

**Forensic Learning Points in Music at Kineton High School**

	Key Stage 3			Key Stage 4	
Time	Year 7	Year 8	Year 9	Year 10 Eduqas GCSE Music	Year 11 Eduqas GCSE Music
<b>Autumn 1</b>	<p><b>Topic:</b> Musical Elements</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To discover and explore a range of musical elements and devices, through a range of musical activities.</li> <li>To learn key terminology and develop a foundation for learning in Music.</li> </ol> <p><b>Vocab:</b> pitch, tonality, structure, dynamics, texture, sonority, timbre, tempo, metre, rhythm, monophonic, homophonic, polyphonic, various Italian dynamic, and tempo terms.</p> <p><b>Main Assessments:</b> Self/peer Assessment. Formal Teacher FAR – Written assessment.</p>	<p><b>Topic:</b> Film and Game Music</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To explore Film and Game Music conventions and the role of Music in Film and Game.</li> <li>To explore musical elements and devices in relation to Film and Game Music.</li> <li>To develop our Composition skills.</li> </ol> <p><b>Vocab:</b> time signature, bar, beat, popular, chord sequence/progression, melody, structure, dynamics, tempo, tonality, mickey mousing, timing, fluency.</p> <p><b>Main Assessments:</b> Self/peer Assessment. Formal Teacher FAR – Composing assessment.</p>	<p><b>Topic:</b> Rock &amp; Pop 1950-1980</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To explore a range of musical devices and musical elements in Rock &amp; Pop from 1950-1980</li> <li>To critically analyse performances and improve listening and appraising skills.</li> <li>To develop and improve our performance skills.</li> </ol> <p><b>Vocab:</b> pitch, tonality, tempo, structure, form, texture, instrumentation, dynamics, sonority, rhythm, metre, accuracy, fluency, timing, etc.</p> <p><b>Main Assessments:</b> Self/peer Assessment. Formal Teacher FAR – Ensemble performance</p>	<p><b>Topic:</b> Listening and Appraising Skills</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To explore basic Music theory required for GCSE qualification.</li> <li>To explore Set Works and Key Terms.</li> <li>To explore exam content and key skills required for GCSE qualification.</li> <li>To apply vocabulary and knowledge to exam style questions.</li> <li>To develop critical listening skills</li> </ol> <p><b>Vocab:</b> clefs, stems, intervals, tones, semitones, keys, key signature, sharps, flats, time signature, pitch, tonality, tempo, structure, form, texture, instrumentation, dynamics, sonority, rhythm, metre etc.</p> <p><b>Main Assessments:</b> Self/peer Assessment. Formal Teacher FAR x2 – Written assessments.</p>	<p><b>Topic:</b> Solo Performance Skills</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To explore performance techniques and experiment with these in order to shape our performance pieces.</li> <li>To complete the coursework element of the course.</li> </ol> <p><b>Vocab:</b> pitch, tonality, key, scale, structure, dynamics, tempo, rhythm, chords, riff, melody, verse, chorus, repetitive, lyrics, accuracy, fluency, timing, metre etc.</p> <p><b>Main Assessments:</b> Coursework hand – in.</p>
<b>Autumn 2</b>	<p><b>Topic:</b> Vocal Skills</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To explore a range of singing techniques and explore using our voices.</li> </ol>	<p><b>Topic:</b> Jazz &amp; Blues</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To have explored the context and features of Blues and Jazz Music and the</li> </ol>	<p><b>Topic:</b> Music for Ensemble</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To consolidate knowledge of various musical elements.</li> </ol>	<p><b>Topic:</b> Listening and Appraising Skills Continued</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To explore basic Music theory required for GCSE qualification.</li> </ol>	<p><b>Topic:</b> Ensemble Performance</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To explore ensemble performance techniques and</li> </ol>

	<p>2. Improve confidence in using their voices.</p> <p>3. Prepare students for opportunities where they sing as an ensemble.</p> <p><b>Vocab:</b> singing, posture, diction, diaphragm, diaphragmatic breathing, ensemble, projection.</p> <p><b>Main Assessments:</b> Self/Peer Assessment. Informal Teacher FAR.</p>	<p>culture surrounding it.</p> <p>2. Have learned about some key musical elements/devices.</p> <p>3. Have developed keyboard/performing skills.</p> <p><b>Vocab:</b> blues, jazz, riff, bassline, chords, 12-bar-blues, improvisation, instrumentation, accuracy, timing, fluency.</p> <p><b>Main Assessments:</b> Self/Peer Assessment. Informal Teacher FAR.</p>	<p>2. To explore Music for Ensemble as a GCSE Area of Study.</p> <p>3. To select, rehearse and perform and ensemble piece in small class groups.</p> <p><b>Vocab:</b> pitch, tonality, tempo, structure, form, texture, instrumentation, dynamics, sonority, rhythm, metre, accuracy, fluency, timing, etc.</p> <p><b>Main Assessments:</b> Self/Peer Assessment. Informal Teacher FAR.</p>	<p>2. To explore Set Works and Key Terms.</p> <p>3. To explore exam content and key skills required for GCSE qualification.</p> <p>4. To apply vocabulary and knowledge to exam style questions.</p> <p>5. To develop critical listening skills</p> <p><b>Vocab:</b> clefs, stems, intervals, tones, semitones, keys, key signature, sharps, flats, time signature, pitch, tonality, tempo, structure, form, texture, instrumentation, dynamics, sonority, rhythm, metre etc.</p> <p><b>Main Assessments:</b> Self/peer Assessment. Formal Teacher FAR x2 – Written assessments.</p>	<p>experiment with these to shape our performance pieces.</p> <p>2. To complete the coursework element of the course.</p> <p><b>Vocab:</b> pitch, tonality, key, scale, structure, dynamics, tempo, rhythm, chords, riff, melody, verse, chorus, repetitive, lyrics, accuracy, fluency, timing, metre etc.</p> <p><b>Main Assessments:</b> Coursework hand – in.</p>
Spring 1	<p><b>Topic:</b> Keyboard Skills</p> <p><b>Curriculum end point:</b></p> <p>1. To discover the fundamental elements of the keyboard/playing the keyboard.</p> <p>2. To develop our instrumental skills in relation to the keyboard.</p> <p>3. To begin to understand musical notation.</p> <p><b>Vocab:</b> keyboard, keys, sharps, flats, notes, octaves, stave, tonality, time signature, scale, clef, chord, melody, beats.</p>	<p><b>Topic:</b> Ukulele</p> <p><b>Curriculum end point:</b></p> <p>1. To understand the Ukulele and experience playing different instruments.</p> <p>2. To develop our performance skills on the Ukulele.</p> <p><b>Vocab:</b> strings, frets, chord, chord shape, finger positions, chord diagrams, strumming patterns, timing, beats.</p> <p><b>Main Assessments:</b> Self/peer Assessment. Formal Teacher FAR – Performance.</p>	<p><b>Topic:</b> Musical Forms and Devices</p> <p><b>Curriculum end point:</b></p> <p>1. To explore Western Classical traditions and develop our knowledge of contexts and vocabulary.</p> <p>2. To explore Musical Forms and Devices as a GCSE Area of Study</p> <p>3. To develop our listening and appraising skills.</p> <p><b>Vocab:</b> pitch, tonality, tempo, structure, form, texture, instrumentation, dynamics, sonority, rhythm, metre,</p>	<p><b>Topic:</b> Composing Skills</p> <p><b>Curriculum end point:</b></p> <p>1. To discover composition techniques and experiment with musical devices and elements.</p> <p>2. To explore compositional briefs set by the exam board.</p> <p>3. To explore and practice the coursework element of the GCSE course.</p> <p><b>Vocab:</b> pitch, tonality, tempo, structure, form, texture, instrumentation, dynamics, sonority, rhythm, metre, accuracy, fluency, timing,</p>	<p><b>Topic:</b> Composing to a brief</p> <p><b>Curriculum end point:</b></p> <p>1. To explore compositional briefs set by the exam board.</p> <p>2. To discover composition techniques and experiment with musical devices and elements.</p> <p>3. To complete the coursework element of the course.</p> <p><b>Vocab:</b> ornamentation, ostinato, riff, imitation,</p>

	<p><b>Main Assessments:</b> Self/Peer Assessment. Informal Teacher FAR.</p>		<p>ornamentation, ostinato, imitation, pedal, drone, sequence, repetition etc.</p> <p><b>Main Assessments:</b> Self/peer Assessment. Formal Teacher FAR – Written assessment.</p>	<p>ornamentation, ostinato, riff, imitation, pedal, drone, sequence, repetition, arch shape etc.</p> <p><b>Main Assessments:</b> Self/peer Assessment. Formal Teacher FAR – Mock Composing assessment &amp; Mock Exam Paper</p>	<p>pedal, drone, sequence, repetition, arch shape etc.</p> <p><b>Main Assessments:</b> Coursework hand – in.</p>
<p><b>Spring 2</b></p>	<p><b>Topic:</b> Instruments of the Orchestra</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To discover the instrument families of the orchestra</li> <li>To discover the instruments in an orchestra and explore their sonorities.</li> </ol> <p><b>Vocab:</b> Strings, Woodwind, Brass, Percussion, Conductor, Violin, Viola, Cello Double Bass, Harp, Piccolo, Flute, Clarinet, Oboe, Bass Clarinet, Cor Anglais, Bassoon, Timpani, Snare Drum, Bass Drum, Cymbal, Xylophone, Glockenspiel.</p> <p><b>Main Assessments:</b> Self/peer Assessment. Formal Teacher FAR – Written/Listening assessment.</p>	<p><b>Topic:</b> Musical Theatre</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To explore and discover stylistic features and contexts of Musical Theatre.</li> <li>To incorporate conventions of Musical Theatre into performance.</li> <li>To develop ensemble skills.</li> </ol> <p><b>Vocab:</b> Popular, chord, melody, singing, choreography, movement, costume, ballad, character song, action song, characterisation, acting, verse, chorus, timing, fluency, ensemble.</p> <p><b>Main Assessments:</b> Self/peer Assessment. Formal Teacher FAR – Performing assessment.</p>	<p><b>Topic:</b> Film Music</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To explore Film Music and develop our knowledge of contexts and vocabulary.</li> <li>To develop our critical listening and appraising skills</li> <li>To develop our performing skills</li> </ol> <p><b>Vocab:</b> pitch, tonality, tempo, structure, form, texture, instrumentation, dynamics, sonority, rhythm, metre, leitmotif, accuracy, fluency, timing, etc.</p> <p><b>Main Assessments:</b> Self/peer Assessment. Formal Teacher FAR – Performing assessment.</p>	<p><b>Topic:</b> Composing Skills Continued</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To discover composition techniques and experiment with musical devices and elements.</li> <li>To explore compositional briefs set by the exam board.</li> <li>To explore and practice the coursework element of the GCSE course.</li> </ol> <p><b>Vocab:</b> pitch, tonality, tempo, structure, form, texture, instrumentation, dynamics, sonority, rhythm, metre, accuracy, fluency, timing, ornamentation, ostinato, riff, imitation, pedal, drone, sequence, repetition, arch shape etc.</p> <p><b>Main Assessments:</b> Self/peer Assessment. Formal Teacher FAR – Mock Composing assessment &amp; Mock Exam Paper</p>	<p><b>Topic:</b> Free composition</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To discover composition techniques and experiment with musical devices and elements.</li> <li>To complete the coursework element of the course.</li> </ol> <p><b>Vocab:</b> ornamentation, ostinato, riff, imitation, pedal, drone, sequence, repetition, arch shape etc.</p> <p><b>Main Assessments:</b> Coursework hand – in.</p>

<p><b>Summer 1</b></p>	<p><b>Topic:</b> Popular Music</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To understand the characteristics and style of Pop Music.</li> <li>To discover key musical elements.</li> <li>To develop performance skills.</li> </ol> <p><b>Vocab:</b> popular, chord, melody, sequence/progression, riff, structure, repetitive, verse, chorus, timing, fluency, solo, ensemble</p> <p><b>Main Assessments:</b> Self/peer Assessment. Formal Teacher FAR – Performing assessment</p>	<p><b>Topic:</b> Performing Skills</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To explore skills required for solo performance.</li> <li>To further develop our performance skills and proficiency on the Keyboard/Ukulele</li> <li>To develop our confidence performing on instruments/in front of an audience.</li> </ol> <p><b>Vocab:</b> chord, melody, sequence/progression, riff, structure, repetitive, verse, chorus, timing, fluency, solo, performance, stage presence, confidence.</p> <p><b>Main Assessments:</b> Self/Peer Assessment. Informal Teacher FAR.</p>	<p><b>Topic:</b> World Music</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To discover and explore music and cultures from around the world.</li> <li>To develop performance skills in a variety of styles.</li> <li>To develop ensemble skills.</li> </ol> <p><b>Vocab:</b> Folk Music and features, Celtic Music Music and features, Reggae Music and features, Samba Music and features, African Music and features, Indian Music and features, Fusions.</p> <p><b>Main Assessments:</b> Self/Peer Assessment. Informal Teacher FAR.</p>	<p><b>Topic:</b> Performing Skills</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To explore solo and ensemble performance techniques and apply to our own performance pieces.</li> <li>To explore and practice the coursework element of the GCSE course.</li> </ol> <p><b>Vocab:</b> pitch, tonality, tempo, structure, form, texture, instrumentation, dynamics, sonority, rhythm, metre, accuracy, fluency, timing, confidence, communication, interpretation etc.</p> <p><b>Main Assessments:</b> Self/peer Assessment. Formal Teacher FAR – Mock Performing assessment. &amp; Mock Exam Paper</p>	<p><b>Topic:</b> Exam Techniques</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To explore exam questions and techniques.</li> <li>To study and revise Set Works.</li> <li>To develop Unfamiliar Listening skills.</li> <li>To develop dictation skills.</li> </ol> <p><b>Vocab:</b> pitch, tonality, key, scale, structure, dynamics, tempo, rhythm, chords, riff, melody, verse, chorus, repetitive, lyrics, accuracy, fluency, timing, metre etc.</p> <p><b>Main Assessments:</b> Formal Teacher FAR – Mock Papers.</p>
<p><b>Summer 2</b></p>	<p><b>Topic:</b> World Music</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To discover and explore music and cultures from around the world.</li> <li>To develop performance skills in a variety of styles.</li> <li>To develop ensemble skills.</li> </ol> <p><b>Vocab:</b> Folk Music and features, Celtic Music Music and features, Reggae Music and features, Samba Music</p>	<p><b>Topic:</b> Songwriting</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To explore and develop composing skills in a Pop Music style.</li> <li>To discover a range of composition techniques.</li> <li>To compose a piece of music to a given brief.</li> </ol> <p><b>Vocab:</b> pitch, tonality, key, scale, structure, dynamics, tempo, rhythm, chords, riff, melody, verse, chorus,</p>	<p><b>Topic:</b> Music Project</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To explore and develop composing skills in a Pop Music style.</li> <li>To discover a range of composition techniques.</li> <li>To compose a piece of music to a given brief.</li> </ol> <p><b>Vocab:</b> pitch, tonality, key, scale, structure, dynamics, tempo, rhythm, chords, riff, melody, verse, chorus,</p>	<p><b>Topic:</b> Performing Skills</p> <p><b>Curriculum end point:</b></p> <ol style="list-style-type: none"> <li>To explore solo and ensemble performance techniques and apply to our own performance pieces.</li> <li>To explore and practice the coursework element of the GCSE course.</li> </ol> <p><b>Vocab:</b> pitch, tonality, tempo, structure, form, texture, instrumentation, dynamics, sonority, rhythm, metre, accuracy, fluency, timing,</p>	<p><b>N/A</b></p>

	<p>and features, African Music and features, Indian Music and features, Fusions.</p> <p><b>Main Assessments:</b> Self/Peer Assessment. Informal Teacher FAR.</p>	<p>progression, repetitive, lyrics, compose, fluency, timing.</p> <p><b>Main Assessments:</b> Self/peer Assessment. Formal Teacher FAR – Written assessment.</p>	<p>progression, repetitive, lyrics, compose, fluency, timing.</p> <p><b>Main Assessments:</b> Self/peer Assessment. Formal Teacher FAR – Written assessment.</p>	<p>confidence, communication, interpretation etc.</p> <p><b>Main Assessments:</b> Self/peer Assessment. Formal Teacher FAR – Mock Performing assessment. &amp; Mock Exam Paper</p>	
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