

## SUBJECT: Music

### Key Stage 3: Curriculum Intent (BRIEF):

2020-21	Year 7 Each topic is 10 weeks	Year 8 Each topic is 10 weeks	Year 9 Each topic is 10 weeks
Autumn 1	<p><b>Topic:</b> Musical elements</p> <p><b>Content covered, including knowledge and skills.</b></p> <p>Tempo Rhythm Dynamics, Pitch Singing Theory Rhythmic work</p> <p>Students will learn to identify the elements aurally</p> <p>Students will focus on rhythmic textures</p> <p>Students will work to maintain a part within a group performance</p> <p>Students will contribute to a group composition combining the elements</p> <p><b>Links to prior learning.</b></p> <p>This topic will be used as a baseline to assess student abilities in recognising the Musical Elements.</p> <p>Singing will be the foundation upon which we explore all the musical elements aurally. Students will build on singing technique learnt in primary school</p> <p><b>Links to British Values, SMSC and work-related learning</b></p>	<p><b>Topic:</b> The Blues</p> <p><b>Content covered, including knowledge and skills.</b></p> <p>Listening activities Whole class ensemble piece in Blues style Theory – how chords are formed, and more complex chords</p> <p>Students will learn to identify the features of Blues music aurally</p> <p>Students will contribute to a group composition combining Blues features</p> <p>Students will learn to improvise using the blues scale</p> <p>Students will learn to maintain a part in a group performance</p> <p><b>Links to prior learning.</b></p> <p>This unit builds on students’ knowledge of chords. Students now look at more complex chords and scales, to inform their choices in their composition work.</p> <p><b>Links to British Values, SMSC and work-related learning</b></p> <p>Working in pairs/ groups. Teamwork in practical activities. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.</p>	<p><b>Topic:</b> African Music</p> <p><b>Content covered, including knowledge and skills.</b></p> <p>Listening activities Whole class ensemble piece in African style Theory - Rhythmic notation</p> <p>Students will learn to identify the features of African music aurally</p> <p>Students will contribute to a group composition combining features of African music</p> <p>Students will learn to identify polyrhythms and compose a polyrhythmic piece</p> <p>Students will learn to maintain a part in a group performance</p> <p><b>Links to prior learning.</b></p> <p>Students will build on rhythmic work that they have done throughout KS3 and will learn to create more complex rhythmic patterns as rhythms interlock</p> <p><b>Links to British Values, SMSC and work-related learning</b></p> <p>Working in pairs/ groups. Teamwork in practical activities. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.</p>

	<p>Working in pairs/ groups. Teamwork in practical activities. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.</p> <p>To understand how composers, work to create effects in music, linking to the professional world of musicians and composers</p> <p><b>Literacy: Key words and terminology</b> Tempo, timbre, texture, dynamics, pitch, rhythm, duration, structure, notation, crotchet, quaver, minim, semibreve</p>	<p>Students will learn about a period in history and a style of music, learning about features of this style of music and how it develops, and students will watch performances on YouTube of professional musicians</p> <p><b>Literacy: Key words and terminology</b> 12 bar blues, chord progression, tonic, dominant, subdominant, turnaround, improvisation, 7th chords, walking bass, instruments, strings, brass, woodwind, percussion, keyboard</p>	<p>Students will have some awareness and understanding of the role of African music in African society and culture. Students will learn composition skills and appreciate the role and work of a composer.</p> <p><b>Literacy: Key words and terminology</b> Interlocking patterns, Pentatonic scale Ostinato, Polyrhythm, Percussion, Call and response, Harmony, Improvisation, Xylophone, Minimalism</p>
Autumn 2	<p><b>Topic:</b> <u>W/C November 30th</u> Keyboard skills</p> <p><b>Content covered, including knowledge and skills.</b> Singing Theory Rhythmic work Notation</p> <p>This topic will help students continue their exploration of the musical elements, focussing specifically on pitch and rhythm. Students will develop the ability to read notated music involving simple rhythms. Students will work on solo performances.</p> <p><b>Links to prior learning.</b> Students will build on the last topic where they learnt to play rhythms on unpitched instruments. Students will now learn about adding pitch to rhythm to create melody.</p>	<p><b>Topic:</b> <u>W/C November 30th</u> Reggae</p> <p><b>Content covered, including knowledge and skills.</b> Listening activities Ensemble piece in Reggae style Theory – Sharps and flats, Rhythm - off beat, syncopation</p> <p>Students will learn to identify the features of Reggae music aurally Students will contribute to a group composition combining Reggae features Students will learn to maintain a part in a group performance Compose a cover version of a song in Reggae style</p> <p><b>Links to prior learning.</b> This unit builds on students' knowledge of chords and rhythm. Students now look at more complex rhythms and chords to</p>	<p><b>Topic:</b> <u>W/C November 30th</u> Minimalism</p> <p><b>Content covered, including knowledge and skills.</b> Listening activities Ensemble piece in minimalist style Theory - Rhythmic notation</p> <p>Students will learn to identify the features of Minimalist music aurally Students will contribute to group compositions combining features of Minimalist music Students will learn to identify features such as phase shifting, metamorphosis, additive patterns Compose minimalist style piece</p> <p><b>Links to prior learning.</b> This unit builds on students' knowledge of melody and rhythm. Students now look at more complex patterns and compositional devices to</p>

	<p>Students will learn about these elements through the medium of the keyboard.</p> <p><b>Links to British Values, SMSC and work-related learning</b></p> <p>Working in pairs/ groups. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.</p> <p>Students will learn about the skills that a professional musician needs, learning how to rehearse and the importance of warmups.</p> <p><b>Literacy: Key words and terminology</b></p> <p>Rhythm, melody, register, range, sequence, scalar, chord, steps, leaps, notation, stave, ledger line, bar, treble clef, crotchet, minim, semibreve, quaver, rest</p>	<p>inform their choices in their composition work.</p> <p><b>Links to British Values, SMSC and work-related learning</b></p> <p>Working in pairs/ groups. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.</p> <p>Students will learn about a period in history and a style of music, learning about features of this style of music and how it develops, and students will watch performances on YouTube of professional musicians</p> <p><b>Literacy: Key words and terminology</b></p> <p>Reggae, Off beat, Skank, Riff, Ostinato, Chord, Bob Marley, Sharp, Bass clef, Key-signature, Tie, Primary chords' Accompaniment, Hammond Organ Bubble, Shuffle</p>	<p>create rhythms and melodies to inform their choices in their composition work.</p> <p><b>Links to British Values, SMSC and work-related learning</b></p> <p>Working in pairs/ groups. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.</p> <p>Students will learn about a period in history and a style of music, learning about features of this style of music and how it develops, and students will watch performances on YouTube of professional musicians</p> <p>Students will learn composition skills and appreciate the role and work of a composer.</p> <p><b>Literacy: Key words and terminology</b></p> <p>Minimalism, Phase shifting, Metamorphosis Steve Reich, Ostinato, Loop, Texture Additive patterns, Fading, Multi-tracking Interlocking patterns</p>
Spring 1	<b>Topic:</b> Keyboard skills continued as above	<b>Topic:</b> Reggae continued as above	<b>Topic:</b> Minimalism continued as above
Spring 2	<p><b>Topic:</b> <u>W/C March 1st</u></p> <p>Ensembles</p> <p><b>Content covered, including knowledge and skills.</b></p> <p>Students will learn how chords are formed</p> <p>Chords and singing in small ensemble</p> <p>Song writing – on ukulele and keyboards</p> <p>Students explore how different parts contribute to an ensemble</p>	<p><b>Topic:</b> <u>W/C March 1st</u></p> <p>Theme and variations</p> <p><b>Content covered, including knowledge and skills.</b></p> <p>Listening activities</p> <p>Students will learn to identify a variety of compositional and melodic devices aurally</p> <p>Students will learn to compose using different compositional devices</p>	<p><b>Topic:</b> <u>W/C March 1st</u></p> <p>Salsa</p> <p><b>Content covered, including knowledge and skills.</b></p> <p>Listening activities</p> <p>Ensemble piece in Salsa style</p> <p>Theory – chords, inversions, parallel harmony</p> <p>Students will learn to identify the features of Salsa music aurally</p>

	<p>Students work in an ensemble exploring a wide range of musical styles and genres Students explore other forms of notation (tablature). Students will gain an understanding of how to identify chords using tab.</p> <p><b>Links to prior learning.</b> Students will build on the previous topic of keyboard skills but will now learn about how to accompany a melody in the form of chords.</p> <p><b>Links to British Values, SMSC and work-related learning</b> Working in pairs/ groups. Teamwork in practical activities. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances. Students will watch performances of professional musicians on YouTube in a range of styles</p> <p><b>Literacy: Key words and terminology</b> Ensemble, Riff, Ostinato, Chord, Sharp, Flat Pulse, Structure, Tab, Accompaniment</p>	<p>Students will learn to compose using different metres. Students will create a piece based on a Theme with variations using a variety of compositional devices</p> <p><b>Links to prior learning.</b> This unit builds on students' knowledge of melody and rhythm. Students will learn how to manipulate rhythm and melody using compositional devices.</p> <p><b>Links to British Values, SMSC and work-related learning</b> Working in pairs/ groups. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances. Students will watch performances on YouTube of professional musicians Students will learn composition skills and appreciate the role and work of a composer.</p> <p><b>Literacy: Key words and terminology</b> Theme, Variations, Ostinato, Canon, Round Transpose Interval, Scale, Call and Response, Parallel motion, Contrary motion, Major, Minor, Consonant, Dissonant, Retrograde, Sequence, Countermelody, Tonic, dominant</p>	<p>Students will contribute to a group composition combining Salsa features Students will learn to maintain a part in a group performance Compose a cover version of a song in a Salsa style</p> <p><b>Links to prior learning.</b> This unit builds on students' knowledge of chords and rhythm. Students now look at chord inversions, harmony, rhythmic ostinato and structure to inform their choices in their composition work.</p> <p><b>Links to British Values, SMSC and work-related learning</b> Working in pairs/ groups. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances. Students will have some awareness and understanding of the roots of salsa music in Latin American and Cuban culture.</p> <p><b>Literacy: Key words and terminology</b> Salsa, Syncopation, Harmony, Riff, Guajeo, Chord, Polyrhythm, Son clave Bass line, Intervals, Call and Response, Structure, Tag</p>
Summer 1	<b>Topic:</b> <u>W/C May 17<sup>th</sup></u> Film music	<b>Topic:</b> <u>W/C May 17<sup>th</sup></u> Samba	<b>Topic:</b> <u>W/C May 17<sup>th</sup></u> Music and Space

	<p><b>Content covered, including knowledge and skills.</b>  Listening tasks on film music  Identify the instruments of the orchestra aurally and visually  Students will learn to identify features of film music aurally  Performing and composing tasks using various melodic and compositional devices found in film music  Students will contribute to a group composition combining musical features to portray different characters in a film.</p> <p><b>Links to prior learning.</b>  Students will build on all the previous topics. Students will learn how the musical elements explored in Term 1, can create effect in film music to help portray the emotion and action. Students will compose their own film music using major and minor chords, melodic patterns, rhythmic ostinato and incorporating all the musical elements.</p> <p><b>Links to British Values, SMSC and work-related learning</b>  Working in pairs/ groups. Teamwork in practical activities. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.  Students will listen to a range of film music and watch performances of professional orchestral musicians on YouTube.</p>	<p><b>Content covered, including knowledge and skills.</b>  Listening activities  Whole class ensemble piece in Samba style  Theory - Rhythmic notation  Students will learn to identify the features of Samba music aurally  Students will learn to identify call and response in Samba music and compose their own call and response patterns  Students will learn to maintain a part in a group performance  Compose a piece in Samba style</p> <p><b>Links to prior learning.</b>  Students will build on previous rhythmic work and will learn to create more complex rhythmic patterns as rhythms interlock</p> <p><b>Links to British Values, SMSC and work-related learning</b>  Teamwork in practical activities. Listening to student performances with respect.  Speaking and listening when giving feedback on student work and performances.  Students will have some awareness and understanding of the role of samba music in Brazilian society and culture.  Students will learn composition skills and appreciate the role and work of a composer.</p> <p><b>Literacy: Key words and terminology</b></p>	<p><b>Content covered, including knowledge and skills.</b>  Listening tasks on Western Classical and film music linked to Space  Identify rhythmic and melodic ostinato  Students will learn to identify compositional devices and melodic devices aurally  Performing and composing tasks using various melodic and compositional devices  Students will contribute to a group composition combining musical features to portray space music</p> <p><b>Links to prior learning.</b>  Students will build on previous compositional work, creating rhythmic and melodic ostinato and melodic patterns based on certain note sets to create an effect. Students will compose their own space music incorporating all the musical elements.</p> <p><b>Links to British Values, SMSC and work-related learning</b>  Working in pairs/ groups. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.  Students will listen to a range of music and watch performances of professional orchestral musicians on YouTube.</p> <p><b>Literacy: Key words and terminology</b>  Metre, Time signature, Ostinato, Triplet quavers  Tritone, Middle Eight, Tonality, Ternary form, Major, Minor, Leitmotif, Borrowed music</p>
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	<b>Literacy: Key words and terminology</b> Leitmotif, Ostinato, Conjunct, Disjunct Interval, Chromatic, Sequence, Diminuendo Crescendo, Forte, Piano, Underscore Sound effects, Soundtrack	Tamborim, Agogo, Surdo, Timbales, Caixa, Aptio, Ganza, Repinique, Polyrhythms, Interlocking rhythms, Syncopation, Ostinato	
Summer 2	<b>Topic:</b> Film music continued as above	Samba continued as above	Music and Space continued as above

## SUBJECT: Music

### Key Stage 4: Curriculum Intent (BRIEF):

2020-21	Year 10	Year 11
Autumn 1	<p>At KS4 we follow the BTEC Tech Award in Music Practice specification. This specification aims to engage learners through the practical exploration of different styles of music.</p> <p><b>Topic:</b>  <b>Component 1</b>            Students develop an appreciation of styles and genres of music            Students explore the stylistic features and characteristics of different styles of music            This will develop a foundation of skills and knowledge that informs the rest of the programme.</p> <p><b>Component 2</b>            Students will develop two musical disciplines from performer, producer and creator, through engagement in practical tasks, instrumental lessons, ensemble work and performance opportunities. This part of Component 2 will continue throughout the Course in order to develop key skills.</p> <p><b>Content covered, including knowledge and skills.</b>  <b>Component 1:</b>            Pop Music – 1960's to 1990's – British Invasion, Reggae            Analysis and listening skills            Solo performance            Ensemble performance            Theory – notation, rhythm, Major and minor scales, intervals            Explore techniques used to create music products            Music realisation techniques (composing)</p> <p><b>Component 2:</b>            Solo instrumental skills</p>	<p>At KS4 we follow the BTEC Tech Award in Music Practice specification. This specification aims to engage learners through the practical exploration of different styles of music.</p> <p><b>Topic:</b>  <b>Component 2</b>  <b>Assignment 2b</b></p> <p>In Component 2 students will develop two musical disciplines from performer, producer and creator, through engagement in practical tasks, instrumental lessons, and ensemble work and performance opportunities. This part of Component 2 will continue throughout the three-year course. Many of our students do not have prior instrumental skills and so instrumental and ensemble skills need to start straight away in order to build in key skills which are sufficient for this course and to show sufficient development.</p> <p>Students will learn to document their progress and planning for further improvement. Identifying the skills, they already have and what they need to develop is an important part of working in the music industry, as professionals are always striving to improve both technically on their instrument or vocals, and in their professional manner. This component encourages students to reflect on how to apply and develop individual musical skills and techniques required for the music industry.</p> <p><b>Content covered, including knowledge and skills</b></p>

	<p>Students will have instrumental lessons on an instrument of their choice. Students will develop skills and technique on their instrument which will influence all the practical performance work and composition work throughout the course.</p> <p><b>Links to prior learning.</b></p> <p>The composing part of Component 1 builds on the knowledge gained from KS3. Students now look at the theoretical side of composing in more depth, developing their knowledge of chords and keys to inform their choices in their composition work.</p> <p>Students will build on their instrumental skills which they have learnt throughout KS3.</p> <p><b>Links to British Values, SMSC and work-related learning</b></p> <p>Teamwork in practical activities. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.</p> <p>To understand how composers, work to create effects in music, linking to the professional world of musicians and composers</p> <p><b>Literacy: Key words and terminology</b></p> <p>Chords, major, minor, skank, one drop drum pattern, notation, Structure, chorus, verse, bridge, middle eight, coda, intro, chord inversions, root position chords, off beat, syncopation, time signatures, pulse and metre</p>	<p>Skills log diary  Development plan  Taking part in music concert  Sharing work  Ensemble Skills  Solo instrumental skills  Composition work</p> <p><b>Links to prior learning</b></p> <p>The composing tasks build on prior knowledge. Students will look at how chords and scales are used to create effect in various styles of music. This will help to inform their choices in their composition work. Students will continue to develop their instrumental technique and production skills.</p> <p><b>Links to British Values, SMSC and work-related learning</b></p> <p>Students will contribute to the musical culture of the school, performing in concerts and other events. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.</p> <p>To understand how composers, work to create effects in music, linking to the professional world of musicians and composers</p> <p><b>Literacy: Key words and terminology</b></p> <p>Audit, development plan, instrumental technique, performing, composing, producing, articulation, posture, confidence, chords, inversions, dynamics, rhythm, texture, structure, timbre, melody, passing notes, evaluate, key signatures, notation</p>
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Autumn 2

**Topic:**

Component 1:

Pop Music – 1970's to present day

Component 2: Instrumental skills continued

**Content covered, including knowledge and skills.**

**Component 1 –**

Stadium Rock, Pop Ballad, Hip Hop, Britpop, Solo artists from 1990's to present day

Analysis and listening skills

Students will learn to identify features of music aurally.

Ensemble performance

Composition

Students will explore composition and performance techniques to create music in the various styles

**Component 2**

Solo instrumental skills – instrumental lessons continue as last term

**Links to prior learning.**

The composing tasks build on prior knowledge. Students will look at how chords and scales are used to create effect in various styles of music. This will help to inform their choices in their composition work.

**Links to British Values, SMSC and work-related learning**

Teamwork in practical activities. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.

To understand how composers, work to create effects in music, linking to the professional world of musicians and composers

**Literacy: Key words and terminology**

Chords, major, minor, notation, tab, time signature, texture, timbre, dynamics, pitch, rhythm, structure, chorus, verse, bridge, middle eight, coda, intro, chord inversions, root position chords, power chords,

**Topic:**

Component 2

Assignment 2b

Continued as above and submitted at end of Autumn term.

Spring 1

**Topic:**

**Component 1**

Film Music, Minimalism

Indian Music and Bhangra

**Component 2**

Solo instrumental skills

**Content covered, including knowledge and skills.**

Analysis and listening skills

Students will learn to identify features of music aurally.

Ensemble performance

Composition

Students will explore composition and performance techniques to create music in the various styles

**Component 2**

Solo instrumental skills – instrumental lessons continue as last term

**Links to prior learning.**

The composing tasks build on prior knowledge. Students will look at how chords and scales are used to create effect in various styles of music. This will help to inform their choices in their composition work.

**Links to British Values, SMSC and work-related learning**

Teamwork in practical activities. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.

To understand how composers, work to create effects in music, linking to the professional world of musicians and composers

**Literacy: Key words and terminology**

Improvisation, tala, table, drone, tampura, raga, melody, accompaniment, dhol, drum machine, major, minor, notation, tab, time signature, texture, timbre, dynamics, pitch, rhythm, structure, chorus, verse, bridge, instrumental, coda, intro, chord inversions, root position chords, leitmotif, instrumentation.

**Topic:**

**Component 3**

**Responding to a Commercial Music Brief – Activity 1**

This component will allow students to work to their strengths and interests and apply the skills that they have learned throughout the course in a practical way. Students will focus on a particular area of the music industry that excites and appeals to them and respond to a commercial music brief as a composer, performer or producer.

Students will prepare for Assignment 3. Students will practice making cover versions of various pieces of music.

Students will start to complete the formal assignment set by the exam board.

**Content covered, including knowledge and skills.**

Performing stylistically accurate cover versions

Creating original music using existing stylistic frameworks and traits  
Stylistic use of music technology to create an original piece of music from a given starting point

Students will prepare and complete their initial response to the music brief set by the exam board. Students will undertake preparatory work for Activity 1. This requires 4 hours of informal supervision. Students will then have 2 hours of formal supervised time to complete their initial response for Activity 1 on a computer. This will be submitted to the exam board with the final outcome.

**Links to prior learning**

This component uses all of the skills they have learnt throughout the course in creating, performing and/or producing.

Students will use their instrumental skills to create a stylistically accurate version of a song according to the exam brief.

**Links to British Values, SMSC and work-related learning**

Students will listen to a range of music and watch performances of professional musicians on YouTube. To understand how composers,

		<p>work to create effects in music, linking to the professional world of musicians and composers</p> <p><b>Literacy: Key words and terminology</b> Resources, equipment, plan, stylistic features, instrumental technique, performing, composing, producing, articulation, posture, confidence, chords, inversions, dynamics, rhythm, texture, structure, timbre, melody, evaluate, key signatures, notation</p>
Spring 2	<p><b>Topic:</b> <b>Component 1 - Assessment</b> Students should identify, describe, explain &amp; evaluate the stylistic features and musical elements that define the genres that they have explored throughout Component 1. This component is internally assessed. Assessment will be of a practical nature where students build a portfolio of evidence. Students will collate all of their work on music from the 1960's to the present day. This includes written, practical and compositional evidence.</p> <p><b>Component 2</b> Solo instrumental skills continue throughout KS4</p> <p><b>Content covered, including knowledge and skills.</b> Students to work individually on the assignment set. Students to collate all work for this component. Power point on each of the styles we have covered.</p> <p><b>Links to prior learning.</b> This assignment is a write up of all prior learning so far this year.</p> <p><b>Links to British Values, SMSC and work-related learning</b> To understand how composers, work to create effects in music, linking to the professional world of musicians and composers</p> <p><b>Literacy: Key words and terminology</b> Improvisation, tala, table, drone, tampura, raga, melody, accompaniment, dhol, drum machine, major, minor, notation, tab,</p>	<p><b>Topic:</b> <b>Component 3</b> <b>Responding to a Commercial Music Brief – Activity 2</b></p> <p><b>Content covered, including knowledge and skills.</b> Performing stylistically accurate cover versions Creating original music using existing stylistic frameworks and traits Stylistic use of music technology to create an original piece of music from a given starting point Students will create a music product in response to the music brief set by the exam board. Students will complete Activity 2 which requires 16 hours of informal supervision. Students will experiment, develop and record musical material for the final submission.</p> <p><b>Links to prior learning</b> This component uses all of the skills they have learnt throughout the course in creating, performing and/or producing. Students will use their instrumental skills to create a stylistically accurate version of a song according to the exam brief.</p> <p><b>Links to British Values, SMSC and work-related learning</b> Students will listen to a range of music and watch performances of professional musicians on YouTube. To understand how composers, work to create effects in music, linking to the professional world of musicians and composers</p>

	<p>time signature, texture, timbre, dynamics, pitch, rhythm, structure, chorus, verse, bridge, instrumental, coda, intro, chord inversions, root position chords, leitmotif, instrumentation.</p>	<p><b>Literacy: Key words and terminology</b>  Resources, equipment, plan, stylistic features, instrumental technique, performing, composing, producing, articulation, posture, confidence, chords, inversions, dynamics, rhythm, texture, structure, timbre, melody, evaluate, key signatures, notation</p>
<p>Summer 1</p>	<p><b>Topic:</b>  <b>Component 2</b>  <b>Assignment 2a</b></p> <p>This is now the formal start of Component 2.</p> <p><b>Content covered, including knowledge and skills.</b>  This component allows students to explore the personal and professional skills required for the music industry. Students will identify the skills they already have and what they need to develop. Students will discover that an important part of working in the music industry as professionals is to always strive to improve both technically on their instrument or vocals, and in their professional manner. Students will also learn how to share their work and collaborate with others.</p> <p>Skills Audit  Log diaries  Understanding resources required for different scenarios  Learning to set up relevant equipment  Planning music concert  Sharing work  Ensemble Skills  Solo instrumental skills  Share Point for sharing work  Composition</p> <p><b>Links to prior learning.</b>  Students will audit their instrumental, composition and producing skills which they have developed prior to this unit. Students will</p>	<p><b>Topic:</b>  <b>Component 3</b>  <b>Responding to a Commercial Music Brief – Activity 2 continued</b></p> <p><b>Content covered, including knowledge and skills.</b>  Performing stylistically accurate cover versions  Creating original music using existing stylistic frameworks and traits  Stylistic use of music technology to create an original piece of music from a given starting point  Students will create a music product in response to the music brief set by the exam board. Students will complete Activity 2 which requires 16 hours of informal supervision. Students will experiment, develop and record musical material for the final submission.</p> <p><b>Links to prior learning</b>  This component uses all of the skills they have learnt throughout the course in creating, performing and/or producing.  Students will use their instrumental skills to create a stylistically accurate version of a song according to the exam brief.</p> <p><b>Links to British Values, SMSC and work-related learning</b>  Students will listen to a range of music and watch performances of professional musicians on YouTube. To understand how composers, work to create effects in music, linking to the professional world of musicians and composers</p> <p><b>Literacy: Key words and terminology</b></p>

	<p>continue to build on all previous knowledge and skills in composing and instrumental technique.</p> <p><b>Links to British Values, SMSC and work-related learning</b> Working in pairs/ groups. Teamwork in practical activities. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances. To understand how composers, work to create effects in music, linking to the professional world of musicians and composers Students will contribute to the musical culture of the school, performing in concerts and other events. Students will participate in various trips to see live concerts with professional musicians.</p> <p><b>Literacy: Key words and terminology</b> Audit, instrumental technique, performing, composing, producing, articulation, posture, confidence, chords, inversions, dynamics, rhythm, texture, structure, timbre, melody, passing notes, evaluate, key signatures, notation</p>	<p>Resources, equipment, plan, stylistic features, instrumental technique, performing, composing, producing, articulation, posture, confidence, chords, inversions, dynamics, rhythm, texture, structure, timbre, melody, evaluate, key signatures, notation</p>
Summer 2	<p><b>Topic:</b> <b>Component 2</b> <b>Set Assignment 2b</b></p> <p>In Component 2 students will develop two musical disciplines from performer, producer and creator, through engagement in practical tasks, instrumental lessons, and ensemble work and performance opportunities. This part of Component 2 will continue throughout the three-year course. Many of our students do not have prior instrumental skills and so instrumental and ensemble skills need to start straight away in order to build in key skills which are sufficient for this course and to show sufficient development.</p> <p><b>Content covered, including knowledge and skills.</b> Students will learn to document their progress and planning for further improvement. Identifying the skills, they already</p>	<p><b>Topic:</b> <b>Component 3</b> <b>Responding to a Commercial Music Brief – Activity 3</b></p> <p><b>Content covered, including knowledge and skills.</b> Students will complete Activity 3: Individual commentary on the creative process. This will be completed in one hour of formal supervision.</p> <p><b>Links to prior learning</b> Students will evaluate the work they have created for this component.</p> <p><b>Links to British Values, SMSC and work-related learning</b> Students will listen to a range of music and watch performances of professional musicians on YouTube. To understand how composers,</p>

have and what they need to develop is an important part of working in the music industry, as professionals are always striving to improve both technically on their instrument or vocals, and in their professional manner. This component encourages students to reflect on how to apply and develop individual musical skills and techniques required for the music industry.

Skills log diary

Development plan

Taking part in music concert

Sharing work

Ensemble Skills

Solo instrumental skills

Composition work

**Links to prior learning**

The composing tasks build on prior knowledge. Students will look at how chords and scales are used to create effect in various styles of music. This will help to inform their choices in their composition work. Students will continue to develop their instrumental technique and production skills.

**Links to British Values, SMSC and work-related learning**

Working in pairs/ groups. Teamwork in practical activities. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.

To understand how composers, work to create effects in music, linking to the professional world of musicians and composers

Students will contribute to the musical culture of the school, performing in concerts and other events. Students will participate in various trips to see live concerts with professional musicians.

**Literacy: Key words and terminology**

Audit, instrumental technique, performing, composing, producing, articulation, posture, confidence, chords, inversions, dynamics,

work to create effects in music, linking to the professional world of musicians and composers

**Literacy: Key words and terminology**

Resources, equipment, plan, stylistic features, instrumental technique, performing, composing, producing, articulation, posture, confidence, chords, inversions, dynamics, rhythm, texture, structure, timbre, melody, evaluate, key signatures, notation

	rhythm, texture, structure, timbre, melody, passing notes, evaluate, key signatures, notation	
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