

Curriculum Mapping: Music

Vision Statement

 Musicianship	A balanced curriculum that covers a wide range of musical genres, styles, and traditions. Learners are provided with opportunities to engage with challenging repertoire and performances, inspiring them to strive for excellence in their musical pursuits.
 Creativity	To provide opportunities for learners to develop their composition and improvisation skills, encouraging their creativity and self-expression and engagement with music technology, digital composition tools, and recording techniques, preparing them for the evolving landscape of the music industry.
 Performance	To develop learners' confidence through exploring various musical instruments, developing technical proficiency, and expanding their musical vocabulary providing opportunities for all to participate in music-making and feel valued within the subject.
 Cultured Citizens	Exploration of historical and social contexts of music, exposing learners to a wide range of musical works from different periods and cultures and encourage critical analysis of the music in its cultural context, recognising its impact on society and its ability to convey messages and emotions.

Music	KS3 Endpoints	KS4 Endpoints	KS5 Endpoints
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Curriculum end points:	Students will be able to:		
	Identify key elements of music in listening activities with recognition of Pitch, Tempo, Dynamics, Timbre, Rhythm and Timbre.	Demonstrate the ability to identify key musical elements in a variety of musical styles and provide in depth analysis of music using time stamps to give examples within music tracks.	N/A
	Demonstrate the ability to sing within a classroom ensemble and understand vocal techniques. Set personal targets and develop musical expression.	Perform and record practical work and showing the ability to self and peer assess and set time bound smart targets that mirror the way progress is made in a professional setting.	N/A
	Show evidence of keyboard and notation literacy. Read from simple music notation. Understand the principle of music notation.	Be able to use and recognise a variety of notation methods such as staff notation, tab, and graphic notation. As evidenced in course work.	N/A
	Understand recognise and recognise variety of historical and social contexts within music from different periods and cultures.	Recognise, analyse and write about a variety of historical and social contexts within music from different periods and cultures and give clear evidence to support ideas using a variety of examples and timestamps from recordings.	N/A
	Create and perform in the style of a variety of different historical and social contexts from different periods and cultures.	Produce evidence of further development of skills in composing, producing and performing in a variety of different historical and social styles and contexts from different periods and cultures. Providing video, and audio evidence of this skill and evidencing personal progress with meaningful reflections and smart target setting.	N/A
	Demonstrate ensemble skills from performing in pairs, to small group work to whole class performances such as Samba and group singing.	Demonstrate ensemble skills such as working in a rock band, duets, trios and quartets. Showing evidence of achievements through video, and audio evidence of this skill and evidencing personal progress with meaningful reflections and smart target setting.	N/A
	Understand composition techniques such as rounds, sequences, ostinatos and variations and be able to create and/or perform music using these structures.	Gain an enhanced understanding of composition techniques such as techniques used in classical music traditions, world music, film music, pop music and a variety of historical musical genres and be able to create and/or perform music in the style of a variety of historical and social contexts from different periods and cultures.	N/A
	Develop skills in music technology and demonstrate and understanding of how technology is used in the creation of film and computer game music.	Demonstrate an enhanced application of skills in music technology and demonstrate a detailed understanding of how technology is used in the creation of film and computer game music.	N/A



Be able to create music using 'Bandlab' focussing on using loops and editing skills and 'Beepbox' an online software that uses 8-bit chip technology.	Create music pieces of music course work (both original and cover versions) using 'Sountrap', 'Bandlab' and 'Beepbox' (an online software that uses 8-bit chip technology).	
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MUSIC	Year 7	HT1 The Elements Of Music	HT2 Finding your voice	HT3 Keyboard Skills	HT4 World Music	HT5 Band Skills	HT6 Orchestral Music
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	Topic/ Big idea	An introduction to the elements of music and the foundations of music notation	Singing skills (Finding your voice)	Applying basic notation skills to playing the keyboard	Learning about traditions, contexts and diverse timbre of other cultures, focussing on India and China .	Band skills with a focus on playing the ukulele within a whole class ensemble.	An introduction to the Western Classical Orchestra
	Curriculum Related Expectation	Students begin exploring pitch, tempo, dynamics, rhythm, pulse, texture, timbre, attack and decay and learn basic notation and music literacy with the treble clef and stave. Students develop elementary aural skills through rhythm games, use of body percussion and I sing You sing. The term Ostinato is introduced and the definition of key element of music are explored through practical, creative activities.	In finding your voice, students explore singing as a whole class and in small groups in a variety of styles. We explore the physicality of voice projection, vocal timbre and expression, breathing technique and develop confidence as performers. Resilience is encouraged and songs such as ‘This is Me’, ‘Let it Go’ and ‘Titanium’ are sung as a class choir.	Developing performance skills through keyboard work and music literacy skills by applying basic notation skills to playing the keyboard, and performing both in pairs, as a class, and solo where appropriate. Students learn how chords are formed on the keyboard and play chord patterns and riffs. Students learn how to place their hands correctly on the keyboard and elementary keyboard fingering. Students are also encouraged to develop analytical listening skills through self and peer verbal formative assessment.	Discovering the exciting sounds and timbres of music from the east. Learning about traditional instruments from India and China and listening to authentic world music. Listening and appraising music from India and China and exploring new tonalities and rhythmic patterns through listening, practical and composition activities.	Playing and singing as a class band. Developing existing skills and learning the basics on the ukulele. Students learn the chords, F, Dm, G, C, Am, E7 , Em and play a variety of songs adding singing to the performances where possible. In some instances, the keyboard may also be added or instruments that are studied by individuals to add to the whole ensemble experience. Students develop music literacy through reading chord notation for the ukulele.	Students learn about the Western Classical and Orchestra and develop an understanding of orchestral instruments. Listening activities (including exploring ‘Peter and The Wolf’ develop skills in recognising how different instruments and instrumental families sound (Timbre). Students research the features of orchestral families and begin to create/compose music in traditional styles.
	Students need to know	The definitions of the key elements of music. - Pitch - Tempo - Dynamics - Timbre - Rhythm - Pulse - Attack - Decay What is meant by music notation including - Stave/staff - Treble Clef - Time signature - Bar What is meant by the term Ostinato	- Vocal techniques - Voice projection - Breathing Techniques - Posture - Diaphragm	- Hand positioning - Correct fingering - Basic staff notation - How chords are formed - Ostinatos/Riffs	- How the timbre from non-western cultures differs from timbres that students are familiar with. - Differences in tonality.	- The different components of a ukulele. - Ukulele chords F, Dm, G, C, Am, E7 , Em - Chord notation - How to hold a ukulele	The four orchestral families and their timbres. - Strings - Woodwind - Brass - Percussion The main members of each orchestral family - Violin - Viola - Cello - Double Bass - Flute - Oboe - Clarinet - Bassoon - Trumpet - French Horn - Trombone - Tuba - Kettle Drum - Bass Drum - Drum Kit - Glockenspiel Simple musical structure
	Students should be able to	- Recognise how different elements are used in the creation of music. - Use the correct musical terminology about the elements of music in discussion work around listening activities. - Play music from simple notation. - Perform body gym music from simple rhythmic notation. - Compose simple musical pieces evidencing knowledge of the elements of music and the ability to use ostinatos.	- Perform as part of a whole class ensemble. - Project their voices. - Use their diaphragm to support their singing and breathing technique. - Reflect on the quality of their performance work and use vocabulary from the elements of music to justify their opinions. - Sing with conviction.	- Riff/Ostinato - Listen critically and give formative verbal feedback - Respond productively to verbal feedback - Read simple staff notation - Use appropriate fingering for simple melodies and chords on the keyboard.	- Compose simple musical ideas using elements of musical features from other cultures through selecting appropriate timbres and using now tonalities. - Students should be able to create a simple Raga. - Students should be able to create a pentatonic piece.	- Hold a ukulele correctly - Play a simple range of ukulele chords as part of a whole class ensemble. - Read simple chord notation. - Recognise when their ukulele is out of tune (intonation skills).	- Recognise the difference in timbre in the four orchestral families. - Identify and name solo instruments. - Discuss how different instruments sound and are played. - Sustain concentration in an extended listening activity.
	Key Words	- Pitch - Tempo - Dynamics - Timbre - Rhythm - Pulse - Attack	- Vocal techniques - Voice projection - Breathing Techniques - Posture	- Riff - Ostinato - Chord - Melody - Notation - Clef - Stave/staff	- Raga - Tabla - Tala - Sitar - Tambour - Drone - Timbre	- Head - Tuning peg - Nut - Bridge - String - Fret - Sound hole	- Strings - Woodwind - Brass - Percussion - Violin - Viola - Cello

		- Decay - Stave/staff - Treble Clef - Time signature - Bar - Ostinato	- Diaphragm - Pitch - Dynamics - Rhythm - Pulse - Resilience - Expression	- Rhythm - Pulse	- Tonality - Pentatonic - Improvisation - Pipa - Yanquin - Dizi	- Strum - Rhythm - Pulse - Intonation - Chord	- Double Bass - Flute - Oboe - Clarinet - Bassoon - Trumpet - French Horn - Trombone - Tuba - Kettle Drum - Bass Drum - Drum Kit - Glockenspiel
	Application of knowledge (Assessment)	Assessment 1-KS3 Assessment Window		Assessment 2-KS3 Assessment Window		Assessment 3-KS3 Assessment Window	
	Revision Strategy	Knowledge organisers-Look, Cover, Write Check Correct		I say you say Create flashcards using knowledge organisers		Mind mapping-Flash cards Knowledge Organisers	
	Wider Links	The history of music and music literacy. Church Music	Exploring the importance of resilience, self-esteem and how music can support mental health DEAR Day 2; Read autobiographical extracts of inspirational singers/musicians.	Environmental issues highlighted by Ludovico Einaudi piece	Cultural influences from world music. Prejudice. The impact of religious music. Investigating new social and cultural contexts	Understanding the importance of collaboration, teamwork and unity of purpose. Lead learners introduced.	Students develop IT skills in producing a PowerPoint to show their research on orchestral instruments.

	Year 8	HT1 All About The Bass	HT2 Variations and Rounds	HT3 All About The Bass Bandlab and Production	HT4 World Music 2 African Music and Samba	HT5 Musicals and Opera	HT6 Video Game Music and 8-bit chip (Introducing Beepbox)
	Topic/Big Idea	Looking at how bass patterns often create structure in music.	Exploring musical variations and rounds through listening, singing and composing	Applying knowledge of musical structures such as bass riffs to an introduction to production and music technology	Recognising, Playing and experimenting with polyrhythms	Exploring the fusion of music and drama within Operas and Musicals and Understanding the difference between them.	Understanding the origins of gaming music, and the creative possibilities of 8-bit chip music
	Curriculum Related Expectation	Students will be able to recognise bass patterns in music and gain an understanding of how they can be used to structure music. Students will be able to apply this to simple listening, performing and composition work with a focus on Ostinatos, Riffs and Ground Bass .	Students will be able to sing and play rounds as a whole class, and in small groups. They will compose music using the structure of a round and demonstrate the ability to recognise rounds and patterns in related listening activities.	Students will learn to create music using 'Bandlab' . They will develop musical IT production skills and learn to use loops and riffs in electronic music to compose and produce their own music.	Students will learn about, and experiment with the exciting sounds, rhythms and timbres of music from Africa and Brazil . Listening appraising, creating and performing music with polyrhythms. Students will participate in whole class Samba performance work and recognise key elements of Samba bateria including call and response, ostinatos and polyrhythms. Students will explore cultural contextual links between the music of Africa and Brazil.	Students will explore the world of musicals and opera through listening to, singing and playing music from the stage. Students will develop an understanding of the social, cultural and historical contexts of the genres. Students will build on vocal skills developed in HT2 Y7 and will participate in whole class singing.	Students will explore the creative possibilities of 8 bit chip music through the online Beepbox software. Creating computer game motifs and composing a soundtrack for an imaginary game, creating ringtones and looking at how musical sequences relate to mathematical sequences. Students will then further their Musical IT skills by returning to Bandlab form HT2 and try to develop some more sophisticated and modern music. Students will experiment with editing, loops, and will learn to export their own MP3 soundtrack.
Music	Students need to know	- What is meant by musical structure. - The importance of patterns and sequences in music - The function of a bass line.	- What is meant by musical structure. - The importance of patterns and sequences in music - How to recognise a round. - Singing technique	What is meant by the musical terms - Loop - Riff - Edit - Production How to select loops, copy and edit using Bandlab software. How to alter the tempo of electronic music. How to structure music around patterns. How to create a piece of music over a bass line/part.	- Key features of African Drumming - The names of common African Drums - Basic African drumming techniques. - Historic and cultural background to African drumming. - Historical origins of Call and Response - How Samba and African drumming are connected historically. - Where Samba originated. - The cultural background, context and significance of Samba - Name commonly played Samba percussion instruments - How to play as part of a	- What opera is. - The historical significance of opera. - The links between opera, drama and the theatre. - How opera and operatic extracts are used in a wider context. - The similarities and differences between musicals and opera.	- A brief history of 8-bit chip music and its links to simple computer coding. - How electronic patterns are created. - How to export electronic music. - What an MP3 is.

					polyrhythmic ensemble.		
	Students should be able to	Identify patterns in music through - Listening - Performing - Composing Play/compose music with a ground bass.	Identify a round and musical sequences and patterns through - Listening - Performing - Composing	Log in to Bandlab Create a piece of music using production skills. Upload samples Copy, paste and edit loops Change the BPM Structure an electronic piece using existing loops.	- Play a Djembe drum - Create a simple polyrhythmic group piece - Participate in whole class samba bateria workshop - Participate in a whole class Samba Bateria performance - Use critical appraisal/listening skills to reflect and improve on a group performance	- Listen and appraise operatic extracts. - Identify key similarities and differences between opera and musicals - Participate in singing activities - Recall breathing and voice projection techniques explored in Y7 - Explain the difference between a book and a juke box musical - Sing as part of a whole class ensemble - Compose and theme for a character or object within an opera or musical.	- Log in to Beepbox and compose original music for an imaginary computer game. - Use Beepbox to create a ringtone for a mobile phone. - Use Beepbox to design a visual pattern/sequence and then listen to the musical result exploring the relationship between mathematical patterns and sequences and sounds. - Export original compositions into MP3's download and save work. - Compare creative possibilities of BeepBox with Bandlab.
	Keywords	Bass Riff Ostinato Ground Bass Sequence Pattern	Round Sequence Bass Riff Ostinato Structure	- BPM (Beats Per Minute) - Tempo - Loop - Edit - Riff - Production - Bass - Texture - Drop	- Polyrhythm - Call and Response - Ostinato - Djembe - Conga - Samba - Bateria - Surdo Drum - Repenique - Agogo - Tambourine - Tambourim - Claves - Apito	- Opera - Aria - Recitative - Libretto - Chorus - Musical - Solo - Book Musical - Juke Box Musical	- Export - Download - MP3 - BPM (Beats Per Minute) - Tempo - Loop - Edit - Riff - Production
	Application of knowledge (Assessment)	Assessment 1-KS3 Assessment Window		Assessment 2-KS3 Assessment Window		Assessment 3-KS3 Assessment Window	
	Revision Strategy	Knowledge organisers-Look, Cover, Write Check Correct		Flashcards-remember key poetic terms		Mind mapping-planning key ideas for content	
	Wider Links	Continuing to develop culture of - Prepared - Respect - Safe Links between Music and Maths with sequences and patterns.	Developing a culture of respect and exploring the importance of resilience, self-esteem and how music can support mental health DEAR Day 2; Read autobiographical extracts of inspirational singers/musicians.	Developing computer literacy skills. Reflecting on environmental issues through music	Cultural influences from world music. Prejudice. How the movement of people through slavery influence world music. Investigating new social and cultural contexts	Singing to support mental health. Building on the culture of respect, exploring the importance of resilience and self-esteem.	Consolidating and extending computer literacy skills in music production. Contextual information of the development of the computer and the beginnings of coding.

MUSIC	Year 9	HT1 The History of Blues and Jazz	HT2 Film music	HT3 Dance Music and The Pop Song	HT4 World Music Fusion	HT5 Revision/Assessment followed by Singing and The Popular Song	HT6 Independent Study Class Competition
	Topic/ Big idea	Using Blues and Jazz techniques to develop band skills while learning about broader cultural implications.	Understanding the function of film music and how it supports actions. Listening and creating.	Understanding the function of musical structures from both dance music and the pop song and learning to identify and use these structures	Investigating and learning to recognise world music influences on popular Music	Using revision techniques and recapping key terminology Understanding the Popular Song	Developing independent learning techniques and disciplines through music skills acquired across the KS3 music curriculum
	Curriculum Related Expectation	Students will learn about and explore the roots, history and legacy of blues. 12 bar patterns, riffs, ostinato, blues scale and improvisation. Students will perform using a 12-bar blues structure both solo and as part of an ensemble developing, keyboard, vocal and ukulele skills (and other instrumental skills where appropriate) exploring chords, and compositional structures connected with the blues.	Students will learn how film music is used to support action in films and add to or even change the meaning of what we see. Students will explore the use of Leitmotif, Mickey Mousing and sound effects. Students demonstrate a developing literacy in music technology working in Bandlab to create short film soundtracks of their own. They are encouraged to work reflectively and demonstrate skills with loops, sound effects fading in and out, editing, mixing exporting their own work. Students will create original themes and leitmotifs on the keyboard. Students will play famous film themes from simple music notation.	Students will engage in listening activities identifying and understanding musical structure in dance music and pop music. Students will play and sing musical themes and will engage in production and composition activities singing, playing and producing dance music. Creating/producing dance style pieces using Bandlab loops.	Students will learn about features of music from a variety of non-western cultures, and how over time they have come to influence styles of pop music. Investigating how music from around the world has influenced modern pop music. Listening activities and composition of ideas with world music influence. Students will create a piece of music that demonstrates a fusion of cultures.	Revision techniques, Key words and reflections. Exploring song writing structures and researching, performing, composing and developing band skills. Students can identify, perform, produce and/or create a chorus demonstrating an understanding of the importance of a hook in music.	Students will work on projects combining skills from across the projects to create a musical product. The choices - Performance; Choose a piece to rehearse culminating in a performance or recording - Production; Choose a piece from which to create a cover version culminating in a mixed and exported MP3 - Choose a style/genre as a focus for a

							composition project to complete over the designated time frame culminating in a recording and or score. Diaries of progress and skills developed are required through simple paper or PowerPoint documents.
	Students need to know	- The historical context of the blues - How music can be structured using a 12-bar chord patter - How improvisation is a key feature of the Blues. - What is meant by chords I, IV and V	- The significant role of music in the art of film making. - How to use Bandlab technology for the creation of music to evoke a desired mood or atmosphere.	- Key features of dance music. 4/4 or common time - Pop Music Structures - Production skills	- Differing timbres from around the world. - About key features of music from Africa. - Key features of music from India - Key features of music from China - Key features of Popular Western Music - Cultural influences and contexts.	- Common structures used in Pop Songs. - How to recognise a hook. - How to identify a chorus. - How to identify a verse. - How to create/produce and or perform a chorus.	- The difference between performing, composing, and producing. - How to self-assess and set SMART targets. - How to work to a deadline. - What is meant by independent learning.
	Students should be able to	- Discuss the blues and it's the cultural context within a whole class discussion. - Perform using a 12-bar blues structure both solo and as part of an ensemble developing, keyboard, vocal and ukulele skills and other instrumental skills. - Compose using recognised blues structures.	- Recognise and/or create Leitmotifs. - Create and manipulate loops, sound effects fading in and out, editing, and mixing. - Export their own work. - Play famous film themes from simple music notation.	- Identify and understand musical structure in dance music and pop music. - Play and sing musical themes. - Compose and produce Pop and Dance Music ideas	- Identify examples of fusions of contrasting styles especially that of Western and non-Western through both listening activities and class discussion. - Create music demonstrating the ability to fuse Western and Non-Western styles into a piece of music. (composition and/or production) - Apply previous music technology techniques learned to this topic.	- Create choruses electronically. - Perform a chorus vocally or on a keyboard - Recognised and identify key sections of popular songs in listening activities. - Be able to identify a hook in listening activities.	Work on a project of choice combining skills from across the projects to Performance; Choose a piece to rehearse culminating in a performance or recording Production; Choose a piece from which to create a cover version culminating in a mixed and exported MP3 Composition Choose a style/genre as a focus for a composition project to complete over the designated time frame culminating in a recording and or score.
	Keywords	- Bar - Chord - Blue note - Improvisation - Riff - Ostinato - Sharp - Flat	- Leitmotif - Mickey Mousing - Edit - Loop - Fade - Mix - Export - MP3 - Embed	- Verse - Chorus - Intro - Bridge - Middle 8 - Pre-chorus - Edit - Loop - Fade - Mix - Export - MP3 - Embed	- Fusion - Pentatonic - Polyrhythmic - Call and Response - Verse - Chorus - Intro - Bridge - Middle 8 - Pre-chorus - Edit - Loop - Fade - Mix - Export - MP3 - Embed	- Hook - Diaphragm - Breath control - Verse - Chorus - Intro - Bridge - Middle 8 - Pre-chorus - Edit - Loop - Fade - Mix - Export - MP3 - Embed	- Independent Learning - SMART target - MP3 - Edit - Expression - Notation - Score - Hook - Diaphragm - Breath control - Verse - Chorus - Intro - Bridge - Middle 8 - Pre-chorus - Edit - Loop - Fade - Mix - Export - MP3 - Embed
	Application of knowledge (Assessment)	Assessment 1-KS3 Assessment Window		Assessment 2-KS3 Assessment Window		Assessment 3-KS3 Assessment Window	
	Revision Strategy	Knowledge organisers-Look, Cover, Write Check Correct		Flashcards-remember key poetic terms		Mind mapping-planning key ideas for content	
	Wider Links	Cultural influences from world music. Prejudice. How the historic movement of people through slavery still influences word music today. Investigating new social and cultural contexts	Developing computer literacy skills. Understanding the function of music in a broader arts context.	Further developing computer literacy skills. Understanding the function of music in a broader arts context of popular culture.	More cultural influences from world music. Prejudice. Investigating new social and cultural contexts.	Singing to support mental health. Building on the culture of respect, exploring the importance of resilience and self-esteem. Developing team skills through ensemble activities.	Developing independent learning, target setting and critical thinking skills. Learning to work to deadlines. Developing resilience.

					Looking at how society has benefitted from cultural fusion.		
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MUSIC	Year 10	HT1 Introduction to Btec Music 1	HT2 Introduction to Btec Music 2	HT3 Beginning Component 1	HT4 Completing Component 1	HT5 Performance Development and Composition Skills	HT6 Continuing to develop Performance and Composition skills
	Topic/ Big idea	Introduction to BTEC Music 1	Expectations for PSA's Developing independent learner skills	Students respond to a given brief and work to the brief within the given time frame.	Students will complete their PSA multimedia folder for Component 1.	(submission of C 1 May) Begin developing skills for the Music industry	Developing skills for the music industry
	Curriculum Related Expectation	Students will perform both solo and as part of an ensemble either for each other or do video recordings. Students will learn to set SMART targets and develop reflective skills. Students will give and receive peer feedback and respond to feedback. Introducing Sound Trap. Students will experiment and explore the possibilities of Soundtrap software which they will use for future composition and production course work.	Students will study a variety of styles and genres and learn to emulate those styles through, composition, production and performance work. For the assessment students will tackle a set task on a given style and produce a product within a time limit that demonstrates their understanding of the requirements of the set style.	Students demonstrate independent research skills by presenting information on four musical styles within a multimedia portfolio. Students will use analytical skills to highlight key features of the styles using audio/video clips and time stamps. Students will be able to create three musical products for external assessment covering performing, composing and producing.	Develop understanding of different types of music products and the techniques used to create them. Explore how musical elements, technology and other resources are used in the creation, production and performance of music. Practically explore the key features of different styles of music and music theory and apply knowledge and understanding to developing creative work.	Explore professional techniques for musicians and look at how musicians share their music with others. Learn to use a variety of methods of evidencing processes and outcomes and communicating skills development. Be able to self and peer review and set SMART targets. Explore the expectations and professional skills required to succeed in the industry: participate in workshops and classes where you will develop technical, practical, personal and professional skills	Creating skills audits in readiness for starting Component 2 in the autumn. Students explore further professional techniques for musicians and look at how musicians share their music with others. Learn to use a variety of methods of evidencing processes and outcomes and communicating skills development. Be able to self and peer review and set SMART targets. Explore the expectations and professional skills required to succeed in the industry: participate in workshops and classes where you will develop technical, practical, personal and professional skills
	Students need to know	- Basic music IT literacy - Simple production skills - Blues structure - Elements of music - Basic music literacy - Ensemble requirements	- About a diverse range of musical styles. - Detailed knowledge of four contrasting styles - What is meant by a time stamp - Research techniques	- About a variety of styles and genres from the current specification. - How to write about the key features of different styles and genres. - How identify and timestamp sections that are typical of chosen style. - How to analyse music through listening. - How to accurately emulate chosen styles and genres through listening, performing composing and producing.	- A variety of musical styles and understand the key features of different styles of music and their use of musical elements. - They should apply stylistic features to performance, composition and music production activities. - At least five musical styles, with three coming from popular music and two from other styles. Music performance: Instrumentation, roles and functions of different instruments, e.g. transposing for other instruments and vocal ranges, use of timbre, special effects o how individual parts fit together, e.g. arrangements, SATB, orchestration, exploring timbre, rhythm section and soloists, call and response o ensemble skills such as playing in time with a sense of pulse, sensitivity to others. • Creating original music: starting points and stimuli (both musical and non-musical) repetition and contrast developing and extending musical ideas. • - Techniques used in producing music: o software instruments, e.g. DAW software o microphone selection and placement and use o MIDI and audio editing techniques.	- How to use SMART Targets - How ensembles work effectively in the professional world. - How to plan progress - How to work to deadlines - Health and safety expectations in a practical environment - What a good practice routing looks like.	- How to review your and consider how to make improvements. - Learn how musicians share their work, and collaborate with others, and develop skills as a musician.

	Students should be able to	- Play a performance piece solo - Play a performance piece (ensemble) - Record work - Create videos/MP3's - Perform using the blues structure - Perform/Compose using minimalist techniques.	- Work independent researching contrasting styles. - Use Timestamps to justify points made. - Work on a performance and track progress over time. - Audit personal skills in Performing, Composing and Producing	- Write about the key features of different styles and genres. - Identify and timestamp sections that are typical of chosen style. - Analyse music through listening. - Accurately emulate chosen styles and genres through listening, performing composing and producing.	- Create three musical products for external assessment demonstrating stylistic features covering performing, composing and producing. Learning outcomes A Demonstrate an understanding of styles of music B Apply understanding of the use of techniques to create music. - To explore at least five musical styles, with three coming from popular music and two from other styles. - Consider the impact of the music for the purpose and intended audience it was created for. In response to Task 1, learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme. In response to Task 2, learners will create three 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques.	- Peer and self-review. - Create accurate skills audits for Performance, Production and Composition. - Use SMART targets routinely	- Peer and self-review. - Create accurate skills audits for Performance, Production and Composition. - Use SMART targets routinely. - Work effectively both solo and within ensemble - Develop critical listening skills. - Participate effectively in class workshops.
	Key words	- Perform - Compose - Produce - Blues - Riff - Ostinato - Blue Note - Improvise - Minimalism - Audi - SMART targets	- Sonic - Features - Edit - Time Stamps - Export		Texture, e.g. solo, duet, homophonic, polyphonic, unison. • Timbre, e.g. sonic features, electronic sounds, FX. • Tonality, scales and modes, e.g. major scale, minor scales, blues scale, pentatonic scale, modes, ragas, exotic scales. • Scales and modes, e.g. major scale, minor scales, blues scale, pentatonic scale, modes, ragas, exotic scales. • Harmony, e.g. major and minor triads, power chords, 7th chords, sus chords, extended chords, suspensions, inversions, chord sequences, arpeggios, broken chords. • Rhythmic techniques, e.g. metre, tempo/bpm, syncopation, swing, one drop/skanking, polyrhythms, hemiola, phasing.	- Rhythm - Pulse - Tempo - Dynamics - Pitch - Melody - Harmony - Timbre - Texture - Structure - Tonality - Articulation - Phrasing - Accuracy - Timing - Intonation - Expression - Interpretation - Technique - Confidence - Stage presence - Communication - Coordination - Precision - Fluency - Refine - Develop - Improve - Evaluate - Reflect - Experiment - Adapt - Collaborate - Respond - Rehearse - Feedback - Target - Motif - Riff - Chord progression - Arrangement - Improvisation - Variation - Contrast - Repetition - Syncopation - Layering - SMART - Development Plan	- Skills Audit - Rhythm - Pulse - Tempo - Dynamics - Pitch - Melody - Harmony - Timbre - Texture - Structure - Tonality - Articulation - Phrasing - Accuracy - Timing - Intonation - Expression - Interpretation - Technique - Confidence - Stage presence - Communication - Coordination - Precision - Fluency - Refine - Develop - Improve - Evaluate - Reflect - Experiment - Adapt - Collaborate - Respond - Rehearse - Feedback - Target - Motif - Riff - Chord progression - Arrangement - Improvisation - Variation - Contrast - Repetition - Syncopation - Layering - SMART - Development Plan
	Application of knowledge (Assessment)		Assessment week - Knowledge assessment		Assessment week – knowledge assessment	Interim PPE	PPEs
	Revision Strategy	Knowledge organisers-Look, Cover, Write Check Correct		Flashcards-remember key poetic terms	PSA assessment Course work assessment	Mind mapping-planning key ideas for content	No PPE in Mus

	Wider Links	Racism; prejudice; isolation; IT skills Using SMART targets	Historical contexts Independent learning Links to Music Industry	Time Management Skills Understanding SMART targets	Working accurately to a brief Music technology and IT skills	Setting SMART targets Working Independently Links with Industry	Exploring links with the music industry Self and Peer review
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MUSIC	Year 11	HT1	HT2 Completion of Component 2	HT3 Commencing work on the Brief PSA Component 3 Externally assessed task	HT4 PSA Component Submission	HT5	HT6
	Topic/ Big idea	Music Skills Development	Music Skills Development continued PSA Internally assessed	Responding to a Music Brief	Responding to a Music Brief	Responding to a Music Brief (Conclusion)	N/A
	Curriculum Related Expectation	In response to the externally set task, learners will plan and create 2 musical outcomes in different musical areas in response to a theme that will develop professional and musical skills.	Students continue to work on the PSA assignment developing professional and musical skills.	Students will be given the opportunity to develop and present music in response to an externally set music brief.	Understand how to respond to a music brief. Select and apply musical skills in response to a music brief. Present a final musical product in response to a music brief. Comment on the creative process and outcome in response to a music brief.	Students will complete the product in response to the brief. Present a final musical product in response to a music brief. Comment on the creative process and outcome in response to a music brief in formal controlled exam conditions.	N/A
	Students need to know	About professional musical skills in the following areas 1. Music performance 2. Creating original music 3. Music production. They will then select and develop their individual musical and professional techniques appropriate to context and style and demonstrate the application of these skills and techniques in the creation of musical outcomes across two of the three disciplines.	A deeper knowledge of professional musical skills in the following areas 1. Music performance 2. Creating original music 3. Music production. They will continue to develop their individual musical and professional techniques appropriate to context and style and demonstrate the application of these skills and techniques in the creation of musical outcomes across two of the three disciplines. They will need to know what a development plan and SMART targets are and know how to manage time and meet deadlines in a professional manner.	How to respond to a brief either as a music creator and producer or as a music creator and performer. - They need to understand how to: Respond to a music brief. - Select and apply musical skills in response to a music brief - Create a final musical product in response to a music brief - Comment on the creative process and outcome in response to a music brief	How to respond to a brief either as a music creator and producer or as a music creator and performer. - Select and apply musical skills in response to a music brief - Create a final musical product in response to a music brief - Effective methods of reflection - Use of SMART targets - Use of development plans - Comment on the creative process and outcome in response to a music brief	How to respond to a brief either as a music creator and producer or as a music creator and performer - Collate information and resources necessary to prepare for a written controlled assessment. - Mix down and export a final product. - Work to a deadline. - Work under pressure in exam conditions and comment on the creative process and outcome in response to a music brief	N/A
	Students should be able to	Explore the expectations and professional skills required to succeed in the industry: - Use effective time management - exhibit self-discipline - Work with others - Demonstrate correct and safe use of equipment - Identify resources required - Audit existing skills - Maintain a development plan. - Plan development processes. - Use strategies for skills development. - Manage equipment and resources. - Use a range of methods of capturing musical development.	Continue exploring the expectations and professional skills required to succeed in the industry: - Use effective time management - exhibit self-discipline - Work with others - Demonstrate correct and safe use of equipment - Identify resources required - Audit existing skills - Maintain a development plan. - Plan development processes. - Use strategies for skills development. - Manage equipment and resources. - Use a range of methods of capturing musical development. - Meet deadlines. create 2 musical outcomes in different musical areas in response to a theme that will	Respond to a music brief independently and creatively. Select and apply musical skills effectively in response to a professional style music brief. - Demonstrate effective research skills and planning in the time allocation for collecting resources. - Demonstrate effective planning of creative ideas and time management through initial written reflective response - Work effectively and independently to a personal plan in the creation of a product in response to the given brief - Present a final musical product in response to a music brief. - Comment on the creative process and outcome in response to a music brief.	Respond to a music brief independently and creatively. Select and apply musical skills effectively in response to a professional style music brief. - Work effectively and independently to a personal plan in the creation of a product in response to the given brief - Create an MP3 of the finished, mixed down and exported product for composition/creation or production. - Create a backing track and video recording of the completed product for performance - Generate a collection of screen shots as evidence for use in final written paper. - Create bullet point notes to effectively summarise key points to support the final written task. - Present a final musical product in response to a music brief.	Respond to a music brief independently and creatively. - Work effectively and independently to a personal plan in the creation of a product in response to the given brief - Create an MP3 of the finished, mixed down and exported product for composition/creation or production. - Create a backing track and video recording of the completed product for performance - Generate a collection of screen shots as evidence for use in final written paper. - Create bullet point notes to effectively summarise key points to support the final written task. - Present a final musical product in response to a music brief. - Comment on the creative process and outcome in response to a music brief in exam conditions using permitted notes, screen shots and recording.	N/A

			develop professional and musical skills. Students choose from Music Production, Music Performance and Music Creation.				
	Key words	• Development Plan • DAW • MIDI • Audio • Recording • Mixing • Editing • Equalisation (EQ) • Compression • Reverb • Balance • Panning • Automation • Skills Audit • Rhythm • Pulse • Tempo • Dynamics • Pitch • Melody • Harmony • Timbre • Texture • Structure • Tonality • Articulation • Phrasing • Accuracy • Timing • Intonation • Expression • Interpretation • Technique • Confidence • Stage presence • Communication • Coordination • Improve • Evaluate • Reflect • Experiment • Collaborate • Motif • Riff • Chord progression • Arrangement • Variation • Contrast • Repetition • Syncopation • Layering • SMART • Reliability • Organisation • Preparation • Time management • Responsibility • Initiative • Professionalism • Commitment • Communication • Teamwork	• Development Plan • DAW • MIDI • Audio • Recording • Mixing • Editing • Equalisation (EQ) • Compression • Reverb • Balance • Panning • Automation • Skills Audit • Rhythm • Pulse • Tempo • Dynamics • Pitch • Melody • Harmony • Timbre • Texture • Structure • Tonality • Articulation • Phrasing • Accuracy • Timing • Intonation • Expression • Interpretation • Technique • Confidence • Stage presence • Communication • Coordination • Improve • Evaluate • Reflect • Experiment • Collaborate • Motif • Riff • Chord progression • Arrangement • Variation • Contrast • Repetition • Syncopation • Layering • SMART • Reliability • Organisation • Preparation • Time management • Responsibility • Initiative • Professionalism • Commitment • Communication • Teamwork	• Brief • Development Plan • DAW • MIDI • Audio • Recording • Mixing • Editing • Equalisation (EQ) • Compression • Reverb • Balance • Panning • Automation • Skills Audit • Rhythm • Pulse • Tempo • Dynamics • Pitch • Melody • Harmony • Timbre • Texture • Structure • Tonality • Articulation • Phrasing • Accuracy • Timing • Intonation • Expression • Interpretation • Technique • Confidence • Stage presence • Communication • Coordination • Improve • Evaluate • Reflect • Experiment • Collaborate • Motif • Riff • Chord progression • Arrangement • Improvisation • Contrast • Repetition • Syncopation • Layering • SMART • Initiative • Professionalism • Commitment • Communication	• Product • FX • Time Stamp • Brief • Development Plan • DAW • MIDI • Audio • Recording • Mixing • Editing • Equalisation (EQ) • Compression • Reverb • Balance • Panning • Automation • Skills Audit • Rhythm • Pulse • Tempo • Dynamics • Pitch • Melody • Harmony • Timbre • Texture • Structure • Tonality • Articulation • Phrasing • Accuracy • Timing • Intonation • Expression • Interpretation • Technique • Confidence • Stage presence • Communication • Coordination • Improve • Evaluate • Reflect • Experiment • Collaborate • Motif • Riff • Chord progression • Arrangement • Improvisation • Variation • Contrast • Repetition • Syncopation • Layering • SMART • Initiative • Professionalism • Commitment • Communication	• Screenshots • Product • Time Stamp • Brief • Development Plan • DAW • MIDI • Audio • Recording • Mixing • Editing • Equalisation (EQ) • Compression • Reverb • Balance • Panning • Automation • Skills Audit • Rhythm • Pulse • Tempo • Dynamics • Pitch • Melody • Harmony • Timbre • Texture • Structure • Tonality • Articulation • Phrasing • Accuracy • Timing • Intonation • Expression • Interpretation • Technique • Confidence • Stage presence • Communication • Coordination • Improve • Evaluate • Reflect • Experiment • Collaborate • Motif • Riff • Chord progression • Arrangement • Improvisation • Variation • Contrast • Repetition • Syncopation • Layering • SMART • Initiative • Professionalism • Commitment • Communication	N/A
	Application of knowledge (Assessment)			Preparation of bullet point notes for formal written controlled assessment	Applying planning to independent work on response to brief	Bullet point preparation for formal controlled written assessment	Course complete
	Revision Strategy	N/A	N/A	N/A	N/A	Mind mapping-planning	N/A
	Wider Links	Time management	Time management Peer review Self assessment	Working to a brief/links to industry Cultural links to pieces set by exam board	Ability to work under pressure Ability to independently review work and change direction if necessary.	Developing skills in succinctly identifying salient points to support a written response.	N/A