



***‘Music expresses that which cannot remain silent
and that which cannot be put into words’ - Victor Hugo***

Music is an all-inclusive art form. It aims to encourage society to express their feelings through music, whether this is through listening, performing, arranging or composing. Through Music a range of skills are developed. As well as those mentioned above, students also develop interpersonal skills such as confidence, communication, interpretation and analysis.

Through the study of Music we aim to develop students who are:

- Able to participate effectively in practical, hands on music making
- Well-rounded musicians who are able to work on their own but also empathetic to working in a pair or group
- Creative workers who can perform, arrange and compose while considering the Elements of Music
- Keen to demonstrate their understanding of the Elements of Music through listening tasks
- Team players who can lead, communicate and collaborate in small groups to meet the desired end product
- Understanding that Music as an art form is inclusive of all genders, race and cultures
- Appreciative of a variety of musical styles and genres and understand the impact that history has had on the development of musical history and the music we know today
- Aware of the importance of music in our day-to-day life, ranging from what we listen to on the radio to music that is used in sporting events
- Determined to develop interpersonal skills such as communication and confidence to help them in other areas of society
- Keen to enjoy making music and understand that participating in a group is part of something bigger; our musical community
- Celebrate their successes and that of others inside and outside the classroom in the variety of musical events that Little Heath School organise throughout the year



YEAR 8

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|----------------------|--|---|---|--|---|--|
| TOPIC | Descriptive Music | African Drumming* | Jazz and Blues* | Songwriting* | Club Dance* | Independent project: performing, arranging or composing |
| KEY CONCEPTS /SKILLS | Elements of Music Keyboard technique Creating different moods in Music | Rhythm notation Rhythmic improvisation Stylistic structures, timbres and textures | 12 Bar blues Melodic improvisation Composing stylistic melodies | Guitar skills Play and create a simple riff and chords on the guitar Ensemble skills | Keyboard technique Stylistic structures, timbres and textures Ensemble skills | Keyboard technique Stylistic structures and textures Ensemble skills Arranging skills |
| ASSESSMENT | Practical assessment Formative listening activity | Practical assessment Formative listening activity | Practical assessment Formative listening activity | Practical assessment Formative listening activity | Practical assessment Formative listening activity | Practical assessment Formative listening activity |

*On rotation

KS4 Music Curriculum Overview (Year 9, 10 & 11)

GCSE Music is studied in Years 9, 10 and 11. We follow the OCR Music specification which covers an array of interesting styles and genres of Music but also focuses on developing our young people as well-rounded musicians. The course is split into the three main skills; performance (30%), composition (30%) and listening and appraising (40%). Performance and composition make up 60% of the non-examined assessment (NEA) that students submit in Year 11. These practical skills are developed gradually throughout the three years so that students feel confident and proud that they have submitted their best work in Year 11. The exam component explores a range of styles of genres from the Baroque Concerto to Indian Classical Music to Rock 'n' roll in the 1950s and 1960s. It is important for students to appreciate an array of styles of music and this course does just that.



YEAR 9

In Year 9 we focus on developing all three skills mentioned above so that in Year 10 they feel confident starting their NEA and studying the exam topics.

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|----------------------|---|---|--|--|--|---|
| TOPIC | Minimalism / Musical identity | Blues | Popular Music / composition skills | Reading Music / signs, symbols and directions | Reading Music / signs, symbols and directions | Knowledge of key musical vocabulary |
| KEY CONCEPTS /SKILLS | Ensemble skills Composing short melodic, chordal and rhythmic ideas on Sibelius Pitch and rhythm notation Listening exercises demonstrating understanding of the Elements of Music Solo performance on students' own instrument | Ensemble skills Composing a stylistic piece of Blues Improvisation Listening exercises demonstrating stylistic understanding of pieces Solo performance on students' own instrument | Composing balanced chord sequences and melodies Stylistic fingerprints of Pop Music Solo performance on students' own instrument | Developing chord sequences and melodies and providing textural and structural interest Listening to a variety of different genres to gain understanding of the different signs and symbols you see on sheet music Solo performance on students' own instrument | Composing to a brief Listening to a variety of different genres to gain understanding of the different signs and symbols you see on sheet music Solo performance on students' own instrument | Composing to a brief Listening exercises and questions to wide student's understanding and musical vocabulary Solo performance – interpreting the mark scheme |
| ASSESSMENT | Performance opportunities Composition exercises Listening exercises | Performance opportunities Composition exercises Listening exercises | Performance opportunities Composition exercises Listening exercises | Performance opportunities Composition exercises Listening exercises | Performance opportunities Composition exercises Listening exercises | Performance opportunities Composition exercises Listening exercises PPE: Listening Paper |



YEAR 10

As aforementioned, students start focused work on the OCR specification in Year 10. While key assessment milestones are marked below, students work on all these skills throughout the year and are informally assessed regularly through verbal, peer and teacher feedback. The division of lessons ensures that the right support is given to students while focused independent work is set for homework so that their musicianship develops. Per fortnight lessons are divided as follows; one performance; two composition lessons and two exam lessons.

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|----------------------------------|--|---|---|---|---|--|
| TOPIC | Film Music | World Music 1 | Pop Music | Concerto 1 | World Music 2 | Concerto 2 |
| KEY CONCEPTS /SKILLS | <p>In the exam lessons in this unit we study the importance of music in films and how the different emotions, characters and scenes are portrayed</p> <p>In composition lessons we work on creating our own leitmotifs, complementing the work we complete in our exam lessons</p> | <p>This unit covers the following styles of music: African Music, Calypso, Samba and Steel pan</p> <p>We study the stereotypical features of each of these styles of music through listening exercises</p> <p>In the composition lessons we will study these styles further by considering these features</p> | <p>This term we will study the stereotypical features of the following styles that feature under the 'Pop Music' umbrella; Rock 'n' roll of the 1950s and 1960s; Rock anthems of the 1970s and 1980s; Pop ballads of the 1970s, 1980s and 1990s; and Solo artists from the 1990s to the present day</p> | <p>In this first concerto unit we look at the typical features of the concerti that were composed in the Baroque and Classical periods. The solo concerto was a popular form in these periods, the Concerto Grosso was the only one popular in the Baroque period</p> | <p>In this world music unit we study different styles and genres which include; Indian Classical Music; Bhangra Music; Greek Music; and Israeli and Palestinian Music. We will also ensure students are gaining confidence with identifying the differences between all styles and genres of world music that we have studied</p> | <p>This term we study the last period of music, the Romantic period and how the concerti in these period are different to those in the Baroque and Classical periods</p> |
| ASSESSMENT (NEA AND EXAM TOPICS) | <p>Listening exercises</p> <p>End of topic tests</p> | <p>Solo performance assessment</p> <p>Listening exercises</p> <p>End of topic tests</p> | <p>Students start working on their first composition; 'free' composition. They continue working on this until the end of the academic year.</p> <p>PPE: Listening Paper</p> | <p>Listening exercises</p> <p>End of topic tests</p> | <p>The first draft of students' 'free' composition is due before half term</p> <p>Listening exercises</p> <p>End of topic tests</p> | <p>Students start work on their ensemble performance which culminates in a performance in October</p> <p>Listening exercises</p> <p>End of topic tests</p> |



YEAR 11

As all content for exam lessons are covered in Year 10, in Year 11 we focus on exam technique and topics that students find more challenging. You will notice below that all final NEA deadlines are in Year 11. This is because NEA must be completed in the year of certification. This means that there is a lot of work to complete on NEA to ensure that it is to the students' best standard; sometimes after school intervention is required.

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|----------------------------------|--|---|--|--|--|--------|
| TOPIC | Revision / exam skills | Revision / exam skills | Revision / exam skills | Revision | Revision | |
| KEY CONCEPTS /SKILLS | Students to work on exam technique that the previous cohort found challenging in the listening paper taken in the summer | Following the PPE Listening paper, students to focus on weaker topics and exam technique in the paper to improve confidence for their PPE in February | In this topic, teachers to tailor exam lessons to weaker topics and exam skills to ensure that students are prepared for their PPE before February half term | Once PPE papers have been marked, teachers work out topics and exam technique that students need to work on most Teachers to ask students what they would like to focus on after the Easter holiday | Tailored revision activities | |
| ASSESSMENT (NEA AND EXAM TOPICS) | Students start their second composition; composition to a brief. The first draft is due before the Christmas holiday Ensemble performance to be performed in front of an audience in October Listening exercises | Students to record the solo performance that they worked on in Year 10. Listening exercises PPE Listening Paper | Students to upgrade the 'free' composition that they started in Year 10 Listening exercises PPE Listening Paper | All NEA submitted to their subject teacher; solo performance, ensemble performance; 'free' composition and composition to a brief Listening exercises Walking Talking Mocks | Listening exercises Walking Talking Mocks | |



KS5 Music A level Curriculum Overview (Year 12 & 13)

A Level Music is studied in Years 12 and 13. We follow the AQA Specification which provides a contemporary qualification that covers a wide variety of musical genres. The course is split into three areas: performance (35%), composition (25%) and appraising (40%). For the exam unit (component 1), these are divided into different Areas of Study (AoS); AoS 1: Western Classical tradition 1650-1910; AoS 2: Pop Music; and AoS 3: Music for media. The performance and composition units, which form the non-examined assessment, provide students with the opportunity to develop practical skills that all musicians seize. The course provides a gateway to further study, not just related to Music but any subject due to the range of skills that it offers (communication, analysis, interpretation and many more).

YEAR 12

| | COMPONENT 1: Listening and Appraising | COMPONENT 2: Performance | COMPONENT 3: Composition |
|----------------------|---|--|--|
| AUTUMN TERM 1 | <p>Welcome the students to the course, introduce the exam component and start studying the set works:</p> <ul style="list-style-type: none"> Regular music theory exercises Provide written feedback from transition work which asked students to focus on contextual knowledge required for the Areas of Study Each teacher specialises in an AoS: students to start work on AoS 1 focusing on the Baroque solo concerto. Students will also focus on a Pop Music artist with the other teacher Teachers to regularly test understanding of music theory through questioning | <p>Introduce the performance component to the students and focus on the following:</p> <ul style="list-style-type: none"> Discuss repertoire choices Provide advice for rehearsing and practising at home Encourage wider listening of chosen recital pieces to gain an appreciation of different interpretations Assessment criteria Verbal feedback followed by targets for development | <p>Establish and develop the following compositional skills:</p> <ul style="list-style-type: none"> Creating a strong melody which follows a logical harmonic progression Melodic development Use of timbres within a phrase Structure and phrasing Sense of style and character Writing idiomatically |
| AUTUMN TERM 2 | <p>Continue working on the skills mentioned above as well as the following:</p> <ul style="list-style-type: none"> Students to start working on 10-mark questions specific to Section A and C of the paper Assessment criteria and model answers provided | <p>Continue working on the performance skills mentioned above as well as:</p> <ul style="list-style-type: none"> Agreeing a final programme for Year 12 recitals days and evening before the Easter holiday A mock performance in front of the class Written and verbal feedback followed by targets for development | <p>Continue developing key compositional skills mentioned above as well as the following:</p> <ul style="list-style-type: none"> Creating contrast |



| | COMPONENT 1: Listening and Appraising | COMPONENT 2: Performance | COMPONENT 3: Composition |
|----------------------|--|--|--|
| SPRING TERM 1 | <p>Continue working on the skills and content mentioned above as well as:</p> <ul style="list-style-type: none"> • Students to start work on the 10-mark questions specific to Section B of the paper • Assessment criteria and model answers provided | <p>Students continue working towards their recital next term following the feedback they received before Christmas</p> | <ul style="list-style-type: none"> • Students to start work on their free composition • Assessment criteria given • General verbal and written feedback provided at regular intervals throughout the term |
| SPRING TERM 2 | <p>Continue working on the skills and content mentioned above as well as:</p> <ul style="list-style-type: none"> • Set some shorter questions that are asked in Section A of the paper • Ensure that students are prepared for their pre-public examination (PPE) after the Easter holiday | <p>Students to record a 6-minute recital before the Easter holiday.</p> <ul style="list-style-type: none"> • Programme note to be provided | <p>Students to continue working on their free composition with the above guidance and support</p> <ul style="list-style-type: none"> • First draft of students' free composition is due |
| SUMMER TERM 1 | <p>Year 12 to sit a PPE to formally assess their understanding of what they have learnt so far</p> <p>Written feedback to be provided following the PPE with personal advice about how students can improve their result</p> | <ul style="list-style-type: none"> • Written feedback is provided to inform preparations for Year 13 recital pieces • Preparation for Year 13 recital pieces to commence | <p>Students to continue working on their free composition with the above guidance and support</p> |
| SUMMER TERM 2 | <ul style="list-style-type: none"> • Students to start work on another strand in AoS 1: The operas of Mozart • Students to also start work on the other AoS: Film Music • Work to be set over the summer holiday | <p>Students to perform one of their Year 13 recital pieces</p> <ul style="list-style-type: none"> • Verbal and written feedback to follow to provide a target for development over the summer holiday | <p>Second draft of students' free composition is due</p> <ul style="list-style-type: none"> • General written feedback to be provided in September |



YEAR 13

| | COMPONENT 1: Listening and Appraising | COMPONENT 2: Performance | COMPONENT 3: Composition |
|----------------------|--|---|--|
| AUTUMN TERM 1 | <ul style="list-style-type: none"> Students to continue working on 'The operas of Mozart' Students to also continue working on another artist from AoS 3: Film Music Continue the development of listening skills and practising exam technique across all areas of the paper | <ul style="list-style-type: none"> Agree upon a final programme for Year 13 recitals days and evening before the Easter holiday Encourage wider listening of chosen recital pieces to gain an appreciation of different interpretations Assessment criteria Verbal feedback followed by targets for development | <ul style="list-style-type: none"> Students to work on composition exercises linked to weaknesses highlighted following their second draft of their free composition. These exercises are independent of the composition that they submitted Students to spend some time upgrading their free composition following these exercises Briefs for students' second composition are released on 15th September. Students to complete some initial exploration of ideas |
| AUTUMN TERM 2 | <ul style="list-style-type: none"> Students to continue working on 'The operas of Mozart' Students to also continue working on another artist from AoS 3: Film Music Continue the development of listening skills and practising exam technique across all areas of the paper | <p>Continue working on the performance skills mentioned above as well as:</p> <ul style="list-style-type: none"> A mock performance of their recital in front of the class Written and verbal feedback followed by targets for development | <p>Students to work on their composition to a brief.</p> <ul style="list-style-type: none"> General verbal and written feedback to be provided at regular intervals |



| | COMPONENT 1: Listening and Appraising | COMPONENT 2: Performance | COMPONENT 3: Composition |
|----------------------|---|---|--|
| SPRING TERM 1 | <ul style="list-style-type: none"> • Students to sit a PPE • Written feedback to be provided • Students to start work on the final strand of AoS 1: The piano music of Chopin, Brahms and Grieg • Students to continue working on another artist from AoS 3: Film Music • Continue the development of listening skills and practising exam technique across all areas of the paper | <ul style="list-style-type: none"> • Students to continue working on their recital pieces with regular verbal feedback from their teacher • Students to start work on their programme notes | <ul style="list-style-type: none"> • Students to work on their composition to a brief • General verbal and written feedback to be provided at regular intervals |
| SPRING TERM 2 | <ul style="list-style-type: none"> • Students to continue working on 'The piano music of Chopin, Brahms and Grieg' • Students to continue working on another artist from AoS 3: Film Music • Continue the development of listening skills and practising exam technique across all areas of the paper | <p>Students to record a 10-minute recital before the Easter holiday. This will be submitted to the exam board</p> <ul style="list-style-type: none"> • Students to submit their programme notes | <p>Final submissions of both compositions are due before the Easter holiday. The following needs to be included in the submission of both compositions:</p> <ul style="list-style-type: none"> • Score • Programme notes • Recordings |
| SUMMER TERM 1 | <p>Targeted revision to be planned to prepare students for their exam this term</p> | | |



KS5 Music Technology A level Curriculum Overview (Year 12 & 13)

A Level Music Technology is studied in Years 12 and 13. We follow the Edexcel Specification which mixes engaging practical content with useful listening and production skills assessed in the two exams. The course is split into four components: recording (20%), composition (20%), the listening and analysing exam (25%) and the production and analysing exam (35%). The course teaches young composers and producers the skills to continue similar tasks at undergraduate study as well as communication, analysis and writing skills.

YEAR 12

| | COMPONENT 1: Recording | COMPONENT 2: Technology-based composition | COMPONENT 3: Listening and analysing | COMPONENT 4: Producing and analysing |
|----------------------|--|--|---|--|
| AUTUMN TERM 1 | <p>Students learn the following this term:</p> <ul style="list-style-type: none"> • How to set up a Cubase project and maintain general house-keeping • Complete three short tasks to introduce some production skills • Microphone placements for all instruments <p>Record drums for the group mix that is due next term</p> | <p>Students to learn the following this term:</p> <ul style="list-style-type: none"> • Basics of Cubase including how to input ideas, tempo map and quantise • Using Groove agent: the basics of sampling • Recording, chopping and pitch shifting ideas <p>Students to begin a sampling composition exercise</p> | <p>Students to start learning about the main pop genres from 1910-present day through teaching and homework tasks</p> <p>Start to understand the development of music as genres progress</p> <p>To gain understanding of questions that are asked in Section A in the paper</p> | <p>Students to start learning about the techniques and principles of music technology.</p> <p>This term, these include:</p> <ul style="list-style-type: none"> • The microphone – different types of microphone and polar patterns • Development of MIDI • Development of VST • Drawing lanes in Cubase for EQ and compression |
| AUTUMN TERM 2 | <p>Students to continue developing their recording skills through the following:</p> <ul style="list-style-type: none"> • Learning about basic automation • Continue learning about microphone placements for all instruments • Comping and audio editing • Complete an independent mixing task with pre-recorded track <p>Group mix is due before the Christmas holiday</p> | <p>Students to continue working on their sampling composition where they need to demonstrate a sense of harmony and structure</p> <p>This composition is due before the Christmas holiday</p> | <p>Students to continue understanding the development of music and technology through the variety of genres</p> <p>Continue practising exam technique and demonstrating knowledge and understanding in the Section A questions</p> | <p>This term students to learning the following through practical and written tasks:</p> <ul style="list-style-type: none"> • Compression • Synthesis • EQ • Comping audio editing |



| | COMPONENT 1: Recording | COMPONENT 2: Technology-based composition | COMPONENT 3: Listening and analysing | COMPONENT 4: Producing and analysing |
|----------------------|---|--|--|---|
| SPRING TERM 1 | <p>Students to demonstrate their understanding of the skills they have learnt so far by working on an independent mixing task</p> <p>Students to also learn about visual panning and frequencies</p> | <p>Students to start a composition focusing on using synthesis</p> | <p>Continue answering Section A type questions</p> <p>Students to start looking at extended writing comparison questions</p> <p>Students to start learning about the development of technology and how it has had an impact on different styles of music</p> | <p>This term students to learning the following through practical and written tasks:</p> <ul style="list-style-type: none"> • Synth design • Drawing reverb / delay tails • MIDI editing parameters • Distribution of music • Recording media • Computer technology |
| SPRING TERM 2 | <p>Students to continue demonstrating their understanding of the skills they have learnt so far by working on another independent mixing task. This time with a different style as a focus</p> <p>Students to learn about how to complete a log book to complement their recording</p> <p>Both Individual mixes are due before the Easter holiday</p> | <p>Students to learn about the practical application of all effects and processes</p> <p>Students to begin working on a mock composition to practise working with a brief</p> | <p>Students to continue working on exam technique relating to the two extended answer questions in this exam paper</p> <p>Ensure students are prepared for their pre-public examination after the Easter holiday</p> | <p>This term students to learning the following through practical and written tasks:</p> <ul style="list-style-type: none"> • Delay • Reverb • Ohms law • Nyquist theory • Bit depth • Cables <p>Ensure students are prepared for their pre-public examination after the Easter holiday</p> |
| SUMMER TERM 1 | <p>Students to continue demonstrating their understanding of the skills they have learnt so far by working on another independent mixing task. This time with a different style as a focus</p> | <p>Students to continue working on their mock composition that they started before the Easter holiday</p> <p>Students to also learn how to complete a log book to complement their composition</p> | <p>Students to sit a pre-public examination in this term</p> <ul style="list-style-type: none"> • Written feedback provided and students given the opportunity to upgrade their paper | <p>Students to sit a pre-public examination in this term</p> <p>This term students to learning the following through practical and written tasks:</p> <ul style="list-style-type: none"> • Synthesizer • Recording quality |



| | COMPONENT 1: Recording | COMPONENT 2: Technology-based composition | COMPONENT 3: Listening and analysing | COMPONENT 4: Producing and analysing |
|----------------------|--|---|--|--|
| SUMMER TERM 2 | <p>Students to submit the latest task that they have been working on</p> <p>Component 1 briefs are released: students to choose a song to work on and complete their guide track so that they are ready to record in September</p> | <p>Composition is due in the middle of this term</p> <p>Students to receive written feedback</p> <p>Students will get the opportunity to upgrade their composition so that they are confident that the skills that they need to demonstrate once briefs are released in September</p> | <p>Students to continue working on exam technique relating to the two extended answer questions in this exam paper</p> | <p>This term students to learning the following through practical and written tasks:</p> <ul style="list-style-type: none"> • DAW functions and controls • Panning |

YEAR 13

| | COMPONENT 1: Recording | COMPONENT 2: Technology-based composition | COMPONENT 3: Listening and analysing | COMPONENT 4: Producing and analysing |
|----------------------|---|---|--|---|
| AUTUMN TERM 1 | <p>The guide tracks that students started in July need to be finalised ready for recording the drums and other instruments required for their chosen song</p> <p>Students to work on a separate mixing task so that skills and techniques that they learnt in Year 12 can be demonstrated</p> | <p>The composition briefs are released on 1st September so during this term the following work will be completed:</p> <ul style="list-style-type: none"> • Discussion about each brief and possible approaches • Begin work on composition | <p>Students to complete regular exam style questions related to different styles and genres of music. These questions take the form of shorter questions, comparison questions as well as an analysis question based on a type of technology</p> | <p>Students to revise the topics covered in Year 12 with the focus on perfecting their exam technique:</p> <ul style="list-style-type: none"> • Microphone • MIDI • VST |
| AUTUMN TERM 2 | <p>Students to finish recording all instruments for their chosen song. The deadline for this is before the Christmas holiday</p> <p>Students to work on a different mix task to continue demonstrating the skills and techniques that they learnt in Year 12</p> | <p>Students will continue working on their composition.</p> <p>First draft of this composition and their lock book is due before the Christmas holiday</p> <ul style="list-style-type: none"> • Verbal feedback given at interim stages in the term | <p>Students to continue working on knowledge and understanding and exam technique inside and outside the classroom</p> <p>Students start preparing for the pre-public examination that is going to place after the Christmas holiday.</p> | <p>Students to revise the topics covered in Year 12 with the focus on perfecting their exam technique:</p> <ul style="list-style-type: none"> • Compression • EQ • Synthesis <p>Students start preparing for the pre-public examination that is going to place after the Christmas holiday</p> |



| | COMPONENT 1: Recording | COMPONENT 2: Technology-based composition | COMPONENT 3: Listening and analysing | COMPONENT 4: Producing and analysing |
|----------------------|---|---|--|--|
| SPRING TERM 1 | <p>Students to complete their first draft mix of their recording. Due before half term</p> <ul style="list-style-type: none"> Written feedback to be given <p>Students to work on a separate mixing task alongside their recording project as mentioned above</p> | <p>Following written feedback, students to upgrade their composition and logbook</p> <p>Final draft of their composition is due before February half term</p> | <p>Students to sit a pre-public examination after the Christmas holiday</p> <p>Students given the chance to upgrade their exam paper to inform future revision</p> | <p>Students to sit a pre-public examination after the Christmas holiday</p> <p>Students given the chance to upgrade their exam paper to inform future revision</p> <p>Students to revise the topics covered in Year 12 with the focus on perfecting their exam technique:</p> <ul style="list-style-type: none"> Recording media Computer technology |
| SPRING TERM 2 | <p>Students to ensure that they have completed the production of the recording track as well as completed all areas of the log book. To be submitted before the Easter holiday</p> <p>Students to work on another mixing task which is based on the mixing task set in the Component 4 exam paper</p> | <p>Students to ensure that they have completed their technology-based composition as well as completed all areas of the log book. To be submitted before the Easter holiday</p> | <p>Students to continue working on knowledge and understanding and exam technique inside and outside the classroom</p> | <p>Students to revise the topics covered in Year 12 with the focus on perfecting their exam technique:</p> <ul style="list-style-type: none"> Delay Reverb DAW |
| SUMMER TERM | | | Tailored revision activities | Tailored revision activities |



Enrichment Activities

At Little Heath School we value the learning that takes place outside of the classroom as much as that inside the classroom. Every lunch time we run extra-curricular activities to suit all musical tastes ranging from choral ensembles for all ages, styles and genders and instrumental ensembles for specific families of instruments but also mixed ensembles for all standards and tastes. We also offer some intervention sessions for our Key Stage 4 and 5 students after school to ensure that they are fully supported in the completion of their non-examined assessment.

Throughout the year we organise at least one musical event a term ranging from our Winter Festival to an Upper School Recital. We also organise an annual House Music Competition where we celebrate musical talent across the school in all year groups.

Students are also given the opportunity to learn a musical instrument with peripatetic teachers mainly employed by Berkshire Maestros. This gives students the chance to develop their confidence at performing on their own or in a small group as well as developing a new skill.