precise appraising, learning from failure and AOS 4: resilience, independence, optimism: How can I ensure that I am as well prepared as I can be for formal assessment?	CA Refinement and AOS 2: The Concerts Through Time and AOS 3: Rhythms of the World Creating independence: How can I develop detailed and precise appraising, learning from failure and AOS 4: resilience, independence, optimism: How can I ensure that I am as well prepared as I can be for formal assessment?	Revision techniques to alleviate unnecessary pressure, taking pride in finalising creative portfolios. Revision techniques to alleviate unnecessary pressure, taking pride in finalising creative portfolios.	Revision techniques to alleviate unnecessary pressure, taking pride in finalising creative portfolios. Revision techniques to alleviate unnecessary pressure, taking pride in finalising creative portfolios.
Developing Character	Awareness of where you live, No limits to your destination: How can my cultural context and influences contribute to my own creativity?	Awareness of where you live, No limits to your destination: How can my cultural context and influences contribute to my own creativity?	Awareness of where you live, No limits to your destination: How can my cultural context and influences contribute to my own creativity?	Awareness of where you live, No limits to your destination: How can my cultural context and influences contribute to my own creativity?	Awareness of where you live, No limits to your destination: How can my cultural context and influences contribute to my own creativity?	Awareness of where you live, No limits to your destination: How can my cultural context and influences contribute to my own creativity?
Understanding Diversity	Reading: Classic FM article on importance of reading music	Reading: Evelyn Glennie article	Reading: SUJ article on how technology has impacted the music industry	Reading: Emilyn Wallen biography (SM 2020 Distinguished Musician of the Year)	Reading: Very Well Mind article on how music benefits mental health	Reading: First Post article on songs that celebrate both Pride Month and World Music Day
Literacy Reading, Oracy	Reading: Classic FM article on importance of reading music	Reading: Evelyn Glennie article	Reading: SUJ article on how technology has impacted the music industry	Reading: Emilyn Wallen biography (SM 2020 Distinguished Musician of the Year)	Reading: Very Well Mind article on how music benefits mental health	Reading: First Post article on songs that celebrate both Pride Month and World Music Day
Gatsby, Careers Mental and Physical Well-being	Gatsby: planning and delivering a performance Using music as an outlet for emotions	Gatsby: creating confidence and setting a brief Using music as an outlet for emotions	Gatsby: creating confidence and setting a brief Revision techniques to alleviate unnecessary pressure, taking pride in finalising creative portfolios.	Gatsby: creating confidence and setting a brief Revision techniques to alleviate unnecessary pressure, taking pride in finalising creative portfolios.	Gatsby: creating confidence and setting a brief Revision techniques to alleviate unnecessary pressure, taking pride in finalising creative portfolios.	Gatsby: creating confidence and setting a brief Revision techniques to alleviate unnecessary pressure, taking pride in finalising creative portfolios.
Cross-Curricular Links	Drama, Dance, SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing confidence and decision making skills	Drama, Dance, SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing confidence and decision making skills	SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing confidence and decision making skills	SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing confidence and decision making skills	SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing confidence and decision making skills	SMSC: Spiritual, Social, Moral, Cultural, RSH: Developing confidence and decision making skills

Extra-Curricular Links	European Day of Languages: link to Do Now task from comic figures	Black History month – reports from comic figures	STEAM Day: Anti Bullying: guest performer/ speaker? Remembrance Day: Last Post International Day of the Disabled: how music can transcend this.	National technology day	Portsmouth Music Festival competition	International Women's Day sublate performance with SSO- Portsmouth Guildhall	International Science week	World Health Day: focus on mental health	Cultural Diversity day- UK resources	Pride Month	World Music Day: www.worldmusicday.co.uk/
Extended Learning Checks	1. Practice listening questions under exam conditions every two weeks as a minimum. 2. Draft Solo performance and individual market-sheet. 3. Draft Composition 1 and individual market-sheet.	1. Practice listening questions under exam conditions every two weeks as a minimum. 2. Draft Solo performance and individual market-sheet. 3. Draft Composition 1 and individual market-sheet.	1. Practice listening questions under exam conditions every two weeks as a minimum. 2. Draft Ensemble performance and individual market-sheet. 3. Draft Composition 2 and individual market-sheet.	1. Practice listening questions under exam conditions every two weeks as a minimum. 2. Draft Solo performance and individual market-sheet. 3. Draft Composition 2 and individual market-sheet.	1. Practice listening questions under exam conditions every two weeks as a minimum. 2. Draft Ensemble performance and individual market-sheet. 3. Draft Composition 2 and individual market-sheet.	1. Practice listening questions under exam conditions every two weeks as a minimum. 2. Draft Ensemble performance and individual market-sheet. 3. Draft Composition 2 and individual market-sheet.	1. Practice listening questions under exam conditions every two weeks as a minimum. 2. Draft Ensemble performance and individual market-sheet. 3. Draft Composition 2 and individual market-sheet.	Practice listening questions every lesson.			
Precise Learning Endpoints: What we want students to learn	1. Students will select and record a solo that demonstrates their ultimate technical and musical abilities. 2. They will also start a composition of their own design and apply creative and logical techniques to this.	1. Students will select and record an ensemble that demonstrates their ultimate technical and musical abilities. 2. They will also start a composition based on the exam board brief and apply creative and logical techniques to this.	1. Students will continue to refine their performing, composing and listening skills with an increased focus on detail and understanding. 2. They will also start a composition based on the exam board brief and apply creative and logical techniques to this.	1. Students will continue to refine their performing, composing and listening skills with an increased focus on detail and understanding. 2. They will also start a composition based on the exam board brief and apply creative and logical techniques to this.	1. Students will continue to refine their performing, composing and listening skills with an increased focus on detail and understanding. 2. They will also start a composition based on the exam board brief and apply creative and logical techniques to this.	1. Students will complete the CA portfolio to the highest possible standard and produce work that demonstrates their maximum progress.	1. Students will complete the CA portfolio to the highest possible standard and produce work that demonstrates their maximum progress.	1. Students will be able to demonstrate a confident understanding of all the set genres for the listening exam and produce answers that are detailed, accurate and well considered.			