



Music

## Year 7 - Half Term 1 – Bridging Unit

<b>Prior Learning</b>	Most pupils will have done some music at primary school but the provision varies greatly from school to school. Most feeder primaries tend to have very little dedicated time for music, delivered by a specialist teacher, beyond year 4. One primary has had more formal brass lessons and a handful of pupils will have had more formal private music lessons.
<b>What will I learn?</b>	<p>This module aims to cater for pupils of differing musical backgrounds and aims to assess their starting musical points. We will explore the elements of music and how we can use them to create different moods and feelings.</p> <p>We will also look at program music with a focus on ‘Pictures at an Exhibition’ by Mussorgsky, one of our great composers, and explore how music can be used to tell a story. Pupils will combine these elements of music in a group composition to tell the story of several great works of art. This will culminate in a recorded class performance.</p> <p>In this module there is a focus on group work skills as well as on musical outcomes.</p>
<b>Next Steps</b>	Group work is a big part of KS3 music and is a transferable life skill too. This module sets expectations in music for future tasks. The elements of music are the foundation of music underpin all work undertaken at KS3 and far beyond.
<b>Personal Development</b>	This unit helps develop pupils’ resilience, group skills and confidence. Pupils look at their own skills and work out how to compromise and time manage within a group. There is also a big focus on developing resilience and building the confidence to perform in front of others in the final lesson.
<b>Key vocabulary</b>	<b>Dynamics, tempo, texture, melody,</b> structure, instrumentation, rhythm, percussion, <b>communicate, contribute, create.</b>
<b>How and when will I be assessed?</b>	The final assessment will be a class performance which is recorded and watched back. During the process of creating their composition, pupils are in a continual cycle of self-assessment and refining. The teacher circulates the room and listens and advises several times within the lesson. At the end of each lesson we have 5 or 10 minutes for volunteer performances to show to the class.
<b>Resources to use</b>	<p>Listen to Mussorgsky’s full piece ‘Pictures at an Exhibition’ here:  <a href="https://www.youtube.com/watch?v=kkC3chi_ysw">https://www.youtube.com/watch?v=kkC3chi_ysw</a></p> <p>You could also listen to his original version which was written for the piano:  <a href="https://www.youtube.com/watch?v=s8z1_A-Zlbw">https://www.youtube.com/watch?v=s8z1_A-Zlbw</a></p> <p>For further help and revision on the elements of music, you may find this link useful:  <a href="https://www.bbc.co.uk/bitesize/subjects/zwxhfg8">https://www.bbc.co.uk/bitesize/subjects/zwxhfg8</a></p>
<b>Enrichment opportunities</b>	<p>We offer a wide range of instrumental and vocal lessons in school. If you would like more information on any of these then please email: <a href="mailto:a.ronson@cardinalallen.co.uk">a.ronson@cardinalallen.co.uk</a></p> <p>BBC Ten pieces have a wealth of resources aimed at exploring music at KS3 level and you may find this website useful: <a href="https://www.bbc.co.uk/teach/ten-pieces/get-creative-with-classical-music-at-home/z6tqqp3">https://www.bbc.co.uk/teach/ten-pieces/get-creative-with-classical-music-at-home/z6tqqp3</a></p> <p>You may also like to look at these live lessons connecting music and the arts, particularly the lesson by Ricky Martin from ‘Art Ninja’. He has done the same task as us but the opposite way around where the art comes from the music: <a href="https://www.bbc.co.uk/teach/ten-pieces/masterclasses-and-more-resources/znbpgwx">https://www.bbc.co.uk/teach/ten-pieces/masterclasses-and-more-resources/znbpgwx</a></p>

## Year 7 - Half Term 2 – Keyboard Unit

<b>Prior Learning</b>	For most pupils this is the first time that they will have played a keyboard instrument. Some pupils may have experimented with tuned percussion at primary school, they may have learnt a melody on a keyboard or piano app at home or even had more formal piano and/or keyboard lessons. This course allows pupils to start at a level appropriate to them and their prior learning.
<b>What will I learn?</b>	Pupils start with the basics of reading music notation and applying it on the keyboards. Pupils progress at their own rate through a series of interactive tasks. For those with previous piano or keyboard skills, a differentiated keyboard course is followed to allow further progress (see below for further details on this). By the end of the project, pupils should know how to read pitch in the treble clef. They should also be able to read minims, crotchets and quavers. Pupils should be able to use the correct technique: using right hand and 5 fingers. All pupils will be able to find the notes C, D, E, F and G on the keyboard and some will also go on to notes out of the first hand position to also include some sharps. The overall aim of this module is for pupils to progress at their own rate using correct keyboard technique to set the foundations for future keyboard work. All resources can be found in the Y7 shared area and each week, pupils will pick up where they left off. Each piece becomes progressively harder. Pupils work in pairs with someone who is on the same level as themselves (teacher managed). Pupils who already have good keyboard skills and can already play pieces beyond the difficulty of the hardest pieces within the general course, will follow the 'Complete Keyboard Player' book which uses the keyboard style chords if they are a piano player. If they are a keyboard player then they will follow the 'Piano Time 1' book to learn the bass clef and piano rather than chords. Those who already have a good understanding of notation, including on instruments other than keyboard instruments, will also learn about dotted rhythms, and learn to read bass clef.
<b>Next Steps</b>	Understanding of how to play keyboard instruments, finding the notes unaided and how to read basic musical notation, underpins much of the practical and theoretical work which we cover in KS3 and beyond.
<b>Personal Development</b>	This unit helps develop pupils' resilience and confidence. There is a focus on metacognition such as planning how to approach a learning task, using appropriate skills and strategies to solve a problem and evaluating progress toward the completion of a task. There is also a big focus on developing resilience and building the confidence to ultimately perform in front of others in the final lesson. This performance is all about celebrating success and acknowledging the progress made in 7 weeks and feeling proud of their achievement.
<b>Key vocabulary</b>	Keyboard, voice, style, <b>tempo</b> , stave, treble clef, minim, crotchet, quaver, <b>assess, focus section, secure.</b>
<b>How and when will I be assessed?</b>	Due to the nature of the subject, pupils are continually self-assessing in order to improve their work. They mainly work in pairs and their partner peer assesses them once they feel ready to move on to the next level of work. The teacher circulates the room and listens and advises several times within the lesson. At the end of each lesson we have 5 or 10 minutes for volunteer performances to show to the class. At the end of the unit we have a 'celebration' assessment where pupils perform their best piece or the one which they are most proud of.
<b>Resources to use</b>	The best resource is for you to dust off that keyboard that has been lurking under the stairs for them to practise on! There are countless free piano apps which are also very good and some that teach a few melodies too. Some pupils enjoy learning their favourite melodies on YouTube and learn best this way. If you are after written down music, a simple search online will find many well-known melodies. For help with notation and theory, this website is very good <a href="https://www.musictheory.net/">https://www.musictheory.net/</a> and explains most things in an easy to understand way.
<b>Enrichment opportunities</b>	We offer a wide range of instrumental and vocal lessons in school. If you would like more information on any of these then please email: <a href="mailto:a.ronson@cardinalallen.co.uk">a.ronson@cardinalallen.co.uk</a> Feeling inspired? Watch highlights from the final of BBC Young Musician 2020 Keyboard Final. <a href="https://www.youtube.com/watch?v=UUUTz52rr2E">https://www.youtube.com/watch?v=UUUTz52rr2E</a>

## Year 7 - Half Term 3 – Instruments of The Orchestra

<b>Prior Learning</b>	Most pupils will have done some idea of what an orchestra is and some of the instruments that are in one. Some pupils may be able to identify individual instruments by sight and/or sound but not all. Pupils have looked at percussion instruments in detail as part of module 1 and have heard an orchestra and looked at a few key instruments as part of looking at 'Pictures at an Exhibition' also as part of that module. Pupils revisit and build on the elements of music from Module 1.
<b>What will I learn?</b>	Pupils will start by looking at how sound is produced through vibration, sound waves and how the ear hears them, making links with science. Pupils then use this knowledge to explore the different families of instruments individually. The pupils are able to try all of these instruments and explore how they produce their sound and how they change pitch etc. Pupils then do a research and listening based project on one of the families of instruments. As part of this module, a more formal approach to listening and appraising is taken with basic listening exercises related to Saint Saen's 'Carnival of Animals'. This builds on and further develops the elements of music which were explored in Year 7 Module 1.
<b>Next Steps</b>	Pupils will need to know their instruments in future modules of work throughout KS3 and beyond. Understanding how sound works also supports future work in the sciences. The elements of music and listening skills are core musical skills that are used in every module of work covered in music.
<b>Personal Development</b>	Pupils develop their cultural understanding of music and its place in society. Pupils continue to work on the development of their personal skills, accepting differing points of view and working on their communication skills both orally and in written form.
<b>Key vocabulary</b>	<b>Dynamics, tempo</b> , melody, percussion, strings, brass, woodwind, <b>orchestra</b> , vibration <b>role, research</b> .
<b>How and when will I be assessed?</b>	You will have several mini listening self-assessed tests throughout this module and a more formal final listening test at the end of the module. You will also present your research to the class with a focus on presentation skills.
<b>Resources to use</b>	You may find the following websites useful to find out more about the orchestra: <a href="https://www.classicsforkids.com/music/instruments_orchestra.php">https://www.classicsforkids.com/music/instruments_orchestra.php</a> <a href="http://www.sfskids.org/classic/templates/musiclab.asp?pageid=4">http://www.sfskids.org/classic/templates/musiclab.asp?pageid=4</a> <a href="https://wiki.kidzsearch.com/wiki/Orchestra">https://wiki.kidzsearch.com/wiki/Orchestra</a>
<b>Enrichment opportunities</b>	We offer a wide range of instrumental and vocal lessons in school. This includes all of the instruments that we will be looking at within this module of work. If you would like more information on any of these then please email: <a href="mailto:a.ronson@cardinalallen.co.uk">a.ronson@cardinalallen.co.uk</a> Want to see a real orchestra? Have a look at the exciting concerts coming up at Blackpool's very own Symphony Orchestra in their centenary concerts : <a href="http://blackpoolsymphony.co.uk/home">http://blackpoolsymphony.co.uk/home</a> Look carefully and you may even spot Miss Ronson playing too! If you're heading further afield to Manchester, you may even want to check out the BBC Philharmonic who are based at the MediaCityUK in Salford Quays <a href="https://www.bbc.co.uk/philharmonic">https://www.bbc.co.uk/philharmonic</a>

## Year 7 - Half Term 4 – Music and the Media: Advertising

<b>Prior Learning</b>	Pupils will have looked at advertising and writing to persuade as part of the English curriculum at Primary school and will have looked at persuasive writing in Y7 English too. We use both keyboard and percussion instruments in this work which they have worked on as part of Modules 1 and 2.
<b>What will I learn?</b>	<p>Pupils begin by recapping the purpose of adverts before exploring a few successful adverts, looking at their main features. Examples are used from across different decades in order to make comparisons there too.</p> <p>We then look at how music can affect mood in film sequences and draw comparisons in adverts. We look at the industry as a whole and what is meant by 'target market' before learning about how someone in the industry goes about creating the music and 'jingle' for an advert.</p> <p>We will be creating music to go with an advert for smarties. They will be completing this in pairs to combine underscoring, sound effects, mickey mousing and jingles/slogans in their final piece. For this task they will mainly be using keyboards to record their underscore and then they will use a variety of percussion and/ or their own instruments to add the sound effects.</p>
<b>Next Steps</b>	Music and the Media is revisited again in Year 8 but with a focus on Film Music for which many of the concepts are the similar. For those who opt for GCSE Music, Film Music is one of the modules which is studied in more detail. The skills developed in this module are also transferable and build into other subjects such as English and Media.
<b>Personal Development</b>	During this module we have a focus on the creative industries and touch on some of the possible careers that currently exist. We also continue to develop pupil's social skills in an inclusive environment whilst continuing to work at co-operating well with each other. Pupils continue to develop their confidence and resilience as part of this task.
<b>Key vocabulary</b>	Instrumentation, <b>underscore</b> , <b>mikey- mousing</b> , <b>advertising</b> , media, jingle, creative industries, <b>create</b> , <b>evaluate</b> .
<b>How and when will I be assessed?</b>	This unit is assessed by a final assessment of the pupils' advert. In the build up to this assessment there are more informal performances to demonstrate that pupils have understood key concepts before attempting their final advert.
<b>Resources to use</b>	For more on advertising slogans: <a href="https://www.youtube.com/watch?v=QTI6xUFxyOY&amp;feature=emb_logo">https://www.youtube.com/watch?v=QTI6xUFxyOY&amp;feature=emb_logo</a> classic adverts from the 80s: <a href="https://www.youtube.com/watch?v=86CZQGdxyMs">https://www.youtube.com/watch?v=86CZQGdxyMs</a>
<b>Enrichment opportunities</b>	We offer a wide range of instrumental and vocal lessons in school. If you would like more information on any of these then please email: a.ronson@cardinalallen.co.uk . Pupils are also able to book practise rooms directly with Miss Ronson for use at lunchtimes or after school. If you would like to see what is involved in media production, take a trip to MediaCityUK where you can go on various tours throughout the year. Keep an eye on their what's on page <a href="http://www.mediacityuk.co.uk/whats-on/">http://www.mediacityuk.co.uk/whats-on/</a> or sign up to one of their exciting tours: <a href="https://www.bbc.co.uk/showsandtours/tours/bbc-tour-at-mediacityuk">https://www.bbc.co.uk/showsandtours/tours/bbc-tour-at-mediacityuk</a>

## Year 7 - Half Term 5 – The Voice: Song writing

<b>Prior Learning</b>	This module of work builds on how sound works from the Instruments of the Orchestra module of work in Y7 HT3 and also builds on previous vocal work in other modules and assemblies.
<b>What will I learn?</b>	We begin by looking at how the voice and vocal cords work from a scientific perspective. Vocal games and warm ups are introduced to look at the different parts that make up speech. We then look at beat-boxing and have a focus on non-verbal communication within a group. From here, pupils explore how to write a song. We start from a title and look at how lyrics evolve from his starting point. Pupils then work as a group to write their song lyrics before we then set the lyrics to music. Pupils create their song to back backing track in their chosen style. The final part of this project is to bring together all the ideas covered in the unit to perform a credible performance of their original song.
<b>Next Steps</b>	Pupils continue to develop their singing skills in future modules such as the ukulele module in half term 6 of Year 7. They also use their voices in singing assemblies and also when we celebrate Mass as a school. Pupils go on to develop their compositional skills during such modules as Blues in Year 8. At a later stage, composition forms part of the assessment at GCSE level for those that opt for it.
<b>Personal Development</b>	During this module we have a focus on the creative industries and touch on some of the possible careers other that currently exist to support the singers. We also continue to develop pupil's social skills in an inclusive environment whilst continuing to work at co-operating well with each other. Pupils continue to develop their confidence and resilience as part of this task.
<b>Key vocabulary</b>	Vocal cords, vibration, <b>diction</b> , hook, verse, <b>chorus</b> , <b>create, evaluate, participate, structure</b> .
<b>How and when will I be assessed?</b>	The main assessment for this unit is the final performance of the composition. There is a mid-term assessment to look at developing aspects of a good performance which occurs after week 2 of this module. Pupils look back at this to help them make informed decisions about their final performance.
<b>Resources to use</b>	There are many good videos available on YouTube to help you get started on song lyrics. This is an example of a good one: <a href="https://www.youtube.com/watch?v=9G4zOiWr7Kw">https://www.youtube.com/watch?v=9G4zOiWr7Kw</a> If you play an instrument, you may want to search for one that is more specific to your instrument as there are many available.
<b>Enrichment opportunities</b>	We offer a wide range of instrumental and vocal lessons in school. If you would like more information on any of these then please email: <a href="mailto:a.ronson@cardinalallen.co.uk">a.ronson@cardinalallen.co.uk</a> If you would like to hear a real choir locally then you might want to hear Fleetwood Choral Society <a href="http://www.fleetwoodchoral.org.uk/">http://www.fleetwoodchoral.org.uk/</a> Interested in joining a choir yourself? Join our school choir or the Lancashire Sing It Big youth choir <a href="https://singitbig.com/youth-choir">https://singitbig.com/youth-choir</a>

## Year 7 - Half Term 6 – Ukulele

<b>Prior Learning</b>	Most pupils will not have learned how to play ukulele before. Some have played at primary school and is also an instrument which some people have at home. Some pupils will have had or have guitar lessons and the skills are easily transferable. The module caters for all abilities and pupils work to their strengths.
<b>What will I learn?</b>	We begin lessons looking at where the ukulele comes from and what it sounds like. From here pupils learn about what a chord is and learn how to play some basic chords on the ukulele. At first there is a focus on strumming together as a class in time to a backing track before we then go on to combining it with singing. Over the next few weeks we put together some simple songs in small groups with a focus on listening and ensemble skills. In the last few weeks, pupils pick their final performance song to work towards a final performance to showcase their ability on the instrument. For those pupils with prior experience on the instrument or for those that take to it very well, the RockSchool Ukulele graded books are used.
<b>Next Steps</b>	Pupils revisit chords on a number of different instruments in different module. For example, they are covered in Blues music in Year 8 and on keyboards and guitars in the 'Rock Band' module in Year 9. We also revisit the ukulele as a discrete skill at the start of Year 9. Understanding chords is a basic requirement at GCSE level and helps with composing. Some students go away and buy ukuleles as a direct result of enjoying this module as they are a very accessible and affordable instrument for the home.
<b>Personal Development</b>	During this module we continue to develop pupil's social skills in an inclusive environment whilst continuing to work at co-operating well with each other. Pupils continue to develop their confidence and resilience as part of this task. We use the 'levelling up' model to encourage active participation with a focus on pupils being responsible for their learning and that of others.
<b>Key vocabulary</b>	Ukulele, Hawaii, strum, fretboard, <b>chord</b> , chord chart, lyrics, <b>interact, participate.</b>
<b>How and when will I be assessed?</b>	The main assessment for this unit is the final performance and recording of the groups chosen piece. Before this takes place, there are many mini performances to check understanding of concepts. Some of these take place competitively in class whilst others are just in front of the teacher in order to give feedback and develop work further.
<b>Resources to use</b>	There are many good videos available on YouTube to help you get started. You may also want to listen to The Ukulele Orchestra of Great Britain. These are some of the videos that we have talked about in class. <a href="https://www.youtube.com/watch?v=sfmAeijj5cM">https://www.youtube.com/watch?v=sfmAeijj5cM</a> <a href="https://www.youtube.com/watch?v=V1bFr2SWP1I">https://www.youtube.com/watch?v=V1bFr2SWP1I</a> <a href="https://www.youtube.com/watch?v=uh4dTLJ9q9o">https://www.youtube.com/watch?v=uh4dTLJ9q9o</a> <a href="https://www.youtube.com/watch?v=WmGv6fwgCt4">https://www.youtube.com/watch?v=WmGv6fwgCt4</a>
<b>Enrichment opportunities</b>	We offer a wide range of instrumental and vocal lessons in school. If you would like more information on any of these then please email: <a href="mailto:a.ronson@cardinalallen.co.uk">a.ronson@cardinalallen.co.uk</a> . Want to join a group? We have a school Ukulele Group which runs in the summer term. You may also want to contact the Fylde Ukulele Network as they run concerts and workshops locally throughout the year <a href="http://www.fyldeukulele.bravesites.com/">http://www.fyldeukulele.bravesites.com/</a>

## Year 8 - Module 1 – World Music

<b>Prior Learning</b>	For most pupils, the study of different styles of world music is new to them but it does build on many of the skills and elements of music which they have covered throughout Year 7. Most pupils may have some geographical knowledge of these countries but may not know about some of their customs and traditions. Some pupils may have studied Samba music in years 3 and 4. Instruments used are percussion and keyboard instruments, both of which pupils are familiar with as they have been used in Y7 especially in HT1.
<b>What will I learn?</b>	<p>Pupils begin by exploring how many styles there are in the Western Tradition (classical, folk and pop) before thinking about what is meant by the term World Music. This module is a whistle stop tour of a few different styles from around the world and we begin in Africa with African drumming. Pupils learn about the importance of drumming and music in West Africa. They then work at a whole class performance before splitting in to groups to create their own structured composition. The next destination is Indonesia and the Gamelan Music from Java and Bali. This music is a layered composition which is created in pairs on the keyboards. The final destination is Brazil and Samba Music. This is worked on and performed as a whole class performance and students take it in turns to lead and direct the ensemble.</p> <p>In every genre covered, we look at how the music may sound different but the essential building blocks of music are the same. We also look at the influence of culture on musical styles.</p> <p>Throughout this module we build on our use of the Elements of Music through both practical and appraising tasks. As part of developing listening skills, a slightly more formal approach to listening tasks is taken in order to prepare skills needed for either a life-long appreciation of music or to ease the way into GCSE listening tasks.</p>
<b>Next Steps</b>	Many of the key-terms used in this module are building blocks for future work in differing styles. This module leads directly into their next module of 'Slavery and the Blues' and also gives a strong foundation for those opting for GCSE Music to understand where musical fusions come from. Group work is a big part of KS3 music and is a transferable life skill too.
<b>Personal Development</b>	This module helps pupils to have an appreciation for cultures other than their own whilst promoting responsible, respectful and culturally aware citizens who are able to play their part and become actively involved in public life as adults. Resilience, group skills and confidence continue to be built on. Pupils keep developing their ability to compromise and time manage within a group.
<b>Key vocabulary</b>	Genre, call and response, <b>unison</b> , <b>polyrhythm</b> , djembe, Indonesia, Gamelan, <b>pentatonic</b> , heterophonic, <b>structure</b> , <b>style</b> .
<b>How and when will I be assessed?</b>	Each genre is explored for 2 weeks and at the end of each of these, the pupils' performances are recorded and watched back the following week. These performances are all very varied and an average mark of the 3 performances is awarded at the end of the module.
<b>Resources to use</b>	<p>African Music and culture: <a href="https://www.youtube.com/watch?v=IVPLluBy9CY">https://www.youtube.com/watch?v=IVPLluBy9CY</a> Gamelan Orchestra: <a href="https://www.youtube.com/watch?v=UEWCCSuHsuQ">https://www.youtube.com/watch?v=UEWCCSuHsuQ</a> Samba Batacuda: <a href="https://www.youtube.com/watch?v=jQLvGghaDbE">https://www.youtube.com/watch?v=jQLvGghaDbE</a></p> <p>You may like to learn more about world music and BBC Bitesize has a wealth of resources online. They are aimed at GCSE revision but are quite accessible at KS3 level too. <a href="https://www.bbc.co.uk/bitesize/guides/zhsny4j/revision/1">https://www.bbc.co.uk/bitesize/guides/zhsny4j/revision/1</a></p>
<b>Enrichment opportunities</b>	<p>If you have enjoyed this module, you might be interested in drumming or keyboard lessons in school. We offer a wide range of instrumental and vocal lessons in school. If you would like more information on any of these then please email: <a href="mailto:a.ronson@cardinalallen.co.uk">a.ronson@cardinalallen.co.uk</a>.</p> <p>If you enjoy a wide variety of musical styles, you may want to keep an eye on this website to find out what is on locally as we have a huge variety of genres in festivals and workshops in and around Lancashire: <a href="https://www.visitlancashire.com/whats-on/music-festivals-and-gigs">https://www.visitlancashire.com/whats-on/music-festivals-and-gigs</a></p>



## Year 8 - Module 2 – Slavery and The Blues

<b>Prior Learning</b>	Last term pupils explored African Music and this module directly rolls on from this genre (Y8 Module 1). The main instrument used in this module is the keyboards. Pupils revisit traditional notation and keyboard (Y7 HT2) and learn a piece which goes out of the first hand position and introduced flats and sharps. Pupils revisit work on chords which was first introduced as part of the year 7 ukulele module (Y7 HT6).
<b>What will I learn?</b>	<p>Pupils begin by learning about the slave trade in America which they have not studied in History by this point. Pupils then look at the importance of work songs for the slaves and how many of the features in these stem from the music which we studied in module 1. Pupils learn how to understand and play the chords of the 12-bar blues on keyboards. The following lesson, pupils learn how to improvise on the blues scale and put this over the 12-Bar Blues chord sequence. From here, we revisit notation and move to the 1950s Rock and Roll era and learn to play <i>Rock Around the Clock</i>.</p> <p>In the final two lessons, pupils put together a longer performance which includes all of the elements which have been covered in the module. There are also several listening tasks related to this musical style which are used throughout the module.</p>
<b>Next Steps</b>	Blues music lays the foundations for nearly all popular musical styles of today. Pupils learn about how chords work in this module and these chords underpin all music. They are directly revisited in Year 9 band work modules. Understanding chords also helps with composition tasks at GCSE level.
<b>Personal Development</b>	This module helps pupils to have an appreciation for cultures other than their own whilst promoting responsible, respectful and culturally aware citizens who are able to play their part and become actively involved in public life as adults. Resilience, group skills and confidence continue to be built on. Pupils keep developing their ability to compromise and time manage within a group.
<b>Key vocabulary</b>	Blues, slave trade, exploitation, <b>chords</b> , blues scale, <b>improvisation</b> , <b>call and response</b> , <b>discriminate</b> , <b>structure</b> , <b>tradition</b> .
<b>How and when will I be assessed?</b>	The main assessment for this work is a final recorded performance to the class which demonstrates an understanding of chords, performance of a melody and an improvisation within one piece. In the lead up to this final piece, each component is assessed separately in a more informal setting.
<b>Resources to use</b>	To find out more about the Blues, this BBC Bitesize link is very good and uses excellent examples: <a href="https://www.bbc.co.uk/bitesize/guides/zjhtng8/revision/1">https://www.bbc.co.uk/bitesize/guides/zjhtng8/revision/1</a>
<b>Enrichment opportunities</b>	If you have enjoyed this module, you might be interested in drumming, guitar or keyboard lessons in school. We offer a wide range of instrumental and vocal lessons in school. If you would like more information on any of these then please email: <a href="mailto:a.ronson@cardinalallen.co.uk">a.ronson@cardinalallen.co.uk</a> . If you want to hear more Live Jazz and Blues, this website lists all the upcoming events that are happening locally so take a look to see what is on: <a href="https://www.allgigs.co.uk/whats_on/Lancashire/jazz_and_blues-1.html">https://www.allgigs.co.uk/whats_on/Lancashire/jazz_and_blues-1.html</a>

## Year 8 - Module 3 – Music and the Media: Film Music

<b>Prior Learning</b>	Pupils have previously studied music and the media with a focus on advertising in year 7 HT 4. This module builds on many of those skills but develops those skills by including a greater focus on how moods change over time.
<b>What will I learn?</b>	Pupils begin by thinking about why music exists in film. We look back at the very first moving images before we arrive at the very first films and how music went from the very first ‘silent films’ to the films of today. We look at the importance that music has in setting an atmosphere and suggesting character traits (leitmotif). We explore different moods in film and how they are created using the elements of music before trying these out in a more practical way. For this task we use a variety of classroom instruments. Once we have looked at the techniques used in writing music for film, we begin a film music composing task that bring all these techniques together. In the last lessons before the end of the academic year, we spend a lesson looking at electronic music and how it can be used to generate music for film using technology.
<b>Next Steps</b>	Pupils will have gained an understanding of how and why music affects us when we watch films. They will have gained an insight into the production of the music and sound effects that are used in film which should give them a life-long appreciation of film music. Beyond KS3, pupils may study Film Music as part of the GCSE Music syllabus and it also forms part of Media related GCSEs and BTECs.
<b>Personal Development</b>	Pupils develop their cultural understanding of music and its place in society. Pupils continue to work on the development of their personal skills, accepting differing points of view and working on their communication skills both verbally and musically. Throughout the module, there is a strong focus on promoting careers that exist in the creative industries.
<b>Key vocabulary</b>	Silent movie, talkies, <b>underscore</b> , <b>leitmotif</b> , motif, atmosphere, sound effect, mickey-mousing, <b>affect</b> , <b>technology</b> .
<b>How and when will I be assessed?</b>	The main assessment for this work is a final recorded performance to the class which demonstrates an understanding of the techniques involved in creating film music.
<b>Resources to use</b>	If you would like to have a go at creating your own music from home, you may find this useful: <a href="https://www.bbc.co.uk/bitesize/topics/zhdscw/articles/zmnk47h">https://www.bbc.co.uk/bitesize/topics/zhdscw/articles/zmnk47h</a> The importance of music in film: <a href="https://www.youtube.com/watch?v=iSkJFs7myn0">https://www.youtube.com/watch?v=iSkJFs7myn0</a> If you would like to find out more about the history of film music: <a href="https://www.youtube.com/watch?v=B2NT-EHmJ28">https://www.youtube.com/watch?v=B2NT-EHmJ28</a>
<b>Enrichment opportunities</b>	We offer a wide range of instrumental and vocal lessons in school. If you would like more information on any of these then please email: <a href="mailto:a.ronson@cardinalallen.co.uk">a.ronson@cardinalallen.co.uk</a> . If you would like to see what is involved in media production, take a trip to MediaCityUK where you can go on various tours throughout the year. Keep an eye on their ‘what’s on’ page <a href="http://www.mediacityuk.co.uk/whats-on/">http://www.mediacityuk.co.uk/whats-on/</a> or sign up to one of their exciting tours: <a href="https://www.bbc.co.uk/showsandtours/tours/bbc-tour-at-mediacityuk">https://www.bbc.co.uk/showsandtours/tours/bbc-tour-at-mediacityuk</a>

## Year 9 – Module 1 – Electronic Dance Music

<b>Prior Learning</b>	Pupils have briefly looked at using the Mixcraft 8 program at the end of Year 8 Module 3 and so know the basic functions and how to use loops to create a piece of music. Pupils have looked at composing within a given structure during modules in Y7 and 8 (Y7 HT1, HT4, HT5 and Y8 M1, M2 and M3). Pupils have also worked with layering music in Gamelan music in Y8 M1 and this unit follows the same principles.
<b>What will I learn?</b>	Pupils begin by refreshing their knowledge on how to use the Mixcraft 8 program with a few simple introductory tasks. We then analyse the track 'Children' by Robert Miles and explore how dance tracks are made up of layered loops. Pupils will be given a GCSE style composition brief to compose a dance track. Their EDM style compositions will have a focus on creating a piece which demonstrates use of layers/texture and an understanding of musical structure.
<b>Next Steps</b>	Pupils will have gained an understanding of how dance music is produced and many go on to experiment with online DAW. Beyond KS3, pupils may study Dance Music, and compose in that style, as part of the GCSE Music syllabus.
<b>Personal Development</b>	Pupils continue to work on the development of their personal skills, accepting differing points of view and working on their communication skills both verbally and musically. Throughout the module, there is a strong focus on promoting careers that exist in the creative industries.
<b>Key vocabulary</b>	Tempo, texture, structure, bass, chords, panning, looping, track, audio, DAW, export, sequence.
<b>How and when will I be assessed?</b>	The final assessment of this piece will be an electronic submission of the work produced. This will have been composed to a GCSE style brief (adapted to suit age and ability) and therefore will be assessed against a simplified GCSE style assessment grid.
<b>Resources to use</b>	You may be interested in having a go at this style of music yourselves at home. There are many good online programs you can use. I have used this one in the past and have found it to be very good and user-friendly: <a href="https://www.soundation.com/">https://www.soundation.com/</a>
<b>Enrichment opportunities</b>	We offer a wide range of instrumental and vocal lessons in school. This includes all of the instruments that we will be looking at within this module of work. If you would like more information on any of these then please email: a.ronson@cardinalallen.co.uk If you have enjoyed this style of music and want to hear it being produced live, there are many gigs and festivals which you can go and see both locally and nationally. Most are now family friendly too <a href="https://guides.ticketmaster.co.uk/concerts-and-tours-guide/electronic-music/">https://guides.ticketmaster.co.uk/concerts-and-tours-guide/electronic-music/</a> If you prefer to listen from home, <a href="https://www.youtube.com/watch?v=0NQyOZolwkM">https://www.youtube.com/watch?v=0NQyOZolwkM</a> you can see how a DJ works live.

## Year 9 – Module 2 – Rock Band Intro

<b>Prior Learning</b>	Pupils have done prior modules on both ukuleles and keyboards (Y7 HT2, HT6, Y8 M2, M3) and this project takes many of those same skills and develops them to learn new skills on guitar and bass. Drumming which has been done on single drums in Y7 HT1 and 8 M1 is developed to include use of the full drumkit.
<b>What will I learn?</b>	<p>In Y9, pupils follow the ‘Musical Futures’ Rock Bands programme. Pupils begin by refreshing their knowledge of chords, strumming and listening to each other in an ensemble. They start with this on ukuleles for the first 2 weeks of this module in order to get back to basics. After this pupils learn the very basics of guitar, bass guitar, drum kit and playing chords with 2 hands on keyboards within a carousel of activities. From this starting point, they decide who will be in their band and which instruments they will each be playing. They are given a very simple 3-chord song with an emphasis on getting 4 or 5 individual parts to play together. For those pupils that have previous experience on these instruments, they either play an alternative instrument which is less familiar to them or they are given a more appropriately challenging piece.</p> <p>As part of this module, the approach emphasises real-world learning, using methods that are employed by popular musicians and community practitioners outside of formal settings. Musical Futures is about an approach to learning, rather than a specific musical style genre. There is an emphasis on pupils being resourceful, thinking for themselves and planning their time effectively. Pupils coach and learn from each other with input and guidance from the teacher as required.</p>
<b>Next Steps</b>	Pupils use the same skills in the following module of work. ‘Rock Group 2’ is a direct development of this module except that they choose a piece themselves and have to plan and research the resources needed for their performance, themselves.
<b>Personal Development</b>	In this task, we work at developing pupils’ character and personal traits, defined as dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate well with others. This gives pupils the qualities they need to flourish in our society. Pupils continue to work on the development of their personal skills, accepting differing points of view and working on their communication skills both verbally and musically.
<b>Key vocabulary</b>	Strum, fret board, lyrics, <b>rehearse</b> , time-management, self-control, <b>communicate</b> , <b>contribute</b> , <b>participate</b> , <b>react</b> .
<b>How and when will I be assessed?</b>	The final assessment of this module will be a class performance of their work. The atmosphere is kept very supportive with reminders and reflections to remember that 6 weeks before, they had never picked up most of these instruments. The piece is marked as a GCSE ensemble performance.
<b>Resources to use</b>	To find out more about Musical Futures you may be interested in this website: <a href="https://www.musicalfutures.org/">https://www.musicalfutures.org/</a> As ever, if you are lucky enough to have an instrument at home, YouTube has a huge array of music tutorials,
<b>Enrichment opportunities</b>	We offer a wide range of instrumental and vocal lessons in school. This includes all of the instruments that we will be looking at within this module of work. If you would like more information on any of these then please <u>email: <a href="mailto:a.ronson@cardinalallen.co.uk">a.ronson@cardinalallen.co.uk</a></u> There are many opportunities to see live bands locally, some of these gigs even involve our past pupils. These are generally advertised on local Facebook groups but some bigger events are also publicised on here: <a href="https://www.visitfyldecoast.info/events/">https://www.visitfyldecoast.info/events/</a> Blackpool 6 <sup>th</sup> also host Battle of the Bands events throughout the year which involve their BTEC Music students. Details of these can be found here: <a href="https://www.blackpoolsixth.ac.uk/events/">https://www.blackpoolsixth.ac.uk/events/</a>

## Year 9 – Module 2 – Rock Band Development

<b>Prior Learning</b>	Pupils will have completed 'Rock Band Intro' as a previous module in Y9 M2. Pupils are generally recommended to stay on the same instrument which they chose previously so that they can work at developing their skills on one instrument over time.
<b>What will I learn?</b>	<p>In Y9, pupils follow the 'Musical Futures' Rock Bands programme.</p> <p>We begin the module by reflecting on our successes of the previous module of work. What did we learn from our first attempt? What can we take forward into our next attempt? Etc. We look at the piece which I had chosen for them last time and think about why I may have chosen it as in introductory task. Pupils then have free choice of what piece they would like to perform for this module whilst also considering what would make a sensible choice.</p> <p>Pupils then have to find the chords for their song and plan and research how to play any new chords this piece may have in it. Once they have made these choices, the lesson works in the same way and has a focus on the same skills as in the last module. The approach emphasises real-world learning, using methods that are employed by popular musicians and community practitioners outside of formal settings.</p> <p>There is an emphasis on pupils being resourceful, thinking for themselves and planning their time effectively. Pupils coach and learn from each other with input and guidance from the teacher as required.</p>
<b>Next Steps</b>	For most pupils, this is the end of their formal musical education. It is hoped that pupils take with them a love for music, an appreciation of a wide variety of musical styles and an understanding of how they can access music beyond the classroom. For some, this module is a stepping stone to GCSE Music as many of the skills that they have learned as part of the module will be needed as part of their course.
<b>Personal Development</b>	In this task, we work at developing pupils' character and personal traits, defined as dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate well with others. This gives pupils the qualities they need to flourish in our society. Pupils continue to work on the development of their personal skills, accepting differing points of view and working on their communication skills both verbally and musically.
<b>Key vocabulary</b>	Strum, fret board, lyrics, <b>rehearse</b> , time-management, self-control, <b>communicate</b> , <b>contribute</b> , <b>participate</b> , <b>react</b> .
<b>How and when will I be assessed?</b>	The final assessment of this module will be a class performance of their work. The atmosphere is kept very supportive with reminders and reflections to remember that 12 weeks before, they had never picked up most of these instruments. The piece is marked as a GCSE ensemble performance.
<b>Resources to use</b>	To find out more about Musical Futures you may be interested in this website: <a href="https://www.musicalfutures.org/">https://www.musicalfutures.org/</a> If you are lucky enough to have an instrument at home, YouTube has a huge array of music tutorials.
<b>Enrichment opportunities</b>	We offer a wide range of instrumental and vocal lessons in school. This includes all of the instruments that we will be looking at within this module of work. If you would like more information on any of these then please <a href="mailto:a.ronson@cardinalallen.co.uk">email: a.ronson@cardinalallen.co.uk</a> There are many opportunities to see live bands locally, some of these gigs even involve our past pupils. These are generally advertised on local Facebook groups but some bigger events are also publicised on here: <a href="https://www.visitfyldecoast.info/events/">https://www.visitfyldecoast.info/events/</a> Blackpool 6 <sup>th</sup> also host Battle of the Bands events throughout the year which involve their BTEC Music students. Details of these can be found here: <a href="https://www.blackpoolsixth.ac.uk/events/">https://www.blackpoolsixth.ac.uk/events/</a>

## Year 10 – Half Term 1 – Bridging Unit

<b>Prior Learning</b>	Pupils will all have covered the same content at KS3. Most will have chosen music because they excel in an instrument although some will choose GCSE because they have recently found an interest in music which they wish to develop further. Pupils will come with a basic knowledge of the elements of music although some who read traditional notation regularly will already have quite a good grasp.
<b>What will I learn?</b>	<p>The aims of this module are to prepare pupils for the GCSE music and to take the elements of music and revise and/or consolidate them in a more thorough and in-depth way. The first few tasks will be about getting to know each other by getting together an ensemble piece. For many, this is the first time that they will find themselves in groups with like-minded people. There will be a more formal introduction to music theory and appraising with basic musical literacy developed. These include:</p> <ul style="list-style-type: none"> <li>• Treble and bass clef notes plus their position on the keyboard</li> <li>• Musical elements including: melody, pitch and rhythm, tempo, texture, sonority, dynamics, metre, form and structure, tonality and basic harmony (e.g. chords I, IV and V)</li> <li>• Basic terminology such as forte, piano, triad, conjunct, disjunct, dissonant</li> <li>• Recognition of such devices as repetition, imitation, sequence.</li> </ul> <p>Wherever possible, this will be done in a practical way so as to embed understanding.</p>
<b>Next Steps</b>	This knowledge and understanding will be valuable for all future work at GCSE level and beyond. Pupils need to consolidate their musical literacy in order to be able to access the work covered in class.
<b>Personal Development</b>	In performance tasks, we work at developing pupils' character and personal traits so that they reflect wisely, learn eagerly, behave with integrity and cooperate well with others. This gives pupils the qualities they need to flourish in our society. Pupils continue to work on the development of their personal skills, accepting differing points of view and working on their communication skills both verbally and musically.
<b>Key vocabulary</b>	Treble clef, bass clef, bar, bar line, time signature, key signature, <b>melody, pitch, rhythm, tempo, texture, sonority, dynamics, structure</b> , tonic, dominant.
<b>How and when will I be assessed?</b>	There are 2 main assessments in this half term. The first is a baseline ensemble performance and the second is a knowledge check theory assessment which will take place in more formal conditions. Every week there are quiz style mini-assessments to check understanding from the previous lesson and in order to quickly address any misconceptions.
<b>Resources to use</b>	For more on the course outline: <a href="https://www.eduqas.co.uk/qualifications/music-gcse/#tab_overview">https://www.eduqas.co.uk/qualifications/music-gcse/#tab_overview</a> For help with music theory: <a href="https://www.musictheory.net/">https://www.musictheory.net/</a> and <a href="https://www.musictheoryonline.co.uk/resources/abrsm">https://www.musictheoryonline.co.uk/resources/abrsm</a> are both very good resources. BBC Bitesize Notation: <a href="https://www.bbc.co.uk/bitesize/guides/zjdchbk/revision/1">https://www.bbc.co.uk/bitesize/guides/zjdchbk/revision/1</a> BBC Bitesize: Dynamics and Articulation <a href="https://www.bbc.co.uk/bitesize/guides/zbvpd6f/revision/1">https://www.bbc.co.uk/bitesize/guides/zbvpd6f/revision/1</a> Bitesize Rhythm and Meter: <a href="https://www.bbc.co.uk/bitesize/guides/zfpmcqt/revision/1">https://www.bbc.co.uk/bitesize/guides/zfpmcqt/revision/1</a>
<b>Enrichment opportunities</b>	You will receive a letter outlining this in more detail but as GCSE Music students, you are entitled to heavily subsidised music lessons through school. If you would like more information on any of these then please email: <a href="mailto:a.ronson@cardinalallen.co.uk">a.ronson@cardinalallen.co.uk</a> It is strongly encouraged for GCSE students to take part in extra-curricular activities as this will greatly help with their ensemble skills. Nothing beats the experience of listening to a live orchestra. Look at the concert programmes for local orchestras to find out when their concerts are this season. Blackpool Symphony Orchestra: <a href="http://blackpoolsymphony.co.uk/home">http://blackpoolsymphony.co.uk/home</a> Haffner Orchestra (Lancaster based): <a href="https://www.haffnerorchestra.org/">https://www.haffnerorchestra.org/</a> or a bit further afield in Manchester, there are two main professional orchestras: <a href="https://www.bbc.co.uk/philharmonic">https://www.bbc.co.uk/philharmonic</a> and <a href="https://www.halle.co.uk/">https://www.halle.co.uk/</a>

## Year 10 – Half Term 2 – Introduction to AoS 1: Forms and Devices

<b>Prior Learning</b>	Pupils will have consolidated their basic musical literacy last half term (Y10 HT1). Pupils have completed introductory performances and should start to feel more confident about performing in front of each other.
<b>What will I learn?</b>	<p>This half term is an introduction into Area of Study 1 (AoS1): Forms and Devices.</p> <p>In <b>theory and appraising lessons</b>, pupils will learn about different forms in music such as binary, rondo and ternary with mini compositions in each form. There will continue to be a focus on using the elements as ‘building blocks’. We will be recapping the basics of aural, notational and listening skills. Pupils will be introduced to their first prepared extract – <i>Badinerie</i> by Bach. Through this, they will develop an understanding of Instrumentation, anacrusis, simple duple time, repeat marks, ornamentation, trill, conjunct movement, sequence, octaves, B minor, D major, chordal analysis (using Roman numerals), perfect cadence, imperfect cadence, modulation to major, dominant 7<sup>th</sup>, chromatic movement.</p> <p>In <b>performing</b>, pupils will continue to work in ensembles with the focus on preparing a performance not only for assessment but also for performance in a variety of Christmas performances.</p> <p>We begin simple <b>compositions</b> this half term with an introduction to melody writing. Pupils will also look at melody writing to show understanding of repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions. Wherever possible, pupils will demonstrate their understanding through practical tasks. As part of the compositional tasks, pupils will begin to use ICT as appropriate to notate their work.</p>
<b>Next Steps</b>	This knowledge and understanding will be valuable for all future work at GCSE level and beyond. Pupils need to be able to recognise compositional devices in the work of others in order to be able to apply it to their own compositions later.
<b>Personal Development</b>	In performance tasks, we work at developing pupils’ character and personal traits so that they reflect wisely, learn eagerly, behave with integrity and cooperate well with others. This gives pupils the qualities they need to flourish in our society. Pupils continue to work on the development of their personal skills, accepting differing points of view and working on their communication skills both verbally and musically. We begin to develop a sense of community and belonging within the class, accepting and supportive of others.
<b>Key vocabulary</b>	Instrumentation, repeat marks, <b>ornamentation</b> , <b>conjunct movement</b> , <b>sequence</b> , <b>octaves</b> , minor, major, chordal analysis, perfect cadence, imperfect cadence, <b>modulation</b> , dominant 7 <sup>th</sup> , chromatic movement, repetition, <b>contrast</b> , sequence, ostinato, dotted rhythms, conjunct and <b>disjunct</b> movement, broken chord/arpeggio, melodic and rhythmic motifs
<b>How and when will I be assessed?</b>	The ensemble work will be assessed against GCSE criteria before the pupils perform in public. These marks are sent home for parents to read and sign. Every week there are quiz style mini-assessments to check understanding from the previous lesson and in order to quickly address any misconceptions. Compositional exercises are performed and marked informally in class.
<b>Resources to use</b>	For more on the course outline: <a href="https://www.eduqas.co.uk/qualifications/music-gcse/#tab_overview">https://www.eduqas.co.uk/qualifications/music-gcse/#tab_overview</a> For help with music theory: <a href="https://www.musictheory.net/">https://www.musictheory.net/</a> and <a href="https://www.musictheoryonline.co.uk/resources/abrsn">https://www.musictheoryonline.co.uk/resources/abrsn</a> are both very good resources. BBC Bitesize: Melody: <a href="https://www.bbc.co.uk/bitesize/guides/zvww2sg/revision/1">https://www.bbc.co.uk/bitesize/guides/zvww2sg/revision/1</a> BBC Bitesize: Harmony and Tonality: <a href="https://www.bbc.co.uk/bitesize/guides/z4x4pg8/revision/1">https://www.bbc.co.uk/bitesize/guides/z4x4pg8/revision/1</a>
<b>Enrichment opportunities</b>	It is strongly encouraged for GCSE students to take part in extra-curricular activities as this will greatly help with their ensemble skills. If you would like to get involved in music making outside of school, you might be interested in these opportunities. Lancashire Music Service ensembles run from Hodgson School in Poulton: <a href="https://www.lancashiremusic.org.uk/files/2019/06/Lancashire-Music-Centre-Brochure-2019.pdf">https://www.lancashiremusic.org.uk/files/2019/06/Lancashire-Music-Centre-Brochure-2019.pdf</a> If playing in a Rock Band is more your thing then try Fleetwood Academy of Modern Music: <a href="http://famm.org.uk/">http://famm.org.uk/</a>

## Year 10 – Half Term 3 – Introduction to AoS4 Popular Music

<b>Prior Learning</b>	Last half term (Y10 HT2) pupils were introduced to appraising music with the study of their first set work in a classical style. The skills acquired here will be easily adapted to the work this module.
<b>What will I learn?</b>	<p>Pupils will be introduced to area of study 4: popular music. We will be exploring rock and pop styles (revisiting Blues from KS3). There will be a study of typical pop structures in music to include; strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation</p> <p>In <b>Theory and Appraising work</b>, the work becomes more challenging to include: primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms, the relationship between melody and chords. There will be a continued focus on describing a piece using the elements of musical language. Pupils will be introduced to their 2<sup>nd</sup> prepared extract – <i>Africa</i> by Toto. Through this piece they will explore instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features and key changes. Aural work develops by working at being able to identify major and minor tonalities and perfect intervals (4<sup>th</sup>, 5<sup>th</sup> and 8<sup>ve</sup>).</p> <p>In <b>composition</b> work, pupils will look at composing with chords and relevant rhythmic ideas.</p> <p>In <b>performing</b>, pupils will work at their first solo performance. This will largely be prepared in instrumental/vocal lessons.</p>
<b>Next Steps</b>	Pupils will start to use their listening, theory and appraising skills to start work on their free composition. Pupils will need to act upon feedback in their performances that they have done so far in order to start preparations towards their final performances which will take place early in Year 11. All listening tasks help prepare for the final Y1 listening exam.
<b>Personal Development</b>	In performance tasks, we work at developing pupils' character and personal traits so that they reflect wisely, learn eagerly, behave with integrity and cooperate well with others. This gives pupils the qualities they need to flourish in our society. Pupils continue to work on the development of their personal skills, accepting differing points of view and working on their communication skills both verbally and musically. We continue to develop a sense of community and belonging within the class, accepting and supportive of others.
<b>Key vocabulary</b>	strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, <b>improvisation</b> , primary and secondary chords, <b>cadences</b> , chord progression, power chords, rhythmic device, <b>syncopation</b> , interval, perfect 4 <sup>th</sup> , perfect 5 <sup>th</sup> , <b>octave</b>
<b>How and when will I be assessed?</b>	The solo performance will be assessed against GCSE criteria and these marks are sent home for parents to read and sign. Every week there are quiz style mini-assessments to check understanding from the previous lesson and in order to quickly address any misconceptions. Compositional exercises are performed and marked informally in class. At the end of the half term, there will also be a listening and appraising exam, completed in class, in order to check understanding of the two set works and to check the progress of general listening skills.
<b>Resources to use</b>	For more on the course outline: <a href="https://www.edugas.co.uk/qualifications/music-gcse/#tab_overview">https://www.edugas.co.uk/qualifications/music-gcse/#tab_overview</a> For help with music theory: <a href="https://www.musictheory.net/">https://www.musictheory.net/</a> and <a href="https://www.musictheoryonline.co.uk/resources/abrsn">https://www.musictheoryonline.co.uk/resources/abrsn</a> are both very good resources. BBC Bitesize: Structure: <a href="https://www.bbc.co.uk/bitesize/guides/zkpdy9q/revision/1">https://www.bbc.co.uk/bitesize/guides/zkpdy9q/revision/1</a>
<b>Enrichment opportunities</b>	If you would like to get started on writing music at home then there are a few free notation programmes which you can use online. Noteflight basic allows you do compose and share your music between home and school. You can pay for an upgrade but the free version is enough for your GCSE needs: <a href="https://www.noteflight.com/">https://www.noteflight.com/</a>



## Year 10 – Half Term 4 – AoS2: Music for Ensembles and AoS3: Music for Film

<b>Prior Learning</b>	In this module, we continue to develop the skills of performing, composing and appraising. Pupils will know of some ensembles already and should be aware of Instruments of the Orchestra, initially studied in Y7 HT3 and of Big Bands from Y8 Blues Module 2. Pupils have studied Music for Film in Y8 Module 3 and this module builds on these skills.
<b>What will I learn?</b>	<p>This module is an Introduction to two areas of study. Area of study 2: Music for Ensemble and Area of Study 3: Film Music</p> <p>As part of the <b>listening and appraising</b> skills, we will be working on types of smaller ensembles (e.g. chamber music, jazz, musical theatre etc.) In <b>composition</b> work, we will investigate composing using texture and sonority (chords and melody) including: monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody. Concepts of melody, harmony and tonality covered in earlier modules will be explored further such as inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor.</p> <p>When exploring Film Music, in <b>listening and appraising</b>, pupils will be able to identify use of layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas. We will analyse the relationship between the story and the music: choosing appropriate elements of music to represent characters and plot. Pupils will learn to consider the effect of audience, time and place, and how to achieve this through use of the musical elements. In <b>composition</b> work, we will exploit the use of sonority, texture and dynamics to create a mood and consider how to achieve contrasts and develop initial ideas in compositions.</p>
<b>Next Steps</b>	Pupils will start to use their listening, theory and appraising skills to start work on their free composition. Pupils will need to act upon feedback in their performances that they have done so far in order to start preparations towards their final performances which will take place early in Year 11. All listening tasks help prepare for the final Y11 listening exam. Post-16, Film Music as a genre is revisited as part of the Music A Level and there are Media related options which pupils may opt for as part of the BTEC Music Double and Triple Awards. There is also cross over with the Post-16 Performing Arts and Creative Media Level 3 qualifications.
<b>Personal Development</b>	In performance tasks, we work at developing pupils' character and personal traits so that they reflect wisely, learn eagerly, behave with integrity and cooperate well with others. This gives pupils the qualities they need to flourish in our society. Pupils continue to work on the development of their personal skills, accepting differing points of view and working on their communication skills both verbally and musically. We continue to develop a sense of community and belonging within the class, accepting and supportive of others.
<b>Key vocabulary</b>	Ensembles, <b>texture, sonority, monophonic, homophonic, unison</b> , chordal, melody and accompaniment, <b>countermelody, inversions, dissonance</b> , range, intervals, pentatonic, blue notes, modulation, imitation, chromatic movement, <b>leitmotif</b> , thematic transformation.
<b>How and when will I be assessed?</b>	Pupils will be assessed on an ensemble performance to GCSE criteria. Listening tests form part of most lessons. Compositional exercises are performed in class and peer assessment forms a large part of the feedback here.
<b>Resources to use</b>	For help with music theory: <a href="https://www.musictheory.net/">https://www.musictheory.net/</a> and <a href="https://www.musictheoryonline.co.uk/resources/abrsn">https://www.musictheoryonline.co.uk/resources/abrsn</a> are both very good resources. BBC Bitesize: Film Music <a href="https://www.bbc.co.uk/bitesize/topics/zb7h8xs">https://www.bbc.co.uk/bitesize/topics/zb7h8xs</a> BBC Bitesize: Music for Ensemble <a href="https://www.bbc.co.uk/bitesize/topics/zvj692p">https://www.bbc.co.uk/bitesize/topics/zvj692p</a>
<b>Enrichment opportunities</b>	If you're interested in seeing how Music is used in the Media then we are very lucky to have MediaCityUK on our doorstep in the Salford Quays. You can visit or even book on a tour to see how everything comes together before it makes it on to our screens or radios: <a href="http://www.mediacityuk.co.uk/">http://www.mediacityuk.co.uk/</a>

## Year 10 – Half Term 5 – Free Composition and Consolidation

<b>Prior Learning</b>	We use all the experience of composition tasks that pupils have acquired over the first 4 units of Y10 to embark on a first composition which is worth 15% of the final grade. This unit also builds on knowledge of the 2 set works which have been covered in the previous modules.
<b>What will I learn?</b>	<p>This module consolidates all work covered in year 10 so far.</p> <p>In <b>composition</b>, pupils begin to draft ideas for their first composition. Pupils reflect on the style of composition that has suited their skills and abilities and the task is adapted to suit their needs. Pupils will either work on an instrument, an iPad or using Sibelius software depending on their preferred method of composing.</p> <p>In preparing for the <b>listening and appraising</b> paper, we begin by revising our two set works before analysing the works in more detail, applying theoretical knowledge that pupils have acquired in theory lessons since the pieces were introduced in previous modules. We also consolidate our understanding of the elements of music in preparation for the mock 'Listening and Appraising' paper which is sat in this half term.</p> <p>In <b>performance</b>, pupils will perform a solo piece which they have been working on in their instrumental lessons. This will go towards their mock exam grade.</p>
<b>Next Steps</b>	Pupils will be continuing with elements of coursework until January of Y11. All listening tasks help prepare for the final Y11 listening exam. Post-16 composition and a solid understanding of harmony and analysis is required for A Level Music and Music Tech components, as are listening skills. The BTEC level 3 Music has optional composition components as part of the course. All Level 3 courses contain some element of performance which is also assessed as part of the many Performing Arts qualifications on offer Post-16.
<b>Personal Development</b>	In performance tasks, we work at developing pupils' character and personal traits so that they reflect wisely, learn eagerly, behave with integrity and cooperate well with others. This gives pupils the qualities they need to flourish in our society. Pupils continue to work on the development of their personal skills, accepting differing points of view and working on their communication skills both verbally and musically. We continue to develop a sense of community and belonging within the class, accepting and supportive of others.
<b>Key vocabulary</b>	Pupils will be expected to be able to use all keywords covered up to now as this module consolidates all the learning so far. The keywords fall under the main key terms, without understanding of these, pupils will struggle to answer questions despite being able to aurally identify features: <b>melody</b> , melodic devices, <b>articulation</b> , <b>dynamics</b> , form and <b>structure</b> , <b>harmony</b> , harmonic device, instrumentation, <b>texture</b> , <b>tempo</b> , <b>sonority</b> , <b>tonality</b> , <b>metre</b> , interval, cadence,
<b>How and when will I be assessed?</b>	Pupils will be assessed on a solo performance to GCSE criteria. This will make up 30% of their mock grade. Pupils will formally sit a past GCSE which will form 40% of their mock exam grade. Composition will receive verbal feedback each lesson as part of the development of their work. Composition will be handed in at the end of the half term for more formal written feedback and assessed against GCSE criteria. As composition cannot be accurately marked until the work is finalised, pupils will receive a detailed report on how their work has been marked and this will vary depending on the type of approach the student has taken.
<b>Resources to use</b>	For help with music theory: <a href="https://www.musictheory.net/">https://www.musictheory.net/</a> and <a href="https://www.musictheoryonline.co.uk/resources/abrsm">https://www.musictheoryonline.co.uk/resources/abrsm</a> are both very good resources. BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zbmct39">https://www.bbc.co.uk/bitesize/examspecs/zbmct39</a> is a very good starting point for revision but pupils should also use their notes and resources from class.
<b>Enrichment opportunities</b>	If you have enjoyed composing in a more electronic style then you might want to look at some free online composition software which you can get at home such as <a href="https://www.soundtrap.com/">https://www.soundtrap.com/</a> If you have iPads then you can do a lot with the GarageBand basic version. For those of you that are quite serious about studying music beyond GCSE then you may want to consider Logic Pro which is what they use at 6 <sup>th</sup> Form and in industry: <a href="https://www.apple.com/uk/logic-pro/">https://www.apple.com/uk/logic-pro/</a>

## Year 10 – Half Term 6 – Free Composition and Performance Preparation

<b>Prior Learning</b>	Pupils have been working on their free compositions which have been formally assessed as part of their mock exams. Pupils have also been working on assessed performances which they have been developing over time. Elements of music should now be part of their working vocabulary.
<b>What will I learn?</b>	<p>This module launches pupils into formal coursework preparations.</p> <p>In <b>composition</b>, pupils will be working at refining their free composition, acting upon written feedback given back to pupils as part of the mock exam assessments last half term. Pupils will work on developing their ideas and working against GCSE assessment criteria. Some pupils may start to record their parts ready for final submission in Y11. Pupils will either work on an instrument, an iPad or using Sibelius software depending on their preferred method of composing.</p> <p>In <b>listening and appraising</b> lessons, there is no plan to cover new material within this half term unless circumstances dictate otherwise. We will instead be going over the mock papers and addressing any misconceptions or weaknesses arising from the results of the paper.</p> <p>In <b>performance</b>, pupils will be making final choices for their assessed performances as the exam for these takes place early in Y11. Pupils will work with both the class teacher and instrumental teacher to agree suitability of pieces, source a score and performance guide for both their solo and ensemble. This will be set up so that pupils have the summer holidays to know exactly what they are practising for their final exam.</p>
<b>Next Steps</b>	Pupils will be recording their solo performance in October and Ensembles in December. Free composition will need to be completed in September and their success in this will directly help them tackle their second composition when the briefs are launched in September. Post-16 composition and a solid understanding of harmony and analysis is required for A Level Music and Music Tech components, as are listening skills. The BTEC level 3 Music has optional composition components as part of the course. As part of this course, there is also an onus on pupils planning and preparing their performances.
<b>Personal Development</b>	In performance tasks, we work at developing pupils' character and personal traits so that they reflect wisely, learn eagerly, behave with integrity and cooperate well with others. This gives pupils the qualities they need to flourish in our society. Pupils continue to work on the development of their personal skills, accepting differing points of view and working on their communication skills both verbally and musically. We continue to develop a sense of community and belonging within the class, accepting and supportive of others.
<b>Key vocabulary</b>	Pupils need to understand exam mark scheme terminology in order to be able to satisfy the criteria: technical control, expression, interpretation, rapport, creativity, resources, stylistic coherence, development of ideas, character.
<b>How and when will I be assessed?</b>	Assessment in this module is completed in a more informal way. In composition pupils will hand in their work for guidance on how to complete it for final submission. In performance, assessment will mainly be a two-way dialogue in order to agree the suitability of the candidates' choice of pieces.
<b>Resources to use</b>	For help with music theory: <a href="https://www.musictheory.net/">https://www.musictheory.net/</a> and <a href="https://www.musictheoryonline.co.uk/resources/abrsms">https://www.musictheoryonline.co.uk/resources/abrsms</a> are both very good resources. BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zbmct39">https://www.bbc.co.uk/bitesize/examspecs/zbmct39</a> is a very good starting point for revision but pupils should also use their notes and resources from class. As we approach coursework submissions, it is a good idea to be familiar with the mark schemes (pupils have copies of these) which can also be found here in the exam specification: <a href="https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf">https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf</a>
<b>Enrichment opportunities</b>	If you have enjoyed composing in a more electronic style then you might want to look at some free online composition software which you can get at home such as <a href="https://www.soundtrap.com/">https://www.soundtrap.com/</a> If you have iPads then you can do a lot with the GarageBand basic version. For those of you that are quite serious about studying music beyond GCSE then you may want to consider Logic Pro which is what they use at 6 <sup>th</sup> Form and in industry: <a href="https://www.apple.com/uk/logic-pro/">https://www.apple.com/uk/logic-pro/</a>

## Year 11 – Half Term 1 – AoS1 Revisited, Composition and Performance

<b>Prior Learning</b>	Pupils have studied forms and devices in Y10 HT2 and have basic knowledge of Set Work 1: Badinerie Y10 HT2. Pupils should have been continuing with their performances, which were agreed in Y10 HT6, over the summer holidays. Pupils will be continuing with composition in which their skills have been developing over year 10 mainly in HT 4,5 and 6.
<b>What will I learn?</b>	<p>As I write this, the exam boards are in talks with Ofqual regarding what will be required from this unique year group. At the moment it looks like pupils will only need to complete one of the two compositions but there is no current guidance as to whether this will be a brief set composition or a free one.</p> <p>Pupils will begin the year with an assessed <b>performance</b> of their solo in order for them to get meaningful feedback which they can act upon before their final submission at the end of the half term. In <b>composition</b>, pupils will be starting on their composition. As composition is so varied in its approach, outcome over this half term will depend on the pupil. As a general rule, by the end of the half term, pupils should have a clear outline of the direction of their composition. This will be submitted for review over half term. In listening and appraisal, we will revisit area of study 1: 'Forms and Devices' with more advanced topics and practical content. New content includes: variation form and strophic form in classical music, recognition of features of baroque, classical and romantic periods. We will be revisiting: imitation, pedal, canon, alberti bass and all harmonic features. Pupils will also revisit <i>Badinerie</i> with a stronger focus on exam techniques and building a vocabulary revision list. There will be opportunity to also clarify theoretical points.</p>
<b>Next Steps</b>	Pupils will be recording their solo performance in October and Ensembles in December. Post-16 composition and a solid understanding of harmony and analysis is required for A Level Music and Music Tech components, as are listening skills. The BTEC level 3 Music has optional composition components as part of the course. As part of this course, there is also an onus on pupils planning and preparing their performances.
<b>Personal Development</b>	In performance tasks, we work at developing pupils' character and personal traits so that they reflect wisely, learn eagerly, behave with integrity and cooperate well with others. This gives pupils the qualities they need to flourish in our society. Pupils continue to work on the development of their personal skills, accepting differing points of view and working on their communication skills both verbally and musically. We continue to develop a sense of community and belonging within the class, accepting and supportive of others.
<b>Key vocabulary</b>	Melody, <b>melodic devices</b> , metre, <b>articulation</b> , dynamics, <b>texture</b> , tempo, tonality, structure, <b>sonority</b> , <b>harmony</b> , instrumentation, rhythmic devices, cadence, inversion, <b>modulation</b> , major, minor, chromatic, legato, staccato, time signature, key signature.
<b>How and when will I be assessed?</b>	Pupils have a mock performance assessment in the first week and a final performance in the last week of the half term. This is worth 15% of the final GCSE grade (possibility of it being worth 30% depending on exam review outcome). Pupils will hand in their composition for formative assessment.
<b>Resources to use</b>	BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zbmct39">https://www.bbc.co.uk/bitesize/examspecs/zbmct39</a> is a very good starting point for revision but pupils should also use their notes and resources from class. As we approach coursework submissions, it is a good idea to be familiar with the mark schemes (pupils have copies of these) which can also be found here in the exam specification: <a href="https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf">https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf</a>
<b>Enrichment opportunities</b>	6 <sup>th</sup> forms start to promote their courses to Y11 around now so it is a good idea to start thinking about course suitability now by finding out about and attending some of their open events. Blackpool 6 <sup>th</sup> also put on many events this term including live music events at the Cube in Poulton and Battle of the Bands as well as many smaller concerts. Keep an eye on the website to find out when these are scheduled – especially if you are thinking of taking these courses next year: <a href="https://www.blackpoolsixth.ac.uk/events/">https://www.blackpoolsixth.ac.uk/events/</a>

## Year 11 - Half Term 2 – AoS4: Popular Music, Fusions and Coursework

<p><b>Prior Learning</b></p>	<p>The fusions module pulls together many of the features of music that have been covered throughout the course. It also builds on types of world music which were taught explicitly in Y8 Module 1 but have also been referenced in many listening exercises previously covered in the course. Pupils will be developing their compositions from Y11 HT1.</p>
<p><b>What will I learn?</b></p>	<p>In <b>listening and appraising</b>, you will learn what is meant by the term fusion and will explore many examples of these. These could be completely different styles, such as classical and rock, or classical and jazz or two closer related styles such as country and rock in ‘country-rock’. As the topic is so wide, certain examples have been identified for you to concentrate on. The Eduqas GCSE Music examination includes some sub-genres but in addition you will also study Bhangra. We will also be revisiting our 2<sup>nd</sup> set work <i>Africa</i>.</p> <p>During this half term you will also record your final ensemble <b>performance</b> which is worth 15% of your final GCSE grade. You will work on this with your instrumental teacher but there will also be a small amount of lesson time given to ensuring that you pick a piece which showcases your abilities and also awards you the best possible marks against the Eduqas mark scheme. Please note that what they are looking for in the GCSE can sometimes differ from what the main performance examining bodies (such as ABRSM or RockSchool), are looking for.</p> <p>In <b>composition</b> lessons, you will be developing your composition so that by Christmas, you will have submitted your composition with all melody and harmony completed.</p>
<p><b>Next Steps</b></p>	<p>The work you are doing to develop your composition will mean that you are ready to refine the individual parts after Christmas. All the work we do in theory, composition and listening will go towards your listening exam. Developing these three strands of performing, composing and listening will help you access any of the level 3 music courses at college where you will continue to develop at least 2 of these strands of music whichever music course you take.</p>
<p><b>Personal Development</b></p>	<p>SMSC - focus on spiritual and cultural aspects of world music studied within this module. We continue to work together and support each other whilst recognising that our own success partly relies on the support of not only our teachers but on that of our peers too.</p>
<p><b>Key vocabulary</b></p>	<p><b>Fusion</b>, bhangra, classical, folk, rock, texture, <b>heterophonic</b>, tonality, compound, tonic, dominant, sub-dominant, inversion, root position.</p>
<p><b>How and when will I be assessed?</b></p>	<p>Due to the nature of the subject, pupils are continually self-assessing in order to improve their own work. During coursework sessions, there is continuous verbal feedback and dialogue with both the teacher and other students who are usually quick to help and advise each other. 2 pupils per class (usually small classes) will hand their coursework in for formative assessment against the GCSE mark-scheme each week. This is then handed back to them in order for them to make any necessary improvements. The final coursework submissions are assessed against the Eduqas GCSE mark-scheme (link below). Listening assessments take place as homework tasks once a week and are then refined in lesson.</p>
<p><b>Resources to use</b></p>	<p>For help with notation and theory, this website is very good <a href="https://www.musictheory.net/">https://www.musictheory.net/</a> and explains most things in an easy to understand way. As we approach coursework submissions, it is a good idea to be familiar with the mark schemes (pupils have copies of these) which can also be found here in the exam specification: <a href="https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf">https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf</a></p>
<p><b>Enrichment opportunities</b></p>	<p>6<sup>th</sup> forms start to promote their courses to Y11 around now so it is a good idea to start thinking about course suitability now by finding out about and attending some of their open events. Blackpool 6<sup>th</sup> also put on many events this term including live music events at the Cube in Poulton and Battle of the Bands as well as many smaller concerts. Keep an eye on the website to find out when these are scheduled – especially if you are thinking of taking these courses next year: <a href="https://www.blackpoolsixth.ac.uk/events/">https://www.blackpoolsixth.ac.uk/events/</a></p>

## Year 11 - Half Term 3 – Revisit AoS3 and 4, Coursework

<b>Prior Learning</b>	Pupils have previously studied Film Music and Music for Ensembles in Y10 HT 2 and 3. They have also completed regular listening questions which touch on these in year 11 too. Pupils should have finished all performance coursework by now but if for any reason they have not, then this term will be the final opportunity to re-record any performance work in afterschool sessions. Compositions have been worked on over the last two half terms and are nearly completed.
<b>What will I learn?</b>	Most of the work this half term will be geared towards exam preparation. <b>Performances</b> should be completed by now. Any outstanding work in this strand will be recorded in after school sessions. In <b>composition</b> , you will be acting upon any feedback from their last submission and refining their work. This includes adding performance markings such as dynamics, articulation etc. or working on write-ups of compositions that have been completed without Sibelius. If appropriate, you will be rehearsing and recording compositions ready for submission. In <b>listening and appraising</b> , you will be consolidating all your learning and working towards the exam with regular exam style questions. Each week there will be a focus on a different element of music. We will revisit both set works, aural dictation, recognition of modulations and interval recognition which are generally considered to be the harder listening skills. By the end of this half term, you will have completed 60% of your course with only the listening exam left to prepare.
<b>Next Steps</b>	All work completed in the half term is geared towards preparing you for the final exam. You will have the opportunity to visit Blackpool 6 <sup>th</sup> on a working day to get an insight into the courses offered there. You will be able to see how the skills you have gained on this course will help you with any further musical studies. It will be an opportunity to ask the course leaders about the courses you are interested in and which play to your strengths. They will also talk to you about your career pathway beyond Level 3 qualifications. This usually inspires people to give their studies that final push as you prepare for your GCSEs!
<b>Personal Development</b>	SMSC - focus on spiritual and cultural aspects of world music studied within this module. We continue to work together and support each other whilst recognising that our own success partly relies on the support of not only our teachers but on that of our peers too. In this half term we see students help each other achieve by advising others and helping with ensemble composition recordings.
<b>Key vocabulary</b>	You will need to understand all keywords and terminology which has been supplied by the exam board and which you have copies of in your files. We will be drawing on all previous Frayer Model vocab to help with revision for the appraisal exam.
<b>How and when will I be assessed?</b>	You will hand in your composition for its final assessment and this is worth 30% of your final grade. Due to the nature of the subject, you are continually self-assessing in order to improve your work. During coursework sessions, there is continuous verbal feedback and dialogue with both the teacher and other students who are usually quick to help and advise. The final coursework submissions are assessed against the Eduqas GCSE mark-scheme (link below). Listening assessments take place as homework tasks once a week and are then refined in lesson.
<b>Resources to use</b>	For help with notation and theory, this website is very good <a href="https://www.musictheory.net/">https://www.musictheory.net/</a> and explains most things in an easy to understand way. As we approach coursework submissions, it is a good idea to be familiar with the mark schemes (pupils have copies of these) which can also be found here in the exam specification: <a href="https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf">https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf</a>
<b>Enrichment opportunities</b>	Nothing beats the experience of listening to a live orchestra. Look at the concert programmes for local orchestras to find out when their concerts are this term. Blackpool Symphony Orchestra: <a href="http://blackpoolsymphony.co.uk/home">http://blackpoolsymphony.co.uk/home</a> Haffner Orchestra (Lancaster based): <a href="https://www.haffnerorchestra.org/">https://www.haffnerorchestra.org/</a> or a bit further afield in Manchester, there are two main professional orchestras: <a href="https://www.bbc.co.uk/philharmonic">https://www.bbc.co.uk/philharmonic</a> and <a href="https://www.halle.co.uk/">https://www.halle.co.uk/</a> If you manage to get to one of these concerts, read the programme notes as they are often full of things to listen out for, listen for orchestral solos and take in the way the instruments sound – it will all help with the listening test!