Within each Area of Study students will be encouraged to choose their own specialisms with regard to Piano, Guitar, Vocals, ICT or any other specialism they have.

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<th>Terms 1,2 and 3 on a rota</th>
<th>Area of Study</th>
<th>What will All students learn?</th>
<th>What will the most able students learn?</th>
<th>What skills are developed and assessed?</th>
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|                         | **Making Connections** | **Most pupils will** demonstrate their knowledge and understanding by:  
- identifying and exploring the use of musical devices in improvisation  
- improvising melodic and rhythmic material within given structures  
- showing awareness of their own contribution to an ensemble, such as taking a solo part and providing an accompaniment  
- analysing and comparing the musical features of a variety of different styles that explore improvisation. | **Some pupils will have progressed further and will** demonstrate their knowledge and understanding by:  
- identifying and exploring the processes involved in different styles of improvisation  
- improvising in different styles using appropriate musical devices and making expressive use of the elements  
- showing detailed awareness of the role of improvisation within an ensemble, and of the structures that support it  
- analysing, comparing and evaluating different styles of improvisation with reference to their context. | **Performing:** improvisation and ensemble performing skills.  
**Composing:** improvisation and accompaniment within a variety of genres and styles.  
**Listening and appraising:** appreciation of some of the key features of improvisation in African, Chinese, Indian and Blues music. |
| Term 4 | **Going Solo** | **Most pupils will** demonstrate their knowledge and understanding by:  
• using musical devices (e.g. call and response, interplay between soloist and ensemble, melodic decoration) in their own performances  
• performing significant independent parts and showing awareness of their own contribution to an ensemble such as supporting others or taking a solo part  
• analysing and comparing the musical features of a variety of different extracts of music that explore the role of the soloist | **Some pupils will** have progressed further and will demonstrate their knowledge and understanding by:  
• showing awareness of how a range of musical devices can be used to support and develop solo performance in a range of different contexts  
• performing with expression and fluency, and making subtle adjustments to make their own part "t within a musical performance as soloists and accompanists  
• analysing, comparing and evaluating how different solo performances  
• reflect the contexts in which they were created, performed and heard. | **Performing:** pupils will develop ensemble skills as both soloists and accompanists.  
**Composing:** pupils will have opportunities to create their own solos above backing tracks and accompaniments, and to compose an extended piece in rondo form.  
**Listening and appraising:** pupils will develop an appreciation for the key features of solo/ accompaniment roles through listening to a variety of extracts. |
| Term 5 | **What makes a good song?** This unit explores memorable melodies, hooks and riffs; verse, chorus, bridge and middle 8; structures: mood, atmosphere and melodic shapes that reflect the meaning of songs, lyrics and/or the drama of a stage musical. | **Most pupils will** demonstrate their knowledge and understanding by:  
- describing the use of riffs, structure, lyrics and melody in songs, using appropriate musical vocabulary  
- performing independent parts of well-known songs on their own and in an ensemble  
- composing a simple riff and a melody complete with lyrics  
- using a set of criteria to appraise their own and others’ work. | **Some pupils will** have progressed further and will demonstrate their knowledge and understanding by:  
- analysing and describing the characteristics of riffs, structure, lyrics and melody and applying their learning to other songs  
- performing independent parts of well-known songs with expression and sensitivity to other parts, taking a lead in an ensemble  
- Fluently composing interesting riffs and melodies with lyrics and arranging and performing them within a suitable structure  
- making perceptive judgements about their own and others’ work and suggesting ways of refining musical ideas, using appropriate vocabulary. | **Listening**: identifying riffs, outros, intros and how a song has been put together.  
**Composing**: creating their own parts of a song and putting these together in an end of unit performance. |
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<th>Term 6</th>
<th><strong>Reggae</strong></th>
<th><strong>Most pupils will</strong> demonstrate their knowledge and understanding by: performing with awareness of their own role in a group and sensitivity to the music • improvising and composing riffs and bass lines that show an understanding of how the layers in reggae music are built up • responding to a variety of listening tasks using an appropriate technical vocabulary and showing some awareness of cultural issues influencing reggae music • using appropriate notations accurately to record or develop their work.</th>
<th><strong>Some pupils will</strong> have progressed further and will demonstrate their knowledge and understanding by: • performing with confidence and fluency, responding to other group members and showing an awareness of stylistic elements • improvising and composing music that demonstrates a clear understanding of the musical conventions in reggae music • responding to a variety of listening tasks, demonstrating a secure and varied musical vocabulary and good awareness of cultural issues influencing reggae music • making extensive use of a range of notations to plan, record and review their ideas.</th>
<th><strong>Performing:</strong> vocal and instrumental parts in reggae music. <strong>Composing:</strong> making up riffs and bass lines that include features of reggae music; arranging musical ideas for group performance.</th>
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