



CURRICULUM PLAN

MUSIC

BRAMHALL HIGH SCHOOL

Curriculum Intent

The intent of our music curriculum is to ensure all pupils are engaged in and enjoy the performance, composition and appraisal of music across a wide range of historical periods, genres, styles and traditions, including the work of the great composers and musicians. We also aim to encourage and create opportunities for all pupils to perform in timetabled lessons as well as in extra-curricular ensembles and in as many internal and external concerts as possible. Additionally, we encourage our students to read, write and play from treble, bass and alto clef notation during classroom lessons and extra-curricular ensembles as much as possible and when appropriate.

It is also our intent to give students the opportunity to learn any musical instrument they are interested in through our extensive peripatetic provision (Brass, Strings, Woodwind, Percussion, Vocals, Piano and Guitar) by constantly promoting this during timetabled curriculum class lessons. Our intent is to adapt our curriculum tasks to give all students having lessons on an instrument the opportunity to play their instrument as much as is possible in timetabled lessons, as well as also making sure those who do not wish to study a certain musical instrument or have tuition feel encouraged and able to engage in and develop music making skills through other avenues such as music technology.

In addition, it is also our intention within our KS3 curriculum to ensure students are well prepared to select GCSE Music at KS4, and then also set them up to be able to access further post 16 education in music if they choose to. This is through a carefully balanced and sequenced selection of performance, composition and appraising activities but also musical tasks that aim to help develop the creative, cognitive, cultural and social skills that all pupils will need or benefit from in life after their school days.

Academic Year: 2023-2024

Review Date: September 2024

Author: Mr D. Pickton – Head of Music

YEAR 7

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	<p>Bridging Unit – Part 1</p> <p>Completing Student Profile Sheets To Assess Prior Knowledge</p> <p>Whole Class and Small Group Vocal Performances of We Will Rock You/Potter Puppet Pals (or similar) and Creating/Performing Own Rhythm Pieces</p> <p>Music Entry Assessment</p>	<p>Group Singing and Class Vocal Performance Opportunities</p> <p>Treble Clef Notation Prior Knowledge/Skills Assessment</p> <p>Opportunity to Demonstrate Current Listening, Theory and Instrument/Vocal Skills</p> <p>Great Composers – Queen</p>	<p>ENTRY ASSESSMENT TEST BEFORE END OF FIRST HALF TERM</p>	<p>Students introduced to and given a letter inviting them to start extra-curricular: in house specialist instrument/vocal tuition (Brass, Woodwind, Strings, Percussion, Piano, Guitar, Voice) and lunchtime/after-school ensembles</p> <p>Monday Lunchtime Singing Club, Wednesday Lunchtime, Intermediate Orchestra, After-School Rockschoo</p>	<p>Pulse, Rhythm, Dynamics, Tempo</p>
Term 1b	<p>Bridging Unit – Part 2</p> <p>Learning To Read And Play From Treble Clef Notation</p> <p>Listening Study – John Williams – Raiders of The Lost Ark</p>	<p>Learning how to read and play from Treble Clef Notation</p> <p>Listening and Appraising Skills Development</p> <p>Great Composers: John Williams</p>	<p>READING AND PLAYING FROM NOTATION</p> <p>KEYBOARD TASK + RESULTS FROM ENTRY ASSESSMENT TEST - CPR</p>	<p>Continuation of all Instrument/Vocal Tuition and extra-curricular</p> <p>Monday Lunch Singing Club</p> <p>Bramhall High School Christmas Concert</p>	<p>Treble Clef, Notation, Pitch, Melody, Rhythm, Crotchet, Quaver, Minim, Semibreve</p> <p>Instrument, Orchestra, Brass, Woodwind, Strings, Percussion</p>

CURRICULUM PLAN – MUSIC

<p>Term 2a+b</p>	<p>Indian Music</p> <p>Indian Music Listening, Composing and Performing Tasks</p> <p>-Instruments - Drones -Ragas - Improvising/ Composing</p>	<p>Group/Individual Listening, Composition And Performance Tasks</p> <p>SMSC – Developing understanding of Indian music and culture</p> <p>Great Composers: Ravi Shankar</p>	<p>INDIAN MUSIC COMPOSITION ASSESSMENT - CPR</p> <p>LISTENING STUDY ON THE BEATLES – WITHIN WITHOUT YOU</p>	<p>Continuation of all Instrument/Vocal Tuition and extensive extra-curricular ensemble programme</p> <p>Bramhall High School Fairey Brass Band Joint Concert</p>	<p>Improvisation, Composition, Instrument, Drone, Raga, Scale, Melody, Sitar, Tabla, Tanpura, Tempo, Dynamics, Percussion</p> <p>INDIAN MUSIC READING COMPREHENSION HOMEWORK</p>
<p>Term 3a+b</p>	<p>Western Classical Tradition Part 1 – Theme and Variations</p> <p>Composing and Performing Variations of Frere Jacques</p>	<p>Group/Individual Listening, Performance and Composition Work</p> <p>Reading and Playing from Treble Clef Notation</p> <p>Great Composers – Jean-Phillipe Rameau</p>	<p>VARIATIONS COMPOSITION ASSESSMENT - CPR</p> <p>LISTENING STUDY ON FRERE JACQUES VARIATIONS</p>	<p>Continuation of all Instrument/Vocal Tuition and extensive extra-curricular ensemble programme</p> <p>Bramhall High School Summer Concert</p>	<p>Theme, Variation, Tempo, Dynamics, Rhythm, Pitch, Instruments, Drones, Chords</p> <p>HISTORY OF THEME AND VARIATIONS READING COMPREHENSION HOMEWORK</p>

YEAR 8

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	<p>Western Classical Tradition Part 1 – Theme and Variations</p> <p>Composing and Performing Variations of Frere Jacques</p>	<p>Group/Individual Listening, Performance and Composition Work</p> <p>Reading and Playing from Treble Clef Notation</p> <p>Great Composers – Jean-Phillipe Rameau</p>	<p>VARIATIONS COMPOSITION ASSESSMENT - CPR</p> <p>LISTENING STUDY AND TEST AT END OF TERM ON FRERE JACQUES VARIATIONS</p>	<p>Students re-introduced to extensive extra-curricular and one to one instrument tuition programme</p> <p>Thursday Lunch Singing Club Musical Rehearsals</p>	<p>Theme, Variation, Tempo, Dynamics, Rhythm, Pitch, Instruments, Drones, Chords</p>
Term 1b	<p>Western Classical Tradition Part 2 - Variations</p> <p>Composing and Performing Variations Pachelbel's Canon, Bass Line/Chords</p> <p>Treble Clef Notation Revision and Reading/Playing Chords/Melodies, Bass Lines</p> <p>Study of Baroque, Classical, Romantic Historical Musical Periods.</p>	<p>Group/Individual Listening, Composition and Performance Work</p> <p>Reading and Playing from Treble Clef Notation</p> <p>Great Composers – Johann Pachelbel, Baroque/Classical/Romantic Composers</p> <p>Study of Baroque, Classical, Romantic Historical Musical Periods.</p>	<p>Listening Study on Variations of Pachelbel's Canon</p> <p>Variations Performance and Composition Piece – Pachelbel's Canon - CPR</p>	<p>Continuation of all Instrument/Vocal Tuition and extensive extra-curricular ensemble programme</p> <p>School Shows – Musical Theatre – Singing/Pit Band Musicians</p> <p>Bramhall High School Christmas Concert</p>	<p>Western Classical Tradition, Baroque, Classical, Romantic, Variations, Ground Bass, Chord, Sequence, Accompaniment, Tempo, Rhythm, Dynamics, Arpeggios, Instruments, Harpsichord.</p> <p>WESTERN CLASSICAL TRADITION READING COMPREHENSION HOMEWORK</p>

<p>Term 2a</p>	<p>Film Music Listening, Appraising and Performance – Part 1</p> <p>Listening to and Appraising Key Features of Film Music</p> <p>Learning about the great composers of film music</p> <p>Learning and Performing Film Music</p>	<p>Reading and Playing From Treble Clef Notation</p> <p>Instrumental Performance Work</p> <p>Great Film Music Composers Study – John Williams, Hans Zimmer etc</p>	<p>FILM MUSIC PERFORMANCE ASSESSMENT – CPR</p> <p>MORE IN DEPTH LISTENING STUDY ON JOHN WILLIAMS FILM MUSIC ‘RAIDERS OF THE LOST ARK’</p>	<p>Continuation of all Instrument/Vocal Tuition and extensive extra-curricular ensemble programme</p> <p>Opportunity to enter Stockport Battle of The Bands</p>	<p>Appraise, Perform, Sonority, Rhythm, Pulse, Theme, Tempo, Dynamics, Orchestral Families, Melody, Musical Devices, Accompaniment, Drone, Call And Response, Improvisation, Ostinato, Melodic Shape</p> <p>FILM MUSIC COMPOSERS READING COMPREHENSION HOMEWORK</p>
<p>Term 2b</p>	<p>Film Music Composition – Part 1</p> <p>Composing a piece of Film music to go with a given generic stimulus – using drones, ostinatos, chords, short motifs</p>	<p>Group/Individual Composition Opportunities</p>	<p>FILM MUSIC COMPOSITION ASSESSMENT - CPR</p>	<p>Continuation of all Instrument/Vocal Tuition and extensive extra-curricular ensemble programme</p> <p>Bramhall High School Fairey Band Joint Concert</p>	<p>Drones, pedals, discords, ostinato, chord sequences, Pitch, Tempo, Dynamics, Tonality (major/Minor) melody, motif</p>

<p>Term 3a</p>	<p>Pop Music Listening, Appraising and Performance – Part 1</p> <p>Learning about the history of pop since the 1950s and studying influential pop artists across the decades</p> <p>Listening to and appraising of Pop Songs</p> <p>Learning how to play the chord sequence, riff and melody of a famous pop song</p>	<p>Group/Individual Instrumental Performance Work</p> <p>Reading and Playing Treble Clef Notation</p> <p>Great Composers – Influential Pop Artists since the 1950s plus Tracy Chapman</p>	<p>POP SONG PERFORMANCE ASSESSMENT – CPR</p> <p>LISTENING STUDY ON FAMOUS POP SONG</p>	<p>Continuation of all Instrument/Vocal Tuition and extensive extra-curricular ensemble programme</p>	<p>Chord Sequence, Riff, Melody, Syncopation, Structure, Verse, Chorus, Treble Clef</p> <p>POP HISTORY READING COMPREHENSION HOMEWORK</p>
<p>Term 3b</p>	<p>Pop Chord Sequence Composition – Part 1</p> <p>Learning how to compose a chord sequence</p> <p>Learning about pop song structure and how to use it</p>	<p>Group/Individual Instrumental Composition Work</p> <p>Developing Knowledge and Understanding of Musical Structures</p>	<p>POPULAR MUSIC COMPOSITION ASSESSMENT – CPR</p>	<p>Continuation of all Instrument/Vocal Tuition and extensive extra-curricular ensemble programme</p> <p>Bramhall High School Summer Concert</p>	<p>Chord, Sequence, Harmonic Rhythm, Structure, Introduction, Verse, Chorus, Middle Eight, Coda/Outtro</p>

YEAR 9

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
<p>Term 1a & 1b</p>	<p>Jazz and the Blues</p> <p>Learning about the history of Jazz and Blues.</p> <p>Listening to Jazz and Blues music</p> <p>Learning and performing 12 Bar Blues Pieces – Walking Bass Lines, Chord Progressions, 7th Chords, melodies from songs that follow the 12 bar blues</p> <p>Developing Improvisations and Melodies Using the Blues Scale</p>	<p>Reading and Playing From Treble Clef Notation and Graphic Notation/Tabs</p> <p>Great Composers – Influential 20th Century Jazz/Blues Composers</p> <p>Group/Individual Instrumental Performance and Improvisation Work</p>	<p>End of Half Term 1: 12 Bar Blues Performance Assessment - CPR</p> <p>End of Half Term 2 - Improvisation Skills Assessment - CPR</p>	<p>Continuation of all Instrument/Vocal Tuition and extensive extra-curricular ensemble programme</p> <p>School Show/Musical – Musical Theatre – Singing/Pit Band Musicians</p> <p>Bramhall High School Christmas Concert</p>	<p>12 Bar Blues, Chord Sequence, Walking Bass, 7th Chords, Blues Scale, Improvisation, Boogie Woogie Rhythm</p> <p>JAZZ AND BLUES HISTORY READING COMPREHENSION HOMEWORK</p>

<p>Term 2a & 2b</p>	<p>Film Music Part 2</p> <p>Learning how to identify musical elements (DR SMITH/MAD TSHIRTS) and making suggestions as to why they link to the film</p> <p>Composing film/tv music piece to a specific stimulus</p>	<p>Developing Listening and Appraising Skills</p> <p>Group/Individual Composition Opportunities</p> <p>Great Film Composers – John Williams Hans Zimmer etc</p>	<p>End of Half Term 1: Context, Listening and Appraising Film Music Assessment - CPR</p> <p>End of Half Term 2 - Film Music Composition Assessment - CPR</p>	<p>Continuation of all Instrument/Vocal Tuition and extensive extra-curricular ensemble programme</p> <p>Bramhall High School Summer Concert</p>	<p>Major, Minor, Tonality, Dissonance, Motif, Theme, Consonance, Chromatic, Chord, Sequence, Drone, Sonority, Tempo, Dynamics</p> <p>FILM MUSIC READING COMPREHENSION HOMEWORK</p>
<p>Term 3a & 3b</p>	<p>Popular Music Performance/Composition – Part 2</p> <p>Listening to, Appraising and Deconstructing Successful Pop Songs</p> <p>Composing chord sequences, riffs and melodies (specific focus on riffs and melodies).</p>	<p>Group/Individual Instrumental Composition And Performance Work</p> <p>Great Composers – Gotye – Somebody I Used To Know</p>	<p>End of Half Term 1 'Pop Song/ Chord Sequence/Melody' Performance Assessment - CPR</p> <p>End of Half Term 1: Listening skills for Popular Music Unit – PPT Listening Test – Self-Assessed</p> <p>End of Half Term 2 - 'Pop Song Riff/Melody' Composition Assessment - CPR</p>	<p>Continuation of all Instrument/Vocal Tuition and extensive extra-curricular ensemble programme</p> <p>Opportunity to enter Stockport Battle of The Bands</p> <p>Bramhall High School Fairey Band Concert</p>	<p>Chords, Chord Sequences, Melody, Lyrics, Verse, Chorus, Structure, Riff, Major, Minor, Rhythm, Bass Line, Sonority, Arpeggio, Soprano, Alto, Tenor, Bass, Tempo, Composing, Tonality, Scale, Pentatonic</p> <p>POPULAR MUSIC READING COMPREHENSION HOMEWORK</p>

YEAR 10

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	<p>C3 - Listening In depth learning of Eduqas GCSE Music Vocabulary and studying definitions/examples including: Tempo, Metre Dynamics, Sonority, Rhythm, Melody, Harmony, Texture, Tonality, Structure and Form, Chord numbers, Intervals and Identifying them</p> <p>C1 - Performing Begin/Continue Peripatetic Tuition, Begin Selecting, Learning and Rehearsing Ensemble/Solo Performance Piece Ideas</p> <p>C2 - Composing Begin Free Brief Composition – Learning how to make chord sequences, percussion parts, bass lines, melodies</p>	C1, C2 and C3 work throughout this half term. See C1, C2 and C3 sections of EDUQAS GCSE MUSIC Specification for links.	CPR FEEDBACK GIVEN ACROSS A RANGE OF LISTENING, COMPOSING AND PERFORMING WORK	<p>Students re-introduced to extensive extra-curricular programme including instrument/vocal tuition and lunchtime/after-school ensembles</p> <p>School Show Rehearsals– Musical Theatre – Singing/Pit Band Musician Rehearsals</p>	Tempo, Metre Dynamics, Sonority, Rhythm, Melody, Harmony, Texture, Tonality, Structure and Form, and all the individual words associated with these elements of music, Chord numbers, Intervals

<p>Term 1b</p>	<p>C3 - Listening Continuing or Revising Vocabulary and Starting to apply new knowledge by Beginning Eduqas Practise Questions Booklet</p> <p>C1 - Performing Continue Peripatetic Tuition, Continue Selecting, Learning and Rehearsing Ensemble/Solo Performance Piece Ideas</p> <p>C2 - Composing Continue Free Brief Composition – Learning how to make chord sequences, percussion parts, bass lines, melodies</p>	<p>C1, C2 and C3 work throughout this half term. See C1, C2 and C3 sections of EDUQAS GCSE MUSIC Specification for links.</p>	<p>CPR FEEDBACK GIVEN ACROSS A RANGE OF LISTENING, COMPOSING AND PERFORMING WORK</p>	<p>Continuation of all Instrument/Vocal Tuition and extensive extra-curricular ensemble programme</p> <p>School Shows – Musical Theatre – Singing/Pit Band Musicians</p> <p>Bramhall High School Christmas Concert</p>	<p>Tempo, Metre Dynamics, Sonority, Rhythm, Melody, Harmony, Texture, Tonality, Structure and Form, and all the individual words associated with these elements of music, Chord numbers, Intervals</p> <p>MUSICAL ELEMENTS READING COMPREHENSION HOMEWORK</p>
<p>Term 2a</p>	<p>C3 - Listening Continuing or Revising Vocabulary Study and Finishing Eduqas Practise Questions Booklet</p> <p>C1 - Performing Continue Peripatetic Tuition, Continue Selecting, Learning and</p>	<p>C1, C2 and C3 work throughout this half term. See C1, C2 and C3 sections of EDUQAS GCSE MUSIC Specification for links.</p>	<p>CPR FEEDBACK GIVEN ACROSS A RANGE OF LISTENING, COMPOSING AND PERFORMING WORK</p>	<p>Continuation of all Instrument/Vocal Tuition and extensive extra-curricular ensemble programme</p> <p>Opportunity to enter Stockport Battle of The Bands</p>	<p>Tempo, Metre Dynamics, Sonority, Rhythm, Melody, Harmony, Texture, Tonality, Structure and Form, and all the individual words associated with these elements of</p>

	<p>Rehearsing Ensemble/Solo Performance Piece Ideas</p> <p>C2 - Composing Continue Free Brief Composition – Learning how to make chord sequences, percussion parts, bass lines, melodies</p>				<p>music, Chord numbers, Intervals</p>
Term 2b	<p>C3 - Listening Film Music Study – Using DR SMITH to analyse and write about film music Mock Exam and Analysis of Performance</p> <p>C1 - Performing Continue Peripatetic Tuition, Continue Selecting, Learning and Rehearsing Ensemble/Solo Performance Piece Ideas</p> <p>C2 - Composing Continue Free Brief Composition – Learning how to make chord sequences, percussion parts, bass lines, melodies</p>	<p>C1, C2 and C3 work throughout this half term. See C1, C2 and C3 sections of EDUQAS GCSE MUSIC Specification for links.</p>	<p>CPR FEEDBACK GIVEN ACROSS A RANGE OF LISTENING, COMPOSING AND PERFORMING WORK</p>	<p>Continuation of all Instrument/Vocal Tuition and extensive extra-curricular ensemble programme</p> <p>Bramhall High School Fairey Band Joint Concert</p>	<p>D – Dynamics R – Rhythm</p> <p>S – Structure M – Melody I – Instruments T – Tempo, Time Signatures, Texture, Tonality, Techniques H – Harmony</p> <p>Using these groupings of words to write about film music</p> <p>FILM MUSIC READING COMPREHENSION HOMEWORK</p>

<p>Term 3a</p>	<p>C3 - Listening Treble, Bass and Alto Clef Study Key Signature Study Full study and annotation of Set Work 2</p> <p>C1 - Performing Continue Peripatetic Tuition, Continue Selecting, Learning and Rehearsing Ensemble/Solo Performance Piece Ideas</p> <p>C2 - Composing Continue Free Brief Composition – Learning how to make chord sequences, percussion parts, bass lines, melodies</p>	<p>C1, C2 and C3 work throughout this half term. See C1, C2 and C3 sections of EDUQAS GCSE MUSIC Specification for links.</p>	<p>CPR FEEDBACK GIVEN ACROSS A RANGE OF LISTENING, COMPOSING AND PERFORMING WORK MOCK C3 EXAM</p>	<p>Continuation of all Instrument/Vocal Tuition and extensive extra-curricular ensemble programme</p>	<p>Percussion, Synthesizers, Tempo, Dynamics, Verse/Chorus Structure, Tonality, Harmony, Diatonic, Melody, Conjunct, Pentatonic, Octaves, Ostinatos, Syncopation, Texture, Homophonic, Harmonic Rhythm, Tonic, Leading Note, Syllabic, Melismatic</p>
<p>Term 3b</p>	<p>C3 - Listening Full study and annotation of Set Work 1</p> <p>C1 - Performing Confirm Final Ensemble/Solo Performances Choices so that these can be rehearsed over the summer</p>	<p>C1, C2 and C3 work throughout this half term. See C1, C2 and C3 sections of EDUQAS GCSE MUSIC Specification for links.</p>	<p>CPR FEEDBACK GIVEN ACROSS A RANGE OF LISTENING, COMPOSING AND PERFORMING WORK</p>	<p>Continuation of all Instrument/Vocal Tuition and extensive extra-curricular ensemble programme</p> <p>Bramhall High School Summer Concert</p>	<p>Baroque, Badinerie, Harpsichord, Basso Continuo, Allegro, Terraced Dynamics, Binary, Tonality, Minor, Harmony, Diatonic, Tonic, Dominant, Cadences, Chords, Neopolitan Sixth</p>

	<p>C2 - Composing Complete Full Basic Draft of Free Brief Composition (Chords, Bass, Drums, Melody, Structure).</p>				<p>Chords, Suspensions, Ornaments, Trills, Appoggiaturas, Sequences</p> <p>SET WORKS READING COMPREHENSION HOMEWORK</p>
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YEAR 11

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	<p>C3 - Listening Finish Eduqas Listening Practise Task Booklet Treble/Bass/Alto Clef Study Key Signatures Study In-depth study and annotation of set work 2 – Toto - Africa In-depth study and annotation of set work 1 – Bach – Badinerie</p> <p>C1 - Performing Make final selections of Ensemble/Solo Performances with tutor and start to record them for assessment (in tutor lessons and as homework)</p> <p>C2 - Composing Continue Component 2 Free Brief Composition. Some Begin Set Brief</p>	C1, C2 and C3 work throughout this half term. See C1, C2 and C3 sections of EDUQAS GCSE Specification for links.	<p>CPR FEEDBACK GIVEN ACROSS A RANGE OF LISTENING, COMPOSING AND PERFORMING WORK</p> <p>Record C1 Performance with tutor for assessment</p>	<p>Students re-introduced to extensive extra-curricular programme including instrument/vocal tuition and lunchtime/after-school ensembles</p> <p>School Show Rehearsals– Musical Theatre – Singing/Pit Band Musician Rehearsals</p>	<p>Percussion, Synthesizers, Tempo, Dynamics, Verse/Chorus Structure, Tonality, Harmony, Diatonic, Melody, Conjunct, Pentatonic, Octaves, Ostinatos, Syncopation, Texture, Homophonic, Harmonic Rhythm, Tonic, Leading Note, Syllabic, Melismatic, Baroque, Badinerie, Harpsichord, Basso Continuo, Allegro, Terraced Dynamics, Binary, Tonality, Minor, Harmony, Diatonic, Tonic, Dominant, Cadences, Chords, Neopolitan Sixth Chords, Suspensions, Ornaments, Trills, Appoggiaturas, Sequences</p>

<p>Term 1b</p>	<p>C3 - Listening Rhythmic and Melodic Dictation Study] Baroque/Classical/Romantic Study Long Answer Question Revision</p> <p>C1 - Performing Continue to Rehearse/Record Ensemble/Solo Performances with tutor for assessment (homework/out of lesson)</p> <p>C2 - Composing Complete Full Draft of Component 2 Free Brief Composition.</p>	<p>C1, C2 and C3 work throughout this half term. See C1, C2 and C3 sections of EDUQAS GCSE Specification for links.</p>	<p>CPR FEEDBACK GIVEN ACROSS A RANGE OF LISTENING, COMPOSING AND PERFORMING WORK</p> <p>C3 MOCK EXAM Record C1 Performance with tutor for assessment</p>	<p>Continuation of all Instrument/Vocal Tuition and extensive extra-curricular ensemble programme</p> <p>School Shows – Musical Theatre – Singing/Pit Band Musicians</p> <p>Bramhall High School Christmas Concert</p>	<p>Percussion, Synthesizers, Tempo, Dynamics, Verse/Chorus Structure, Tonality, Harmony, Diatonic, Melody, Conjunct, Pentatonic, Octaves, Ostinatos, Syncopation, Texture, Homophonic, Harmonic Rhythm, Tonic, Leading Note, Syllabic, Melismatic, Baroque, Badinerie, Harpsichord, Basso Continuo, Allegro, Terraced Dynamics, Binary, Tonality, Minor, Harmony, Diatonic, Tonic, Dominant, Cadences, Chords, Neopolitan Sixth Chords, Suspensions, Ornaments, Trills, Appoggiaturas, Sequences WESTERN CLASSICAL TRADITION READING COMPREHENSION HOMEWORK</p>
<p>Term 2a</p>	<p>C3 - Listening Indian Bhangra Music Study – Instrumentation, Features of Bhangra, DR SMITH of Indian Music Revision study and annotation of set work 2 –</p>	<p>C1, C2 and C3 work throughout this half term. See C1, C2 and C3 sections of EDUQAS GCSE Specification for links.</p>	<p>CPR FEEDBACK GIVEN ACROSS A RANGE OF LISTENING, COMPOSING AND PERFORMING WORK</p>	<p>Continuation of all Instrument/Vocal Tuition and extensive extra-curricular ensemble programme</p>	<p>D – Dynamics R – Rhythm</p> <p>S – Structure M – Melody I – Instruments</p>

	<p>Toto - Africa Revision study and annotation of set work 1 – Bach – Badinerie Revision of Western Classical Tradition Study – Baroque, Classical, Romantic C1 - Performing Continue Peripatetic Tuition And Record Ensemble/Solo Performances with tutor for assessment (in tutor lessons and as homework)</p> <p>C2 - Composing Begin Component 2 Set Brief Composition.</p>		<p>Record C1 Performance with tutor for assessment</p>	<p>Stockport Battle of The Bands</p>	<p>T – Tempo, Time Signatures, Texture, Tonality, Techniques H – Harmony</p> <p>INDIAN BHANGRA MUSIC READING COMPREHENSION HOMEWORK</p>
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<p>Term 2b</p>	<p>C1 - Performing Record Final Ensemble/Solo Performances with tutor for assessment</p> <p>C2 - Composing Complete Component 2 Set Brief Composition.</p> <p>C3 - Listening Revision of Rhythmic/Melodic Dictation, Revision of Key Signatures to 4 flats or sharps, Revision of Chord numbers/roman numerals, Revision of Intervals, Vocab Revision, Set Works Revision, Film Music Question Revision</p>	<p>C1, C2 and C3 work throughout this half term. See C1, C2 and C3 sections of EDUQAS GCSE Specification for links.</p>	<p>CPR FEEDBACK GIVEN ACROSS A RANGE OF LISTENING, COMPOSING AND PERFORMING WORK</p> <p>Record C1 Performance with tutor for assessment</p> <p>Submit C2 Compositions. For Assessment</p>	<p>Continuation of all Instrument/Vocal Tuition and extensive extra-curricular ensemble programme</p> <p>Bramhall High School Fairey Band Joint Concert</p> <p>GM Battle of The Bands</p>	<p>D – Dynamics R – Rhythm</p> <p>S – Structure M – Melody I – Instruments T – Tempo, Time Signatures, Texture, Tonality, Techniques H – Harmony</p> <p>WESTERN CLASSICAL TRADITION READING COMPREHENSION HOMEWORK</p>
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<p>Term 3a</p>	<p>C3 - Listening Revision of Rhythmic/Melodic Dictation, Revision of Key Signatures to 4 flats or sharps, Revision of Chord numbers/roman numerals, Revision of Intervals, Vocab Revision, Set Works Revision, Film Music Question Revision</p> <p>Final Mock C3 Exam (Not timetabled) In depth analysis of final mock exam performance</p> <p>C2 - Composing Complete Composition Log</p>	<p>C3 work throughout this half term. See section of EDUQAS GCSE Specification for links.</p>	<p>CPR FEEDBACK GIVEN ACROSS A RANGE OF LISTENING, COMPOSING AND PERFORMING WORK MOCK C3 EXAM</p>	<p>Extensive extra-curricular ensemble programme</p>	<p>D – Dynamics R – Rhythm</p> <p>S – Structure M – Melody I – Instruments T – Tempo, Time Signatures, Texture, Tonality, Techniques H – Harmony</p>
<p>Term 3b</p>	<p>C3 - Listening Revision of Rhythmic/Melodic Dictation, Revision of Key Signatures to 4 flats or sharps, Revision of Chord numbers/roman numerals, Revision of Intervals, Vocab Revision, Set Works Revision, Film Music Question Revision Final Mock C3 Exam</p>	<p>C3 work throughout this half term. See section of EDUQAS GCSE Specification for links.</p>	<p>CPR FEEDBACK GIVEN ACROSS A RANGE OF LISTENING WORK MOCK C3 EXAM</p>	<p>Bramhall High School Summer Concert</p>	<p>D – Dynamics R – Rhythm</p> <p>S – Structure M – Melody I – Instruments T – Tempo, Time Signatures, Texture, Tonality, Techniques H – Harmony</p>

