

Music – Key Stage 3
Term
Year 7

Topic	Knowledge	Skills/Assessment
<u>Induction to Music</u> <u>June – July</u> Baseline tests are delivered through musical games and practical activities, using percussion instruments and ensemble work to assess student's prior knowledge and musical ability. Key solo and ensemble rehearsal techniques are covered in order to for all students to play and perform confidently	<u>Induction to Music</u> <u>June - July</u> All students will have a clear understanding of how rhythm, metre, structure, texture and dynamics impact a performance. Students will be able to recognise and perform using these musical elements.	All projects will contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini' formative performances to check progress and understanding Ensemble and solo performance skills.
<u>The Piano</u> <u>Sept - Dec</u> This project introduces the concepts of motor-cognition, muscle memory and development of performance skills through learning the piano. The project covers basic skills for beginners through to developed ensemble	<u>The Piano</u> <u>Sept - Dec</u> Students learn to read treble clef and bass clef notation. All students are taught how to play the piano hands separately and hands together. Students learn how to perform as part of an ensemble.	

Year 8

Topic	Knowledge	Skills/Assessment
<u>The Blues</u> <u>June - July</u> Student's clear understanding of solo and ensemble skills from Y7 are now developed by delving into musical genres. This is a transition project looking forward to how music will be studied in year 8	<u>The Blues</u> <u>June - July</u> Students will complete a variety of tasks which look at the history of how Blues music came about the historical impact on the genre. Key musical features which make the genre so recognisable will also be explored. Students will continue to develop their practical skills whilst doing so and will complete a final performance. assessment.	All projects will contain the following assessment opportunities: Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini' formative performances to check progress and understanding. Ensemble and solo performance skills
<u>Film Music</u> <u>Sept - Dec</u> Students will explore conventions and techniques used for composing music for film and tv. Key concepts such as leit motifs, diegetic and extra diegetic music, and score writing will be taught through	<u>Film Music</u> <u>Sept - Dec</u> Knowledge around how music and sound impact film and television is explored through listening tasks, composition and performance. Works by composers such as Hans Zimmer, John Williams and James Horner will be	

Year 9

Topic	Knowledge	Skills/Assessment
<u>Ensemble Skills</u> <u>June - Dec</u> Students will draw back on the learning that has taken place in Year 7 and Year 8. As part of an ensemble, they will learn and perform a piece of music of their choice. This topic is designed to build on prior knowledge and ensemble skills. This project also look in depth as key terminology, how	<u>Ensemble Skills</u> <u>June - Dec</u> Students will explore rehearsal techniques and learn how to elevate a performance, considering musicality, timing, conventions of the genre and showing that they are able to perform accurately and with expression. Key terminology is explored to create a transition to GCSE music.	Constant verbal feedback Ongoing Teacher, self and peer formative assessment End of project performance and feedback Ongoing 'mini' formative performances to check progress and understanding. Regular listening exercises and questions Regular solo and ensemble performances. Compositional briefs / assignments. Ensemble and solo performance skills
compositions are brought together and why they are successful. Students will use performance and analysis skills within this project.		

Term 1

analysis,
composition and
practical activities

performed and
analysed. Students
will study the
history of film
music and the
development from
silent movies to
modern
blockbusters.

performance for more advanced performers. All students by the end of the project will be able to efficiently perform as a soloist and as part of an ensemble.

Band Breakout
Jan - April

This project is a chance for students to learn and master a range of instrumental skills across different popular instruments. Students' enjoyment of music is encouraged by working as an ensemble, whilst individually specialising is either piano, drums, guitar or bass guitar

Band Breakout
Jan - April

Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an ensemble, showcasing their talent and musical skill set. Ensembles will perform in a class summer showcase, demonstrating timing, balance,

All projects will contain the following assessment opportunities:

Constant verbal feedback

Ongoing Teacher, self and peer formative assessment

End of project performance and feedback

Ongoing 'mini' formative performances to check progress and understanding

Reggae
Jan – April

Through looking at the history and context of Reggae music, students will have a broad understanding of the compositional devices which make the genre so distinctive

Reggae
Jan – April

Students will develop their understanding of key terminology from areas of study such as melody, rhythm, texture, harmony and tonality. The project will be delivered through practical exercises using musical instruments on tasks and by analysing Reggae music. Artists such as Bob

All projects will contain the following assessment opportunities:

Constant verbal feedback

Ongoing Teacher, self and peer formative assessment

End of project performance and feedback

Ongoing 'mini' formative performances to check progress and understanding.

Composition & Performance – Instrumental
Jan - April

This project allows the students to explore musical analysis through composition and practical skills. Within the project students will learn about the key aspects of music making and how these impact on the listener. The use of musical analysis

Composition & Performance – Instrumental
Jan - April

This unit starts to prepare students for GCSE style performance and composition. Students

Based on students' knowledge and understanding of key areas of music (melody, texture, structure etc) students will compose a piece of

All projects will contain the following assessment opportunities:

Constant verbal feedback

Ongoing Teacher, self and peer formative assessment

End of project performance and feedback

Ongoing 'mini' formative performances to

Marley
and the
Wailers,
UB40 and
Burning
Spear are
studied.

accuracy and expression.

Ensemble and solo performance skills.

Ensemble and solo performance skills.

will directly link to composition tasks and practical activities.

popular music considering key features studies in analysis lessons

check progress and understanding.

Regular listening exercises and questions

Students will compose a piece of music using a four chord song format as well as composing to a set brief using specialist software.

Students will be given the opportunity to develop performance skills through composition and focus rehearsal techniques for creating a fluent and accurate solo and ensemble performance.

Regular solo and ensemble performances.

Compositional briefs / assignments.

End of unit performance.

Rhythm Wheels
April - June

The project builds on the skills previously developed in project two. Students further improve their motor-cognition and muscle memory through learning and performing basic and more complex riffs on the drum kits. This is combined with further developing

Rhythm Wheels
April - June

Students compose complex polyrhythms in order to perform confidently as a Samba ensemble. Towards the end of the project students combine their knowledge of the piano, drums and ensemble performance to give a final assessed ensemble presentation.

All projects will contain the following assessment opportunities:

Constant verbal feedback

Ongoing Teacher, self and peer formative assessment

End of project performance and feedback

Ongoing 'mini' formative performances to check progress and understanding.

Band Breakout
April - June

The final project in Year 8 is under pinned by the instrumental and ensemble skills taught and developed in Year 7. Students understanding of ensemble skills and developed and tested at a higher level than in Year 7 with more complex pieces of music and skills required. Recap

Band Breakout
April - June

Students' knowledge of the different instruments are brought together to work as an ensemble. Students will rehearse and perform as an ensemble, showcasing their talent and musical skill set. Ensembles will perform in a class summer showcase, demonstrating timing, balance,

All projects will contain the following assessment opportunities:

Constant verbal feedback

Ongoing Teacher, self and peer formative assessment

End of project performance and feedback

Ongoing 'mini' formative performances to

Traditional Music
April - June

An introduction into world music and the history and traditions that are typical of each genre. Students will look at African drumming, Samba, Salsa, English and Irish Folk and Indian Music. Students will explore how traditional music can be used alongside popular

Traditional Music
April - June

Students will explore traditional music genres through composition and performance. Students will learn the key musical features of each genre and how they relate to historical traditions. Students will take part in and complete a number of mini composition and performance

All projects will contain the following assessment opportunities:

Constant verbal feedback

Ongoing Teacher, self and peer formative assessment

End of project performance and feedback

Ongoing 'mini' formative performances to

	<p>their knowledge of rhythm.</p>		<p>Ensemble and solo performance skills.</p>	<p>of past knowledge is also fundamental to building long lasting musical knowledge.</p>	<p>accuracy and expression.</p>	<p>check progress and understanding</p>	<p>music in order to create a fusion of cultures.</p>	<p>exercises around each traditional genre. In addition to the composition performance tasks, students will be given time to rehearse as a soloist and as part of an ensemble, before giving a final performance to demonstrate development of skills.</p>	<p>check progress and understanding. Regular listening exercises and questions Regular solo and ensemble performances. Compositional briefs / assignments. End of unit performance</p>
--	-----------------------------------	--	--	--	---------------------------------	---	---	--	--

Term

Year 10/11 – One Year GCSE

	Topic	Knowledge	Skills/Assessment
<p style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 2em; font-weight: bold;">Term 1</p>	<p>Component 1 – Understanding Music Preparation for the written examination component of the course. Students will start by looking at key terminology before studying a compulsory area of study and the case study associated the AOS.</p> <p>Component 2 – Performing Music Students will prepare a series of solo and ensemble performances in line with the GCSE requirements (total of 4 minutes minimum). This topic will focus on ensemble skills and provide students with time to practice as well as peripatetic music lessons. This unit is ongoing throughout the GCSE course.</p>	<p>Component 1 – Understanding Music Key terminology across a number of musical elements is built upon in the first four weeks of the GCSE course. Student study and identify the technical terms for compositional skills through listening to a variety of musical genres from Baroque to Hip Hop.</p> <p>Fundamental skills taught on how to answer specific questions such as notation, dictation, modulations and time signatures.</p> <p>Students will have a broad knowledge of the musical genres that fall under AOS2 – Popular Music and any case study piece associated with the area of study.</p>	<ul style="list-style-type: none"> • Constant verbal feedback • Ongoing Teacher, self and peer formative assessment • Regular and timely performance assessments in connection to the examination guidelines / mark scheme. • Ongoing ‘performance opportunities to check progress. • Regular and timely listening exercises and questions • End of unit summative assessment testing • Regular case study written questions with formative feedback and the opportunity to improve. • Mock examinations in an examination-controlled environment. • Practice performance sessions / mock performances.
	<p>Component 3 – Composing Music Students are required to complete a composition of their choice. Students will look at fundamental compositional techniques before embarking on their final submission.</p>	<p>Component 2 – Performing Music Students embark on peripatetic lessons in an instrument of their choice. Students will master the instrumental skills required to perform accurately, fluently and to a high standard. The preparation for the final performance examinations is an ongoing process across the GCSE course, with a final performance examination in the Spring term. Repertoire will be determined by the student and teacher and the final recital must last for a minimum of five minutes, with a minimum of one-minute ensemble content. Throughout the year there will be a number of rehearsal and performance opportunities in the lessons in order for students to receive feedback in order to progress.</p> <p>Component 3 – Composing Music Students must learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through two compositions. Freer composition choice can be composed in any style or genre to best reflect the skills, strengths and interests of the individual students. The free choice composition will demonstrate creative and effective selection of musical elements and their ability to show technical and expressive control. Students will use specialist ICT software to complete the NEA controlled assessments.</p>	

Component 1 – Understanding Music

Preparation for the written examination component of the course. Student will use their prior knowledge of the key elements to learn about traditional music (AOS3) Western Classical Tradition (AOS1) and Western Classical Tradition Since 1910 (AOS4). The compulsory case study from AOS1 is prepared and analysed as well as any other relevant case studies.

Component 2 – Performing Music

Students will prepare a series of solo and ensemble performances in line with the GCSE requirements (total of 4 minutes minimum). This topic will focus on ensemble skills and provide students with time to practice as well as peripatetic music lessons. **This unit is ongoing throughout the GCSE course.**

Component 3 – Composing Music

Students are required to complete a briefed composition set by the examination board as pre-release material. Students will act upon the fundamental techniques learnt in their free composition to support their GCSE submission.

Component 1 – Understanding Music

Fundamental skills continue to be taught on how to answer specific questions such as notation, dictation, modulations and time signatures.

Students will have a broad knowledge of the musical genres that fall under AOS1, AOS3 and AOS4 and any case study piece associated with the area of study.

Students will gain knowledge of how to answer examination questions and practice this on a weekly basis.

Component 2 – Performing Music

Students embark on peripatetic lessons in an instrument of their choice. Students will master the instrumental skills required to perform accurately, fluently and to a high standard. The preparation for the final performance examinations is an ongoing process across the GCSE course, with a final performance examination in the Spring term. Repertoire will be determined by the student and teacher and the final recital must last for a minimum of five minutes, with a minimum of one-minute ensemble content. Throughout the year there will be a number of rehearsal and performance opportunities in the lessons in order for students to receive feedback in order to progress.

Component 3 – Composing Music

Students will research and develop ideas of a brief before composing a final submission using specialist ICT software. The briefed composition choice will demonstrate creative and effective selection of musical elements and their ability to show technical and expressive control.

Component 1 – Understanding Music

Students will revise all areas of the GCSE course and complete examination practice in order to prepare them for their final examination.

Component 2 – Performing Music

Final performance examination will be completed and recorded before being submitted to the examination board.

Component 3 – Composing Music

Component 1 – Understanding Music

Revision of all areas of the written course, including fundamental skills, case studies and areas of study will be completed in order to prepare the students for their final examination.

Component 2 – Performing Music

Final solo and ensemble performance will take place, which are recorded and marked internally before being submitted to the examination board for moderation. to perform accurately, fluently and to a high standard with the support of their peripatetic music teacher (instrumental expert).

Component 1 – Understanding Music:

- Constant verbal feedback
- Ongoing Teacher, self and peer formative assessment
- Regular and timely performance assessments in connection to the examination guidelines / mark scheme.
- Ongoing 'performance opportunities to check progress.
- Regular and timely listening exercises and questions
- End of unit summative assessment testing
- Regular case study written questions with formative feedback and the opportunity to improve.

Both compositions will be completed in term 1 and term 2. Students will complete a series of programme notes for each composition before these are marked and submitted to the examination board for moderation.

Component 3 – Composing Music

Programme notes for each composition will be written by the students, detailing their intentions of the composition and the intended audience in order to support the marking and moderation process.

- Mock examinations in an examination-controlled environment.

Component 2& 3 – Performing / Composing Music:

Final GCSE Submissions are collected, marked and submitted to the examination board for moderation. These include:

- 1 x Solo Performance
- 1 x Ensemble Performance
- 1 x Free Composition
- 1 x Briefed Composition

Year 10/11 – Eduqas Level 1 / 2 Vocational Award

Term 1 &
Term 2

Topic	Knowledge	Skills/Assessment
<p>Unit 1 and 2 are taught simultaneously across the first two terms.</p> <p>Unit 1: Performing Students will be provided with a given brief. Students will research the following aspects before picking and preparing a final submission performance:</p> <ul style="list-style-type: none"> - Original composer - Intended style - Themes and Ideas - Performance space - Purpose - Relationship to target audience - Historical events and impact - Health and safety - Rehearsal planning - Rehearsal reflection - Action planning - Review, reflection and analysis of final performance. <p>Unit 2: Creating Students will be provided with a given brief. Students will research the following aspects before creating a final composition through the use of specialist ICT software and present it to an audience:</p> <ul style="list-style-type: none"> - Intended purpose - Intended effect - Performance space - Scale of piece - Development of musical themes - Use and development of musical elements - Analysis and reflection. 	<p>Unit 1: Performing Students embark on peripatetic lessons in an instrument of their choice. Students will master the instrumental skills required to perform accurately, fluently and to a high standard. The preparation for the final performance submission is an ongoing process across the first unit, with a final performance submission at the end of the first term (December). Leading up to the final submission, students will complete a number of research, performance and analysis tasks to demonstrate progress and respond to an assignment brief.</p> <p>Repertoire will be determined by the student and teacher and the final performance must last for a minimum of three minutes, with a minimum time of six minutes.</p> <p>Unit 2: Creating Students must learn and demonstrate a clear knowledge of how to develop musical ideas, including extending and manipulating musical themes in response to a brief. Students will be required to compose music that is musically convincing and in response to an initial research task. Whilst there is a brief, students can compose in any style or genre to best reflect the skills, strengths and linked to the externally set assignment brief. Once again analysis and reflection documents are completed throughout the unit.</p>	<ul style="list-style-type: none"> • Constant verbal feedback • Ongoing Teacher, self and peer formative assessment • Regular and timely performance assessments in connection to the examination guidelines / mark scheme. • Ongoing 'performance opportunities to check progress. Ongoing composition feedback on 1:1 basis. • End of unit summative assessment feedback • Regular formative feedback and the opportunity to improve. • Practice performance sessions / mock performances. • Unit 1&2 – Internal assessment followed by external moderation by exam board. • Unit 3 – external moderation by exam board.

Unit 3: Performing Arts in Practice.

This unit introduces learners to areas of the performing arts that need to be considered when responding to an industry commission. Learners will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2.

The final project will require students to organise an event based on a brief and present to an audience in a 'Dragons Den' style pitch how they would meet the criteria of the brief. Performance and compositional aspects will be included within the pitch.

Unit 3: Performing Arts in Practice

Unit 3 builds on the practical knowledge from Units 1 and 2. However, the unit gives real life experience of working towards and delivering a commissioned project. Students will need to demonstrate the following knowledge in their external submission:

- Factors influencing the creation of performance work.
- Creating and delivering on a commissioned piece of performance work.
- Promoting a commissioned piece of performance work.
- Successfully pitching a commissions piece of performance work.
- Evaluating the success of the planning, promotion and pitching process.
- Reflecting on the strengths and areas to improve.