

GCSE (9–1)
Scheme of Work

MUSIC

J536
For first teaching in 2016

**Three year
scheme of work**

Version 1



GCSE (9–1) MUSIC

Composing and performing activities take place throughout the course and are intended to be integrated into the learning of each Area of Study. Performance activities develop upon the understanding and application of performance techniques while composition activities develop a variety of styles and techniques that can be applied to each Area of Study.

The areas of study are introduced throughout the course, encouraging regular revisiting of musical devices applied to a wide variety of musical examples which is flexible and open to a range of material.

The GCSE Music specification can be found here: <http://www.ocr.org.uk/Images/219378-specification-accredited-gcse-music-j536.pdf>

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LEARNERS TO:

Performance

- develop **performance technique** skills. Review and develop understanding of playing techniques on variety of instruments
- build upon and apply **performance technique** skills. Assign instrument specific techniques to be demonstrated to class through a short performance piece
- evaluate and appraise **communication** and **expression** through listening to a variety of professional quality performances on chosen instrument
- demonstrate **technical** control on chosen instrument through a variety of technique studies for chosen instrument
- develop **practice technique** skills. Review and develop understanding of practice techniques through application to performance piece
- apply the use of **practice techniques** through the development of a practice journal to focus future practice sessions. Learns to set targets and review progress each lesson
- embed **practice techniques** into independently guided rehearsal time to improve performance skills
- record performance and analyse against mark scheme to develop awareness of areas of strength and development
- analyse use of **dynamics** in performance. Examine application of dynamic development through listening and apply to own work
- listen to a wide variety of performances in style of chosen piece(s) to develop understanding of stylistic techniques
- complete performance skills audit to support in the choice of piece(s) for their instrument at an appropriate level of difficulty
- perform to an audience and complete peer assessment. Peers to mark using one area of the performance mark scheme to provide focus to feedback
- record performance and submit to teacher for formal feedback. Teacher to provide targeted feedback to support in future practice sessions
- focus on **accuracy** to improve performance. Learners will be guided to adapt practice routine to develop skills required to improve targeted performance criteria. Exercises and activities built to develop skills and transfer to chosen performance piece(s)
- focus on **fluency** to improve performance. Learners will be guided to adapt practice routine to develop skills required to improve targeted performance criteria. Exercises and activities built to develop skills and transfer to chosen performance piece(s)
- focus on **technical control** to improve performance. Learners will be guided to adapt practice routine to develop skills required to improve targeted performance criteria. Exercises and activities built to develop skills and transfer to chosen performance piece(s)
- focus on **musicality** to improve performance. Learners will be guided to adapt practice routine to develop skills required to improve targeted performance criteria. Exercises and activities built to develop skills and transfer to chosen performance piece(s)



- focus on **expression** to improve performance. Learners will be guided to adapt practice routine to develop skills required to improve targeted performance criteria. Exercises and activities built to develop skills and transfer to chosen performance piece(s)
- focus on **interpretation** to improve performance. Learners will be guided to adapt practice routine to develop skills required to improve targeted performance criteria. Exercises and activities built to develop skills and transfer to chosen performance piece(s)
- develop **ensemble performance skills** through the analysis of a variety of ensemble performances and application of mark scheme
- apply **ensemble performance techniques** through group rehearsal time
- discover how instruments work together through the examination of a variety of ensemble examples
- apply knowledge to own ensemble work during group rehearsal time
- develop **performance skills** by performing in front of an audience
- review recording from previous lessons and identify areas of progress made. Review where positive progress has been made and reflect on techniques applied that best support this development
- take a lead role in ensemble performance
- complete self-assessment of performance using performance marking criteria and set targets to guide future rehearsals



Composition

- develop understanding of **scales** and **keys**. Activities to demonstrate major and minor tonalities
- apply learning of **scales** and **keys** to develop own composition
- develop understanding of **harmony**. Activities to demonstrate major and minor chord building and the application of primary and secondary chords. Apply learning by composing a short chord progression
- apply learning of **harmony** to develop own composition
- develop understanding of **structure** through a variety of listening activities
- apply learning of **structure** to develop own composition
- develop understanding of **melodic development**. Listening and notation activities to demonstrate melodic movement and devices
- apply learning of **melodic development** to extend own composition
- develop **textural** understanding. Listening activities develop the identification of instruments, how they are played and how they work together
- apply learning of **texture** to develop own composition. Apply to own composition by recording outline of chords and developing layers
- consolidate and demonstrate **melodic development** through a variety of exercise using a stimulus
- consolidate and demonstrate **rhythmic development** through a variety of exercise using a stimulus
- consolidate and demonstrate **compositional techniques** using a short story through a variety of exercise using a stimulus
- consolidate and demonstrate **compositional techniques** using an image through a variety of exercise using a stimulus
- consolidate and demonstrate **word setting** through a variety of exercise using a stimulus
- consolidate and demonstrate **chordal/harmonic development** through a variety of exercise using a stimulus
- explore **compositional devices** through the listening and analyses of a variety of musical examples
- apply learning of primary and secondary chords to develop several chord progressions in chosen key
- develop **harmonic writing** by extending chord progressions through a variety of techniques including harmonic rhythms, extended chords and playing techniques
- understand use of **contrasting section** within structural development through the listening and analyses of a variety of musical examples
- apply **structural development** ideas through the application of a variety of compositional devices
- develop understanding of how **instruments work together** and the role of a bass line through the listening and analyses of a variety of musical examples
- apply learning of bass lines and **textural development** to own composition
- develop **notation skills**. A variety of notation techniques are introduced. Notation of own composition chosen dependent upon composition style
- demonstrate understanding of a balance of **repetition** and **variation** through the listening and analyses of a variety of musical examples
- apply learning of **repetition** and **variation** to own composition
- demonstrate understanding of **stylistic conventions** through analysis of examples in chosen style



- complete review of own composition using stylistic features. Develop composition using targeted areas outlined
- develop **melodic ideas** by creating a short motif and applying melodic devices. Learners are to do this over recording of chord progression for context
- develop understanding of **modulations and related keys**
- apply **modulation techniques** to develop own composition
- apply **composition techniques** and develop confidence by developing a stimulus as provided by teacher. Stimulus is targeted by consideration of strengths and areas of development
- demonstrate understanding of compositional devices by completion of a self-assessment against composition marking criteria. Learners will set targets to guide future lessons
- complete a peer assessment of composition providing feedback on strengths and areas of development through application of composition marking criteria

Learners are introduced to **rhythmic development**. Time is provided to develop rhythms in own composition

- apply learning of **rhythmic development** to extend own composition
- create own composition log to focus composing work – setting of targets to focus next lesson
- review composition by completing a checklist of **compositional techniques**. Time is provided to develop own composition

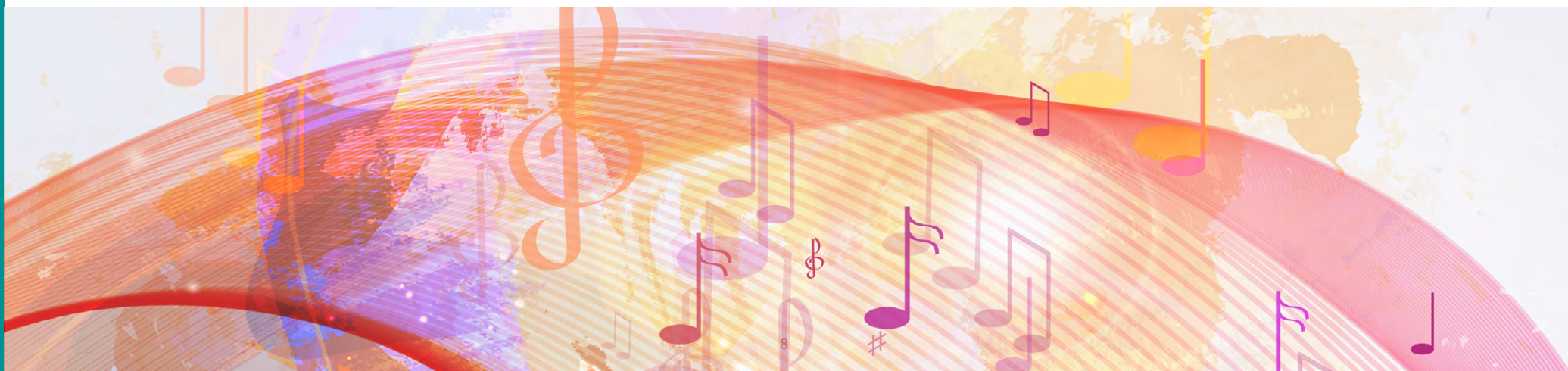


Appraisal

- develop understanding of **harmony** from Language for Learning
- engage with listening and notation examples to build confidence in their abilities to apply learning
- develop understanding of **dynamics** from Language for Learning
- engage with listening and notation examples to build confidence in their abilities to apply learning
- develop understanding of **articulation** from Language for Learning
- engage with listening and notation examples to build confidence in their abilities to apply learning
- develop understanding of **structure** from Language for Learning
- engage with listening and notation examples to build confidence in their abilities to apply learning
- develop understanding of **melodic devices** from Language for Learning
- engage with listening and notation examples to build confidence in their abilities to apply learning
- develop understanding of **melodic movement** from Language for Learning
- engage with listening and notation examples to build confidence in their abilities to apply learning
- develop understanding of **musical periods** from Language for Learning
- engage with listening and notation examples to build confidence in their abilities to apply learning
- identify reasons why musical period has been chosen
- develop understanding of **notation** from Language for Learning
- engage with listening and notation examples to build confidence in their abilities to apply learning
- develop understanding of **rhythm** from Language for Learning
- engage with listening and notation examples to build confidence in their abilities to apply learning
- develop understanding of **technology** from Language for Learning
- engage with listening and notation examples to build confidence in their abilities to apply learning
- develop understanding of **tempo** from Language for Learning
- engage with listening and notation examples to build confidence in their abilities to apply learning
- develop understanding of **texture** from Language for Learning
- engage with listening and notation examples to build confidence in their abilities to apply learning
- develop understanding of **tonality** from Language for Learning
- engage with listening and notation examples to build confidence in their abilities to apply learning



- develop understanding of **timbre** from Language for Learning
- engage with listening and notation examples to build confidence in their abilities to apply learning
- apply melodic understanding and pitch movement in **melodic dictation** through dictation of melodies without accompaniment
- apply melodic understanding and pitch movement in **melodic dictation** through dictation of melodies with accompaniment
- develop the identification of **musical devices** and extend listening and analysis skills through application to listening examples from Area of Study 4: Film music
- develop understanding on the use music from Area of study 4: Film music to support, express, complement and enhance what is happening on screen
- analyse how musical devices are used to create an intended effect/mood
- engage in a variety of listening and analysis activities to develop confidence in identification of devices
- understand how Area of Study 4: Film Music has developed/evolved, how technology is used to create/perform and a variety of composers for film and/or video games
- identify **instruments** and **timbres**
- engage in a variety of listening and analysis activities to develop confidence in this skill
- consolidate understanding of **how instruments work together** using examples of Area of Study 5: Conventions of Pop
- engage in a variety of listening and analysis activities to develop confidence in this skill
- develop understanding of **melodic/vocal techniques** in AoS 5
- engage in a variety of listening and analysis activities to develop confidence in identification of techniques
- develop **melodic dictation** skills using examples for AoS 5
- develop understanding of how **instruments and technology has developed** over time
- engage in a variety of listening and analysis activities to develop understanding of developments
- develop understanding of **musical features** from AoS 5 – application of knowledge through a variety of listening examples
- develop understanding of **historical and social context** of popular music and the development of pop music industry
- name and identity solo artists and groups who composed/performed in each genre from AoS 5
- develop and consolidate understanding of **how instruments are played** and their **role within an ensemble**
- engage in a variety of listening and analysis activities to develop confidence in this skill
- develop **score/notation reading**. Learners are introduced to variety of performance directions used on scores
- develop understanding of AoS 2: The Concerto Through Time. Development of identifying instruments
- engage in a variety of listening and analysis activities
- develop understanding of **accompaniment**. Learners are guided through a variety of examples that demonstrate a number of accompanying instruments/ensembles



- develop understanding of **roles of instruments** (soloist and orchestral accompaniment)
- engage in a variety of listening and analysis activities to develop confidence in identification of instruments
- develop understanding of composers, venues and audience for AoS 4
- develop understanding of **rhythmic conventions** from Area of Study 3: Rhythms of the World
- engage in a variety of listening and analysis activities to develop confidence in identification of techniques
- develop understanding of characteristics **rhythms** from Indian Classical Music and traditional Punjab Bhangra through application of listening examples and practice exercises
- develop understanding of characteristics **rhythms** from traditional Eastern Mediterranean and Arabic folk rhythms (Greek, Palestinian and Israeli music) through application of listening examples and practice exercises
- develop understanding of characteristics **rhythms** from traditional African drumming through application of listening examples and practice exercises
- develop understanding of characteristics **rhythms** from traditional Calypso and Samba through application of listening examples and practice exercises
- develop understanding of **time signature** (metre) through application on a number of musical examples
- develop understanding of **cultural contexts** and characteristics of traditional music
- understand **impact of technology** on traditional music
- engage in a variety of listening and analysis activities to develop confidence in identification and development of technology
- identify performers and groups for AoS 4: Rhythms of the World
- identify and describe techniques used to perform using traditional drums
- have the opportunity to apply performance techniques needed for these drums in class
- develop **interval** identification through a variety of exercises to develop skills
- develop skills in **comparing and contrasting** music with a focus on similarities and differences of musical devices used
- develop skills of **writing about music** for extended writing task – identify devices in chronological order and providing link to intended effect
- complete revision activities to develop confidence in identifying **musical devices**
- apply musical understanding to several listening examples through application of unfamiliar listening examples
- apply learning to exam style questions and unfamiliar listening examples. Detailed analysis of these questions will identify gaps in knowledge allowing for interventions including any misconceptions or common errors
- complete a RAG for each area in the Focus of Learning for each individual Area of Study.



Year 1 – Autumn Term												
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
Practical	Review of playing techniques of instrument.	Assign techniques to be demonstrated to class.	Record a series of videos that demonstrate playing techniques of the various instruments available.	Independent listening to professional performances of chosen instrument. Playing of scales on chosen inst (perc?)		Presentation on chosen instrument.	Selection of performance piece. Creation of practice journal with weekly targets.		Introduction to practical mark scheme. Marking of exemplar pieces. Provide time to work on solo. Teacher feedback using marking criteria.			Performance to class and peer assessment using mark scheme.
Comp			Use devices to compose creating an intended effect/mood in film music. Link to stimulus.	Introduction to melodic movement.	Given stimulus (pitches) develop melody and perform.		Introduction to composing chord progression conventions. Teaching how to build major and minor chords. Compose and perform progression. Peer assessment.	Introduction to playing techniques to chords (broken/block/rhythm/duration) vary.		Creation of another chord progression using another selection of primary and secondary chords. Use another playing technique to contract section.	Record chord progression.	
Theory Listening	Introduction to language of learning. AOS? Listen to a piece of film music and apply musical language/devices.	Focus on describing tonality through analysis of film music.	Tonality - Building of major and minor scales.		Melodic dictation skills introduced through use of familiar film theme.	Skills to identify the instruments and timbres.	Introduction to computer music. Look at tonality and melodic features. Provide pupils with opportunity to perform pieces of computer music through selection of music.			Introduction to dynamic devices. Describe film/computer music tonality/melody and dynamics.		Assessment. Exam question

Year 1 – Spring Term – ADD SPECIFICATION LINK TO EACH TASK												
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
Practical	<p>Presentation on practice techniques. Application of techniques and review marking criteria.</p> <p>Development of practice journal to include practice techniques.</p>		<p>Performance to class using peer assessment using marking criteria</p>	<p>Development of instrumental performance skills.</p>		<p>Record (audio or visual) for self-assessment exercise.</p>		<p>Formal performance and practical assessment. Teacher targets set.</p>	<p>Development of instrumental performance skills.</p> <p>Teacher feedback using marking criteria.</p>			<p>Recording of performance.</p>
Comp		<p>Develop of chord progression using stimulus using techniques learned in Autumn term.</p> <p>Introduction to structural devices.</p>		<p>Development of a bassline and development of textures.</p>	<p>Introduction to extended chords. Look at notation of chords.</p>		<p>Techniques of melodic composition.</p>		<p>Introduction modulations and relative minors.</p> <p>Add to composition to support development of structural.</p>	<p>Development of compositional skills through a variety of compositional exercises.</p>	<p>Review of melodic development and melodic devices.</p>	
Theory Listening	<p>Review of Autumn 1 assessment and re-teaching misconceptions</p>	<p>Introduction to AOS 5 – conventions of pop. Link back to how instruments are played.</p>		<p>Listening to AOS 5 – conventions of pop and how instruments work together. (texture).</p>	<p>Melodic dictation using pop songs (lyrics to support following a melodic line)</p> <p>Identify and describe features of melody</p>		<p>Analysis of vocal techniques.</p> <p>Application through listening activities.</p>	<p>Introduction to notation of chords.</p> <p>Follow score and add performance instructions.</p>		<p>Review of key points of teaching for AOS?</p> <p>Conventions of pop and preparation for exam question.</p>		<p>Assessment. Exam questions</p>

Year 1 – Summer Term												
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
Practical	Selection of practice ensemble pieces.	Ensemble techniques introduced.	Group listening and analysis of playing techniques and how instruments work together.	Introduction to ensemble mark scheme. Marking of exemplar pieces. Peer assessment of groups.			Focus on solo with teacher targets provided in advance of recording sessions.	Feedback collections from peri teachers on solo performance. Practice time. – add throughout.		Teacher feedback using marking criteria. Potential performance/recital opportunity.	Recording of solo performance.	Recording of solo performance. Teacher to set performance targets for the summer. Complete practice journal.
Comp		Review of chord building techniques, scales and chord progression development. Review related minor keys for modulation.		Stimulus challenge – Complete activity using compositional devices checklist.	Notation of chords for composition including developed playing techniques.		Harmonic development introduced. Review of extended chords and melodic development.	Recording of comp.	Recording of comp.	Recording of comp.	Self evaluation using composition checklist. Set targets and create action plan.	
Theory Listening	Review of Spring assessment and re-teaching misconceptions.	Review of features of styles. (pop/film).	Review of how typical instruments are played/role in ensemble.	Melodic dictation exercises moving up in challenge.	Instrument timbres lesson with listening activities to identify instruments.	Score reading and addition of details including performance directions.	AOS 5? Activity – linking musical devices to effect created.	Exam style questions..		Review of AOS ? (Pop and Film).	Revision of language for learning.	Assessment. Exam questions.

Year 2 – Autumn Term												
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
Practical	Recording of practical work from summer.	Review of mark scheme and peer assessment of performance recordings.		Review of ensemble mark scheme. Skills audit – students to get in groups and select ensemble performance pieces.	Present musical selections to teacher to review with skills audit. Students to practice on part.	Students to practice on part. Teacher to move around and support.		Practice time for ensemble. Set targets at end of session for next lesson. Practice time. – add throughout.	Practice time for ensemble. Set targets at end of session for next lesson.	Practice time for ensemble. Set targets at end of session for next lesson. Teacher feedback using marking criteria.	Recording of ensemble performance.	Recording of ensemble performance.
Comp	Provide chord progression. Students to develop into “pop” song including features of the style learned in AOS?	Review modulation techniques. Structural development. Listening to contrasting compositional techniques used in a variety of middle 8s. Plan modulation.	Compose middle 8 using ideas developed in previous lesson.	Provide composition checklist to pupils. Pupils to complete and work on any areas identified.		Notation of chords for composition.	Development on the playing techniques of chords.	Melodic techniques reviewed. Complete melodic device listening activity.	Development time reflecting back on checklist and mark scheme.	Development time reflecting back on checklist and mark scheme.	Recording of comp.	Recording of comp.
Theory Listening	Listening examination – questions featuring features of styles and identifying of musical devices.	Review lesson on areas of concern from exam.	Introduction to concerto.	Describing accompaniment – identifying instruments and how they are being played.	Melodic dictation exercises highlighting melodic devices us	Concerto – identifying solo instruments. Listening for features of musical period.	Listening activity – identifying musical periods. Dictation activities. Notating solo line.		Score reading activity with melodic dictation	Revision of Concerto through time and language of learning. Exam style questions..	Identification of misconceptions and review/ reteach areas of concern.	Assessment. Exam questions.

Year 2 – Spring Term												
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
Practical	Complete review of skills developed – reflect back at recordings from year 1. Reflect on progress made.	Activities around setting practical targets to focus practice time to have the best impact. Model and number of techniques. Review impact and discuss at end.	Review practice techniques. Solo practice time with verbal feedback from teacher. Record work in progress.	Review of performance mark scheme.	Discussion on most effective practice technique. Students to practice on part. Teacher to move around and support.	Students to practice on part. Teacher to move around and set targets, referring to mark scheme.		Rough recording of solo. Set targets at end of session for next lesson. Practice time – add throughout.		Peer assessment of performances. Prepare for performance recording next week.	Recording of performance.	Recording of performance.
Comp	Review portfolio of composition work. Reflection learning by listening to work, reviewing mark scheme and setting targets for improvement.		Composition task involving development of rhythmic ideas.	Use rhythmic understanding to develop the rhythms of melodies and/or accompaniment used in compositions.	Recording of chords following outline of structure. Work this “karaoke” versions to develop melody	Notation of rhythms for melody/chords. Listen to chords and review development of chords and use of structural conventions appropriate to the style.	Develop rhythmic stimulus to melodic writing. Review and analysis of melodic devices. Textural development reviewed.	Melodic techniques reviewed. Complete melodic device listening activity. Recording of layers to develop texture.	Development time reflecting back on checklist and mark scheme.	Development time reflecting back on checklist and mark scheme.	Recording of comp.	Recording of comp.
Theory Listening	Listening examination – questions featuring features of styles and identifying of musical devices.	Review lesson on areas of concern from exam. Introduction to a variety of rhythms for a variety of musical styles.	Review of rhythms. Activities developing of rhythmic development.	Look at features of ____ music. Look at cultural context, musical devices. Apply devices to listening examples, building on skills introduced in earlier terms.	Melodic dictation exercises highlighting melodic devices used. Dictate melodies (possibly rhythms) in styles studied.	Look at features of ____ music. Look at cultural context, musical devices. Apply devices to listening examples, building on skills introduced in earlier terms.		Listening activity – identifying musical features and developing general analysis (appraisal) skills. Dictation activities. Notating solo line.	Look at features of ____ music. Look at cultural context, musical devices. Apply devices to listening examples, building on skills introduced in earlier terms.	Revision of 4 AOS and language of learning. Exam style questions.	Identification of misconceptions and review/ reteach areas of concern.	Assessment. Exam questions.

Year 2 – Summer Term												
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
Practical	Skills audit – reflect on progress made.	Analysis of performance piece applying learning from composition and listening	Review practice techniques needed in ensemble performances. In groups, choose ensemble piece that allows opportunity for all students to take a lead role. Ensemble practice time with verbal feedback from teacher. Record work in progress.	Review of ensemble performance mark scheme. Listen to a range of performances marking as class. Discuss methods to improve the performances.	Students to practice own part. Teacher to move around and support.	Ensemble rehearsal. Record rehearsal. Listen back during revision.		Rough recording of ensemble. Set targets at end of session for next lesson. Practice time. – add throughout.	Peer assessment of performances. Prepare for performance recording next week.	Peer assessment of performances. Prepare for performance recording next week.	Recording of performance.	Recording of performance.
Comp	Review portfolio of composition work. Reflection learning by listening to work, reviewing mark scheme and setting targets for improvement.	Analysis of compositions reviews textural development and how instruments work together. Development targets set.		Exercises using a variety of stimuli. Review key skills and methods.		Develop upon composition. Record work in progress for reflection. Peer assessment.	Composition games looking at rhythmic, melodic, harmonic development.		Development time reflecting back on checklist and mark scheme.	Development time reflecting back on checklist and mark scheme.	Recording of comp.	Recording of comp.
Theory Listening	Listening examination – questions featuring features of styles and identifying of musical devices.	Review lesson on areas of concern from exam. Listening activities around how instruments work together linking to composition task. What, here and how method introduced.	Compare and contrast lesson. Identifying similarities and differences using melodic devices. Review of how instruments can be played.	Revisit film music. Variety of listening activities linked to musical devices and effect create	Extended writing task introduced. Plan devices in order that you hear. Identify instruments and how played.		Melodic dictation exercise. Interval work, singing melodies and notating, identifying melodic devices by ear and then by sight.	Revision games on AOS 2-5. Exam style questions to be written by pupils.	Complete musical vocabulary audit – revise “cold areas”. Revise – teacher to provide listening examples to demonstrate devices.	Revision of 4 AOS and language of learning. Exam style questions.	Identification of misconceptions and review/ reteach areas of concern.	Assessment. Exam questions.

Year 3 – Autumn Term												
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
Practical	Skills audit – reflect on progress made.	Analysis of performance piece applying learning from composition and listening.	Review practice techniques needed in ensemble performances. In groups, choose ensemble piece that allows opportunity for all students to take a lead role. Ensemble practice time with verbal feedback from teacher. Record work in progress.	Review of ensemble performance mark scheme. Listen to a range of performances marking as class. Discuss methods to improve the performances.	Students to practice own part. Teacher to move around and support	Ensemble rehearsal. Record rehearsal. Listen back during revision.		Rough recording of ensemble. Set targets at end of session for next lesson. Practice time. – add throughout.	Peer assessment of performances. Prepare for performance recording next week.	Peer assessment of performances. Prepare for performance recording next week.	Recording of performance.	Recording of performance.
Comp	Access released stimulus and brief. Students to select and commit to work. Create log to record work in progress and set weekly targets.	Analysis of compositions reviews textural development and how instruments work together. Development targets set.		Exercises using a variety of stimuli. Review key skills and methods.		Develop upon composition. Record work in progress for reflection. Peer assessment.	Composition games looking at rhythmic, melodic, harmonic development.		Development time reflecting back on checklist and mark scheme.	Development time reflecting back on checklist and mark scheme.	Recording of comp.	Recording of comp.
Theory Listening	Listening examination – questions featuring features of styles and identifying of musical devices.	Review lesson on areas of concern from exam. Listening activities around how instruments work together linking to composition task. What, here and how method introduced.	Compare and contrast lesson. Identifying similarities and differences using melodic devices. Review of how instruments can be played.	Revisit film music. Variety of listening activities linked to musical devices and effect created.	Extended writing task introduced. Plan devices in order that you hear. Identify instruments and how played.		Melodic dictation exercise. Interval work, singing melodies and notating, identifying melodic devices by ear and then by sight.	Revision games on AOS 2-5. Exam style questions to be written by pupils.	Complete musical vocabulary audit – revise “cold areas”. Revise – teacher to provide listening examples to demonstrate devices	Revision of 4 AOS and language of learning. Exam style questions.	Identification of misconceptions and review/ reteach areas of concern.	Assessment. Exam questions.

Year 3 – Spring Term												
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
Practical	Prepare and plan recital – create program notes (include performances of pieces from a variety of artists), running order etc.	Practical techniques review – completion of practical journal. Share most effective techniques with class.	Practice time with verbal feedback from teacher. Record work in progress.	Review of performance mark scheme. Review recordings from throughout GCSE course and mark on own/peer. Discuss methods used to improve the performances.	Practice.		Recital – record.	Recital – record.	Review of recital recording – complete self assessment using marking criteria.	Recording	Recording	Recording
Comp	Targeted improvement sessions – harmonic development.	Targeted improvement sessions – textural development.	Targeted improvement sessions – melodic development.	Targeted improvement sessions – how instruments are played (playing techniques)	Targeted improvement sessions – developing a balance between repetition and variation		Recording	Recording	Development time reflecting back on checklist and mark scheme.	Recording	Recording	Recording
Theory Listening	Review of key vocabulary. Application of devices in listening activities.	Trip to watch live orchestral performance.		Revision activities.	Listening activities around how instruments work together – textural review. Identifying instruments and how they are played/playing techniques.	Exam techniques – common questions etc.		Complete exam paper applying techniques from previous lessons.	Analysis of paper – review misconceptions – look for common issues and reteach/review. Provide listening examples again. Fix errors.	Provide pupils with a completed paper (teacher to do) – students to mark as examiner.	Self directed revision based on AOS identified in exam paper.	Assessment. Exam questions.

Year 3 – Summer Term												
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
Practical	Complete any recordings left to submit on coursework deadline.	Complete any recordings left to submit on coursework deadline.	Complete any recordings left to submit on coursework deadline.	Complete any recordings left to submit on coursework deadline.								
Comp	Complete any compositions left to submit on coursework deadline.	Complete any compositions left to submit on coursework deadline.	Complete any compositions left to submit on coursework deadline.	Complete any compositions left to submit on coursework deadline.								
Theory Listening	Review – features of styles. Listening examination – questions featuring features of styles and identifying of musical devices.	Review – Dictation skills. Exam questions	Review – Walking/Talking mock – exam techniques	Review – Listening activities around how instruments work together linking to composition task. Textual review.	Revision	Revision	Revision					



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