

Year	Year 7 (September 2020-2021) Music					
Foci	There are six main skill areas in Music: Singing, Playing, Improvising, Composing, Listening & Appraising and Social. For each unit of work there is a specific assessment criterion linking to one or more of the Year 7 performance standards as outlined below. By meeting the criteria of the individual units students will achieve in all 11 performance standards.					
Time	HT1	HT2	HT3	HT4	HT5	HT6
Project	Rhythm and pulse	Pitch and keyboard	Orchestra and instruments	World Music	Music and Media	Music and Media
Subject	Music Performance and theory	Music Performance and theory	Baroque period	Indian Music	Adverts and TV themes	Introduction to garageband
Key Idea	Rhythm and notation	Treble clef theory and performance on keyboards	History of music and group performance	Structure and improvisation	Bass clef theory and intro to appraising	Digital technology
Spec. Ref	4,8,9,10,11	1,2,3,4,7,10	3,7,9,10	2,5,6,8,9,10,11	3,4,7,8,9,10	3,4,7,8,9,10
Driving Question	How is music made up of elements and how do I use them when performing music as a musician?	How is music made up of elements and how do I use them when performing music as a musician?	How do musicians improve the quality of their performance?	How do musicians improve the quality of their performance?	How does music influence audience response?	How does music influence audience response?
Topics	<ul style="list-style-type: none"> • Introduction to rhythm notation including dotted notes and rests • Time signatures and bar lines theory • Performing on 	<ul style="list-style-type: none"> • Treble clef theory and further understanding of rhythm notation • Performing on keyboards – instrument-specific 	<ul style="list-style-type: none"> • Study of Baroque Period, history and key composers within Western Classical Tradition • Orchestra and key 	<ul style="list-style-type: none"> • Culture, instruments, characteristic features and structure of Indian Classical Music • Rag & Pentatonic Scale • Improvisation in rhythm 	<ul style="list-style-type: none"> • Analysis of adverts and TV theme tunes • Bass clef notation and melody learning (left hand) • Polyphonic and unison 	<ul style="list-style-type: none"> Intro to garageband and logic. • What makes a successful ringtone • Duet composition – compose and record a

	<p>percussion instruments</p> <ul style="list-style-type: none"> • Group composition and performance project using London Underground map and percussion instruments 	<p>techniques for one finger melodies</p> <ul style="list-style-type: none"> • Basic melody writing – moving by step, starting/ending on same note etc • Individual composition and performance project using keyboards • Whole class performance of <i>Ode to Joy</i> melody and We found Love. 	<p>instruments</p> <ul style="list-style-type: none"> • Further work on reading music and playing melodies on keyboards – addition of trills and ties • Individual performance project – learning to play ‘Pachelbel’s canon’ 	<p>and melody</p> <ul style="list-style-type: none"> • Duet performance on tabla and sitar demonstrating understanding of structure, ostinato and improvisation • Whole class singing project based on ostinato 	<p>textures</p>	<p>ringtone</p>
<p>Assessment</p>	<ol style="list-style-type: none"> 1. Sing with an appropriate vocal range with clear diction 2. Sing with mostly accurate tuning and appropriate tone 3. Play simple melodies in the treble and bass clef (hands separate) 4. Play rhythms in time with others, maintaining a steady pulse 5. Improvise using the pentatonic scale 6. Improvise using an ostinato 7. Listen to a wide range of genres, identifying key characteristics such as instruments, structures, textures etc 8. Critique own and others’ work, offering specific comments and justifying these. 9. Cooperate with others to produce a group performance 10. Critique own and others’ work, offering specific comments and justifying these. 11. Cooperate with others to plan, revise and produce a group performance 					

Year	Year 8 (September 2020-2021) Music					
Foci	There are six main skill areas in Music: Singing, Playing, Improvising, Composing, Listening & Appraising and Social. For each unit of work there is a specific assessment criterion linking to one or more of the Year 8 performance standards as outlined below. By meeting the criteria of the individual units students will achieve in all 11 performance standards.					
Time	HT1	HT2	HT3	HT4	HT5	HT6
Project	Scales and chords	Melody Writing	Innovations in the 20th Century	World Music	Blues and Jazz	Blues and Jazz
Subject	Classical Period (1750-1810)	Music Theatre	20th century Music	African Music	Performance and theory	Composition
Key Idea	Theory of music and instruments	Theory of music and composition	Music devices and techniques	Structure and music skills development	Music skills development	Music skills development
Spec. Ref	3,7,9,10	1,2,3,7,9,10	4,5,7,8,9,10,11	1,2,4,5,8,9,10,11	1,2,3,6,9,10,11	1,2,3,6,9,10,11
Driving Question	How is music made up of elements and how do I use them when performing music as a musician?	How is music made up of elements and how do I use them when performing music as a musician?	How do musicians improve the quality of their performance?	How do musicians improve the quality of their performance?	How does understanding the context of musical work inform performance?	How do musicians improve the quality of their creative work?
Topics	<ul style="list-style-type: none"> • Study of Classical Period, history and key composers within Western Classical Tradition • Orchestra and key instrument developments • Major chords – theory, 	<ul style="list-style-type: none"> • More advanced melody writing techniques including sequences • Use of minor chords • Study of music theatre focusing on <i>Les Miserables</i>, <i>Wicked West Side Story</i> 	<ul style="list-style-type: none"> • Serialism – composing using tone row, retrograde, inversion, transposition, cluster chords • Experimentalism – group composing using non-musical starting 	<ul style="list-style-type: none"> • History and culture of West Africa, singing and African drumming • Rhythmic composition techniques polyrhythm, syncopation, triplets • Musical structures with addition of Call & 	<ul style="list-style-type: none"> • History of Blues (following on from African Music) including the Slave Trade • Key characteristics and instruments of Blues music (modern and traditional) and jazz 	<ul style="list-style-type: none"> • Ternary form structure • Song writing project including lyrics, melody and chordal accompaniment

	<p>primary triads, notation, performing in root position</p> <ul style="list-style-type: none"> • Classical structures – binary, ternary, rondo • Hands-together keyboard playing 	<ul style="list-style-type: none"> • Composition and performance project – chord sequence and melody – keyboards 	<p>points, ostinato, textures, graphic scores and unconventional instrumental techniques</p> <ul style="list-style-type: none"> • Minimalism – group composing using polyrhythm, phase shifting, augmentation and diminution with focus on structure • Students study all 3 genres then choose one to focus on for main project 	<p>Response</p> <ul style="list-style-type: none"> • Group African drumming composition and performance project using techniques above plus additional music elements i.e. texture, timbre and dynamics - Kuku • Whole class singing – Siyahamba – including harmony parts -Toom Bah Ee Lero,Che Che Kule (Kye Kye Kule) 	<ul style="list-style-type: none"> • Further understanding of chords – performing 12 Bar Blues and using rhythms • Improvising using the Blues scale 	
<p>Assessment</p>	<ol style="list-style-type: none"> 1. Sing with clear diction, mostly accurate tuning and control of breathing 2. Hold a part within a small vocal ensemble 3. Play simple melodies with block chord accompaniment 4. Hold an independent rhythm part within a group, maintaining a steady pulse 5. Improvise rhythmic solos 6. Improvise an extensive melody using the Blues scale 7. Compose and notate more advanced melodies with chordal accompaniments 8. Compose and notate more advanced rhythms focusing on musical structures 9. Listen to a wide range of genres, identifying key characteristics such as instruments, structures, textures etc 10. Critique own and others' work, offering specific comments and justifying these. 11. Cooperate with others to plan, revise and produce a group performance 					

Year	Year 9 (September 2020-2021) Music					
Foci	Year 9 is a transition year for students entering the BTEC tech award in Music practice. It focuses on developing the six main skill areas from KS3 Music: Singing, Playing, Improvising, Composing, Listening & Appraising and Social. Pupils study a diverse range of musical styles including traditional, world and popular music gaining good skills and understanding on a number of instruments. Pupils have the opportunity to develop their music technology skills using music software. There is an increased focus on quality of performances, solo and ensemble work. A solid knowledge in theory of music and history of music. Responding to set briefs for a target audience either being the performer, composer or producer.					
Time	HT1	HT2	HT3	HT4	HT5	HT6
Project	Theory of Music Elements and devices of music.	Exploring styles and techniques	Music skills development Solo and ensemble	Music skills development Solo and ensemble	Composition and digital technology	Responding to a commercial brief
Subject	Theory and history of music	Theory of music	Performance/ Composition	Performance/ Composition	Composition/Production	Performance, composing and appraising
Key Idea	Styles, genres and techniques	Styles, genres and techniques	Skill development	Skill development	Skill development	Music industry scenario
Spec. Ref	1,3,4	1,3,4	5,6,8,10	5,6,8,10	2,5,6,8,9,10,11	1-11
Driving Question	How does knowing the histories, styles and techniques help us to create Music?	How does knowing the histories, styles and techniques help us to create Music?	How do musicians generate creative ideas?	How do performers select repertoire?	How do musicians improve the quality of their creative work?	How does understanding the structure and context of musical work inform performance?
Topics	Examine examples of music from iconic artists/bands/producers from the era choosing a range of genres. Particular focus on	Explore rhythmic techniques, including: <ul style="list-style-type: none"> metre/beats in a bar note values tempo/bpm 	Investigate expectations and personal skills required, including: <ul style="list-style-type: none"> time management self-discipline 	Develop music performance skills, including: <ul style="list-style-type: none"> tuning learning repertoire 	Develop music creation skills, including: <ul style="list-style-type: none"> exploring and extending ideas structure 	Explore ways to develop and produce a response: <ul style="list-style-type: none"> interpreting the brief: organisation skills:

	<p>instruments, sonic features and combination of instruments used.</p> <p>60s to 70s and 80s to 90s</p> <p>00s to present day</p> <p>World Music</p> <p>Fusion</p> <p>Film Music</p> <p>Western classical music</p> <p>Jazz and blues</p>	<ul style="list-style-type: none"> phrasing swing. <p>Practical workshops such as clapping exercises to investigate rhythmic techniques.</p> <p>Explore scales and modes, including:</p> <ul style="list-style-type: none"> musical alphabet clefs semitones and tones major scales minor scales intervals blues scale pentatonic scales modes. <p>Practical workshops to perform/create scales and modes to investigate the relationship between pitches.</p> <p>Explore types of music product:</p> <ul style="list-style-type: none"> live performance audio recording 	<ul style="list-style-type: none"> working with others safe use of equipment identifying resources required auditing existing skills. 	<ul style="list-style-type: none"> physical preparation instrumental or vocal technique practising routines following accompaniment stage presence skills appropriate to style and context. 	<ul style="list-style-type: none"> rhythmic and melodic patterns development of harmony skills appropriate to style and context. <p>Develop music production skills, including:</p> <ul style="list-style-type: none"> using software instruments audio and software tools manipulation techniques inputting and editing audio using effects structuring music skills appropriate to style and context. 	<ul style="list-style-type: none"> identifying priorities setting targets using planning tools preparing for a project: <ul style="list-style-type: none"> health and safety checking resources are adequate contingency planning considering constraints: <ul style="list-style-type: none"> working within parameters of the brief using suitable material and techniques for the audience quality issues. <p>Present/perform work :</p> <ul style="list-style-type: none"> present development and final response present intentions to client
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		<ul style="list-style-type: none"> • composition for media • original song or composition • digital audio workstation (DAW) project. 				<ul style="list-style-type: none"> • Performances, compositions.
Assessment	<ol style="list-style-type: none"> 1.To evaluate the use and manipulation of musical elements to represent emotions and styles which reach target audiences 2.To compose and extend musical ideas which represent a product or brand 3.To develop knowledge and skills in handling of motifs, and combining musical parts 4.To be able to evaluate music style in relation to its social context 5.To develop instrument specific skills to play complex parts 6.To develop ensemble skills to be able to play as part of a group 7.To learn how to set words to music 8.To develop instrument specific skills 9.To develop ensemble skills 10.To develop performance skills 11.To develop composition skills 					

Year	Year 10 BTEC Music (September 2020-2021)					
Foci	Introduction to the BTEC Tech award in Music practice. Students will explore and complete the first two components in the course either as a performer, composer or producer.					
Time	HT1	HT2	HT3	HT4	HT5	HT6
Project	Intro in BTEC tech award Music practice	Exploring Music products and styles (C1)	Assignment: Music Makers	Music skills Development (C2)	Assignment: Starting Out.	Assignment: And now presenting!

Subject	Musical styles and genres	Musical styles and genres	Musical styles and genres	Music skills - Performance, composition, production	Music skills - Performance, composition, production	Music skills - Performance, composition, production
Key Idea	Styles and genres	Styles and genres	Styles and genres	Music skills	Music skills	Music skills
Spec. Ref	A. Develop appreciation of styles and genres of music A1 Genres of music	A2 Development of music A3 Stylistic features and characteristics (music theory)	A. Develop appreciation of styles and genres of music A1 Genres of music A2 Development of music A3 Stylistic features and characteristics (music theory) B. Explore techniques used to create music products B1 Music industry products B2 Music realisation techniques	A. Exploring professional and commercial skills for the music industry A1 Personal and professional skills for the music industry A2 Communicating music skills development	A. Exploring professional and commercial skills for the music industry A1 Personal and professional skills for the music industry A2 Communicating music skills development	B. Applying and developing individual musical skills and techniques B1 Development of technical music skills and techniques B2 Development of music skills and techniques
Driving Question	How does knowing the histories, styles and techniques help us to create Music?	How does knowing the histories, styles and techniques help us to create Music?	How do musicians generate creative ideas?	How do performers select repertoire?	How do musicians improve the quality of their creative work?	How do musicians improve the quality of their creative work?
Topics	Rock N Roll African Music Electronic dance music Reggae Film Music Hip Hip (90s)	Explore rhythmic techniques, including: <ul style="list-style-type: none"> metre/beats in a bar note values tempo/bpm 	Authorised assignment brief: Music Makers	Investigate expectations and personal skills required, including: <ul style="list-style-type: none"> time management self-discipline 	Authorised assignment brief: Starting Out Develop music performance skills, including:	Authorised assignment brief: And now presenting! Develop music creation skills, including:

	<p>Punk Classical (1730-1820) Minimalism</p>	<ul style="list-style-type: none"> • phrasing • swing. <p>Practical workshops such as clapping exercises to investigate rhythmic techniques.</p> <p>Explore scales and modes, including:</p> <ul style="list-style-type: none"> • musical alphabet • clefs • semitones and tones • major scales • minor scales • intervals • blues scale • pentatonic scales • modes. <p>Practical workshops to perform/create scales and modes to investigate the relationship between pitches.</p> <p>Explore types of music product:</p> <ul style="list-style-type: none"> • live performance • audio recording 		<ul style="list-style-type: none"> • working with others • safe use of equipment • identifying resources required • auditing existing skills. 	<ul style="list-style-type: none"> • tuning • learning repertoire • physical preparation • instrumental or vocal technique • practising routines • following accompaniment • stage presence • skills appropriate to style and context. 	<ul style="list-style-type: none"> • exploring and extending ideas • structure • rhythmic and melodic patterns • development of harmony • skills appropriate to style and context. <p>Develop music production skills, including:</p> <ul style="list-style-type: none"> • using software instruments • audio and software tools • manipulation techniques • inputting and editing audio • using effects • structuring music • skills appropriate to style and context.
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		<ul style="list-style-type: none"> • composition for media • original song or composition • digital audio workstation (DAW) project. 				
Assessment	BTEC assignments: Music Makers, Starting out and Now Presenting					

Year	Year 11 BTEC Music (September 2020-2021)					
Foci	One year BTEC Tech award in Music practice course (previous UAL Music course now discontinued)					
Time	HT1	HT2	HT3	HT4	HT5	HT6
Project	BTEC Tech award Music Practice. Music Makers (C1)	Starting Out (C2)	And now presenting! (C2)	Responding to a commercial brief	Culturity (C3 Mock)	Synoptic assessment external (C3)
Subject	Styles, genres and techniques	Music skills development	Music skills development	Music industry scenario	Music industry scenario	External assessment
Key Idea	Exploration of genres and techniques	Develop personal and professional skills	Develop individual music skills	How to respond to a brief. Performer, composer or producer	How to respond to a brief. Performer, composer or producer	
Spec. Ref	A. Develop appreciation of styles and genres of music A1 Genres of	A. Exploring professional and commercial skills for the music industry A1	B. Applying and developing individual musical skills and	Activity 1.Initial response to the music brief. A1 Features of a	Activity 1.Initial response to the music brief. Activity 2. Create a	Activity 1.Initial response to the music brief. Activity 2. Create a

	<p>music A2 Development of music A3 Stylistic features and characteristics (music theory) B.Explore techniques used to create music products B1 Music industry products B2 Music realisation techniques</p>	<p>Personal and professional skills for the music industry A2 Communicating music skills development</p>	<p>techniques B1 Development of technical music skills and techniques B2 Development of music skills and techniques</p>	<p>commercial music brief A2 Planning to meet the demands of the music brief A3 Considering constraints and intentions Activity 2. Create a music product. B1 Develop and produce a response to a client brief B2 Refining musical skills for a musical product B3 Refining musical material B4 Personal management C: Present a final musical product in response to a commercial music brief C1 Reviewing work based on client needs C2 Quality of outcome C3 Presenting own work to a client C4 Relation of final product to the brief Activity 3. Individual</p>	<p>music product. Activity 3. Individual commentary on the creative process</p>	<p>music product. Activity 3. Individual commentary on the creative process</p>
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				commentary on the creative process D1 Commentary on the creative process D2 Reflect on the outcome of the musical product		
Driving Question	How does knowing the histories, styles and techniques help us to create Music?	How does knowing the histories, styles and techniques help us to create Music?	How do musicians generate creative ideas?	How do performers select repertoire?	How do musicians improve the quality of their creative work?	How does understanding the structure and context of musical work inform performance?
Topics	<p>Rock N Roll African Music Electronic dance music Reggae Film Music Hip Hip (90s) Punk Classical (1730-1820) Minimalism</p> <p>Explore rhythmic techniques, including:</p> <ul style="list-style-type: none"> metre/beats in a bar note values tempo/bpm phrasing swing. 	<p>Investigate expectations and personal skills required, including:</p> <ul style="list-style-type: none"> time management self-discipline working with others safe use of equipment identifying resources required auditing existing skills. <p>Develop music performance skills, including:</p> <ul style="list-style-type: none"> tuning learning repertoire 	<p>Develop music creation skills, including:</p> <ul style="list-style-type: none"> exploring and extending ideas structure rhythmic and melodic patterns development of harmony skills appropriate to style and context. <p>Develop music production skills, including:</p> <ul style="list-style-type: none"> using software instruments audio and software tools 	<p>Requirements of the brief Aim Target audience Planning to meet the brief Research material Resources Timeline Structure Constraints Develop and produce a response Organisation skills Prepare for a project Response to the brief Goals Deadlines Refining of Musical skills Personal Management Review work based on</p>	<p>Requirements of the brief Aim Target audience Planning to meet the brief Research material Resources Timeline Structure Constraints Develop and produce a response Organisation skills Prepare for a project Response to the brief Goals Deadlines Refining of Musical skills Personal Management Review work based on</p>	

	<p>Practical workshops such as clapping exercises to investigate rhythmic techniques.</p> <p>Explore scales and modes, including:</p> <ul style="list-style-type: none"> musical alphabet clefs semitones and tones major scales minor scales intervals blues scale pentatonic scales modes. <p>Practical workshops to perform/create scales and modes to investigate the relationship between pitches.</p> <p>Explore types of music product:</p> <ul style="list-style-type: none"> live performance audio recording composition for media 	<ul style="list-style-type: none"> physical preparation instrumental or vocal technique practising routines following accompaniment stage presence skills appropriate to style and context. 	<ul style="list-style-type: none"> manipulation techniques inputting and editing audio using effects structuring music skills appropriate to style and context. 	<p>client needs</p> <p>Quality of outcome</p> <p>Presenting work to client</p> <p>Relation of final product</p> <p>Commentary on the creative process</p> <p>Reflect on the final outcome.</p>	<p>client needs</p> <p>Quality of outcome</p> <p>Presenting work to client</p> <p>Relation of final product</p> <p>Commentary on the creative process</p> <p>Reflect on the final outcome.</p>	
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	<ul style="list-style-type: none"> original song or composition digital audio workstation (DAW) project. 					
Assessment	BTEC authorised assignments: C1 Music Makers C2 Starting out and Now presenting C3 Mock C3 External assessment					

Year	Year 11 GCSE Music (September 2020-2021)					
Foci	Final year of the GCSE Music course, using all the skills learnt from KS3 and Year 10, students now prepare and complete their composition coursework, performance coursework and their final written appraising paper of the set works.					
Time	HT1	HT2	HT3	HT4	HT5	HT6
Project	Composition coursework (30%)	Composition coursework (30%)	Performance coursework (30%)	Performance coursework (30%)	Mock written exam papers	Written Exam paper (40%)
Subject	Composition	Composition	Performance	Performance	Appraising	Appraising
Key Idea	Exam board releases set work composition brief	Free choice composition	Solo performance exam	Ensemble performance exam	Written exam preparation	Written exam preparation
Spec. Ref						
Driving Question	How do we judge the quality of compositions?	How do we judge the quality of compositions?	How do we judge the quality of musical performances?	How do we judge the quality of musical performances?	How does knowing the histories, styles and techniques help us to improve as a musician?	
Topics	Developing musical ideas • Compositional techniques and strategies • Ensuring	Developing musical ideas • Compositional techniques and strategies • Ensuring	- Solo performance - Ensemble performance	-Solo performance -Ensemble performance – Recording – a complete	Set works	

	<p>technical control and coherence • Methods of notating composition scores</p> <p>– Score/written account – ‘score’ refers to any of the following: a full score in conventional staff notation; a lead sheet or chord chart; track sheets; written account, tables or diagrams.</p> <p>– Recording – a complete recording of both pieces on an audio CD or USB stick.</p> <p>– Completed Composition Authentication Sheet, available on the Pearson website.</p>	<p>technical control and coherence • Methods of notating composition scores</p> <p>– Score/written account – ‘score’ refers to any of the following: a full score in conventional staff notation; a lead sheet or chord chart; track sheets; written account, tables or diagrams.</p> <p>– Recording – a complete recording of both pieces on an audio CD or USB stick.</p> <p>– Completed Composition Authentication Sheet, available on the Pearson website.</p>	<p>– Recording – a complete recording of both pieces on an audio CD or USB stick.</p> <p>– Completed Composition Authentication Sheet, available on the Pearson website.</p>	<p>recording of both pieces on an audio CD or USB stick.</p> <p>– Completed Composition Authentication Sheet, available on the Pearson website.</p>	<p>Johann Sebastian Bach: Brandenburg Concerto No. 5 in D major, 3rd movement</p> <p>Ludwig van Beethoven: Piano Sonata No. 8 in C minor, ‘Pathétique’, 1st movement</p> <p>Henry Purcell: ‘Music for a While’</p> <p>Queen: ‘Killer Queen’ from the album Sheer Heart Attack</p> <p>Stephen Schwartz: ‘Defying Gravity’ from Wicked</p> <p>John Williams: ‘Main Title/Rebel Blockade Runner’ from Star Wars</p> <p>Afro Celt Sound System: ‘Release’ from the album Volume 2: Release</p> <p>Esperanza Spalding: ‘Samba Em Prelúdio’ from the album Esperanza</p>	
Assessment	<p>Composition coursework (30%) set theme composition and free choice</p> <p>Performance coursework (30%) Solo and ensemble performance</p> <p>Written exam (40%) Set works appraising</p>					