

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	<p data-bbox="264 387 595 488">Listening, Analysis and Historical Study: The Symphony</p> <p data-bbox="264 1102 427 1129">Composition</p>	<p data-bbox="618 387 916 520">How did the Symphony originate and develop between 1750 and 1830?</p> <p data-bbox="618 1102 916 1278">How to compose from 'the ground up'; a study of harmony and its place in successful compositions</p>	<p data-bbox="938 387 1704 735">This area of study focuses on the development of the symphony through the Classical and Romantic eras. The symphony, as it developed, was considered to be the most important instrumental genre of the eighteenth and nineteenth centuries and contains some of the most exciting orchestral repertoire of the period. The development of the symphony went hand in hand with the development of the orchestra into a grand and powerful force. Equally grand forms and structures were needed to allow the instruments to demonstrate their full potential and with this we see the emergence of sonata form.</p> <p data-bbox="938 783 1682 916">An examination of the through study of: Mannheim school, Viennese school, the works of A. Scarlatti, G.B. Sammartini, J. Stamitz, C.P.E. Bach, J. Haydn, W.A. Mozart, Beethoven, Schubert, Weber and Berlioz.</p> <p data-bbox="938 963 1700 1064">Identifying features from audio extracts such as instrumentation, techniques of orchestration, melody, harmony, tonality, structure and a plethora of musical devices.</p> <p data-bbox="938 1112 1700 1315">To build on work covered at KS4 To develop and deepen an awareness of compositional concepts, focusing on harmonic development from small motifs and sequences into larger-scale structures To develop understanding of texture, instrumentation and how varying both can improve idiomatic writing</p>	<p data-bbox="1727 387 2107 414">How understanding is assessed</p> <ul data-bbox="1783 422 2119 667" style="list-style-type: none"> ● Analysis questions, aural past papers, discussion in lessons, sample problems, essays. ● Homework and tests involving past paper questions <p data-bbox="1727 730 1794 758">Skills</p> <ul data-bbox="1783 766 2074 866" style="list-style-type: none"> ● Analysis, evaluation, aural skills, extended writing. <p data-bbox="1727 930 2096 957">Assessment Point information</p> <ul data-bbox="1783 965 2119 1082" style="list-style-type: none"> ● Past Paper Mock Question using Eduqas mark scheme.

	Jazz	This area of study focuses on prominent genres from the world of Jazz between 1920 and 1950.	<p>This area of study focuses on prominent genres from the world of Jazz between 1920 and 1950. Jazz is universally recognised as one of America’s most original art forms, an unquestionable musical phenomenon that originated in African/American communities in the late nineteenth and early twentieth centuries. Initially, Jazz emerged as a fusion of African and European music, with Ragtime and Blues being the important precursors of the style. The vitality of the music reflected the significant social and cultural changes taking place in American society during this time, ultimately capturing the imagination of a worldwide audience. During the ‘Roaring Twenties’ musicians such as Louis Armstrong, Duke Ellington and Count Basie travelled the country spreading their new sounds. From there, the phenomenon grew and many distinctive and diverse styles were to emerge. Amongst others, Big Bands became popular in the 1930s, and the 1940s witnessed the more challenging Bebop style.</p> <p>Students study the fascinating sociological changes that led to the musical changes, and become familiar with twenty key pieces from the Jazz repertoire (known as “standards”), through performance and improvisation.</p> <p>As Jazz is an aural music, lots of listening is required, and students are encouraged to explore the repertoire themselves, and familiarise themselves with major artists and recordings.</p>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Analysis questions, aural past papers, discussion in lessons, sample problems, essays. • Homework and tests involving past paper questions <p>Skills</p> <ul style="list-style-type: none"> • Analysis, evaluation, aural skills, extended writing. <p>Assessment Point information</p> <ul style="list-style-type: none"> • Past Paper Mock Question using Eduqas mark scheme.
Spring	Listening, Analysis and Historical Study: The Symphony	How did the Symphony originate and develop between 1830 and 1900?	The Symphony beyond Beethoven, including Mendelssohn, Brahms and other seminal works.	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Analysis questions, aural past papers, discussion in lessons, sample problems, essays.

	Twentieth Century Repertoire	<p>What are the principal developments in twentieth century repertoire?</p> <p>Continuation of Jazz</p> <p>Continuation of composition</p>	<p>Identifying features from audio extracts such as instrumentation, techniques of orchestration, melody, harmony, tonality, structure and a plethora of musical devices.</p> <p>Area of study E: Into the Twentieth Century. This area of study focuses on the distinct musical styles of the early twentieth century, which was a time of change and experimentation in music. Both the symphony and the orchestra had reached considerable proportions by the end of the nineteenth century and many composers such as Debussy, Ravel, Schœnberg and Stravinsky were starting to look for new ways to create music, often preferring clarity and sparseness of timbre and texture over late Romantic indulgence. This resulted in the emergence of several diverse schools of composition during the period, including Impressionism, Expressionism and Neo-classicism.</p> <p>This area of study focuses on prominent genres from the world of Jazz between 1920 and 1960.</p> <p>To continue work in this field; much of the first free-choice composition should be structured during this term</p>	<ul style="list-style-type: none"> Homework and tests involving past paper questions <p>Skills</p> <ul style="list-style-type: none"> Analysis, evaluation, aural skills, extended writing. <p>Assessment Point information</p> <ul style="list-style-type: none"> Past Paper Mock Question using Eduqas mark scheme.
Summer	<p>Mock Paper Taken from the AS Paper.</p> <p>Techniques of Composition</p>	<p>Mock Paper Taken from the AS Paper.</p> <p>How does the grammar of eighteenth and nineteenth-century harmony work in practice?</p>	<p>Based on the areas of study and general aural and appraising skills.</p> <p>Using knowledge embedded in Autumn and Spring, we now apply these to smaller scale composing tasks, leading to larger-scale compositional tasks, using both Western Art Music, Jazz, and contemporary styles to inspire free composition.</p> <p>By the end of this term, the first composition will be completed</p>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> Mock Paper. Short composing exercises leading to longer compositional tasks. <p>Skills</p> <ul style="list-style-type: none"> Analysis, Aural Skills, Composing.

	Aural and revision of the development of the Symphony and Jazz	Revision of the development of the symphony Revision of Jazz works studied earlier in the year.		Assessment Point information <ul style="list-style-type: none">• Mock Paper.
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