

Music at Meols Cop

“The aim of the music department is to provide students with a personalised and quality learning experience that is engaging and relevant. Our curriculum exploits creativity within a teaching and learning environment, is accessible for all and based on mutual respect; with the aim to provide a lifelong love and curiosity of music, through creative learning experiences. We are passionate about music and deliver a rich and practical curriculum that encourages for creativity and enquiry. We foster musical opportunities for all pupils through providing an array of extra curricular activities for all.”

Year 7 Music

The curriculum follows a Spiral Curriculum Model (Bruner, 1960) where all of key skills and knowledge are constantly revisited and built upon throughout each scheme. All 3 key areas of the National Curriculum for Music are included and intertwined in each scheme; including **performance, composing and listening and appraising**. These are interlinked alongside **music theory knowledge and concepts**, with key skills for each being built upon gradually and revisited through each scheme. The skills (procedural knowledge) and knowledge (declarative knowledge) are mapped out so that students can continually build on what they learn.

*The curriculum follows a chronological thread ‘**music through time**’ in a similar way to the history curriculum. Skills learned are embedded, revisited and built upon for mastery. In Year 7, students embark on a historical journey in music at KS3, exploring the rich landscapes **of Classical and Romantic music**. This journey allows them to discover the evolution of musical styles and forms from the elegance and order of the Classical period (1750-1820) to the emotional intensity and expressiveness of the Romantic era (1820-1900). Throughout this exploration, **key elements of music such as tempo, melody, instrumentation, rhythm, texture, and dynamics** are revisited and reinforced. Students analyse how composers like **Mozart and Beethoven** employed these elements in their works, enhancing their understanding and appreciation **of music's historical context** and technical foundations. teaching music through historical and stylistic contexts to enhance cognitive and affective musical development. This is a key thread throughout key stage 3 as teaching music through historical and stylistic contexts to enhance cognitive and affective musical development (Swanwick & Tillman, 1999).

Autumn Term 1	Spring Term 1	Summer Term 1
<p><i>The Elements of Music</i> <i>Performing:</i> Finding your voice <i>Theory:</i> Rhythmic notation & Time Signatures <i>Composing:</i> Rhythm compositions <i>Elements:</i> Rhythm, Tempo, Dynamics, Texture, Structure</p>	<p><i>The Orchestra</i> <i>Performing:</i> Enhanced Keyboard Skills <i>Theory:</i> Sharps and flats <i>Elements:</i> Rhythm, tempo, pitch, instrumentation, Articulation</p>	<p><i>Programme Music</i> <i>Performing:</i> Keyboard consolidation skills <i>Theory:</i> Revisit of notation, time signatures and sharps and flats <i>Elements:</i> Rhythm, tempo, pitch, instrumentation, dynamics</p>
Autumn Term 2	Spring Term 2	Summer Term 2
<p><i>The Classical period</i> <i>Performing:</i> Keyboard Skills <i>Theory:</i> Treble Clef Notation <i>Elements:</i> Rhythm, Tempo, Pitch, Dynamics, Articulation</p>	<p><i>The Orchestra</i> <i>Performing:</i> Enhanced Keyboard Skills <i>Theory:</i> Tones, semitones and scales <i>Elements:</i> Rhythm, Tempo, Pitch, Instrumentation, Metre</p>	<p><i>Programme Music</i> <i>Composing:</i> Music Technology programme music composition <i>Theory:</i> Revisit of notation, time signatures, sharps and flats <i>Elements:</i> Rhythm, Tempo, Pitch, Instrumentation, Structure, Dynamics, Metre</p>

Curriculum constructs/intent:

- Listen to music from various genres and analyse using key musical vocabulary including dynamics and tempo
- Understand how to apply dynamic and tempo changes to a composition
- Understand and identify different music notation – duration
- Understand the purpose and function of a time signature
- Apply understanding of note duration and time signatures

Curriculum constructs/intent

- Listen to music from various genres and analyse using key musical vocabulary including the key elements.
- Apply understanding of the musical element when listening and appraising
- Understanding of the keyboard and application of both white and black keys
- Understanding of sharp and flat keys
- Applying knowledge of key signatures
- Understand basic treble clef notation

Year 8 Music

The curriculum follows a Spiral Curriculum Model (Bruner, 1960) where all of key skills and knowledge are constantly revisited and built upon throughout each scheme. All 3 key areas of the National Curriculum for Music are included and intertwined in each scheme; including **performance, composing and listening and appraising**. These are interlinked alongside **music theory knowledge and concepts**, with key skills for each being built upon gradually and revisited through each scheme. The skills (procedural knowledge) and knowledge (declarative knowledge) are mapped out so that students can continually build on what they learn. Students will build on the key skills and knowledge from year 7 and follow the next stage of their music journey. The curriculum follows a chronological thread '**music through time**' in a similar way to the history curriculum. Skills learned are embedded, revisited and built upon for mastery. In Year 8, students continue on a historical journey in music at KS3, exploring the rich landscapes **the 1900s and 20th century**. This journey allows them to discover the evolution of musical styles and forms from the richness of The Blues and influences on futures musical styles such as Rock N Roll in the 1950's Throughout this exploration, **key elements of music such as tempo, melody, instrumentation, rhythm, texture, and dynamics** are revisited and reinforced through listening, performing and composing. Students analyse how composers and performers such as **Miles Davis, Chuck Berry, Elvis and John Williams** employed these elements in their works, enhancing their understanding and appreciation of **music's historical context** and technical foundations. Teaching music through historical and stylistic contexts to enhance cognitive and affective musical development. This is a key thread throughout key stage 3 as teaching music through historical and stylistic contexts to enhance cognitive and affective musical development (Swanwick & Tillman, 1999). Our Year 8 music curriculum is designed to seamlessly extend the foundational knowledge and skills developed in Year 7, creating a cohesive and continuous learning journey. Central to our approach are the golden threads, core concepts and skills that are consistently woven through our curriculum. These threads include musical theory, critical listening, performance techniques, and creative composition, which students began exploring in Year 7 and will now deepen and expand upon in Year 8.

Autumn Term 1	Spring Term 1	Summer Term 1
<p style="text-align: center;"><i>The Blues (1900's)</i></p> <p><i>Performing:</i> 12 bar blues and bassline , improvising melodic ideas using the blues scale</p> <p><i>Theory:</i> Chords and Triads, The blues scale, Extended 7th Chords, chord progressions, degrees of the scale</p> <p><i>Composing:</i> improvising melodic ideas using the blues scale</p> <p><i>Elements:</i> Harmony, Structure, Melody, Instrumentation, Rhythm, Texture, Tonality</p>	<p style="text-align: center;"><i>Reggae (1960's Jamaica)</i></p> <p><i>Performing:</i> Ensemble performance. Key focus on syncopation, rhythmic timing and playing chord progressions</p> <p><i>Theory:</i> Syncopation and off beat rhythms. Treble clef notation and accidentals. Chords and triads.</p> <p><i>Elements:</i> Rhythm, Time Signatures, Structure, Melody, Instrumentation</p>	<p style="text-align: center;"><i>Film Music (20th Century)</i></p> <p><i>Theory:</i> Chromaticism, dissonance, scales and key signatures. The use of chords and melody</p> <p><i>Composing:</i> Using Music tech or instruments to create a piece of film music to accompany a film clip (Movie Maker)</p> <p><i>Elements:</i> Melody, Dynamics, Articulation, Tempo, Texture, Instrumentation, Rhythm, Structure, Time Signatures, Tonality</p>
Autumn Term 2	Spring Term 2	Summer Term 2
<p style="text-align: center;"><i>1950's Rock N Roll</i></p> <p><i>Performing:</i> Rock N Roll (which follows 12 bar blues chord sequence)</p> <p><i>Theory:</i> Chords and Triads, The blues scale, Extended 7th Chords, chord progressions, degrees of the scale</p> <p><i>Elements:</i> Harmony, Structure, Melody, Instrumentation, Rhythm, Texture, Tonality</p>	<p style="text-align: center;"><i>Film Music (20th Century)</i></p> <p><i>Performing:</i> Performance of Film Music pieces</p> <p><i>Theory:</i> Major Keys C G + D Major, sharps and flats, intervals, Dissonance, chromatic scales</p> <p><i>Elements:</i> Harmony, Tonality, Instrumentation, Melody, Rhythm, Texture, Pitch, Dynamics, Tempo</p>	<p style="text-align: center;"><i>Just Play</i></p> <p><i>Performing:</i> performing a piece of their choice, either as a soloist or ensemble, using the skills and knowledge from the curriculum to aid their rehearsal process</p> <p><i>Theory:</i> revisiting core theory concepts learned throughout the year and applying to performing</p>

Curriculum constructs/intent:

- Understand and apply music vocabulary, including the elements of music
- Use the elements of music to listen to and appraise music in a blues and Rock N Roll style
- Understanding of chord construction in C Major
- Understanding of 12 bar blues chord structures
- Performing chord progressions on the keyboard
- Performing as a soloist and in an ensemble

Curriculum constructs/intent

- Understanding of chord construction in different keys
- Develop understanding of the elements of music and how these can be used in film music.
- Applying key elements of music to create a film music composition
- Applying knowledge of sharp and flat keys in compositions
- develop an understanding of music notation including rhythm and pitch notation
- Developing music technology skills in Bandlab

Year 9 Music

This chronological approach to **prior learning in year 7 and year 8** has allowed students to witness first hand how different musical eras have influenced each other. Students have previously identified key characteristics of each era, understand the technological and cultural changes that spurred musical innovation, and recognise the interconnectedness of musical styles across centuries. By examining the development of **music over time**, students will gain a comprehensive understanding of how past influences shape contemporary music, fostering a deeper appreciation and more informed perspective as both listeners and creators. This thematic journey not only enriches their historical and cultural knowledge but also enhances their practical skills. Ultimately, our curriculum aims to inspire students by revealing the rich tapestry of **musical evolution** and its enduring legacy in today's diverse musical landscape. In our **Year 9 music curriculum**, students embark on an engaging journey through the evolution of **pop and rock music**, spanning from the **1970s to the present day**. Initially, students will delve into the distinctive **hooks and riffs** that characterised the music of the 70s, 80s, and 90s. They will analyse seminal tracks from these decades, understanding how these elements were crafted to **create memorable and impactful songs**. As the course progresses, students will transition to examining **contemporary music**, with a particular focus on the use of sampling in current songs and **EDM**. This exploration will highlight how contemporary artists draw inspiration from earlier works to create new, innovative pieces. This chronological journey not only deepens their appreciation for the evolution of music but also equips them with a robust framework to **understand the dynamics of modern music production**. Throughout this curriculum, students will continually reference the interrelated **elements of music and music theory** they have studied in Years 7 and 8. These foundational concepts, including rhythm, melody, harmony, form, and texture, will be interwoven into their studies, ensuring a comprehensive understanding of how these elements contribute to the making of a good song. By critically engaging with historical and contemporary examples, students will develop a keen sense of what makes a song successful. This knowledge will culminate in their own creative endeavours, as they aspire to **compose their own pieces**. This curriculum not only aims to enhance their analytical skills but also to inspire them to apply their learning practically, fostering their growth as budding composers. This Year 9 music curriculum is designed to provide students with a rich and thorough understanding of the evolution of pop and rock music. By examining the hooks and riffs of past decades and the sampling techniques of today, students will gain invaluable insights that will inform their own compositions. The **continual reinforcement of music theory and interrelated elements** ensures that they are well-equipped to create music that is both informed by the past and innovative for the future.

Autumn Term 1	Spring Term 1	Summer Term 1
<p>Hooks & Riffs</p> <p><i>Performing:</i> Famous Hooks and Riffs from pop and Rock songs</p> <p><i>Theory:</i> Key signatures and chord structure and progressions</p> <p><i>Elements:</i> Melody, dynamics, tempo, articulation</p>	<p>What Makes a Good Song?</p> <p><i>Performing:</i> Playing pop song melodies, riffs, hooks and chord progressions</p> <p><i>Theory:</i> Key signatures and chord structure and progressions.</p> <p><i>Elements:</i> Melody, dynamics, instrumentation, tempo, texture, time signatures, harmony, structure</p>	<p>EDM</p> <p><i>Performing:</i> Performing riffs and hooks from EDM pieces and samples</p> <p><i>Composing:</i> composing EDM pieces, using drum machine beats, effects and samples</p> <p><i>Elements:</i> Melody, dynamics, instrumentation, tempo, texture, time signatures, harmony, structure</p>
Autumn Term 2	Spring Term 2	Summer Term 2
<p>Hooks & Riffs</p> <p><i>Theory:</i> Key signatures and chord structure and progressions and scales</p> <p><i>Composing:</i> composing Riffs on Bandlab for a pop or rock song and creation of drum patterns</p> <p><i>Elements:</i> Melody, dynamics, instrumentation, tempo</p>	<p>What Makes a Good Song?</p> <p><i>Theory:</i> key signatures, time signatures and scales</p> <p><i>Composing:</i> creating chord progressions and melodic ideas for a song. Creating riffs and lyric ideas</p> <p><i>Elements:</i> Melody, dynamics, instrumentation, tempo, texture, time signatures, harmony, structure</p>	<p>Personal Project</p> <p>Students use their skills and knowledge from year 7, 8 and 9 to create either a composition, solo or ensemble performance. They will use their theory knowledge and understanding of the elements of music and apply these to the music product they create.</p>

Curriculum constructs/intent:	Curriculum constructs/intent
<ul style="list-style-type: none"> <input type="checkbox"/> Develop understanding of hooks and riffs in pop and rock music <input type="checkbox"/> Performing hooks and riffs in time and with correct rhythms <input type="checkbox"/> Developing and applying knowledge of hooks and riffs in compositions <input type="checkbox"/> Developing music technology skills in Bandlab 	<ul style="list-style-type: none"> <input type="checkbox"/> Understanding of chord construction in different keys <input type="checkbox"/> Developing understanding of relative minor keys <input type="checkbox"/> Applying understanding of chords to create chord progressions <input type="checkbox"/> Developing melodic ideas over chord patterns <input type="checkbox"/> Develop understanding of the elements of music and how these can be used in pop song compositions <input type="checkbox"/> Developing music technology skills in Bandlab

Extracurricular Music Program

At our school, we are dedicated to fostering a **love for music** through a diverse range of **extracurricular activities**. Our music program is designed to cater to students of **all abilities and year groups**, offering numerous opportunities for **musical growth and enjoyment**. We offer a broad selection of extracurricular music activities, ensuring that every student can find something that matches their interests and skill levels. Our extracurricular music program is a cornerstone of our commitment to nurturing **well-rounded, confident, and skilled musicians**. We recognise the profound importance of extracurricular activities in enhancing students' **educational experience and personal growth**. Through our extensive offerings, we aim to cultivate a lifelong appreciation for music and provide platforms for students to excel and shine. A key component of our program is preparing students for external exams in instruments, voice, and music theory. We guide students through ABRSM, Trinity, and other recognised examination boards, ensuring they achieve formal accreditation for their hard work & talent. This process not only validates their skills but also **motivates them to strive for excellence**. Our collaboration within the wider trust schools is another highlight of our extracurricular provision. We participate in cross-trust vocal festivals, bringing together students from various schools to create **vibrant and diverse musical experiences**. These festivals, along with joint workshops and performances, foster **a sense of community**, enhance students' vocal abilities, and expose them to different musical perspectives. Throughout the year, we stage three major shows & an annual school production, offering numerous opportunities for students to perform. These events are a **celebration of their dedication & talent**, providing a platform for solo performances, ensemble work, & theatrical productions. Additionally, various other performance opportunities are available throughout the year, allowing students to **showcase their progress & gain valuable stage experience**. We also actively seek out performing opportunities within the wider community, giving students the chance to share their talents beyond the school environment. These engagements often support local charities, teaching our students the importance of using their skills to give back to society. By participating in community events & charity performances, students develop a **sense of social responsibility & the joy** of contributing to meaningful causes through their music. We are proud to offer peripatetic tuition in a wide range of instruments, including vocal, piano, strings, brass, woodwind, drums, guitar, & bass. Our specialist tutors provide individualized instruction, catering to each student's unique learning style & **helping them achieve their musical aspirations**. Through diverse extracurricular activities, **we extend & enrich our students' abilities**. They develop not only **technical skills and musicality but also confidence, teamwork, & resilience**.

Peripatetic Tuition	Ensembles	Wider opportunities
<p>Students have the opportunity to receive 1-2-1 and small group tuition in various instruments. These lessons are tailored to individual needs, helping students to develop their musical skills in a focused and supportive environment. Student have access to lessons in all areas including; vocals, piano, guitar, drums, bass, woodwind, brass and strings.</p> <p>Through peripatetic lessons, our students have the opportunity to enhance their skills, pursue their passions, and receive high-quality education tailored to their individual needs and interests.</p>	<p>We actively encourage a wide range of ensembles within our extra curricular timetable, including bands, choirs, woodwind and brass ensembles. Working within an ensemble teaches students the importance of collaboration and collective effort. They learn to listen to each other, synchronize their playing, and work towards a common goal. These experiences build essential teamwork skills that are transferable to other areas of life, such as academic projects and future professional environments.</p>	<p style="text-align: center;"><u>Collaboration with Schools and the Community:</u></p> <p>We actively collaborate with other schools within our trust and the wider community to build musical skills and share resources. These partnerships provide students with additional learning opportunities, joint performances, and the chance to engage with a broader musical community. Our extracurricular music program is committed to nurturing students' musical abilities and passion for music, offering a comprehensive and enriching experience that supports their academic, social, and emotional development.</p>
External Exams	Cross curricular	Performances
<p>Students taking peripatetic lessons or attending our music theory groups have the opportunity to have a formal assessment via an external accredited examination in their discipline. We have students who follow <i>ABRSM, Rock School, LCM</i> and <i>Trinity</i> for graded examinations. These range between grades 1-8 and from Classical and Pop to Musical Theatre, Jazz and Rock traditions. External exams in an instrument can be beneficial as they provide students with structured goals, formal recognition of their progress, and valuable feedback from expert examiners.</p>	<p>The music department and the musicians often engage in cross-curricular activities that integrate dance and drama, providing students with dynamic and enriching educational experiences. Our students collaborate with primary schools, where they lead workshops and mentor younger students, gaining hands-on teaching and leadership experience. These activities foster a sense of community and create meaningful connections between older and younger learners.</p>	<p><u>Concerts and Shows:</u> Students can participate in several school concerts and shows throughout the academic year. These events provide a platform for students to showcase their talents and gain performance experience. Our extracurricular program offers a wide array of performance opportunities, including carol singing at, performing at Edge Hill University, school concerts held three times a year, vocal festivals with other trust schools, and an annual musical in a professional theatre. These opportunities give the students the chance to showcase their talents on stage and gain performing experiences</p>

Key Stage 4 GCSE MUSIC

Year 10 & 11 Long term Plan

Our music curriculum is aligned with the **OCR 9-1 GCSE specification**, providing students with a well-rounded musical education that encompasses performance, composition, and critical listening skills. **Core Elements of Music** - Students will visit and revisit the core elements of music throughout each topic, ensuring a deep and comprehensive understanding. These core elements include: Melody, Dynamic, Articulation, Texture, Timbre, Time Signature, Rhythm, Instrumentation, Structure, Tonality, Harmony

Topics of Study include - My Music: Students explore their personal musical preferences and influences, developing their unique musical voice through performance and composition. **The Concerto Through Time:** An examination of the development of the concerto, focusing on key works and composers from different periods. **Film Music:** Analysis of the role of music in film, including how it enhances narrative, emotion, and atmosphere. **The Conventions of Pop Music:** Study of the structure, themes, and styles of popular music, tracing its evolution and impact on society. **Golden Thread of Music Theory** - Music theory and the core elements of music are the golden thread that weaves through all four areas of study and the students' own compositions. Theory is integrated into all aspects of the curriculum to enhance students' understanding of music. It aids in developing their ability to listen critically, appraise various genres and styles, and create sophisticated compositions. This consistent focus ensures that students are well-prepared to apply theoretical knowledge in practical contexts. **Performance and Composition** - Students engage in both solo and ensemble performances, developing technical proficiency and expressive skills. Composition is an integral part of the curriculum, with students completing: **One Free Composition:** Allowing students to explore their creativity without constraints. **One Composition to a Set Brief:** Providing a structured challenge that encourages innovation within given parameters. **Assessment and Evaluation** - Our assessment philosophy is rooted in the belief that evaluation should support and enhance learning. We use a variety of formative and summative assessment methods to measure student progress and inform instruction.

Autumn Term 1 YEAR 10	Spring Term 1 YEAR 10	Summer Term 1
Composition & Performance (coursework) The Elements of Music, General Listening skills and Music Theory Knowledge Gaps	Composition & Performance (coursework) Introduction to AOS 5 – The Conventions of Pop Listening & appraising technique	Composition & Performance (coursework) AOS 4 – Film Music Introduction to AOS 3 Rhythms of the World Exam style question technique
Autumn Term 2 YEAR 10	Spring Term 2 YEAR 10	
Composition & Performance (coursework) Composition and Performance preparations and General Listening and appraising skills	Composition & Performance (coursework) AOS 5 – The Conventions of Pop Introduction to AOS4 – Film Music Introduction to extended exam style questions	Composition & Performance (coursework) AOS 3 Rhythms of the World Introduction to AOS2 – The Concerto Through Time Exam style question technique
Autumn Term 1 YEAR 11	Spring Term 1 YEAR 11	Summer 1 YEAR 11
Composition & Performance (coursework) AOS2 – The Concerto Through Time Exam style question technique	Composition & Performance (coursework) General Listening for AOS 3 & 4 Exam style question technique	Composition & Performance – coursework submission Performance recordings Composition recordings and finalising submissions
Autumn Term 2	Spring Term 2	Summer 2 Year 11
Composition & Performance (coursework) General Listening for AOS 2 & 3 Exam style question technique	Composition and performance FINALISING General listening AOS 2 3 & 4	General Listening for AOS 2, 3, 4 & 5 Exam style question technique Revision and exam technique

Key Stage 4 BTEC MUSIC

Year 10 Long term Plan

Our BTEC Music Practice curriculum aims to provide a comprehensive, inclusive, and dynamic learning experience that prepares students to thrive in the music industry. We are committed to fostering practical skills, creativity, collaboration, and a deep understanding of diverse musical genres. **Our BTEC Level 1/2 in Music Practice** curriculum offers students a well-rounded musical education that encompasses performance, composition, and critical analysis skills. Students can be awarded grades from **Level 1 Pass to Level 2 Distinction***. Students will visit and revisit the core elements of music throughout their studies to ensure mastery and a comprehensive understanding. Revisiting these elements across various contexts helps students **internalise and apply their knowledge**, enhancing both their compositional and analytical abilities. These elements include: Harmony, Melody, Dynamics, Articulation, Texture, Timbre, Time Signatures, Rhythm, Instrumentation, Structure & Tonality. **Year 10 Focus** - In Year 10, students study four genres of music, which form the basis of their controlled internal assessment. The genres are: Film Music, Reggae Music, 1950s Rock 'n' Roll & Delta Blues **Assessment and Music Products** - Students will complete a controlled internal assessment where they analyse the four different genres of music. This analysis includes studying the historical context, key characteristics, influential artists, and seminal works of each genre. Additionally, students will create three music products: **Performance**: Students will develop their performance skills through solo or ensemble pieces, demonstrating technical proficiency and expressive interpretation. **Composition**: Students will compose original pieces, applying their understanding of musical elements and creative techniques. **Film Music Composition**: Students will create a composition specifically for a film, exploring the role of music in enhancing narrative and emotion. **Golden Thread of Music Theory** - Music theory and the core elements of music are the golden thread that weaves through all areas of study and the students' own compositions. Theory is integrated into all aspects of the curriculum to enhance students' understanding of music. It aids in developing their ability to listen critically, appraise various genres and styles, and create sophisticated compositions. This consistent focus ensures that students are well-prepared to apply theoretical knowledge in practical contexts. **Assessment and Evaluation** - Our assessment philosophy is rooted in the belief that evaluation should support and enhance learning. We use a variety of formative and summative assessment methods to measure student progress and inform instruction.

Autumn Term 1 YEAR 10	Spring Term 1 YEAR 10	Summer Term 1 YEAR 10
Film Music & Delta Blues – Composition and Performance	Begin - Exam Board releases PSA for Component 1	Component 2 preparation – Performance
Autumn Term 2 YEAR 10	Spring Term 2 YEAR 10	Summer Term 2 YEAR 10
Reggae & 1950's Rock N Roll - Composition and Performance	Component 1 Submission point	Component 2 preparation – Composition

Year 11 Long term Plan

In Year 11, students will engage in **Component 2: Music Skills Development**, a comprehensive program designed to nurture and refine their musical talents. This component allows students to create two music products: one composition and one performance. Throughout this process, students will track and assess their progress from the initial stages through to the final product. Students will: **Create a Composition and a Performance**: Each student will produce one original musical composition and one live performance. These projects provide a platform for students to showcase their creativity and technical skills. **Track and Assess Progress**: Students will document their journey, reflecting on their development at key stages: the start, the middle, and the end. This self-assessment encourages personal growth and continuous improvement. **Develop Musical Disciplines**: Through practical tasks, students will hone their skills in two specific musical disciplines, whether it be instrumental proficiency, vocal performance, composition, or another area of interest. **Plan for Improvement**: Regular feedback and reflection will guide students in identifying areas for further enhancement, setting goals, and planning actionable steps to achieve them. **Component 3: Responding to a Music Brief** - Component 3 focuses on applying the musical skills and techniques acquired in Component 2 to respond to a specific brief. This component is crucial for preparing students for real-world scenarios where they must deliver a music product based on given parameters.

Autumn Term 1 YEAR 11	Spring Term 1 YEAR 11	Summer Term 1 YEAR 11
PSA- Component 2: Music Skills Development – reviewing of skills and methods of improvement for composition and performance. Begin creating products and reviewing skills	PSA - Component 3: Responding to a Music Brief • Preparations and activity 1	COMPONENT 3 MAY SUBMISSION
Autumn Term 2 YEAR 11	Spring Term 2 YEAR 11	Summer Term 2 YEAR 11
Component 2: Music Skills Development – finalising music products. Reviewing skills and abilities and forms of development COMPONENT 2 SUBMISSION	Component 3: Responding to a Music Brief • Activity 2 & 3	