




Year 7 Music – Progression Model

	Module 1 <i>Elements of Music</i>	Module 2 <i>Instruments</i>	Module 3 <i>World Music</i>
Learning intent	<ul style="list-style-type: none"> To be able to understand, recognise and differentiate between the elements of music, and use disciplinary vocabulary to describe them. To be able to perform using the elements of music. To be able to compose using the elements of music. 	<ul style="list-style-type: none"> To be able to identify instruments visually and aurally, recognise their sound qualities, and use disciplinary vocabulary to describe them. To be able to perform using instrumental techniques. To be able to compose using instrumental techniques. 	<ul style="list-style-type: none"> To be able to identify music from other cultures or traditions, and appreciate the cultural differences that exist. To be able to perform music from other cultures or traditions. To be able to compose music from other cultures or traditions. To be able to use disciplinary vocabulary to describe the musical features.
Key content	<ul style="list-style-type: none"> Rhythm Pitch/Notes of the stave Dynamics Tempo Tonality 	<ul style="list-style-type: none"> String family Woodwind family Brass family Percussion family Instrumental ensembles 	<ul style="list-style-type: none"> Music of Africa Music of the Caribbean Music of Cuba Music of China Music of India
Key tasks	<ol style="list-style-type: none"> Performance of Can-Can. Elements listening and extended response. 	<ol style="list-style-type: none"> Fanfare composition and performance. Instruments listening and extended response. 	<ol style="list-style-type: none"> Chinese composition and performance. World music listening and extended response.


Year 8 Music – Progression Model

	Module 1 <i>Blues & Reggae</i>	Module 2 <i>Music Through Time</i>	Module 3 <i>Film Music</i>
Learning intent	<ul style="list-style-type: none"> To be able to understand features and characteristics of music from other cultures or traditions To be able to perform Blues and Reggae features. To be able to compose using Blues and Reggae structures. To be able to use disciplinary vocabulary to describe the musical features. 	<ul style="list-style-type: none"> To be able to understand features and characteristics of music from different eras in history To be able to perform pieces from these eras, and recognise their features. To be able to compose in the style of music from these eras. To be able to use disciplinary vocabulary to describe the musical features. 	<ul style="list-style-type: none"> To be able to understand features and characteristics of music from different genres of film/media. To be able to perform music for film/media and recognise their features. To be able to compose music to suit a particular genre of film. To be able to use disciplinary vocabulary to describe the musical features.
Key content	<ul style="list-style-type: none"> Blues elements and instruments Chords, 12 Bar Blues, Riffs, Walking Bass Lines Blues lyrics Reggae elements and instruments Syncopation 	<ul style="list-style-type: none"> The Baroque Era The Classical Era The Romantic Era Music through the decades 1950s-2020s 	<ul style="list-style-type: none"> Soundtracks and leitmotifs Action film music Spy/thriller film music Horror film music Computer game music Music for advertising
Key tasks	<ol style="list-style-type: none"> 12 Bar Blues arrangement and performance Reggae listening and extended writing. 	<ol style="list-style-type: none"> Fur Elise performance Through the decades listening and extended writing. 	<ol style="list-style-type: none"> Music to moving image composition and performance Film listening and extended writing.


Year 9 Music – Progression Model

	Module 1 <i>Pop Music</i>	Module 2 <i>Dance Music</i>	Module 3 <i>Musical Theatre</i>
Learning intent	<ul style="list-style-type: none"> To be able to understand features and characteristics of pop music. To be able to perform pop music pieces. To be able to compose and arrange a pop song. To be able to use disciplinary vocabulary to describe the musical features. 	<ul style="list-style-type: none"> To be able to understand features and characteristics of dance music. To be able to perform music from different dance genres. To be able to compose and arrange music from different dance genres. To be able to use disciplinary vocabulary to describe the musical features. 	<ul style="list-style-type: none"> To be able to understand features and characteristics of musical theatre. To be able to perform musical theatre pieces. To be able to compose and arrange songs from musical theatre. To be able to use disciplinary vocabulary to describe the musical features.
Key content	<ul style="list-style-type: none"> Pop music elements and instruments Pop genres Chord sequences Popular song form Pop song lyrics Arranging 	<ul style="list-style-type: none"> Dance music elements and instruments Waltz, Tango, Disco Chord sequences Dance music structures Arranging and remixing 	<ul style="list-style-type: none"> Musical theatre elements and instruments Character and action songs Chord sequences and lyrics Popular song form Arranging
Key tasks	<ol style="list-style-type: none"> Pop song composition and performance. Pop song listening and extended writing (GCSE style question). 	<ol style="list-style-type: none"> Dance remix arrangement/composition and performance. Dance music listening and extended writing (GCSE style question). 	<ol style="list-style-type: none"> Musical theatre song arrangement/composition and performance Musical theatre listening and extended writing (GCSE style question).


Year 10 Music – Progression Model

	Module 1 <i>Western Classical and traditional music</i>	Module 2 <i>Pop Music and Little Shop of Horrors</i>	Module 3 <i>Free composition</i>
Learning intent	<ul style="list-style-type: none"> • AOS1, AOS3 and AOS4 from AQA GCSE specification. • To understand the musical features of music from 1650-1950. • To be able to perform and compose using these features. 	<ul style="list-style-type: none"> • AOS2 & Set Works from AQA GCSE specification. • To understand the musical features of music from 1950 to the present day. • To be able to perform and compose using these features • To analyse in detail pieces of music from this genre. 	<ul style="list-style-type: none"> • NEA Component 3 from AQA specification • To be able to apply knowledge and skills of elements, styles and genres to a composition • To focus on four elements of music • To be able to write a programme note.
Key content	<ul style="list-style-type: none"> • The Coronation Anthems and Oratorios of Handel • The Orchestra Music of Haydn, Mozart and Beethoven • The piano music of Chopin and Schumann • The Requiem of the late Romantic period • The orchestral music of Copland • Music from 1910+ including minimalism • Blues music from 1920–1950 • Fusion music incorporating African and/or Caribbean music • Contemporary Latin music • Contemporary Folk music of the British Isles. 	<ul style="list-style-type: none"> • Music of Broadway 1950s to 1990s • Rock music of 1960s and 1970s • Film and computer gaming music 1990s to present • Pop music 1990s to present. • Analysis of Prologue/Little Shop of Horrors • Analysis of Mushnik and Sons • Analysis of Feed Me 	<ul style="list-style-type: none"> • Composing techniques • Composing within the elements of music • Composing for instruments • Adding accompaniments • Programme notes
Key tasks	<ol style="list-style-type: none"> 1. Performance – one solo piece 2. Composition task (focused composition) 3. Listening 4. Listening 	<ol style="list-style-type: none"> 1. Performance – one solo piece 2. Composition task (focused composition) 3. Listening 4. Analysis – Little Shop Of Horrors 	<ol style="list-style-type: none"> 1. Performance – one solo piece 2. Composition – interim assessment 3. Composition – final assessment 4. Listening – mock exam paper


Year 11 Music – Progression Model

	Module 1 <i>The Western Classical tradition: Mozart</i>	Module 2 <i>Composition to a brief</i>	Module 3 <i>Exam Preparation and Revision</i>
Learning intent	<ul style="list-style-type: none"> • AOS1 from AQA GCSE Specification • To understand the features of the Classical era of music • To understand Mozart’s contribution to the era • To analyse in detail music from this genre. 	<ul style="list-style-type: none"> • NEA Component 3 from AQA specification • To be able to apply knowledge and skills of elements, styles and genres to a composition • To focus on four elements of music • To be able to write a programme note. 	<ul style="list-style-type: none"> • To revise and consolidate all learning in preparation for Component 1: Listening and Appraising exam. • To prepare for NEA Component 2: Performing Music exam. • To complete and consolidate NEA Component 3: Composing Music
Key content	<ul style="list-style-type: none"> • The Orchestra music of Mozart and the Classical era • Analysis of Mozart’s Clarinet Concerto, Rondo (movement three) • Structuring examination question responses. • Mock examination preparation. 	<ul style="list-style-type: none"> • Composing techniques • Composing within the elements of music • Composing for instruments • Adding accompaniments • Programme notes 	<ul style="list-style-type: none"> • Revision of all modules and areas of study • Practice exam papers and question techniques • Completion of performance exams • Completion of compositions.
Key tasks	<ol style="list-style-type: none"> 1. Performance 2. Composition 3. Analysis – Mozart 4. Listening – mock exam paper 	<ol style="list-style-type: none"> 1. Performance 2. Composition 3. Listening 4. Listening – mock exam paper 	<ol style="list-style-type: none"> 1. Performance – final exam 2. Composition – final exam

A Level Music Year A – Progression Model

	Module 1 <i>Listening & Appraising</i>	Module 2 <i>Composition</i>	Module 3 <i>Exam preparation and revision</i>
Learning intent	<ul style="list-style-type: none"> • AOS1 and AOS3 from AQA A Level specification • To understand the features of the Baroque, Classical and Romantic eras of music • To analyse in depth key pieces of Chopin, Brahms and Grieg’s Romantic piano music • To understand the features and conventions of music for film and computer game music • To analyse in depth key pieces from Zimmer, Giacchino and Herrmann. 	Year 13: Composition to a brief Year 12: Free Composition <ul style="list-style-type: none"> • NEA Component 3 from AQA A Level specification • To be able to apply knowledge and skills of elements, styles and genres to a composition • To be able to write a programme note. 	Year 13: Final exams Year 12: Mock exams To revise and consolidate all learning in preparation for Component 1: Listening and Appraising exam. <ul style="list-style-type: none"> • To prepare for NEA Component 2: Performing Music exam. • To complete and consolidate NEA Component 3: Composing Music
Key content	<ul style="list-style-type: none"> • Baroque: the solo concerto • Classical: the operas of Mozart • Romantic: the piano music of Chopin, Brahms and Grieg • Set work analysis of Chopin, Brahms and Grieg (AOS1) • Music for Media (AOS3) 	<ul style="list-style-type: none"> • Focused composition exercises • Composing techniques • Composing within the elements of music • Composing for instruments • Adding accompaniments • Programme notes 	<ul style="list-style-type: none"> • Revision of all modules and areas of study • Practice exam papers and question techniques • Completion of performance exams • Completion of compositions.
Key tasks	<ol style="list-style-type: none"> 1. Performance 2. Composition 3. Listening 4. Listening 5. Essay 	<ol style="list-style-type: none"> 1. Performance 2. Composition 3. Listening 4. Listening 5. Essay 	<ol style="list-style-type: none"> 1. Performance 2. Composition 3. Listening 4. Listening 5. Essay

A Level Music Year B – Progression Model

	Module 1 <i>Listening & Appraising</i>	Module 2 <i>Composition</i>	Module 3 <i>Exam preparation and revision</i>
Learning intent	<ul style="list-style-type: none"> • AOS1 and AOS4 from AQA A Level specification • To understand the features of the Baroque, Classical and Romantic eras of music • To analyse in depth key pieces of Baroque Concerto music • To understand the features and conventions of music for musical theatre • To analyse in depth key pieces from Rogers, Sondheim and Schonberg. 	Year 13: Composition to a brief Year 12: Free Composition <ul style="list-style-type: none"> • NEA Component 3 from AQA A Level specification • To be able to apply knowledge and skills of elements, styles and genres to a composition • To be able to write a programme note. 	Year 13: Final exams Year 12: Mock exams To revise and consolidate all learning in preparation for Component 1: Listening and Appraising exam. <ul style="list-style-type: none"> • To prepare for NEA Component 2: Performing Music exam. • To complete and consolidate NEA Component 3: Composing Music
Key content	<ul style="list-style-type: none"> • Baroque: the solo concerto • Set work analysis of Bach, Purcell and Vivaldi (AOS1) • Classical: the operas of Mozart • Romantic: the piano music of Chopin, Brahms and Grieg • Music for Theatre (AOS4) 	<ul style="list-style-type: none"> • Focused composition exercises • Composing techniques • Composing within the elements of music • Composing for instruments • Adding accompaniments • Programme notes 	<ul style="list-style-type: none"> • Revision of all modules and areas of study • Practice exam papers and question techniques • Completion of performance exams • Completion of compositions.
Key tasks	<ol style="list-style-type: none"> 1. Performance 2. Composition 3. Listening 4. Listening 5. Essay 	<ol style="list-style-type: none"> 1. Performance 2. Composition 3. Listening 4. Listening 5. Essay 	<ol style="list-style-type: none"> 1. Performance 2. Composition 3. Listening 4. Listening 5. Essay