Year 9 Curriculum map 2021/2022

Subject	Objectives/End of year goals	Autumn	Spring	Summer
English	**Reading**: ● Developing a love of reading and appreciation of different forms of literature (fiction and nonfiction) including a wide coverage of genres including whole novels, short stories, poems and plays. Students will draw on their work on writers with a purpose from year 8, but on a realistic, rather than symbolic level. This year focuses on politics, people and places and students will read a range of texts that are influenced by social and historical context. **Writing** ● Writing fluently, effectively and at length and for a wide range of purposes and audiences ● Structuring and selecting the appropriate form ● Considering how writing reflects the audiences and purposes for which it was intended.	**No Man is an Island** **Core text:** 'Of Mice and Men' by John Steinbeck **Writing focus:** descriptive writing Through this first term, students will develop an understanding of the impact of social and historical context on the writer's choices. With a particular focus on 'Of Mice and Men', students will consider how writers use their writing to both reflect and comment on issues within society at a realistic level, how they are influenced in their own writing and how in turn they are able to influence readers. This particular novella has been chosen to extend students' range of reading beyond the British Isles and explore the ramifications of intolerance, isolation and a lack of compassion within society.	**The Gothic** **Core text:** 'The Woman in Black' by Susan Hill **Writing focus:** narrative writing Prior to beginning their GCSE study, students will undertake study of a key literary movement: The Gothic. In this unit, students will learn about the core principles and conventions of the Gothic before applying this knowledge to a modern text, *The Woman in Black* that draws on many of these features in order to reflect on the longevity and influence of this genre as well as developing a wider understanding of how social and historical context can shape literary movements. Students will focus on how writers use setting and weather to create atmosphere in texts, before developing their own craft focusing on how adjectives can be used to	1. **Romantic Poetry (Summer 1)** **Core texts:** a selection of poems from the Romantic literary movement. **Writing focus**: descriptive writing drawing on the power of nature. To complete students' KS3 study, another core literary movement will be studied: Romanticism. Here, students will develop further understanding of how social and historical context can influence literature and use the imagery employed by these poets to influence their own writing. 2. **Something Wicked This Way Comes (Summer 2)** **Core text:** 'Macbeth' by William Shakespeare Students will begin their GCSE study with Shakespeare's Macbeth. They will draw on understanding of tragic structures from Year 8, while focusing on developing an understanding of

	• Selecting vocabulary, grammar and structure to improve coherence and overall effectiveness. Students will consolidate understanding of narrative structure and how specific choices can help add meaning to a text.	Students will reinforce and develop their understanding of narrative structure by examining how foreshadowing and the circular narrative structure are used to convey meaning. Students will also draw on Steinbeck's use of dialogue, description and action as forms of characterisation and use these, in addition to knowledge of how he uses symbolism, to craft effective settings and characters.	create personification and the use of nouns and verbs to create sensory imagery. As this unit enables students to develop an understanding of the conventions of ghost stories, students will also develop a deeper understanding of the methods writers use to create tension and suspense in their writing: a core, transferable skill for their own creative writing and appreciation of narrative structure.	plot, character and setting before revisiting this text in year 11.
Mathematics	**Number topics students will-** develop a greater understanding of using a proficient method for using the four operations, including decimals. They will be able to use rounding techniques to make accurate estimations of a range of number questions and will be able to relate these everyday real-life usage. **Geometry and measures topics students will-** be able to find the area and perimeter of a range of different shapes and be able to recall the formulae for each shape including	**Foundation students** Straight line graphs Forming and solving equations Testing conjectures Three- Dimensional shapes Constructions and congruency **Higher Students** Straight line graphs	**Foundation students** Fractions and decimals Surds Standard Form Using percentages Maths and money Deduction Rotation and translation	**Foundation students** Enlargement and similarity Solving ratio and proportion problems Rates Probability Algebraic representation Revision **Higher students**

	circles. They will be able to understand each of the transformation rules and transfer this to begin to describe transformation using the appropriate language. **Algebra topics students will-** become confident in forming and solving a range of different equations. They will be able to extend this by substituting values when constructing both linear and quadratic graphs. **Ratio and proportion topics students will-** understand clearly the difference between ratio and proportion and use this to solve a range of worded problems to do with recipes and direct/inverse proportion. **Statistics topics students will-** be able to use a range of different statistical diagrams to both process and represent data. Students will be able to understand the basics of probability, relating to real life scenarios. **Resources** **https://vle.mathswatch.co.uk**	Forming and solving equations Testing conjectures Three- Dimensional shapes Constructions and congruency	Pythagoras' Theorem **Higher students** RFractions and decimals Surds Standard Form Using percentages Maths and money Deduction Rotation and translation Pythagoras' Theorem	Enlargement and similarity Solving ratio and proportion problems Rates Probability Algebraic representation Revision

Science	**<u>Pupils in year 9 will...</u>** develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them building on from modules studied in year 7&8. be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.	Autumn 1 Pupils will be taught: You and Your genes and Keeping Healthy (biology topics) Biology 1 Pupils will be taught the difference between environmental and inherited traits building up their knowledge from KS3. They will also be taught DNA structure and function, how we inherit our genes, key terminology in genetics, how genes work together, the development of genetics, gene technology, the human genome, how gender is determined, prokaryotic and eukaryotic cells, PAG cheek cell slide making, protein synthesis [Triple], genetic testing Biology 2 Pupils will learn the difference between health and disease, human infections, plant diseases, non-specific immune defences, the immune system, understanding how we can reduce the spread of disease, antimicrobials, vaccination, monoclonal antibodies [triple], the effect of exercise on pulse rate, data analysis, and clinical trials. Pupils will be given a 60 minute	Spring 1 Physics 2 Sustainable energy. Pupils will learn about energy stores and transfers, how much energy appliances transfer, efficiency, how energy is conserved, energy resources we use, generators and the national grid, power stations, mains supply, wiring a plug practical and coming up with a solution to the energy problem the world is currently facing in 2019. Physics 3 - Electric Circuits. Pupils will be taught about common circuit symbols, electric charge and forces, series and parallel circuits with use of experimentation, LDRs, electrical power, the motor effect, how electricity is generated, magnetic fields, and transformers. Pupils will be given a 60 minute physics Test to assess their progress this term. It will cover radiation and waves, sustainable energy and electric circuits. Spring 2 Chemistry 1. Air & Water Pupils will learn how the atmosphere is changing, pollution, combustion reactions, how to balance chemical	Summer 1 Chemistry 2. Chemical Patterns Chemistry 3. Chemicals of the Natural Environment Pupils will be given a 60 minute Chemistry Test to assess their progress this term. It will cover air and water, chemical patterns and chemicals of the natural environment. Summer 2 How Science works skills - to include graph drawing and analysis, identifying variables in investigations, calculating means and percentages, evaluating methodology to practical investigations.

		biology Test to assess their progress this term. Autumn 2 Physics 1. Radiation and Waves. Pupils will recap waves from KS3, calculate wave problems, understand absorption, emission and reflection, explain the EM spectrum and their dangers. Pupils will carry out experiments to investigate reflection and refraction. Global warming, evidence for climate change, ray diagrams [triple], light and colour [triple], sound and hearing [triple], pulse-echo techniques [triple] are all of the different subtopics being taught in this module.	equations, how to reduce pollution, the difference between exothermic and endothermic reactions, bond making and breaking, the greenhouse effect, correlation and cause, tackling climate change, purifying water, testing gases, fuel cells [triple]	
Citizenship	Students will learn about the fundamental attributes of being off citizenship. They will learn about Life in modern Britain along with Rights and responsibilities.	Topics covered include: ● British values ● The Equality Act 2010 ● Immigration/Migration ● freedom of the press ● Pressure groups ● International disputes and conflicts	Topics covered include: ● Active citizenship ● Creating awareness ● UK law ● Trade unions ● The justice system	Topics covered include: ● Crimes and resolutions ● International law ● The roles of citizens in the legal system

P.E.	**Teaching Content:** During year 9 students will develop their deeper understanding of PE, understanding the importance it plays on a healthy lifestyle. Students will be taught to: - use running, jumping, throwing and catching in isolation and in combination. - play in competitive games, modified if appropriate and to apply basic principles suitable for attacking and defending. - Develop flexibility, strength, technique, control and balance. - perform dances using a range of movement patterns, - to take part in outdoor and adventurous activities, - compare performances with previous ones and demonstrate improvements to achieve personal best. **Dance** **Performance** Set phrases- Shift and Breathe Create, develop and synthesise a duo/trio	**Autumn Term:** Football Handball (Boys) Netball (Girls) Basketball Gymnastics **Dance** **Performance** Refine set phrases and duo/trio **Choreography** Developing choreography through various stimulus': exploring actions, space, dynamics and relationships **Theory** Section A/B theory of safe practice and own/others work. Critical appreciation through theory and practical: A Linha Curva Critical appreciation through theory and practical: Artificial things	**Spring Term:** Badminton Handball (Girls) Hockey (Boys) Rugby (tag if necessary) Health Related Fitness / Outdoor Adventurous Activities **Dance** **Performance** Continue developing set phrases and duo/trio **Theory** Critical appreciation through theory and practical: Infra Critical appreciation through theory and practical: Shadows Critical appreciation through theory and practical: Comparisons of all anthologies	**Summer Term:** Athletics (field and track events) Softball Rounders Cricket Tennis

	Choreography Developing choreography through various stimulus': exploring choreographic devices, approaches and intent. **Theory** Critical appreciation through theory and practical: Emancipation of Expressionism Critical appreciation through theory and practical: Within Her Eyes	Exam question work e.g. practice papers	Practice and recap all the practical work	
PSHCE	PSHCE helps students to develop the knowledge, skills and characteristics they need to manage their lives, now and in the future. Preparing them for life and work in modern Britain.	**Personal Development (Form time):** Peer pressure Healthy lifestyles Careers & future choices	**Personal Development (Form time):** Respectful relationships Valuing difference	**Personal Development (Form time):** Health and wellbeing Personal safety
Careers	Students will develop knowledge, skills and attitudes through a planned program of activities which will assist all students to make informed decisions about their study and/or work options and enable effective participation in their working life	**Careers (Form time):** Plan your decision year Personal qualities & jobs Skills for life & work Learning styles Being enterprising	**Careers (Form time):** Working today Using reliable information Qualifications Choosing options Looking ahead	**Careers (Form time):** Influences Skills & qualities Personal goals STEM careers Which way now? Global workplace
Computer Science	Students will develop their programming skills in Small Basic and Visual Basic, introducing modular programming with multiple subroutines.	Autumn 1 - Small Basic Students will develop their programming skills in Small Basic creating more complex programs using definite and indefinite loops.	Spring - Binary & Logic Students will develop their understanding of binary and logic gates. Including binary arithmetic and	Summer - Graphic Design We will use Adobe Photoshop and Illustrator to complete various graphic design projects. This is not a

	Students will understand the main hardware and software components that make up a computer system. Students will develop their understanding of cyber security.	Autumn 2 - Visual Basic Students will develop their programming ability using Visual Basic. They will create form applications with multiple subroutines.	complex boolean logic circuits. We will also look at how images and sound are represented using binary, and an introduction to compression. We will continue developing programming skills in Visual Basic	part of the GCSE Computer Science curriculum but instead helps prepare for subjects such as Media & Photography, whilst developing useful skills for students entering the wider world.
Geography	**What is Geographical Enquiry?** Students consolidate their fieldwork skills further by collecting data which they then present, analyse and evaluate. Applying these skills within the local Stotfold town centre enables students to question their known environment differently promoting curiosity and cultural capital in an outdoor learning environment **Is the Geography of Russia a blessing or a curse?** This topic has contemporary relevance - allowing students to develop a deeper understanding of something that regularly appears in the news. Students will develop an understanding of how Russia is a globally significant place and home to	Autumn Term 1 **What is Geographical Enquiry?** What is Stotfold like? (introduction to the study area? What can we investigate? (hypothetical investigations) How can we collect data? (methodologies) What are we measuring? (experimental design) Fieldwork (data collection) How can we present data? (graphical and statistical techniques) What can we conclude? (data analysis) Autumn Term 2 **Is the Geography of Russia a blessing or a curse?** What is the physical landscape of Russia like? (deserts, mountains, tundra)	Spring Term 1 **Why is the Middle East an important world region?** Where and what is the Middle East? (mapping the region) Why is there conflict between Israel and Palestine? (political and religious conflict) What is Afghanistan like? (LIC case study) Why is there conflict in Afghanistan? (Historical political changes) Why are there some countries where it is illegal for women to drive? (gender equality) Why is Dubai a popular tourist destination? (tourism and sustainability) Should Qatar be hosting the FIFA World Cup 2022? (Decision making exercise)	Summer Term 1 **How are populations changing?** How can we describe the population structure? (population pyramids) Where does everybody live? (population distribution and density) How long do people live for? (varying life expectancies) What is the demographic transition model? (stages of development) Can we control population sizes? (management strategies in China and France) Why do people migrate? (push and pull factors) Why do people move into the EU? (forced migration) Why do people move around the EU? (freedom of movement) What are the problems created by an aging population? (Japan case study) What is Urbanisation? (growth of megacities)

	a diverse range of landscapes and environments. In later lessons, the emphasis shifts from Russia's regions towards its role in the world. Students will also analyse how Russia's unique story has produced a country whose population is hard to categorise, both economically and demographically. **Why is the Middle East an important world region?** The Middle East provides students with another opportunity to investigate a geographical region of great historical importance. Students will discover new biomes and climate regions, research the importance of the oil industry and investigate the reasons for regional conflict. This builds on the previous topics of Asia and Africa and allows for further global comparison. **Is the Earth running out of Resources?** Building on their appreciation of a growing population and exploring the demands of a growing population. Students consider their responsibility as global citizens and the impacts of	Why does the climate of Russia vary? (climate graphs examples) What biomes exist in Russia? (plant and animal adaptations) Where do people live in Russia? (population distribution and density) Does Geography help or hinder the Russian economy? (distribution of resources) How does Russia influence the world? (superpowers) Why did Russia plant a flag on the seabed of the North pole? (oil industry) What happened at Chernobyl? (nuclear industry)	Why is the Middle East a major economic region? (the influence of fossil fuels) How do people survive in the desert? (human and animal adaptation) Spring Term 2 **Is the Earth running out of resources?** Where are all the natural resources? (mapping distribution) Where does energy come from? (renewables and non-renewables) Why are some countries energy insecure? (concentrating on countries without a reliable energy source How can we use natural resources sustainably? (finding a balance between renewables and non renewables) How do we use water? (freshwater resources) How does the hydrosphere provide freshwater resources? (distribution of freshwater globally) Why does water cause conflict? (case study example) Why does food supply vary across the world? (food distribution) Is climate change a recipe for disaster? (future scenarios) How can we secure our food for the future? (management strategies)	Summer Term 2 **What is weather and climate?** What is weather? (day to day conditions) What is climate? (average conditions) How and why does climate vary? (global climate zones) Why does it rain? (relief, convection and frontal rainfall) What was the Beast from the East? (impacts of snow storms) What were the causes and impacts of Storm Desmond? (extreme weather in the UK) What are wildfires? (Australia case study) How do tropical storms vary in HIC and LIC? (Typhoon Haiyan vs Hurricane Katrina) Microclimate enquiry in the school grounds.

	food, water and energy usage aiming for a sustainable future and consolidating their learning from Year 7 Global Issues. **How are populations changing?** World population remains a relevant topic of discussion at a range of scales, developing students local, national, international, and global awareness. Building on student understanding of global issues and resource management students will consider what may happen in the future and evaluate the ethical dimensions of population management strategies such as China's one child policy. **What is weather and climate?** Discussion of changing global weather and climate patterns surrounds our students in the news. As international awareness of global climate change increases we need to consider the impacts this may have on our future. The topic builds on student understanding of global issues and hazards whilst considering the causes			

	of day to day weather conditions in the UK. In all topics students will collect data and communicate findings in different ways; sketches, maps, graphs and writing at length. Fieldwork skills will be developed by carrying out an entire investigation following the sequence of enquiry within Stotfold.			
History	Students will extend their history skills. The assessment focus for year 9 is on source skills. Students will study: ● issue in world history and its interconnections with other world developments - USA, Russia and Germany ● challenges for Britain, Europe and the wider world 1901 to the present day ● the Holocaust ● Opportunities for local studies will be made available through different units of study.	Autumn term 1: <u>The First World War</u> ● causes ● Schlieffen Plan ● why join up ● propaganda ● teenage Tommies ● Forgotten soldiers of Empire ● trenches ● home front ● role of women Autumn term 2: <u>Inter war period</u>	Spring term : <u>Second World War:</u> ● Home front ● Evacuation ● Dunkirk ● Battle of Britain ● Pearl Harbour ● D Day ● Hiroshima	Summer term 1 <u>Completion of Second World War</u> <u>Holocaust</u> ● Nazi ideology ● Ghettos ● Individuals involved ● Final Solution ● Auschwitz There may also be the opportunity to study civil rights in the USA

	● Meanwhile, elsewhere homework will allow students to understand diversity.	● Power through different political systems ● Treaty of Versailles ● democracy and dictatorship ● Russian Revolution ● America in the 1920's ● Dictators ● Cinema ● Rise of Hitler ● Start of World War II		
French	Students will be able to: ● Understand a range of material ● Understand spoken language at normal speed ● Understand unfamiliar language ● Initiate and develop conversations about topical and personal interests ● Use new vocabulary and structures found in reading texts ● Produce longer pieces of writing using at least three tenses ● Edit and redraft work ● Translate to and from the TL	Theme: Qui suis-je? (Who am I?) Identity and Culture Including: Who am I? Revising family and describing people. • Who am I? Talking about friends and what makes a good friend. • Talking about family relationships Making arrangements to go out Describing a night out with friends. • Talking about life when you were younger • Talking about role models.	Theme: Le temps des loisirs (Free time and leisure) Identity and Culture Including: • Cultural life: Revising sporting, leisure activities, technology, TV. • Cultural life: Talking about sport, life online, books and reading. • Cultural life: Talking about television programs in more detail, talking about actors and films.	Theme: Le temps des loisirs (Free time and leisure) Identity and Culture Including: • Cultural life: Revising sporting, leisure activities, technology, TV. • Cultural life: Talking about sport, life online, books and reading. • Cultural life: Talking about television programs in more detail, talking about actors and films. Theme: Jours ordinaires, jours de fête (ordinary days and celebrations days) Identity and Culture Including: ● Talking about food and meals

				● Discussing and shopping for clothes
German	Students will be able to: ● Understand the pronunciation of key phonic sounds ● Listen and read for a range of purposes ● Listening for inference ● Speak with accurate pronunciation and intonation ● Ask and answer questions ● Adapt previously learned language ● Use picture stimuli to generate a conversation ● Write short sentences/paragraphs for a variety of purposes including connective, intensifiers and a range of vocabulary and structures ● Use correct word order with a variety of time phrases ● Describe holidays in details ● Create a dialogue ● Use three tenses into spoken and written work ● Translate into English ● Translate into German	Theme: Auf in die Schule! (Off to School) Including: ● School subjects and clothes ● What's in your pencil case ● What you are and are not looking forward to at school this year ● Describing a school day ● Discussing school rules ● Learning about different types of German schools ● School exchanges and class trips ● Success and achievements at school	Theme: Zeit für Freizeit (Free time) Including: ● Reading habits ● Music ● FIlm and Television ● Sport in Switzerland ● Learning about celebrations and festivals	Theme: Menschliche Beziehungen (relationships) Including: ● What makes a good friend ● Describing relationships ● Weekend activities ● Role models ● Comparing your life as a child with your life now ● Tense work

Art and photography combined	Students will be able to: ● Explore a range of materials, techniques and ideas in art. ● Draw and print from first hand observation. ● Research and write about artists and/or art movements. ● Use the formal elements and critical analysis to write about style/movements in art. ● Explore compositional rules in Art and Photography. ● Understand the printmaking process. ● Explore photoshop editing tools such as adjustments, cropping and layering. ● Evaluate their own and others work. ● Refine their work based on feedback.	Theme: landscape - "Say it with Street Art" Students will be introduced to the street art movement and British Artist Bansky. They will understand how street art often exercises political opinions and they will look into current affairs for inspiration. To apply their ideas they will experiment with stencil and spray paint and develop these techniques into large scale street art pieces expressing their own opinions.	Theme: Still life - "Super-size me" Students will develop their understanding of fast food industries and commercial advertising. They will look into how artists explore the subject matter of food and they will respond to them through the medium of drawing, painting, photography and sculpture. They will summarise the project with a large scale sculpture that conveys their own personal ideas on fast food and health implications.	
Design Technology	The End of year goals for DT are that pupils have a good foundation in the more advanced skills that they might need to complete the KS4 Engineering course. This includes both practical and some theory elements. Pupils will develop their understanding of	**<u>DT</u>** **Intent: To develop an understanding of advanced drawing, and safely working through techniques including using computers, electronics, moulding and casting to make with.** **In DT the first project** will be to make and solder a Mono Amp circuit that	**<u>Engineering</u>** **Intent: To develop an understanding of advanced designing and safely working through advanced forming techniques such as moulding and casting to product constraints.** **In Engineering the first project** will be to design and make a case for their Mono Amp circuit which pupils will	**<u>Food Technology:</u>** **Intent: Pupils will continue to develop their** understanding and application of the principles of nutrition, whilst focusing on more technical dishes and presentation. Pupils will do this by completing a series of dishes including:

	- Being able to use different references to design with including design constraints, - Choose the correct tools for different design and make tasks including systems and control, - Analyse and test work including problems solving, - Understand technical principles of materials, in line with the national curriculum.	will play music and sound using an AUX Cable. Pupils will learn about safely soldering, components and their functions. **In DT the second project** will be to learn some drawing techniques used in product and industrial design to quickly realise ideas. Pupils will cover scamp drawing, crating, rendering and different types of drawing media. This will help pupils to quickly visually prototype ideas on paper for KS4 in both 2D and 3D.	make in DT.Pupils will work to a product size constraint and use laser cutting and living hinges to expand their CAD/CAM experience. Pupils will also use concrete moulding as an advanced process. **In Engineering the second project** will be to design and make a piece of pewter jewellery. Pupils will experience different materials and processes including copper, enamelling and silversmithing. This will leave students with a good understanding of working with different metals and manufacturing.	Peach Muffins Chicken Tikka Masala Decorative Swiss Roll Cinnamon Stars Ravioli Millionaire's Shortbread
Performing Arts (on rotation)	By the end of Year 9 pupils should be able to. The focus this term will be on Devising and group work. **Creating** Devise drama based on challenging issues and themes. Give and accept direction during the rehearsal process. **Presenting** Make use of technology to support performance work.	**<u>Devising - rehearsal strategies and processes</u>** Students will develop Skills and Techniques in Performing Arts to devise mini monologues and shape together based on the theme of Discrimination. Students will look at Knowledge and Understanding of influential contemporary devised theatre practitioners in the theatre world. They will watch short devised performances as models to explore a range of Performing Arts disciplines.	**<u>Exploring Performing Arts</u>** The focus this term is to introduce students to short scripted extracts from a range of professional repertoire. Scripts will be selected based on group needs. Students will learn the stages of creating a production from page to stage.	**<u>From Page to Stage - developing skills and techniques</u>** Students will take part in a series of masterclasses exploring the stages that professional Performing Artists undertake in rehearsals from page to stage. Extracts from a range of play literature will be explored and students analyse how ideas are communicated to an audience.

	Create clear characters adding depth and detail and present ideas to others (through an acting or design pathway). **Responding** Use correct terminology to describe work. Begin to analyse how ideas, emotions and feelings are communicated.	After they have analysed the skills and techniques used in professionally devised repertoire they will then apply this in creating their own original short presentation. Students will choose a specific pathway either acting or design and develop their skills and techniques in relation to this pathway. They will present their findings through their log book/short pitch/demonstration. Students will choose to work as a performer or designer. Design elements may be realised in a short performance, but for assessment purposes design ideas must be demonstrated as part of the pitch/ presentation. For example, in the form of a set model or sound recordings with cue sheets	They will analyse a range of production companies from 'world theatre'. They will explore the creative teams and roles and responsibilities involved in putting on a professional scripted production.	Students choose their script extract and can adapt it to present as a final Performing Arts showcase This can be a demonstration of design or workshop performance to an invited small audience. Students will get feedback on their presentations from the invited audience on the success of the presentation.
Music (on rotation)	In year 9 students will gain knowledge in; ● Reading treble and bass clef notation, ● How to manipulate higher level musical elements to create mood,	**KEYBOARD SKILLS 3 - Performance.** Students will recall and build upon previous knowledge regarding the identification of notes on the treble and bass clef. They will apply this to piano/keyboard playing and will be expected to combine elements of	**COVER VERSION - Performance and listening** Students will use Musical Futures style techniques to choose a piece of existing music in any style and then analyse the existing recording and use online resources to learn to play the	**FREE COMPOSITION - Composition** Students will explore composition in a module linked to the Free Composition style of GCSE. They will choose a compositional style and research the main features of that style. They will then create a brief

	● How to analyse and write about music and place it in context, ● How to develop musical ideas. Students will revisit many skills they have previously looked at but we will be accessing a higher level of musical skill. They will be given more freedom to explore and research musical styles that appeal to them and will apply and strengthen this knowledge through practical composition and performance skill related tasks.	Bass and treble clef simultaneously which will increase the level of processing. They will work on learning a piece using more complex musical notation, which will ensure the progression of skill required to perform a higher level solo piano piece. The assessment is based on the accuracy, expression and difficulty of the performance part they have learned. Students will be assessed on their progress at the end of the rotation.	piece. They will be introduced to a number of different instruments and will be assessed on the accuracy, expression and difficulty of the performance part they have learned. Within this module, listening examples will focus on: ● being able to identify how the different elements of music are used and the impact this has on the listener. ● understanding and being able to express the meaning and purpose of music being listened to.	linking to the audience and occasion before composing a piece of music. Students will be marked at the end of the module on their response to the brief they write, their use and development of harmony and texture and the structure and fluency of their composition. Within this composition module we will focus on the following musical knowledge: ● Be able to compose using a wider variety of keys (C, G or F major, A, E, or D minor). ● Be able to create contrasting chord structures to create pieces in ternary or verse/chorus form. ● Be able to enhance basslines and/or accompaniments with passing notes and rhythm patterns. ● Explore a wide variety of structural ideas, e.g. ABACA