Music can be separated into three different disciplines – Performing, Composing, and Listening and Appraising. The three branches of Music are taught and developed together with the aim to build personal skills that pupils can draw upon to succeed, not only in Music lessons but also beyond school life and in future employment. The life skills that are developed, such as problem solving, perseverance, time management, listening skills, confidence and self-evaluse5( )10.6c)-1..(u5(n)2.2 (fid) ( )10.6a)-1.3 an)2.3 (d)2.2

Year	Knowledge (Topics / contexts) What pupils will '**know'**.	Skills acquired What pupils will be able to '**do'**.	Concepts developed What pupils will '**understand'**.	Assessments How do we and the pupils know what has been learnt?
7/8/9	- The difference between solo and ensemble performances and the techniques associated with each. - How to extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. - The history of the music that they listen to and perform, including contexts, era and language used.	- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the work of the great composers and musicians. -		

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessments How do we and the pupils know what has been learnt?
10/11	- Differences and similarities in performance techniques across a range of instruments, ensemble settings and performance types. - How different compositional techniques can be applied to musical ideas to create coherent and structured compositions, effectively incorporating a range of musical elements. - The musical features, contexts and composers from four Areas of Study,	- Apply performance techniques in a range of settings to perform for at least four minutes. - Develop and extend compositional ideas to produce two compositions, of at least three minutes combined duration. - Analyse how musical techniques have been applied to pieces from a range of genres, comparing and evaluating the musical elements, contexts and language used.	- How to make music individually and in groups, performing with control by using phrasing, dynamics and articulation appropriate to their chosen style and mood of the music. - How to explore a range of compositional starting points and what elements, techniques and resources and be used to develop and manipulate ideas while considering the purpose and intention of their pieces. - The stylistic features of music pertinent to different eras and the conventions used in different times and places and how music relates to the context in which it was created.	- Non-examined assessment for solo and performance pieces and compositional work, internally marked and externally moderated. Half

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessments How do we and the pupils know what has been learnt?
	- The content of musical elements, context and language through six compulsory Areas of Study.	musical elements, contexts and language used. - Apply knowledge and understanding of musical elements, context and language to make critical judgements about the repertoire and context of the pieces studied, using specific musical vocabulary associated with the styles and genres.	structures appropriate to the context. - How to analyse and evaluate music in aural and written forms to formulate critical judgements achieved through attentive listening.	pieces and unfamiliar listening.
12/13 Music Technology	- Production tools and techniques to capture, edit, process and mix an audio recording. - Create, edit, manipulate and structure sounds to produce a technology-based composition. - Different recording and production techniques and principles in the context of a series of unfamiliar commercial contexts. - Knowledge of editing, mixing and production techniques and how these are applied to unfamiliar materials.	- Use technology to explore a range of techniques for capturing, editing and manipulating sound to produce a final completed mix. - Create, edit and structure sounds		