

| Term 1 Prior knowledge | Term 2 Prior knowledge | Term 3 Prior knowledge | Term 4 Prior knowledge | Term 5 Prior knowledge | Term 6 Prior knowledge |
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| Music will have been studied by all students in Years 7-9. Students should have a solid understanding of key musical skills and techniques, as well as a variety of practical, analytical, and reflective abilities. | Students completed the first Learning Aim of Component 2's performance knowledge and began Component 1 last term, which improved their analytical, planning, and evaluative skills. Because of planned rehearsals, they will have also improved their practical skills. | Last term, students examined the skills required in production, which improved their analytical, planning, and evaluative abilities. As a result of planned rehearsals, they will have also improved their practical performance skills. | Students spent one term in the controlled assessment window, creating and developing products in response to a brief. | Students spent two terms in the controlled assessment window developing and creating products to meet a brief. | Last term, students completed Component 2, which demonstrated their growth and understanding of production, composition, and performance. |
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| <p>Students' progress as instrumentalists will be documented through rehearsal diaries and recordings throughout the semester. Students will define their accomplishments in relation to their personal goals, highlighting their strengths and areas for improvement, and developing a plan for future instrumental development.</p> <p>They will also improve their knowledge, comprehension, and application of professional skills such as time management, self-discipline, and collaboration.</p> <p>Students will begin learning Component 1 by focusing on the compositional and sonic characteristics of Britpop.</p> | <p>Over the next few terms, students will demonstrate their progress as producers and composers. Students will create and critique their own and others' work, identifying strengths and areas for improvement and developing a plan for future creative development.</p> <p>Students will continue their study of Component 1, concentrating on the compositional and sonic characteristics of Film Music.</p> | <p>Students will begin to develop the tasks outlined in the brief for Component 2. They will apply what they learned in Term 1 about rehearsal planning, technical exercises, and skill audits, as well as the practical skills required to create a performance and composition to fit a brief.</p> <p>Students will continue their study of Component 1, concentrating on the compositional and sonic characteristics of Reggae.</p> | <p>Students will continue to work on the tasks outlined in the brief for Component 2. They will apply what they learned in Term 1 about rehearsal planning, technical exercises, and skill audits, as well as the practical skills required to create a performance and composition to fit a brief.</p> <p>Students will continue their study of Component 1, concentrating on the compositional and sonic characteristics of Reggae.</p> | <p>For Component 2, students will complete the tasks outlined in the brief. They will apply what they learned in Term 1 about rehearsal planning, technical exercises, and skill audits, as well as the practical skills required to create a performance and composition to fit a brief.</p> <p>Students will continue their study of Component 1, concentrating on the compositional and sonic characteristics of Blues.</p> | <p>Students will take part in workshops to demonstrate their knowledge of the genres they have studied throughout the year (Britpop, Film, Reggae, and Blues). They will also complete their study of the compositional and sonic characteristics of Blues.</p> |
| Future knowledge | Future knowledge | Future knowledge | Future knowledge | Future knowledge | Future knowledge |
| Students will continue to practise and assess themselves over the next term to ensure that they have made significant progress towards their goals. | Students will be given their Component 2 brief next term. In response to a brief, they will be asked to create and develop performance and production skills. | Students will continue to use the knowledge gained in Terms 1 and 2 to apply research and creation skills to a brief in the following term. | Students will continue to use the knowledge gained in Terms 1 and 2 to apply research and creation skills to a brief in the following term. | Students will apply the research and creation skills they have learned to genres next term. | Next year, students will combine their genre knowledge in response to a brief, creating products in the style using the musical understanding gained over the previous five terms. |