



Music Curriculum

Why do we teach Music?

"Music is a world within itself, with a language we all understand. With an equal opportunity, for all to sing, dance and clap their hands". (Stevie Wonder, Sir Duke)

The lyrics from this verse embodies our beliefs around music education- music is a universal language which plays a role in many cultures around the world. Everybody should have access to a high- quality music education which is designed around instilling a love of learning and promoting the development of musical skills and talents. Our aim is that everyone will have experienced playing a range of instruments such as vocals, bass, piano, guitar and drums, listening to and analysing a range of different musical styles, key composers and performers and composing their own music with and without the use of technology. We are proud of the fact that students all have the opportunity to learn and instrument for free!

How do we teach Music? (Key concepts and skills)

The curriculum is centred around the three core principles of listening to and appraising music, performing and composing. Throughout schemes of work, pupils will revisit these areas, deepening their skills and knowledge of them through a range of styles and activities.

In particular our curriculum has a wide range of resources to ensure that all students can access it- including sheet music in various formats e.g. traditional staff notation, guitar/bass/ukulele tab, drum notation, videos, how to guides and visual prompts and there are different ways to access the learning- e.g. paired work, solo work, group work, using instruments, using computers and technology.

What do we teach in Music?

The curriculum encourages students to think and act like a musician. For example, when students learn how to compose, they learn how to use Logic Pro X effectively, learning techniques that are standard for producers. They learn how to compose to a brief, such as creating music for an animal, films, adverts and writing songs in a Popular Music style. Students learn how to perform in a variety of styles on a range of instruments and develop key skills vital to performing such as confidence, stage presence, eye contact and expression, whilst also developing effective rehearsal skills. During lessons students have regular opportunities to share and perform their work both in progress and as finished pieces, where students are encouraged to critique each other. Listening activities are present in all lessons and students are encouraged to appraise a wide variety of musical styles, composers and artists.

How is Music personalised for our learners?

We have a diverse student body and we believe that it is important that our teaching represents this. For example, we learn about a range of musical styles and cultures, including West African Drumming where we explore music from specific places such as Ghana, Togo and Benin. We also look at music from Greece, Turkey, Palestine, Israel, Indian and the Punjab. We also look at styles which students might have preconceived views on such as Classical Music and as well as exploring music which our students enjoy listening to- for example band projects where students can perform various Popular music genres e.g. EDM, rap, pop and hip-hop.



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Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content	Singing and intro to Music Learn to sing as part of a group - developing good vocal technique	Keyboards Learn the basics of playing the keyboard and reading musical notation	Horror Music Learn how to create your own music for scary film scenes using Logic Pro X	African Drumming Develop your djembe drumming skills and learn about drumming traditions across Africa	Carnival of animals Use Logic Pro X to compose your own music to represent an animal	Band Breakout Develop your skills and rehearsing and performing as part of a band
Key concepts & skills	You will learn about the basics of melody and pitch including; <ul style="list-style-type: none"> • Tone, semitone • Intervals • Scales • Vocal range <u>Additional concepts</u> <ul style="list-style-type: none"> ➢ Voice types ➢ Verse chorus structure ➢ Call and response ➢ Basic dynamics 	You will learn in more detail about pitch and notation including; <ul style="list-style-type: none"> • Treble and bass clef • Notes on the stave • Sharps, flats and naturals <u>Additional concepts</u> <ul style="list-style-type: none"> ➢ Piano technique ➢ Notes on the keyboard ➢ Basic chords ➢ Major, minor ➢ Learning to perform a piece 	You will learn about harmony and tonality including; <ul style="list-style-type: none"> • Chromaticism • Semitones (recap sharps and flats) • Drone • Atonality/dissonance (cluster chords) <u>Additional concepts</u> <ul style="list-style-type: none"> ➢ Ostinato, repetition ➢ Timbre including digital effects, reverb etc ➢ Orchestral instruments ➢ Creating moods with music 	You will learn about rhythmic notation including; <ul style="list-style-type: none"> • Note lengths • Polyrythms and cross rhythms • Syncopation • Rests • Pulse and metre • Basic time signatures <u>Additional concepts</u> <ul style="list-style-type: none"> ➢ African drumming instruments ➢ Call and response ➢ Improvisation ➢ Context e.g. specific countries and cultures and their history 	You will learn about the basic elements of music including; <ul style="list-style-type: none"> • Tempo • Dynamics • Duration • Structure • Texture • Pitch • Timbre (instruments of the orchestra) <u>Additional concepts</u> <ul style="list-style-type: none"> ➢ Phrase marks ➢ Basic historical context of Classical Music 	You will learn about being a successful band including; <ul style="list-style-type: none"> • Performance and rehearsal skills <u>Additional concepts</u> <ul style="list-style-type: none"> ➢ Timbre- band instruments e.g. bass, guitar, keyboard and drum kit ➢ Pop song structure ➢ Drum fills ➢ Riffs, repetition ➢ Pentatonic scale ➢ Guitar tab
Summative Assessment	Practical whole class singing performance	Performance of keyboard piece at the end of the scheme of work.	You will create a piece of scary music to accompany a short story of film clip, using Music ICT.	You will perform an African Drumming inspired piece of music as a small group.	You will compose a piece of Music to represent an animal using Logic	You will perform a 2 chord song as part of a band.
Builds on	Prior learning at Primary School	Musical elements learnt in Autumn 1	Piano skills and pitch notation theory learnt in Autumn 2.	Notation skills learnt when studying the keyboard	Piano skills learnt in Autumn 2 and Music ICT skills from Spring 1	Drumming skills learnt in Spring 2 and keyboard skills learnt in Autumn 2. Group skills started with African drumming
Builds towards	Developing vocal and performance skills Knowledge of basic musical elements	Developing piano skills for use in band projects and when using Music ICT	Continuing to develop piano and Music ICT skills, as well as building on key melody, pitch and harmony key words	Developing drumming and rhythm skills for use in bands when playing drum kit and drumming in other Folk Styles such as Indian Classical/Bhangra, Palestinian/Israeli and Greek and Turkish music	Develop music ICT and composition skills for use when studying Structure and composition, The Blues and Classical Music in Year 8	Developing group working skills and band instrument skills such as bass, guitar, piano and drum kit



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Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content	The Blues Explore, create and perform music from the Blues tradition	Folk Music Create and perform music inspired by Middle Eastern and Eastern European Folk.	Structure and Composition Explore how structure is used in music and compose your own piece of music	Class Playlist Explore Popular music genres and rehearse and perform as a band	Classical Music Listen and perform to music across different Classical Music periods.	Salsa Explore South American Salsa music and will learn to perform as part of a group.
Key concepts & skills	<p>You will learn about conventions of Blues including;</p> <ul style="list-style-type: none"> 12 bar Blues structure Walking bass Triads Chords naming I,IV,V <p><u>Additional concepts</u></p> <ul style="list-style-type: none"> ➤ Blues instruments ➤ Improvisation ➤ Scat singing ➤ Swung/dotted notes ➤ Inversions ➤ Historical context 	<p>You will learn about harmony and tonality including;</p> <ul style="list-style-type: none"> Major/minor Scales e.g. modal, pentatonic, chromatic Pedal/drone Irregular time sigs <p><u>Additional concepts</u></p> <ul style="list-style-type: none"> ➤ Traditional instruments ➤ Tech key words e.g. looping, midi ➤ Homophonic texture ➤ Recap of pitch-treble/bass clefs, stave and score ➤ Historical, political and social contexts 	<p>You will learn about key musical structures including;</p> <ul style="list-style-type: none"> Binary Ternary Rondo Arch Theme and variations Strophic Through-composed <p><u>Additional concepts;</u></p> <ul style="list-style-type: none"> ➤ Music Tech ➤ Quantizing ➤ Synthesiser, drum machine, multitracking ➤ Loops 	<p>You will learn about the conventions of Popular Music including;</p> <ul style="list-style-type: none"> Pop song structure Middle 8, hook Riff <p><u>Additional concepts</u></p> <ul style="list-style-type: none"> ➤ Key features of different genres of Popular music ➤ Development of Popular music over time ➤ Musical layers e.g. Bassline, melody, beat, counter-melody, chords. 	<p>You will learn about;</p> <ul style="list-style-type: none"> Basic pitch notation Dynamics such as forte, piano, diminuendo and crescendo. Basic rhythm notation Texture Tempo key words e.g. accelerando <p><u>Additional concepts</u></p> <ul style="list-style-type: none"> ➤ Orchestral instruments ➤ Expression ➤ Articulation key words e.g. staccato and legato, pizzicato and con arco 	<p>You will learn these key words;</p> <ul style="list-style-type: none"> Son clave Syncopation Salsa instruments Riff Piano guajeo Verse and tag Improvisation <p><u>Additional concepts</u></p> <ul style="list-style-type: none"> ➤ Context ➤ Working as a team ➤ Working from scores/tabs/videos
Summative Assessment	Students will create a piece of music using Logic Pro X demonstrating Blues techniques learnt	Students will create and perform their own piece Middle Eastern/ Greek Folk Music and drums and guitars/ukuleles	Students will create their own composition using Logic Pro X	Students will perform as a band on drums, vocals, bass, guitar or piano.	Students will record a piece of Classical Music using Logic Pro X	Students will perform a Salsa piece as a group on either bass, drums, Saxophone or piano.
Builds on	Skills developed on Logic Pro X in year 7	Prior work done in bands and rhythm work studied in African Drumming	Skills developed on Logic Pro X and keyboards	Band work done in year 7 and group work from Autumn 2	Skills developed on Logic Pro X and keyboards	Band and group working skills
Builds towards	Developing piano and Music ICT skills and knowledge of development of Popular Music	Developing knowledge of pitch and rhythm notation develop percussion and guitar/ukulele skills and working as part of a group	Further developing Logic Pro X and keyboards skills and composition techniques	Developing group working skills and skills on a band instrument such as piano, guitar, bass, vocals or drum kit	Further developing Logic Pro X and keyboards skills and listening and evaluating skills	Developing group working skills and skills on a band instrument such as piano, guitar, bass, vocals or drum kit. Introduction to Saxophone



Music Curriculum

YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content	Indian Music Explore the conventions of Indian Music and will learn how to compose your own.	In at the deep end Work in a group to rehearse and perform a piece of Popular Music.	Song writing Learn how to write a typical Popular Music song using Logic Pro X	Solo Performance Develop your skills at rehearsing and performing a solo on a instrument	Film Music Explore techniques and conventions used for composing Music for Film and T.V.	Class Concert Select to specialise in either performance or composition and prepare a piece in their chosen field.
Key concepts & skills	Learn about harmony and tonality, rhythm and melody; <ul style="list-style-type: none"> • Drone • Raga • Tala • Chaal • Pitch bend • Sharps and Flats • Ornaments e.g. trills and mordents <u>Additional concepts</u> <ul style="list-style-type: none"> ➢ Instruments such as Sitar, Sarangi, Sarod, Tabla, Dhol, Tambura. ➢ Improvisation ➢ Typical structure e.g.. Alap and gat 	Performance skills; <ul style="list-style-type: none"> • Accuracy • Expression Rehearsal techniques; <ul style="list-style-type: none"> • Time management • Leadership <u>Additional concepts</u> <ul style="list-style-type: none"> ➢ Amplification ➢ Electronic and pop instruments ➢ Lead/backing vocals ➢ Solo ➢ Pop structure 	Popular song composition techniques; <ul style="list-style-type: none"> • Musical layers e.g. melody, bassline, harmony (chords) counter-melody and drum beat • Structure- Popular song forms • Music tech e.g. digital effects <u>Additional concepts</u> <ul style="list-style-type: none"> • Texture- e.g. homophonic, polyphonic, melody and accompaniment 	Performance techniques and routine; <ul style="list-style-type: none"> • Warm ups • Scales • Rehearsal techniques <u>Additional concepts</u> <ul style="list-style-type: none"> ➢ Texture e.g. melody and accompaniment and solo ➢ Recap of pitch notations 	Compositional devices; <ul style="list-style-type: none"> • Micky mousing • Hit points • Leitmotif • Ostinato, loop, riff <u>Additional concepts</u> <ul style="list-style-type: none"> ➢ Timbre-Orchestral instruments ➢ Texture ➢ Dynamics 	Composition skills; <ul style="list-style-type: none"> • Melody • Harmony • Bassline • Counter-melody • Chords • Rhythm • Structure • Texture Performance skills; <ul style="list-style-type: none"> • Stage presence • Dynamics • Tone • Range • Soloing
Summative Assessment	Students will create their own piece of Indian Music using Music ICT	Students will perform as part of a Rock/Pop band.	Students will create their own song on Logic Pro X	Students will perform a solo on their instrument/voice.	Students will create music for a short film clip using Music ICT	Student will either compose their own piece of music or perform a piece of music on their own or in a group
Builds on	Other styles of Folk Music studied such as Greek, Palestinian, African and Salsa. Developing Music ICT skills	Rehearsal and performance skills as part of a group Skill on bass, guitar, vocals, piano or drum kit	Composition skills from studying Structure and Composition and knowledge of Popular Music traditions from Class Playlist	Performance and rehearsal skills on an instrument such as bass, guitar, drums, piano and vocals.	Composition skills developed in Structure and Composition and Songwriting	Performance/Composition skills developed across years 7-9
Builds towards	Developing ICT and composing skills- for songwriting and Film Music	Performance, rehearsal and instrumental skills for use in Solo Performance	Developing ICT and composing skills for Film Music	Performance/instrument skills for final performance in Summer 2 or further study as GCSE	Composition and Music ICT skills for GCSE/Music Technology	Performance/Composition at GCSE/Music Technology



Music Curriculum

YEAR 10 GCSE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content	General/bassline test Basic Music theory Solo Performance Composition techniques	Film Music- Listening and appraising Introduction to Ensemble performance My first composition	Concerto through time- Listening and appraising- Concerto Through Time Improving my solo performance Developing my composition	Rhythms of the World- Listening and appraising- African Drumming Improving my ensemble performance Developing my composition	Rhythms of the World- Listening and appraising- Samba Improving my Solo performance Developing my composition	Rhythms of the World- Listening and appraising- Calypso Performing solo and ensemble pieces Finishing composition 1
Key concepts & skills	Basic music theory such as; ➤ Tempo, dynamics, time signatures, rhythm notation and pitch notation Solo Performance skills ➤ Selecting appropriate songs, playing with accuracy and expression Composition skills ➤ Writing basslines, chord sequences, melodies and drum beats	Listening skills for Film; ➤ Leitmotif, ostinato, prominent composers, diegetic & non-diegetic sound, sound effects, orchestral/electronic instruments, texture & dynamics Ensemble Performance Skills ➤ Selecting songs, playing with accuracy and expression, rehearsing effectively, balance and awareness of others Composition skills ➤ Generating ideas, developing through contrast and repetition, recording and quantizing	Listening skills for Concerto; ➤ Key composers and periods, melody, harmony, timbre, rhythm, texture, pitch, structure, tempo and time signatures Ensemble Performance Skills ➤ Selecting appropriate songs, playing with accuracy, interpretation and expression, awareness of others, balance, stage presence and communication Composition skills ➤ Developing ideas, using common structures	Listening skills for World Music- African Drumming; ➤ Key performers and cultures, melody, harmony, timbre, rhythm, texture, structure, tempo and time signatures Solo Performance Skills ➤ Selecting appropriate songs, playing with accuracy, interpretation and expression, warm ups and exercises Composition skills ➤ Developing ideas, using common structures, acting on advice and making changes	Listening skills for World Music- Samba; ➤ Context, timbre, rhythm, texture, structure, tempo and time signatures Ensemble Performance Skills ➤ Selecting appropriate songs, playing with accuracy, interpretation, confidence, communication Composition skills ➤ Developing ideas, contrast and repetition, acting on advice and making changes	Listening skills for World Music- Calypso ➤ Key performers and cultures, melody, harmony, timbre, rhythm, texture, structure, tempo and time signatures Performance Stage presence, confidence, eye contact, style, communication Composition skills ➤ Finishing a piece in a common structure, adding effects/ dynamics/articulation/producing a score
Summative Assessment	Bassline listening test in week 1 Composition feedback Practice general listening exam questions Solo Performance	End of topic Film Music test Practice Film Music Exam Questions Composition feedback	End of topic Concerto test Practice Concerto Exam Questions Composition feedback Ensemble Performance	End of topic African Drumming test and practice questions Composition feedback Solo Performance	End of topic Samba test Practice Samba Exam Questions Composition feedback Ensemble Performance	End of topic Calypso test Practice Calypso Exam Questions Composition feedback Ensemble/Solo Performance PPE listening Exam
Builds on	Listening and composing skills learnt across KS3 Solo Performance from year 9	Film Music studied in year 9 Compositional skills from Autumn 1 Ensemble skills	Listening skills from Autumn 1 and Classical Music studied in Year 8 Compositional skills from Autumn 1 and 2	African drumming knowledge from year 7 Compositional skills from Autumn and Spring terms	Folk Music Listening and drumming skills from African Drumming and Salsa Compositional skills from Autumn and Spring terms	Listening skills developed across the year Compositional skills across the year
Builds towards	Develop basic composition skills Learning basic key words/theory for listening exam Developing solo performance skills	Develop composition skills Learning Concerto words/theory for listening exam Developing ensemble performance skills	Develop composition skills Learning Film words/theory for listening exam Developing ensemble performance skills	Develop composition skills Learning African Drumming words/theory for listening exam Developing Solo performance skills	Develop composition skills Learning Samba words/theory for listening exam Developing Solo performance skills	Develop composition skills Learning Calypso words/theory for listening exam Developing ensemble/solo performance skills



Music Curriculum

Year 11 GCSE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Key content	Rhythms of the World- Listening and appraising- Folk Music of Eastern Europe and Middle East Developing solo and ensemble performances based on feedback Introduction to 2 nd composition- set brief	Rhythms of the World- Listening and appraising- Indian Classical/Bhangra Developing solo and ensemble performances ready for performance 2 nd composition- set brief	Popular Music Listening and appraising Performance of solo/ensemble 2 nd composition- set brief	Revision and retrieval Final adjustments to performances and compositions Completion of Composition 2	Revision and retrieval
Key concepts & skills	Listening skills for World Music- Calypso ➤ Key performers and cultures, melody, harmony, timbre, rhythm, texture, structure, tempo and time signatures Performance ➤ Stage presence, confidence, eye contact, style, communication Composition skills ➤ Developing ideas from a set brief and given ideas	Listening skills for World Music- Indian Classical/Bhangra ➤ Key performers and cultures, melody, harmony, timbre, rhythm, texture, structure, tempo and time signatures Ensemble/Solo Performance Skills ➤ Playing with accuracy, interpretation, confidence, communication Composition skills ➤ Developing ideas, contrast and repetition in a common structure.	Listening skills -Popular Music Listening and appraising ➤ Key performers and cultures, melody, harmony, timbre, rhythm, texture, structure, tempo and time signatures Ensemble/Solo Performance Skills ➤ Selecting appropriate songs, playing with accuracy, interpretation, confidence, communication Composition skills ➤ Developing ideas, contrast and repetition, acting on advice and making changes	Listening skills ➤ Exam technique, long answer questions, revision and retrieval techniques Performance ➤ Stage presence, confidence, eye contact, style, communication, acting on advice Composition skills ➤ Finishing a piece in a common structure, adding effects/ dynamics/articulation/producing a score	Listening skills ➤ Exam technique, long answer questions, revision and retrieval techniques
Summative Assessment	End of topic Folk Music test Practice Folk Music Exam Questions Composition feedback end of half term Solo Performance-last week of half term	End of topic Indian Music test Practice Indian Music Exam Questions Composition feedback end of half term PPE listening Exam	End of topic Popular Music test Practice Popular Music Exam Questions Composition feedback end of half term	PPE listening Exam Completed and recorded Solo, ensemble performances,	Final Exam
Builds on	Folk Music (Greece, Israel, Palestine) studied in year 8 and those studied in year 10 Composition/performance skills from year 10	Indian Music studied in year 9 Compositional skills from Autumn 1 and year 10 Composition/performance skills from year 10	Popular Music studied in Year 7 through Blues Music, Year 8 through Class Playlist and Year 9 through Songwriting Composition/performance skills from year 10/11	Listening and appraising skills and composition and performance skills learnt throughout the course	Listening and theory work done throughout the course
Builds towards	Develop basic composition skills Learning basic key words/theory for listening exam Refining performance skills	Develop composition skills Learning Concerto words/theory for listening exam Refining performance skills	Develop composition skills Learning Film words/theory for listening exam Refining performance skills	Completing performance and compositions- developing skills for further study	Further study in Music



Music Curriculum

Year 10 Music Tech	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content	Bassline composition task- Composition techniques Unit 1 overview of job roles Unit 6- overview of recording techniques	Unit 4 composition- starting points Unit 1- Venues, Royalties and legal issues Unit 6- editing and mixing techniques and planning	Unit 4 composition- starting points Unit 1- Marketing, PR, Publicity, types of employment Unit 6- editing and mixing techniques and planning	Unit 4 composition- developed ideas Unit 1- Organisations Unit 6- recording with Senior Music Specialist	Unit 4 composition- developed ideas Unit 1- Long answer questions Unit 6- recording Senior Music Specialist	Unit 4 composition- final piece Unit 1- practice papers and mock exam Unit 6- recording Senior Music Specialist
Key concepts & skills	Writing basslines, chord sequences, melodies and drum beats Performance, recording, management roles Microphones, cables, setting up and placement of equipment	Generating ideas to fit with an advert Planning a recording Choosing equipment and music FX Health and safety	Generating ideas to fit with an advert Marketing, PR, Publicity, types of employment Editing/mixing techniques FX	Developing ideas from starting points Record labels, agencies and unions Leading a recording session Operating a mixing desk	Developing, extending and manipulating ideas from starting points Structuring an 8-mark question Leading a recording session Operating a mixing desk	Finishing a piece within a structure Different types of exam questions and how to answer Managing your time in an exam Leading a recording session Operating a mixing desk
Summative Assessment	Unit 6- ongoing coursework Unit 1- Practise questions	Unit 4 and 6- ongoing coursework Unit 1- Practise questions	Unit 4 and 6- ongoing coursework Unit 1- Practise questions	Unit 4 and 6- ongoing coursework Unit 1- Practise questions	Unit 4 and 6- ongoing coursework Unit 1- Practise questions	Unit 4 and 6- ongoing coursework Unit 1-PPE- Past Paper
Builds on	Composition/editing skills from KS3	Bassline composition task- Composition techniques Unit 1 overview of job roles Unit 6- overview of recording techniques	Unit 4 composition- starting points Unit 1- Venues, Royalties and legal issues Unit 6- editing and mixing techniques and planning	Unit 4 composition- starting points Unit 1- Marketing, PR, Publicity, types of employment Unit 6- editing and mixing techniques and planning	Unit 4 composition- developed ideas Unit 1- Organisations Unit 6- recording with Senior Music Specialist	Unit 4 composition- developed ideas Unit 1- Long answer questions Unit 6- recording Senior Music Specialist
Builds towards	How to create basic ideas Understanding roles and responsibilities in the music industry Basic recording techniques	Creating basic ideas to a brief Understanding roles and responsibilities in the music industry Basic recording techniques	Developing ideas Understanding roles and responsibilities in the music industry Being able to edit and mix a piece of music	Developing ideas into longer pieces Understanding organisations in the music industry Being able to lead a recording session	Developing ideas into longer pieces Structuring the long answer question for the exam Being able to lead a recording session	Developing ideas into fully finished pieces Preparing for PPE exam Being able to lead a recording session



Music Curriculum

Year 11 Music tech	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Key content	Unit 4 composition- final piece and final adjustments Unit 6- mixing and editing your piece Unit 1- revision for December exam	Unit 2-group project- Initial Ideas Unit 6- mixing and editing your piece- final adjustments Unit 1- revision-long answer questions	Unit 2-group project- Developing ideas Unit 1- revision	Unit 2-finishing group project Unit 1- revision	Unit 1- revision
Key concepts & skills	Finishing a piece within a structure Adding dynamics and FX Mixing, editing and mastering a piece Retrieval and revision techniques	Choosing roles in a group Leadership and teamworking skills Adding dynamics and FX Mixing, editing and mastering a piece Retrieval and revision techniques	Undertaking a role and carrying out responsibilities Creating promotional material Adding dynamics and FX Mixing, editing and mastering a piece Retrieval and revision techniques	Evaluating your project Adding dynamics and FX Mixing, editing and mastering a piece Retrieval and revision techniques	Retrieval and revision techniques
Summative Assessment	Unit 4-1 fully finished idea, 2 developed ideas and 4 starting points- submitted	Unit 6-1 finished, mixed down recording- submitted PPE Exam- Unit 1 past paper	Unit 2- ongoing coursework Unit 1 Exam- January	Unit 2-1 portfolio of work for group project -submitted	Unit 1-Exam- May- 2 nd Attempt- new paper
Builds on	Unit 4 composition- final piece Unit 1- practice papers and mock exam Unit 6- recording Senior Music Specialist	Unit 2-group project- Initial Ideas Unit 6- mixing and editing your piece- final adjustments Unit 1- revision-long answer questions	Unit 2-group project- Developing ideas Unit 1- revision	Unit 2-finishing group project Unit 1- revision	
Builds towards	Developing ideas into fully finished pieces and adding automation Preparing for PPE exam Being able to lead a recording session	Undertaking a group project and selecting a role Being able to mix and master a piece of music to a high standard Preparation for Unit 1 exam	Carrying out a role in a group project to develop and produce a musical product Unit 1 Exam- 1 st Attempt	Preparing for 2 nd attempt of Unit 1 exam Understanding roles responsibilities and organisations within the music industry	



Music Curriculum

Year 12 Btec Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content	<ul style="list-style-type: none"> Unit 1: Basic Music Theory Unit 2: Legalities and Royalties Unit 3/5: Band performance task- intro to group work 	<ul style="list-style-type: none"> Unit 1: Basic Music Theory Unit 5: Session styles- Exploring Blues and Jazz Unit 3: Ensemble skills- working as a group Unit 2- Job Roles 	<ul style="list-style-type: none"> Unit 1: Chords and melodies Basic Music Theory Unit 5: Session styles- Explore Soul & Motown Unit 3: ensemble skills- structuring a rehearsal Unit 2: Venues 	<ul style="list-style-type: none"> Unit 1: Chords and melodies Unit 5: Session styles- Exploring Reggae and Rock Unit 3: Ensemble skills- leading a rehearsal Unit 2: Organisations 	<ul style="list-style-type: none"> Unit 1: Chords and melodies Unit 5: Session styles- Exploring Lounge and Pop Unit 3: Ensemble skills- de-brief Unit 2: Budgeting 	<ul style="list-style-type: none"> Unit 1: Chords and melodies Unit 5: Exploring Hip-Hop Unit 3: Mock Exam Unit 2: Exam Practice
Key concepts & skills	<ul style="list-style-type: none"> ➤ Common signs and symbols for rhythm and pitch notation ➤ Royalties ➤ PRS/PPL ➤ Contracts ➤ Ensemble performance skills 	<ul style="list-style-type: none"> ➤ Tempo, dynamics and expression notation ➤ Jazz ➤ Blues ➤ Group skills ➤ Performance, recording, management roles 	<ul style="list-style-type: none"> ➤ Melodic devices ➤ Rhythm and pitch in alternate forms ➤ Soul ➤ Motown ➤ Rehearsal routines ➤ Live venues 	<ul style="list-style-type: none"> ➤ Melodic Devices ➤ Reggae ➤ Rock ➤ Motown ➤ Leadership qualities ➤ Recording studios, Unions, Agencies and Record Labels 	<ul style="list-style-type: none"> ➤ Harmonic devices ➤ Lounge ➤ Pop ➤ Structuring an evaluation of rehearsals and performances ➤ Writing a budget, funding, sourcing equipment 	<ul style="list-style-type: none"> ➤ Harmonic devices ➤ Hip-Hop ➤ Rehearsing, performing and evaluating
Summative Assessment	Class performances Signs and symbols presentation-coursework Royalties/legalities practise questions	Class performances Signs and symbols presentation- coursework Job roles practise questions	Class performances Signs and symbols presentation- submitted 3 Melodic compositions- coursework Venue practise questions	Class performances 3 Melodic compositions- submitted Organisations practise questions	Class performances 3 chord compositions- coursework Budget practise questions	Unit 3- Mock Exam based on past paper 3 chord compositions- submitted Unit 2- Mock Exam
Builds on	Performance/composition/listening skills learnt at GCSE/BTEC	<ul style="list-style-type: none"> Unit 1: Basic Music Theory Unit 2: Legalities and Royalties Band performance task- intro to group work 	<ul style="list-style-type: none"> Unit 1: Basic Music Theory Unit 5: Session styles- Exploring Blues and Jazz Unit 3: Ensemble skills- working as a group Unit 2- Job Roles 	<ul style="list-style-type: none"> Unit 1: Chords & melodies Basic Music Theory Unit 5: Session styles- Exploring Soul and Motown Unit 3: ensemble skills- structuring a rehearsal Unit 2: Venues 	<ul style="list-style-type: none"> Unit 1: Chords and melodies Unit 5: Session styles- Exploring Reggae and Rock Unit 3: Ensemble skills- leading a rehearsal Unit 2: Organisations 	<ul style="list-style-type: none"> Unit 1: Chords and melodies Unit 5: Session styles- Exploring Lounge and Pop Unit 3: Ensemble skills- de-brief Unit 2: Budgeting
Builds towards	Learning the signs and symbols used for music notation Developing ensemble performance and rehearsal skills	Developing knowledge and application of signs and symbols for music notation-used for arrangement task Developing ensemble performance and rehearsal skills- unit 3 Knowledge of music industry	Developing melody writing skills Developing ensemble performance and rehearsal skills Knowledge of music industry	Developing melody writing skills Developing ensemble performance and rehearsal skills Knowledge of music industry for Unit 2 Exam	Developing harmony writing skills Developing ensemble performance and rehearsal skills for Unit 3 exam Knowledge of music industry for Unit 2 Exam	Developing harmony writing skills Preparing answers for unit 2 exam Exam practise for unit 3 exam



Music Curriculum

Year 13 Btec Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Key content	Unit 1: Arranging Music Unit 3- Performance practice using past papers Unit 2- Exam Preparation/Mark schemes and exemplar answers Unit 5: Session Styles- What defines a genre?	Unit 1: Arranging Music Unit 3- Performance practice using past papers Unit 2- Exam Preparation/Mark schemes and exemplar answers Unit 5: Session Styles- What defines a genre?	Unit 1: Arranging Music Unit 3 exam starts January- May Unit 2 actual exam- January	Unit 3- Recording and debrief of a rehearsal Unit 2- results released. Go through paper and mark scheme	Unit 3- Performances and debrief Unit 2- 2 nd chance at exam
Key concepts & skills	<ul style="list-style-type: none"> ➤ Arranging music for a range of instruments ➤ Rehearsing ➤ Performing ➤ Debriefing ➤ Understanding mark schemes ➤ Model answers 	<ul style="list-style-type: none"> ➤ Arranging music for a range of instruments ➤ Rehearsing ➤ Performing ➤ Debriefing ➤ Understanding mark schemes ➤ Model answers 	<ul style="list-style-type: none"> ➤ Adding finishing touches to arrangements ➤ Creating a score ➤ Rehearsing ➤ Performing ➤ Debriefing ➤ Understanding mark schemes ➤ Model answers 	<ul style="list-style-type: none"> ➤ Rehearsing ➤ Leading a rehearsal ➤ Evaluating and debriefing a rehearsal ➤ Understanding mark schemes and model answers 	<ul style="list-style-type: none"> ➤ Performing ➤ Performance skills ➤ Debriefing ➤ Evaluating
Summative Assessment	Mock Unit 2/3 Questions taken from past papers Unit 5: Essay/presentation- coursework	Mock Unit 2/3 Questions taken from past papers Unit 5: Essay/presentation- submitted	Unit 2 and 3 actual Exams- January	Unit 3 Actual Exam	Unit 2 -Actual Exam- 2 nd attempt- new paper
Builds on	Composition skills from year 12 Rehearsal/performance skills from year 12 Unit 5: Session Styles- Knowledge of key genres	Arranging skills from Autumn 1 Rehearsal/performance skills from year 12/Autumn 1 Unit 5: Session Styles- Knowledge of key genres	Arranging skills from Autumn term and knowledge of signs and symbols studied in year 12 Rehearsal/performance/debrief skills Unit 2 Exam practise and knowledge of music industry	Rehearsal/performance/debrief skills Unit 2 Exam practise and knowledge of music industry	Unit 2 Exam practise, 1 st attempt and knowledge of music industry
Builds towards	Unit 2 and 3 exams	Unit 2 and 3 exams	Completing unit 2 exam Unit 3 exam	Completing unit 3 exams	Completing unit 2 exam