Music	Autumn Term		Spring term		Summer term	
Year 7	1	2	3	4	5	6
Topic Summary	Musical Elements	War and Peace Compositions	Keyboard Skills	Musical Traditions	My Music	Music in the Media
Thinking Hard	**Developing Literacy:** How can we understand and interpret musical notation?	**Mastery of learning:** How can we apply our knowledge of notation to write our own pieces?	**Acquiring knowledge:** How can we take a score and turn it into a performance?	**Creating ambition:** How can we apply our listening and theory skills to better understand music?	**Creating independence & Not fearing failure:** How can I develop my performing skills so that I can perform with fluency and confidence?	**Being creative:** How can we create an effective advertisement?
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?	**Resilience, independence, grit and self assurance:** How can I ensure that I produce a successful performance?	**Grit, curiosity, optimism:** What elements of music characterise sounds from different cultures, traditions and backgrounds?	**Mindfulness, grit, kindness and self assurance:** how can I experience successful independent and group rehearsals and complete a challenge?	**Curiosity, self control, kindness:** How can I cooperate and contribute creatively to the composition and production processes?
Understanding Diversity	**Being a world citizen:** How can I learn about and work with unfamiliar music? Why are they unfamiliar?	**No limits to your destination:** How can music make us feel?	**Respecting human rights:** How can I gain a historical appreciation of the musics I hear?	**Being a world citizen:** Analysing music from diverse backgrounds	**Acquiring cultural capital:** What is the cultural context of my piece?	**Understanding diversity and Awareness of where you live:** How does the media use music to celebrate diversity?
Literacy Reading, Oracy	Learning to read staff notation in treble and bass clefs. Using oracy skills to correctly describe rhythm notes. **Reading:** Classic FM article on importance of reading music	**Reading:** Evelyn Glennie article	**Reading:** SUU article on how technology has impacted the music industry	**Reading:** Emrollyn Wallen biography (ISM 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	Gatsby- importance of notation	Gatsby- importance of role of film composer	Gatsby- performing and communicating	Gatsby- importance of notation	Gatsby- planning and delivering a performance	Gatsby- musical opportunities within advertising
Inclusivity	Developing self assurance and settling in. Placemats in all booklets. I do, We do, You do with explicit modelling.	Discovering a creative outlet in a supported environment in which all can succeed. Placemats in all booklets. I do, We do, You do with explicit modelling.	Learning how to be an appreciative and supportive audience member. Placemats in all booklets. I do, We do, You do with explicit modelling.	Experiencing music from different cultures and celebrating our aesthetic responses to them. Placemats in all booklets. I do, We do, You do with explicit modelling.	Encouraging a love of mastering a piece for performing and developing teamwork and collaboration. Placemats in all booklets. I do, We do, You do with explicit modelling.	Understanding how music in advertising manipulates our emotional response to a campaign. Placemats in all booklets. I do, We do, You do with explicit modelling.
Cross-Curricular Links	Drama, Dance; RSHE developing independence; SMSC cultural conventions and aesthetic responses	History; SMSC- Spiritual, Social, Moral, Cultural; RSHE Developing empathy, compassion and communication	SMSC- Moral	Dance; SMSC- Spiritual, Social, Cultural	Drama, Dance; SMSC- Spiritual, Moral, Social, Cultural; RSHE Developing empathy, compassion and communication	Media, Drama; SMSC- Moral, Social, Cultural; RSHE 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 MPF Prom- BAH	National technology day Portsmouth Music Festival competition	International Women's Day International Science week Jukebox performance with SSO- Portsmouth Guildhall	World Health Day- focus on mental health Cultural Diversity day- UN resources	Pride Month World Music Day- makemusicday.co.uk
Extended Learning Checks	Rhythm notation ELC and Feedback Grid	War and Peace Compositions: Recordings War and Peace Compositions: Notation write- up Feedback grid covering both and results for CDC1.	Ode to Joy 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 improvise 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 stave 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	Autumn Term		Spring term		Summer term	
Year 8	1	2	3	4	5	6
Topic Summary	Musical Development	My Music	The Blues	The Blues	Music Through Time	Music Through Time
Thinking Hard	**Developing literacy and creating independence:** How can I understand and applying metre, tempo and structural appraisal (Swanwick)	**Creating ambition:** How can I develop my performing skills so that I can perform with fluency and confidence?	**Being creative:** How can I perform from bass clef notation and apply the blues scale to my own playing to create an effective improvisation?	**Creating ambition:** How can I contribute musically and effectively to a large musical ensemble?	**Developing literacy:** Interpreting and realising more complex scores	**Acquiring knowledge:** Understanding how music developed across the eras
Developing Character	**Curiosity, grit, self assurance:** How can I extend and develop my skills and knowledge even when they are challenging?	**Self control, grit, optimism:** How can I participate in independent and group rehearsals, completing a challenge successfully?	**Mindfulness, kindness, self assurance:** How can I further my own skills and knowledge whilst working cooperatively in an ensemble?	**Mindfulness, kindness, grit:** How can I be an effective ensemble member?	**Curiosity, optimism, grit, kindness:** How has music changed over time and what were the conventions that characterised each era?	**Curiosity, optimism, grit, self assurance:** How can I provide my own interpretation of a piece from one of the eras we have studied?
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 was formed and what were the cultural forces that led to this?	**Understanding democracy:** 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 performances?	**Being a world citizen:** How did cultural conventions influence musical compositions and performances?
Literacy Reading, Oracy	**Reading:** Classic FM article on importance of reading music	**Reading:** Evelyn Glennie article	**Reading:** SUU article on how technology has impacted the music industry	**Reading:** Emrollyn Wallen biography (ISM 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	Gatsby- importance of notation	Gatsby- planning and delivering a performance		Gatsby- universal transferability of blues improvisation skills.	Gatsby- planning and delivering a performance	
Inclusivity	Acknowledging the benefits of listening to music and broadening aesthetic and cultural horizons. Placemats in all booklets. I do, We do, You do with explicit modelling.	Developing a love of performing and the aesthetic benefits of playing music for its own sake. Acknowledging the benefits of listening to music and broadening aesthetic and cultural horizons. Placemats in all booklets. I do, We do, You do with explicit modelling.	Understanding the cultural context of the origin of the blues and developing a sympathetic response. Placemats in all booklets. I do, We do, You do with explicit modelling.	Shared experience of teamwork and achieving a performance together; learning from one another and supporting each other to succeed. Placemats in all booklets. I do, We do, You do with explicit modelling.	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. Placemats in all booklets. I do, We do, You do with explicit modelling.	Developing a love of performing and the aesthetic benefits of playing music for its own sake. Placemats in all booklets. I do, We do, You do with explicit modelling.
Cross-Curricular Links	History, Geography, Dance; SMSC- Spiritual, Cultural	Drama, Dance; SMSC- Spiritual, Social, Moral, Cultural	*History; RSHE- Developing respect for beliefs, values and opinions;* SMSC- Spiritual, Social, Moral, Cultural	Improvisation protocols: RSHE- Developing respect for beliefs, values and opinions; SMSC- Spiritual, Social, Moral, Cultural	History, Drama, Art; SMSC- Spiritual, Social, Moral, Cultural	History, Dance, 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 MPF Prom- BAH	National technology day Portsmouth Music Festival competition	International Women's Day International Science week Jukebox performance with SSO- Portsmouth Guildhall	World Health Day- focus on mental health Cultural Diversity day- UN resources	Pride Month World Music Day- makemusicday.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.	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 conventions	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 deepening 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.	Students will develop a deepening 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 these.

Music	Autumn Term		Spring term		Summer term	
Year 9	1	2	3	4	5	6
Topic Summary	Theoretical Principles	My Music	Composing	Arts Award	Rhythms of the World	Programme Music
Thinking Hard	**Acquiring knowledge, Creating independence:** How can I apply my knowledge of notation to create a Sibelius composition?	**Mastery of learning:** How can I listen critically to performances in order to identify precise areas for improvement?	**Not fearing failure:** How can I develop material into an appropriate structure?	**Creating ambition, Changing the world:** How can I prepare a portfolio that reflects my arts journey?	**Development of literacy:** How can I consolidate my knowledge of the studied genres to identify precise features in extracts of music?	Being creative, Mastery of learning: How can I create appropriate motifs and linking music to support a narrative?
Developing Character	**Curiosity, self assurance, self control, grit, optimism:** How can I consolidate my knowledge of notation to learn new software?	**Cooperation, grit, resilience, kindness, self assurance:** How can I further my understanding of performing conventions and develop as a solo and ensemble performer?	**Self assurance, mindfulness, self control, curiosity, kindness:** How can I develop as a composer utilising new techniques and working cooperatively with others?	**Curiosity, mindfulness, grit, self assurance:** What has my arts journey been like and where is it going?	**Grit, optimism, self assurance, curiosity:** How is the fundamental element of rhythm used in music from different cultures?	**Cooperation, grit, resilience, kindness, self assurance:** How can I create emotive music that fulfils a brief and fits with that of others?
Understanding Diversity	**Acquiring cultural capital and Awareness of where you live:** How can I create my music, whilst	**Being a world citizen:** How can I continue to listen to and appreciate music from a diverse cultural range?	**Acquiring cultural capital and Awareness of where you live:** How can I create my music, whilst understanding my local,	**No limits to my destination:** How can I demonstrate understanding of where my arts journey is influenced by cultural	**Understanding environmental, physical and mental diversity:** How can I learn about and understand the cultural conventions	**Acquiring cultural capital:** How is music used to support and enhance storytelling across different cultures?
Literacy Reading, Oracy	**Reading:** Classic FM article on importance of reading music	**Reading:** Evelyn Glennie article	**Reading:** SUU article on how technology has impacted the music industry	**Reading:** Emrollyn Wallen biography (ISM 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	Gatsby- using Sib software as industry notation leader	Gatsby- planning and delivering a performance	Gatsby- profiling an inspiration and researching their career.	Gatsby- presentation on the career of an inspiration		Gatsby- how musicians collaborate to create compositions
Inclusivity	Experiencing the joy of creating music and celebrating success. Modelling; IO, YO, WO; TPS; Small steps	Developing a greater appreciation of performing music with increased expression and appreciation of the expression of others. Modelling; IO, YO, WO; TPS; Small steps	Developing a greater confidence in creating and enjoying your personal voice. Modelling; IO, YO, WO; TPS; Small steps	Celebrating and appreciating your artistic influences and benefitting from all that Arts Award has to offer. Modelling; IO, YO, WO; TPS; Small steps	Appreciating and enjoying music from different cultures and expanding your horizons. Modelling; IO, YO, WO; TPS; Small steps	Enjoying creating music for effect and working collaboratively as part of a team. Modelling; IO, YO, WO; TPS; Small steps
Cross-Curricular Links	SMSC- Spiritual, Social, Moral, Cultural; RSHE- Developing self confidence	Drama, Dance; SMSC- Spiritual, Social, Moral, Cultural; RSHE- Developing empathy and compassion	Drama, Dance, Art, Computing; SMSC- Spiritual, Social, Moral, Cultural; RSHE- Developing empathy and compassion	Art, Dance, Drama, Photography; SMSC- Spiritual, Social, Moral, Cultural; RSHE- Developing goal setting and developing	Drama, Dance, History, Geography; SMSC- Spiritual, Social, Moral, Cultural; RSHE- Developing goal setting	English, Media, Drama, Dance; SMSC- Spiritual, Social, Cultural; RSHE- Developing goal setting
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 MPF Prom- BAH	National technology day Portsmouth Music Festival competition	International Women's Day International Science week Jukebox performance with SSO- Portsmouth Guildhall	World Health Day- focus on mental health Cultural Diversity day- UN resources	Pride Month World Music Day- makemusicday.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 CDC1	1. Practice questions on Area of Study 3.	1. Area of Study 3 paper.	1. Fairytale composition and individual marksheet
Precise Learning Endpoints: What we want students to learn	1. Students will work independently to create a ternary 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 compositions.	1. Students will complete their Bronze Arts Award and prepare their presentations for moderation.	1. Students will develop a deepening 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	Autumn Term		Spring term		Summer term	
Year 10	1	2	3	4	5	6
Topic Summary	Film and Video Game Music	My Music	Conventions of Popular Music	Conventions of Popular Music	The Concerto Through Time	Composing to a given brief
Thinking Hard	**Acquiring knowledge, being creative:** How can I create music to enhance a visual image?	**Development of literacy:** In what ways is the music composed for video games similar and different to music for films?	**Mastery of learning:** How does music develop across the decades in terms of the key elements?	**Creating ambition:** How does the development of technology affect the composition, performance and recording of popular songs?	**Acquiring knowledge:** How did the concerto genre develop and what are the conventions of this?	**Being creative, Not fearing failure:** How can I compose a piece that fulfils a brief using a given stimulus?
Developing Character	**Grit, resilience, independence:** How can I develop my compositional skills through the creation of a film score?	**Curiosity, grit, self assurance:** How can I draw on the knowledge I have gained to make meaningful contrasts between genres?	**Curiosity, mindfulness, kindness:** How can I contribute musically to the creation of ensembles in performing songs from different genres and eras?	**Curiosity, grit, mindfulness, self assurance:** How can I consolidate my understanding of popular music idioms with compositional techniques to create my own song?	**Curiosity, mindfulness, independence:** How can I broaden my musical understanding to musics that I may not have experienced as a performer?	**Optimism, self assurance, grit:** How can I utilise all the skills and knowledge gained thus far to fulfil a compositional brief?
Understanding Diversity	**Understanding environmental, physical and metal diversity:** How is music used to support and enhance moving images across different cultures?	**Understanding environmental, physical and metal diversity:** How is music used to support and enhance the gaming experience?	**Understanding democracy, Being a world citizen:** What cultural conventions were broken and created through the development of popular song?	**Awareness of where you live:** How can my cultural context and influences contribute to my own creativity?	**Acquiring cultural capital:** How can I understand the cultural dimensions of the eras?	**Being a world citizen, No limits to your destination:** How can I use the cultural conventions world rhythms within AoS 3
Literacy Reading, Oracy	**Reading:** Classic FM article on importance of reading music	**Reading:** Evelyn Glennie article	**Reading:** SUU article on how technology has impacted the music industry	**Reading:** Emrollyn Wallen biography (ISM 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	Gatsby- assuming the role of a film composer	Gatsby- planning and presenting a performance	Gatsby- how the lives of pop musicians changed over the decades to the solo artists of today.	Gatsby- how the lives of pop musicians changed over the decades to the solo artists of today.	Gatsby- historical perspectives on the changing role of the composer in western society.	Gatsby- how composers work to a set brief.
Inclusivity	Developing your creative voice and experiencing the way in which music can enhance the emotional response to the moving images. Modelling; IO, YO, WO; TPS; Small steps	Developing your creative voice and experiencing the way in which music can enhance the emotional response to the moving images. Modelling; IO, YO, WO; TPS; Small steps	Exploring our response to popular music in both of inherent and delineated meanings. Modelling; IO, YO, WO; TPS; Small steps	Exploring our response to popular music in both of inherent and delineated meanings. Modelling; IO, YO, WO; TPS; Small steps	Experiencing the power of orchestral music and the way in which this developed over time. Modelling; IO, YO, WO; TPS; Small steps	Enhancing our ability to produce music that responds effectively to a brief and can be used as an outlet. Modelling; IO, YO, WO; TPS; Small steps
Cross-Curricular Links	Media; SMSC- Spiritual, Social, Moral, Cultural; RSHE- Developing motivation, organisation and leadership	Media, Computing; SMSC- Spiritual, Social, Moral, Cultural	Dance, Drama, English; SMSC- Spiritual, Social, Moral, Cultural;	Dance, Drama, English; SMSC- Spiritual, Social, Moral, Cultural; RSHE- Developing motivation, organisation and	History, Geography; SMSC- Spiritual, Social, Moral, Cultural	Dance, Drama; SMSC- Spiritual, Social, Moral, Cultural; RSHE- Developing goal setting
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 MPF Prom- BAH	National technology day Portsmouth Music Festival competition	International Women's Day International Science week Jukebox performance with SSO- Portsmouth Guildhall	World Health Day- focus on mental health Cultural Diversity day- UN resources	Pride Month World Music Day- makemusicday.co.uk
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 performances.	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. 2. 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	Autumn Term		Spring term		Summer term	
Year 11	1	2	3	4	5	6
Topic Summary	Integrated Portfolio	Practical Portfolio	CA Refinement and AoS 5- Popular Song- and AoS 4- Film and Game Music	CA Refinement and AoS 2- The Concerto Through Time- and AoS 3- Rhythms of the World	Revision of all areas	
Thinking Hard	**Not fearing failure, creating ambition:** How can I apply everything I have learned to my final solo and	**Being creative:** How can I apply everything I have learned to my final ensemble and composition 2?	**Development of literacy:** How can I develop detailed and precise appraising, learning from failure and errors?	**Creating independence:** How can I develop detailed and precise appraising, learning from failure and errors?	**Mastery of learning:** How can I develop detailed and precise appraising, learning from failure and errors?	
Developing Character	**Grit, resilience, independence:** How can I apply everything I have learned to my final solo and composition	**Grit, resilience, independence, kindness, empathy:** How can I apply everything I have learned to my final ensemble	**Grit, resilience, independence, optimism:** How can I ensure that the work I produce is my best, showing full commitment	**Grit, resilience, independence, optimism:** How can I ensure that the work I produce is my best, showing full	**Grit, resilience, independence:** How can I ensure that I am as well prepared as I can be for formal assessment?	
Understanding Diversity	**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?	**Acquiring cultural capital:** How can I understand the cultural dimensions of the eras?	**Respecting human rights:** How can I understand the cultural dimensions of the eras?	**Understanding environmental, physical and mental diversity:** How can I understand the cultural dimensions of the eras?	
Literacy Reading, Oracy	**Reading:** Classic FM article on importance of reading music	**Reading:** Evelyn Glennie article	**Reading:** SUU article on how technology has impacted the music industry	**Reading:** Emrollyn Wallen biography (ISM 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	Gatsby- planning and delivering a performance.	Gatsby- creating compositions to set briefs	Gatsby- options at post 16 and preparing for auditions	Gatsby- options at post 16 and preparing for auditions		
Inclusivity	Using music as an outlet for emotions. Modelling; IO, YO, WO; TPS; Small steps	Using music as an outlet for emotions. Modelling; IO, YO, WO; TPS; Small steps	Revision techniques to alleviate unnecessary pressure; taking pride in finalising creative portfolios. Modelling; IO, YO, WO; TPS; Small steps	Revision techniques to alleviate unnecessary pressure; taking pride in finalising creative portfolios. Modelling; IO, YO, WO; TPS; Small steps	Tips for exam success, coping with stress, being as ready as possible. "Revision techniques to alleviate unnecessary pressure; taking pride in finalising creative portfolios. Modelling; IO, YO, WO; TPS; Small steps"	
Cross-Curricular Links	Drama, Dance; SMSC- Spiritual, Social, Moral, Cultural; RSHE- Developing confidence and decision making	Drama, Dance; SMSC- Spiritual, Social, Moral, Cultural; RSHE- Developing confidence and decision making skills	SMSC- Spiritual, Social, Moral, Cultural; RSHE- Developing confidence and decision making skills	SMSC- Spiritual, Social, Moral, Cultural; RSHE- Developing confidence and decision making skills	SMSC- Spiritual, Social, Moral, Cultural; RSHE- Developing confidence and decision making skills	
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 MPF Prom- BAH	National technology day Portsmouth Music Festival competition	International Women's Day International Science week Jukebox performance with SSO- Portsmouth Guildhall	World Health Day- focus on mental health Cultural Diversity day- UN resources	Pride Month World Music Day- makemusicday.co.uk
Extended Learning Checks	1. Practice listening questions under exam conditions every two weeks as a minimum. 2. Draft Solo performance and individual marksheet. 3. Draft Composition 1 and individual marksheet.	1. Practice listening questions under exam conditions every two weeks as a minimum. 2. Draft Ensemble performance and individual marksheet. 3. Draft Composition 2 and individual marksheet.	1. Practice listening questions under exam conditions every two weeks as a minimum. 2. Final Solo performance and individual marksheet. 3. Final Composition 1 and individual marksheet.	1. Practice listening questions under exam conditions every two weeks as a minimum. 2. Final Ensemble performance and individual marksheet. 3. Final Composition 2 and individual marksheet.	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.	1. Students will complete the CA portfolios 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 of the set genres for the listening exam and produce answers that are detailed, accurate and well considered.	