

Time	Autumn Term	Spring Term	Summer Term
	8 lessons	6 lessons	6 lessons
Unit	All Together Now	Digital Composition	Music in the wider world
Focus	Performing	Composing	Genres & Styles
Key Concepts	- Students will understand Rhythm and pulse and the elements of music - Dynamics - Rhythm - Structure - Melody (and Metre) - instrumentation - Texture (and Tonality, Timbre, and Tempo) - Harmony - To be able to communicate with an audience (concerts are an opportunity to share music with an audience). - To be able to rehearse effectively (warm-up, target setting, reflection). - To perform confidently (instrumental, focusing on Keyboard & Ukulele, and singing). - Theory: The layout of a Piano/Keyboard, Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Functions, Fingering (1-5), Keyboard Chords, Octave, Warm-Up, "Middle C", Major, Minor.	Elements of Music - Dynamics: The variation in loudness or softness in a musical composition. - Rhythm: The organisation of sounds in time, involving beats, patterns, and tempo. - Structure: The way a musical piece is organised into sections, e.g., verse, chorus, bridge. - Melody and Metre: Students will explore the creation of melodies and understand the relationship between melody and time signatures. - Instrumentation: The choice of instruments used in digital compositions, including virtual instruments in DAWs. - Texture: The layering of sounds, creating complexity in music, including harmony, rhythm, and melody. - Tonality, Timbre, and Tempo: The tonal quality of a composition, the unique sound colour (timbre) of instruments, and the speed (tempo). - Harmony: How different notes and chords work together to complement the melody. Digital Composition Tools and Workflow - MIDI Sequencing: Understanding how MIDI works to sequence virtual instruments. - Virtual Instruments: Students will work with synthesisers, drum kits, and orchestral sounds, learning to manipulate these to create textures. - Audio Recording and Editing: Students will record and edit audio using microphones and interfaces in DAWs like Logic Pro. - Arrangement and Composition: Students will learn to arrange their compositions by structuring different sections (e.g., intro, verse, chorus) and using automation to create dynamic changes. - Mixing and Mastering: Balancing the levels, panning, and applying effects to enhance the final sound.	- Students will understand Rhythm and pulse and the elements of music - Dynamics - Rhythm - Structure - Melody (and Metre) - instrumentation - Texture (and Tonality, Timbre, and Tempo) - Harmony - To be able to communicate with an audience (concerts are an opportunity to share music with an audience). - To be able to rehearse effectively (warm-up, target setting, reflection). - To perform confidently (instrumental, focusing on Keyboard & Ukulele, and singing). - Theory: The layout of a Piano/Keyboard, Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Functions, Fingering (1-5), Keyboard Chords, Octave, Warm-Up, "Middle C", Major, Minor.
	- Understanding and practicing rhythmic patterns and steady beats. - Understanding the Elements of Music - Keyboard Layout: Understanding the layout and functions of a piano/keyboard. - Treble Clef and Staff Notation: Reading and writing music on the stave. - Stave, Lines, and Spaces: Identifying notes and their positions. - Black Notes, Sharps, and Flats: Understanding	- DAWs: Learn to use Logic Pro and Ableton Live for digital composition, including basic features and functions. - MIDI Sequencing: Understand MIDI for sequencing and controlling virtual instruments; input, edit, and manipulate MIDI data. - Virtual Instruments and Samples: Explore and manipulate virtual instruments and samples, including synthesisers, drum kits, and orchestral sounds.	- Rhythmic Patterns: African music and reggae music are known for their intricate and distinctive rhythmic patterns. - Polyrhythms: African music often incorporates polyrhythms, where multiple rhythmic patterns are played simultaneously. - Percussion Instruments: African music and reggae music heavily rely on percussion instruments to create rhythmic foundations. - Call and Response: Call and response is a prominent

	Autumn Term	Spring Term	Summer Term
Time	6 lessons	6 lessons	6 lessons
Unit	The Blues	What Makes A Good Song	The Virtuoso
Focus	Genres & Styles	Composing	Performing
Key Concepts	The layout of a Piano/Keyboard, Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Functions, Fingering (1-5), Keyboard Chords & Chord Building, Octave, Warm-Up, "Middle C", Major, Minor. Links with African music through the slave trade (relate back to Caribbean music from Y7) Music Theory: 12-Bar Blues, Blues Chord Sequence, Blues Song Structure (AAB) Blues Scale, Blues Song Lyrics; Chords and Seventh Chords I, I7, IV, IV7, V & V7; Chord Vamps; Improvisation; Swing/Swung Rhythms; Ostinato, Riffs, Fills and Solos; Instruments of Jazz & Blues: Frontline (Solos) and Rhythm Section.	Composition Skills: Writing riffs, applying chord sequences Song Structure: Creating verses, choruses, and effective lyrics Vocal Techniques: Differentiating verses and choruses Song Development: Using texture and musical elements (DR P SMITH) Group Work: Group composition, collaboration Rehearsal: Warm-up, target setting, reflection Performance: Confident group performance, communicating with an audience Self and Peer Assessment: Evaluating work, critical listening skills	Performance: Range of pieces Notation: Lead Sheet, Score, TAB Rehearsal: Importance, Metacognition Skills: Persistence, Questioning, Critical Thinking, Listening Communication: Clarity, Precision Creativity: Innovation, Imagination Terminology: Musical elements Instrumental Skills: Development, Performance Skills
Content	To know how to and recognise, and perform Chords I, I7, IV, IV7, V & V7 in different ways e.g., as a Walking Bass Line. To be able to understand and demonstrate what makes an "effective" Jazz improvisation e.g., using the notes of the Blues Scale. To be able to communicate with an audience To know that concerts are an opportunity to share music with an audience. To be able to rehearse effectively (warm-up, target setting, reflection) To be able to perform confidently (instrumental, focussing on Keyboard)	To be able to apply composition skills by writing own riffs To be able to apply a range of chords in a sequence to create a convincing verse and/or chorus sections To be able to create effective lyrics within song structure To be able to demonstrate a range of vocal techniques in order to differentiate between the verses and chorus To be able to develop own song structure using texture effectively Apply a range of musical elements to develop own songs (DR P SMITH) To be able to work together (Group Composition) To be able to rehearse effectively (warm-up, target setting, reflection) To be able to perform confidently (of group composition) To be able to communicate with an audience To be able to perform own part within a group song To be able to self and peer assess own and others' work To be able to demonstrate critical listening skills	To be able to perform from a range of pieces of music To be able to explore the way in which music can be learnt online To be able to learn to play music from different kinds of notation: Lead Sheet, Score and TAB To know about the importance of rehearsal [Metacognition] Persistence (striving for accuracy and precision) Thinking (about Thinking) Questioning skills (and posing problems) Listening (with understanding and empathy) To know about the importance of communication skills (communicating with clarity and precision) To be able to think creativity (imagining and innovating) To be able to use the correct terminology: musical elements as found in DR P SMITH To be able to develop instrumental and performance skills Resilience / persistence; Questioning; Listening; Communication skills; Creativity

Time	Autumn Term	Spring Term	Summer Term
	6 lessons	6 lessons	6 lessons
Unit	All About The Bass	Music & The Moving Image	Repetition in music
Focus	Composing	Genres & Styles	Performing
Key Concepts	Exploring Bass Clef Reading and Notation and Bass Line Musical Patterns. Musical Instruments that use the Bass Clef, The Bass Guitar, Chords: Root, Third, Fifth, Passing Notes, Bass Line Patterns: Bass Line Riffs, Alberti Bass, Broken Chords, Arpeggios, Pedal. Music Theory: Bass Line, Bass Clef, Bass Clef Staff Notation, Stave, Staff, Lines/Spaces, Pitch, Walking Bass	Exploring Film Music Leitmotif, Soundtrack, Theme Song, Mickey-Mousing, Concord/Discord, (Chromatic) Sequencing, Storyboard, 'Borrowed' Music, Music-Spotting, Interval of a 5th, Click Tracks/Timing, Theme, Sound Effects, Motif, Timbre/Sonority, Musical Clichés, Diegetic and Non-Diegetic Music. Music Theory: Repeat, Repetition, Repeat Symbol : , Ostinato, Bass Clef, Bass Line, Hook, Riff, Ostinato, Treble Clef, Melody, Chords	How music is based on Repeated Musical Patterns. How to distinguish between Hooks, Riffs and Ostinatos. Music Theory: Repeat, Repetition, Repeat Symbol : , Melodic Hook, Rhythmic Hook, Verbal Hook, Bass Clef, Bass Line Music Theory: Hook, Riff, Ostinato, Treble Clef, Melody, Chords
Content	To know to, identify, describe, and use a range of more technical Bass Line Patterns when performing: playing and singing, creating: composing and improvising and critically engaging: listening and appraising. To be able to self and peer assess own and others' work To be able to demonstrate critical listening skills To be able to develop instrumental and performance skills Resilience / persistence; Questioning; Listening; Communication skills; Creativity	To know how music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. To know how timing is a crucial factor in the composition and performance of music for film. To know how film music can change the viewer's interpretation of a scene. To know and understand the challenges faced by a film music composer. To know how to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect. To be able to perform own part within a group piece To be able to self and peer assess own and others' work To be able to demonstrate critical listening skills To be able to develop instrumental and performance skills To be able to develop resilience / persistence; Questioning; Listening; Communication skills; Creativity	To be able to perform own part within a group piece Self and peer assess own and others' work To be able to demonstrate critical listening skills To be able to develop instrumental and performance skills Resilience / persistence; Questioning; Listening; Communication skills; Creativity Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns. Identify, perform and create hooks, riffs and ostinatos within a musical structure. Recognise their own contributions to group performances taking a solo part. Evaluate how purpose can affect the way music is used. Draw links between the use of hooks and riffs in popular music and the use of ostinato in other music.
Vocabulary	Bass Clef: Bass Clef Staff Notation, Bass Clef Musical Patterns: Bass Line Patterns, Bass Line Riffs, Alberti Bass, Broken Chords, Arpeggios, Pedal Instruments: Bass Guitar Chords: Root, Third, Fifth, Passing Notes Music Theory: Stave, Staff, Lines/Spaces, Pitch, Walking Bass Performance and Creation: Playing, Singing, Composing,	Film Music: Leitmotif, Soundtrack, Theme Song, Mickey-Mousing, Sound Effects Musical Techniques: Concord, Discord, Chromatic Sequencing, Click Tracks/Timing, Musical Clichés Music Theory: Repeat, Repetition, Repeat Symbol : , Ostinato, Bass Clef, Bass Line, Hook, Riff, Treble Clef, Melody, Chords Film Music Concepts: Motif, Timbre/Sonority, Diegetic Music,	Repeated Musical Patterns: Repetition, Repeat Symbol : , Ostinato Hooks: Melodic Hook, Rhythmic Hook, Verbal Hook Riffs: Definition, Creation Music Theory: Bass Clef, Treble Clef, Melody, Chords, Bass Line Performance: Group Piece, Solo Part Assessment: Self-Assessment, Peer Assessment, Critical Listening

Time	Autumn Term		Spring Term		Summer Term	
	HT1	HT2	HT3	HT4	HT5	HT6
Unit	Intro to BTEC	Component 1 Exploring Music Products & Styles			Component 2 Music Skills Development	
Focus	Composing	Genres & Styles			Performing + Composition	
Spec. Ref	Component 1 2 & 3 Prep	1-A1, 1-A2, 1-B1, 1-B2			2-A1, 2-A2, 2-B1, 2-B2, 2-C1, 2-C2	
Content	To be able to perform own part within a group piece Self and peer assess own and others' work To be able to demonstrate critical listening skills To be able to develop instrumental and performance skills Resilience / persistence; Questioning; Listening; Communication skills; Creativity	Musical Styles: Learners will explore and understand various musical styles, including iconic composers, artists, bands, and producers who have influenced and impacted these styles. They will also examine the impact of technology on musical styles, instruments, production, and recording. Musical Elements and Characteristics: Learners will study different musical elements and characteristics that define various musical styles. This includes aspects such as instrumentation, texture, timbre, tonality, harmony, rhythmic techniques, structure/form, melodic techniques, and production techniques. Music Industry Products: Learners will consider the different types of music products created in the music industry, such as live performances, audio recordings, compositions for media (film, TV, adverts, computer games), original songs or compositions, and Digital Audio Workstation (DAW) projects. They will also examine the purpose and intended audience of each music product. Music Realisation Techniques: Learners will investigate and experiment with techniques used in performing, creating, and producing music. This includes understanding instrumentation, roles and functions of instruments, ensemble skills, starting points and stimuli for original music, repetition and contrast in composition, and various techniques used in producing music using software instruments, microphones, MIDI, and audio editing. Music Theory: Learners will delve into music theory concepts related to scales and modes, major and minor triads, chords, tempo, syncopation, and other theoretical aspects that underpin different musical styles. Creative Work: Learners will apply their understanding of musical styles, elements, and techniques to develop their own creative work. This may involve creating original music compositions, arrangements, and productions related to specific themes. Application: The ultimate aim of this component is for learners to apply their knowledge and understanding of different music styles and techniques to practical music-making activities, performance, composition, and music production.			Task 1: Professional and Commercial Skills in the Music Industry Learners must understand key professional skills needed in the music industry, such as time management, self-discipline, teamwork, equipment use, resource management, and maintaining a development plan. They must provide evidence of their skills development through portfolios, production notes, rehearsal diaries, and reviews. Learners should communicate progress clearly using multimedia and engage with platforms like Soundcloud™, Facebook™, and YouTube™ for feedback and collaboration. Task 2: Develop Music Skills and Techniques Learners will participate in workshops to enhance skills in music performance, original music creation, and music production. They will develop and apply these skills in at least two disciplines, focusing on style, context, and technique. This includes exercises for technical skill improvement, goal setting, and progress tracking. Skills cover areas like timing, phrasing, equipment use, creativity, and health and safety practices. Specific areas of focus include tuning, repertoire, stage presence for performance; structure, harmony for original music; and software tools, audio manipulation for production.	
	Composing: Composition, musical coherence, refinement Component Prep: Improvisation, accuracy,	Musical Styles: Genres, iconic composers, artists, bands, producers, technology impact, instruments, recording. Musical Elements: Instrumentation, texture, timbre, tonality, harmony, rhythm, structure, melody, production. Music Industry Products: Live performances, recordings, media compositions (film,			Professional Skills: Time management, self-discipline, teamwork, equipment use, resource management, development plans. Skills Development: Portfolios, production notes, rehearsal diaries, reviews.	

Time	Autumn Term		Spring Term		Summer Term	
	HT1	HT2	HT3	HT4	HT5	HT6
Unit	Component 2 Music Skills Development		Component 3 Responding To A Brief			Exam Study Leave
Focus	Performing + Composition		Composing + Performing			
Spec. Ref	LOA + LOB		AO1 Understand how to respond to a music brief AO2 Select and apply musical skills in response to a music brief AO3 Present a final musical product in response to a music brief AO4 Comment on the creative process and outcome in response to a music brief			
Content	Professional Skills: Understand and apply time management, self-discipline, teamwork, equipment safety, resource management, and development planning. Development Planning: Plan strategies for skill improvement, effectively manage resources and equipment. Skills Evidence: Showcase skill development through portfolios, track sheets, production notes, rehearsal diaries, and reviews. Clear Communication: Present key development points clearly using images, videos, recordings, and written commentary. Collaboration and Feedback: Share and receive feedback on work via social media (Soundcloud™, Facebook™, YouTube™), jam sessions, demos, and remote collaborations. Workshops and Skill Development: Participate in workshops to develop skills in music performance, creation, and production; focus on style, context, and techniques. Technical Skill Development: Enhance technical skills through exercises, goal setting, and progress tracking. Musical Application: Apply developed skills to create music across different disciplines (performance, creation, production) with stylistic accuracy and creative intent. Adaptation to Styles and Contexts: Develop skills like timing, phrasing, rhythm, pitch, instrumentation, expression, and health and safety suitable for various styles and contexts.		Understanding the Brief: Comprehend the music brief's requirements, scenario, music pieces, and style options. Self-Assessment: Identify personal strengths, interests, and skills as a composer, performer, or producer. Skill Selection: Choose relevant skills and techniques for the chosen role (composer, performer, producer). Create Original Work: Apply chosen skills to produce original music or perform stylistically accurate covers from the provided list. Use of DAW: Utilize Digital Audio Workstation and hardware to create and produce original music based on a specific style. Organize and Refine: Prepare, organize, and refine musical material to finalize the response to the brief. Record and Present: Record performances or DAW projects and present them as a final response. Reflect on Process: Reflect on the creative process, decision-making, and challenges faced while meeting the brief. Professional Knowledge: Understand industry expectations for composers, performers, and producers, including time management, discipline, collaboration, and safe equipment use. Planning and Development: Plan and communicate skill development, manage resources, and use methods like portfolios and rehearsal diaries. Feedback and Sharing: Share work on platforms like social media, jam sessions, or remix projects, and understand feedback processes. Performance Elements: Know key elements for successful performances: tuning, repertoire, technique, and stage presence. Creative Music Making: Understand the process of creating original music, developing ideas, structure, and harmony. Music Production Techniques: Use software instruments, effects, and audio tools to structure music in a DAW.			
Vocabulary	Professional Skills: Time management, self-discipline, teamwork, equipment safety, resource management, development planning. Development Planning: Skill improvement strategies, resource and equipment management. Skills Evidence: Portfolios, track sheets, production notes, rehearsal diaries, reviews. Clear Communication: Visual and written presentation of development (images, videos, recordings). Collaboration and Feedback: Social media platforms (Soundcloud™, Facebook™, YouTube™), jam sessions, demos, remote collaborations. Workshops: Skill development in performance, music		Understanding the Brief: Requirements, scenario, music pieces, style options. Self-Assessment: Strengths, interests, skills (composer, performer, producer). Skill Selection: Relevant techniques, chosen role. Create Original Work: Original music, stylistically accurate covers. Use of DAW: Digital Audio Workstation, hardware, style-based production. Organise and Refine: Preparation, organization, refinement. Record and Present: Audio recording, DAW projects, final presentation. Reflect on Process: Creative process, decision-making, challenges. Professional Knowledge: Industry expectations, time management, discipline, collaboration, equipment safety. Planning and Development: Skill development, resource management, portfolios, rehearsal diaries. Feedback and Sharing: Social media platforms, jam sessions, remixing, feedback processes			