

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	<p data-bbox="266 384 640 555">Listening, Analysis and Historical Study: Area of study A: The Western Classical Tradition (The Development of the Symphony 1750–1900)</p> <p data-bbox="266 1139 533 1203">Area of study D: Jazz 1920–1960: Cool jazz.</p>	<p data-bbox="663 384 954 517">How did the Symphony originate and develop between 1750 and 1900?</p> <p data-bbox="663 1139 936 1310">This area of study focuses on prominent genres from the world of Jazz between 1920 and 1950.</p>	<p data-bbox="992 384 1637 699">This area of study develops pupils' understanding of the development of the symphony through the Romantic era. 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.</p> <p data-bbox="992 743 1592 879">Pupils will study two set works: Haydn's Symphony No. 104 in D major (complete) and Mendelssohn's Symphony No. 4 in A major 'Italian'</p> <p data-bbox="992 924 1637 1059">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="992 1139 1637 1310">Area of study D: Pupils develop their understanding of Jazz from Year 12 through the study of Cool Jazz (1950–60). Pupils study the works of Miles Davis, Lee Konitz, Gerry Mulligan, Chet Baker, Stan Getz and Gil Evans.</p>	<p data-bbox="1671 384 2047 411">How understanding is assessed</p> <ul data-bbox="1715 421 2128 592" 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="1671 655 1733 683">Skills</p> <ul data-bbox="1715 692 2074 756" style="list-style-type: none"> ● Analysis, evaluation, aural skills, extended writing. <p data-bbox="1671 820 2033 847">Assessment Point information</p> <ul data-bbox="1715 857 2078 927" style="list-style-type: none"> ● Past Paper Mock Question using Eduqas mark scheme. <p data-bbox="1671 1070 2047 1098">How understanding is assessed</p> <ul data-bbox="1715 1107 2128 1278" 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="1671 1342 1733 1369">Skills</p> <ul data-bbox="1715 1378 2074 1442" style="list-style-type: none"> ● Analysis, evaluation, aural skills, extended writing.

	<p>Area of study E: Into the Twentieth Century</p>		<p>Area of study E: Into the Twentieth Century</p> <p>Pupils will study the works of representative European composers from the period as a basis for understanding how music is created, developed and performed for different audiences in the late nineteenth and early twentieth centuries. The development of music in this period is categorised into successive but overlapping 'schools' of composition. Learners will study three of them:</p> <ol style="list-style-type: none"> 1 Impressionism 2 Expressionism (including Serialism) 3 Neo-classicism <p>Pupils will study the following two set works in depth: Poulenc's Trio for Oboe, Bassoon and Piano, Movement II</p> <p>Debussy's Three Nocturnes, Number 1, Nuages</p> <p>In order to gain a breadth of understanding of how music developed in different social and cultural contexts during the period, the following composers are suggested for study: Debussy, Ravel, Schoenberg, Berg, Webern, Stravinsky, Poulenc and Prokofiev</p> <p>Pupils will prepare their recitals and compositions.</p>	<p>Assessment Point information</p> <ul style="list-style-type: none"> ● Past Paper Mock Question using Eduqas mark scheme. <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	<p>Exam Preparation and Completion of Coursework</p>		<p>Recitals completed in March to an external visiting assessor.</p>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> ● Analysis questions, aural past papers, discussion in lessons, sample problems, essays.

			Compositions finished by the end of the Spring term; performed and recorded.	<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	n/a	n/a	n/a	n/a