




# Year 7 Music – Progression Model

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


# Year 8 Music – Progression Model

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


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


# Year 10 Music – Progression Model

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


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

# A Level Music Year A – Progression Model

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

# A Level Music Year B – Progression Model

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