



CURRICULUM MAP
Academic Year: 2022-23
Uxbridge High School
Music Department

Music Transition Learning Y6-7

Students from feeder schools to be invited to summer concerts to participate in a collective experience of shared emotion through live music. This is to inspire and open their eyes to the power of music to strengthen identity, feelings of belonging and emotional wellbeing, In the music, negative as well as positive emotions are accepted and acknowledged in a spirit of development.

Students will participate in a creative project to make their own instrument using online instructive materials made available to them and guidance in the music welcome pack
Invitations to go out to all transition students to register interest in learning a musical instrument with us at UHS, because all children should have the chance to experience the mind and body enhancing benefits of musical engagement through an instrument, such as: Greater power of focus, Empathy felt on a spiritual (not just cognitive) level, better fine-motor control, and hand to eye coordination.

Music Transition Enrichment Y6-7: SUMMER SCHOOL Music

Social and communication skills enlivened through practical ensemble music making opportunities. Knowledge of basic notation systems and the requirements of self-discipline, listening and collaborative teamwork are emphasised and worked on through the practical music activities in the Summer School sessions.

TEXT IN RED:
Cultural Capital being addressed in the music curriculum map

TEXT HIGHLIGHTED GREEN:
Cultural Diversity being addressed in the music curriculum map

Year 7 AUTUMN 1	Year 8 AUTUMN 1	Year 9 AUTUMN 1
<p>Theme: Superhero Music</p> <p><i>Career/Real-World Focus: Sound Creator/Songwriter career requires ability to create Music for Character/film/story</i></p> <p>Learning Objectives</p> <ul style="list-style-type: none">Building understanding of the elements of music starting with:Rhythm, dynamics, timbreListening with discernment to identify effects of pitch including intervalsmaking use of staff notation (teaching rhythm and pitch separately)Singing Technique and awareness of the importance of the human voice <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none">Musical notation decodingSpecific music vocabulary (EOM)Scanning and reading ahead (Fractions)Note values (fractions) <p>Homework</p> <ul style="list-style-type: none">Music Notation Skills are embedded via HW tasks and ‘Name That Note’ online. <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none">Welcome to music baseline test carried out, to establish those with greater previous musical experience and knowledge.Data gained from above to differentiate lesson content and funnel students with previous skills into our peripatetic music instrument learning programme. <p>PP/SEN Access</p> <ul style="list-style-type: none">All students to be provided with access to practical musical instruments.All students to be provided with access to Mac Computer Apps and hardware for music making.PP and SEN get priority seating at front, for early ‘check-up visits’ by teacher during workshops and activities (esp. In Mac Suite) <p>Assessment</p> <ul style="list-style-type: none">By questioning, formative, self, peer, and summative strategies. <p>Links to Enrichment & life skills / chances</p> <ul style="list-style-type: none">Keyboard club and singer/songwriter club to enhance performance skillsFundamental awareness of the basic language of music knowledgeBetter ability to interpret code/language/symbolsMore confidence with oracy and singing/use of voice	<p>Theme: Orchestra!</p> <p><i>Career/Real-World Focus: Literacy linked to sonority and texture, orchestral playing and management, teamwork skills</i></p> <p>Learning Objectives</p> <ul style="list-style-type: none">Students need to learn to identify and distinguish the sounds of orchestral instruments and familiesThey also need to know how orchestral music is broken up into contrasting Sections and that it conveys various moods and be able to draw links between instruments and emotions. <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none">Adjectives and Adverbs (for describing the intricate and complex effects of orchestra music textures)Numerical/geometrical patterns in music notation (eg. The structure of the ground bass in Pachelbel’s canon) <p>Homework</p> <ul style="list-style-type: none">Students embed their knowledge and expand their awareness through dedicated listening/analysis HW tasks.Tasks include interactive online content from Bitesize, DSO Orchestra and 10 pieces websites.https://www.mydso.com/dso-kids/learn-and-listen/instruments <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none">Note values, Pitch Names, Dynamics, Ensemble performance techniques to be interleaved and extended in this context. <p>PP/SEN Access</p> <ul style="list-style-type: none">Use the enthusiasm and interest in orchestral instruments generated in this unit to channel PP and SEN towards the opportunity to participate in music instrument lessons (with peripatetic staff) as well as free extra-curricular clubs. <p>Assessment</p> <ul style="list-style-type: none">Listening assessments to check understanding of timbres and how devices are used in contexts by orchestras. <p>Links to Enrichment & life skills / chances</p> <ul style="list-style-type: none">Keyboard club to enhance technical skills with performanceStudents will appreciate their connection to the rich culture of orchestral music and as British and global citizens, become acquainted with the works of renowned British and international composers	<p>Theme: Film Music</p> <p><i>Career/Real World Focus: How to create impact, emotion and engagement with sound, Film industry in music creation and sound production roles</i></p> <p>Learning Objectives</p> <ul style="list-style-type: none">Learn how film composers use devices and elements to create musical effects that add to the impact and enjoyment of a film <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none">Explore and broaden vocabulary that links moods and effects in sound with that of the moving image.Students to learn how to analyse and justify the results of musical composition using correct technical and literary terms <p>Homework</p> <ul style="list-style-type: none">Students work on plans for their own music for a film clip in HW. <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none">Musical devices such as: Ostinato, Drone, Chords (major, minor) Intervals (eg. Augmented 4th, Octave, 3rds) and their effects in mood and emotion are revisited and combined into new, more substantial structures. <p>PP/SEN Access</p> <ul style="list-style-type: none">Priority seating for PP and SEN students at front of class. ‘Visit first’ approach and focus on teaching them how to trouble-shoot technical issues when using Music ICT. <p>Assessment</p> <ul style="list-style-type: none">Composing music formative assessmentFormative listening to link back to musical devices and concepts from Y8.Use of online music creation tools for BL, including YUME and ACID MACHINE 2: http://unseen-music.com/yume/ http://acidmachine2.s3-website-eu-west-1.amazonaws.com/ <p>Links to Enrichment & life skills / chances</p> <ul style="list-style-type: none">Band Club to allow emerging Y9 musicians to form groups and enthuse each other in their learningThis topic develops essential skills for entry into Music Tech or Media work at mastery, advanced level and beyond. This includes syncing sound with pictures, managing mix levels, creating, selecting and manipulating stem ideas, sampling techniques and more.

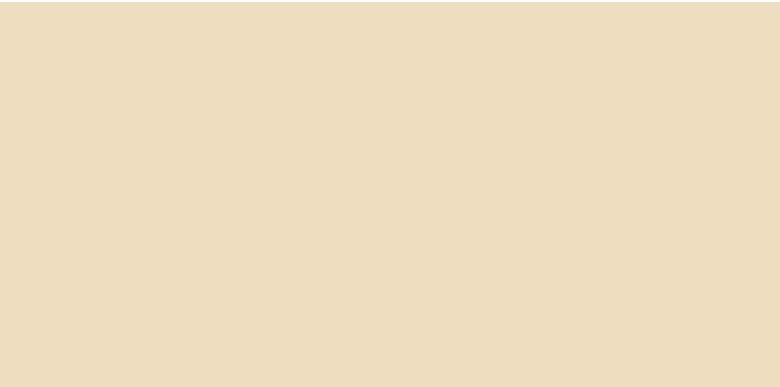
Year 7 AUTUMN 2	Year 8 AUTUMN 2	Year 9 AUTUMN 2
<p>Superhero Characters concludes Festive Music Inspirations</p> <p>Learning Objectives</p> <ul style="list-style-type: none">Listening with discernment to identify effects of pitch including intervalsmaking use of staff notation (teaching rhythm and pitch separately)How music creates a sense of occasion and festivity <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none">Nouns are explored to begin linking up the sound musically present with the context of a social/societal occasion <p>Homework</p> <ul style="list-style-type: none">Students rehearse and practice festive music performances pieces using online piano VST’sPrepare for auditions for Winter Music Showcase <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none">Recall of past experiences of primary school concerts, reviewing and building upon lessons learned in preparations for class performances and (optionally) in the Winter Music Showcase event. <p>PP/SEN Access</p> <ul style="list-style-type: none">In singing sessions, eye contact and close monitoring of priority-seated PP and SEN students to correct vocal technique errors and build engagement and progress. <p>Assessment</p> <ul style="list-style-type: none">Formative and Summative, using criteria statements that are shared and discussed for relevance and acceptance. <p>Links to Enrichment & life skills / chances</p> <ul style="list-style-type: none">Performing music to enhance a society occasion such as the festive season connects students with their community in a life-long memorable experience.	<p>Theme: Music Around The World <i>Career/Real-World Focus: Musical collaborations with world musicians</i></p> <p>Learning Objectives</p> <ul style="list-style-type: none">Students learn the distinctive sounds, design, sonic possibilities, and musical devices used by world music instruments.Students listen to examples of world music and can also join extra-curricular clubs to expand their performing skills. <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none">Names and sounds of essential musical instruments from key locations in the global music community: Africa, Indonesia, India, China, America and the British Isles. <p>Homework</p> <ul style="list-style-type: none">Students widen their diet of musical experiences through playlists that encourage wider listening from global musical material. <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none">Musical Devices such as DRONE, OSTINATO and SYNCOPATION are revisited from Year 7 and strengthened. <p>PP/SEN Access</p> <ul style="list-style-type: none">Imagination-enhancing questions directed frequently at PP and SEN students whose personal experience level and understanding of other cultures is at a lower starting point <p>Assessment</p> <ul style="list-style-type: none">Students are assessed on how well they can explore and create using the devices on different musical instruments, such as African Djembes and Indian Harmonium. Self and peer assessment for African rhythms. <p>Links to Enrichment & life skills / chances</p> <ul style="list-style-type: none">Students need to understand and respect the multi-various cultural heritage of Britain as part of British Values.	<p>Film Music concludes Introduction to Chords and Harmony</p> <p>Learning Objectives</p> <ul style="list-style-type: none">In preparation for the mastery phase, we start to explore the theory of harmony through the 'Chords Characters' using Roman Numeral chord system.Explore the 4-chord structure of many successful songsIncrease hand to eye coordination and team-work skills <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none">Roman NumeralsIntervals (tones and semitones based)Major, Minor and sus chords and their emotive meanings <p>Homework</p> <ul style="list-style-type: none">Practice on keyboard skills using VST instruments <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none">Students build up knowledge based upon the simple power chords first learnt in Y7 and the foundation triad chords in Y8. <p>PP/SEN Access</p> <ul style="list-style-type: none">Early visits to PP and SEN students at the onset of practical activities, to correct any errors in the physical technique and to ensure engagement is consistent with the tasks. <p>Assessment</p> <ul style="list-style-type: none">Students have to compose using chord sequence, staged in difficulty from simple two note chords, via the ‘four chord trick’ to more advanced ‘added note’ and ‘sus’ chords. <p>Links to Enrichment & life skills / chances</p> <ul style="list-style-type: none">Students listen to music with increasing understanding of the harmonic underpinnings, relating chords to the meaning of the lyrics in songs.

Year 7	Year 8	Year 9
SPRING	SPRING	SPRING
<p>Theme: Music in Advertising</p> <p><i>Career/Real-World Focus: Get a background in how sound and music function to help create successful advertising campaigns, marketing roles</i></p>	<p>Theme: Pop Music Techniques</p> <p><i>Career/Real-World Focus: Pop industry roles singer/performer, management, song writing, sound production</i></p>	<p>Theme: Musical Cultures with Scales and Textures</p> <p><i>Career/Real-World Focus: Wider cultural inspirations for sound creator roles, music theory that underpins song writing and music creation</i></p>
<p>Learning Objectives</p> <p>This unit aims to build on the platform-knowledge of pitch, rhythm, instruments and dynamics gained in the superheroes unit. Here, students will focus on composing using musical DEVICES, exploring how they are used to create a mood, an emotional feeling, or even change an opinion in the world of Advertising.</p>	<p>Learning Objectives</p> <ul style="list-style-type: none">Students will be able to perform songs/extracts of songs with confidence, handling musical elements competently within structures and making use of devices to produce results that are musically satisfying or enlivening.They will have knowledge of the key concepts and be able to identify these when listening to and responding to recorded or live music stimuli.	<p>Learning Objectives</p> <p>Learn about musical devices used in world music cultures and how they link to music theory.</p>
<p>Literacy / Numeracy foci</p> <ul style="list-style-type: none">Pitch, Scales, Sound Effects, TextureOrganising music into 4, 8 and 16 bar structuresRelationship between clock time 60bpm and musical time with flexible tempo and its effect on the perception of time	<p>Literacy / Numeracy foci</p> <ul style="list-style-type: none">Use of adjectives focus for listening and appraising workMeasurement of song sections and beat structures eg. ¾ and 4/4 time signatures and the importance of accents.	<p>Literacy / Numeracy foci</p> <ul style="list-style-type: none">Harmony (major/minor)Whole Tone vs Chromatic Scale playingEssential terms in world music, eg: Sargam, Djembe, Gamelan, Taiko, Sitar, Pentatonic
<p>Homework</p> <p>Students have to plan a composition-based project to create music to advertise and raise awareness for a chosen charity.</p>	<p>Homework</p> <ul style="list-style-type: none">Listening homework to broaden diet of musical exposure to include a range of historically important material, as well as from the current pop music canon.	<p>Homework</p> <p>Students practice using scales and motifs from raga and other non diatonic scales, using VST instruments.</p>
<p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none">Elements of Music – recapped and applied to new contextMoving from ‘knowing’ to ‘selecting and applying’ musical devices	<p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none">Build understanding of pop music conventions and techniquesTo enable students to perform in diverse pop idioms with understanding and convictionTo learn how structure, rhythm, chords, bass lines, melody and lyrics work together to create a complete song	<p>Revisiting, revising, remembering opportunities</p> <p>Builds upon and extends the world music techniques knowledge learnt in Y8 Autumn 2 and introduces more complex characteristic structures and patterns of sound.</p>
<p>PP/SEN Access</p> <ul style="list-style-type: none">Questioning and use of rewards targeted to PP and SEN groups in this unit, to cement the earlier engagement to the ‘newness’ in their experience of music making activity (outside of their comfort zone).Templates in Garageband software to support the selection of sounds and application of techniques.	<p>PP/SEN Access</p> <ul style="list-style-type: none">Platforms for high quality free listening are demonstrated to enable PP and SEN students to access value-adding content	<p>PP/SEN Access</p> <ul style="list-style-type: none">Use of apple quality sound sets and real-life instruments from our stock (eg. Temple Harmonium, Tabla drums) to enable PP students access to new cultures they are unlikely to have travelled to and to create beautiful sounds with them.
<p>Assessment</p> <ul style="list-style-type: none">Students are assessed on music for an advert they produce, with creative use of Music ICT.	<p>Assessment</p> <ul style="list-style-type: none">Performance-based. Use of criteria that link to industry expectations.Listening Test in format that prepare the way for mastery level assessments.	<p>Assessment</p> <ul style="list-style-type: none">Formative and summative, practical-based assessment.Use of marking codes to speed up the feedback process amid a busy schedule of practical-based music (Covid Catchup)
<p>Links to Enrichment & life skills / chances</p> <ul style="list-style-type: none">Singer/songwriter club to work towards giving students a chance to perform to an audience in the summer concertsFuture mastery/advanced Music technology students will be enlightened and prepared for their pathway directly here in year 7, by this content.	<p>Links to Enrichment & life skills / chances</p> <ul style="list-style-type: none">90% of the money made in the music industry today is through Pop music.The EDUQAS GCSE Music requires skilled understanding of Pop Music for one of the two set works.Our Music Tech KS4 course requires knowledge of timbres, equipment and techniques relating to pop conventions.	<p>Links to Enrichment & life skills / chances</p> <ul style="list-style-type: none">Year 9 band sessions to feature resources and materials from FUSION music to explore music from other cultures more fully.Students appreciate and respect the cultural diversity of their global community as citizens of modern Britain, emerging into adulthood.

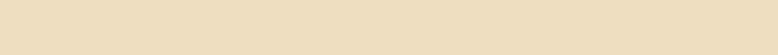
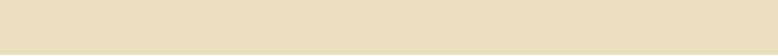
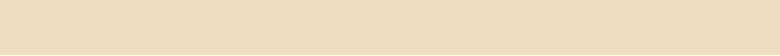
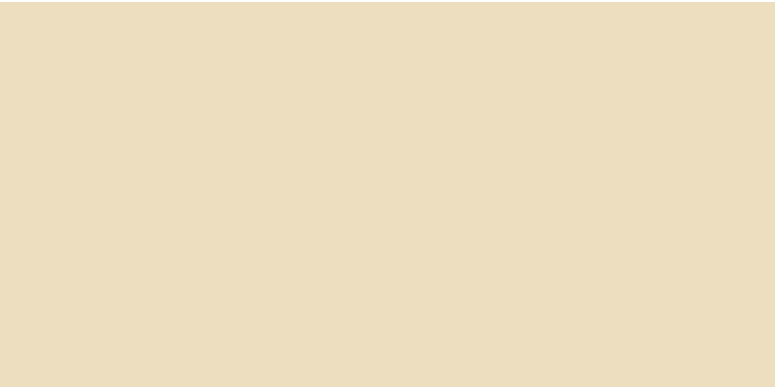
Year 7 SUMMER	Year 8 SUMMER	Year 9 SUMMER
<p>Theme: Theme Park Music <i>Career/Real-World Focus: Sound creator, Entertainment and Leisure industry design and development roles.</i></p> <p>Learning Objectives</p> <ul style="list-style-type: none">The links between music and emotion/experiences that young people relate to is strengthened.A listening test features, to maintain and build confidence in describing orchestral sounds.There is also a performance assessment that introduces the industry-important four chord trick, the underpinning theory of which will be explored later, when the students study the theory of diatonic harmony and chords, in Year 9 Spring Term. <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none">Structures eg. Binary, Ternary, Through-composedEmotive words are explored and synonyms for over-used intensifiers are considered <p>Homework</p> <ul style="list-style-type: none">Students devise a plan for their own music for a theme park ride.Students rehearse and practice individually and in groups using the collaborative music-making approach learned from this unit, to explore performance material that can be included in the summer concerts <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none">Musical Elements are revisited, and Devices are explored within a new context that relates to theme park experiences, such as:Drone/Pedal, Ostinato, Chords, Melody, Rumba Rhythms, <p>PP/SEN Access</p> <ul style="list-style-type: none">This unit creates a strong sense of place and through music, students who may not have the chance to regularly visit theme parks or recreation venues, can taste what these kinds of locations provide (escapism, thrills, deepened friendships based on shared experiences) <p>Assessment</p> <ul style="list-style-type: none">Formative leading to summativeUse of peer assessment, via think, pair, share <p>Links to Enrichment & life skills / chances</p> <ul style="list-style-type: none">Year 7’s to be treated to watch and participate in the summer concerts as audience members and performers.This unit aims to embed vital tools for composing music and promote the understanding of music as an integral and essential part of the way in which we experience leisure pursuits, and how music is a vital tool in the recreation industry.	<p>Theme: Music in Sport <i>Career/Real-World Focus: Media roles, presenter, sound creator</i></p> <p>Learning Objectives</p> <ul style="list-style-type: none">With an eye already on the expected knowledge and skills base required to access the mastery phase, this unit will revisit and extend the understanding of musical elements and devices introduced in earlier units, with a strong emphasis on sound creation/composition. <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none">Concept of Unison, Octaves, and harmony in 3rds <p>Homework</p> <ul style="list-style-type: none">Students select a sports day race and devise a plan for some music they will create as background for playback via the PA system in the sports day stadium!Students rehearse and practice individually using knowledge of high-impact music techniques from this unit, to explore performance material that can be included in the summer concerts [Supported by Extra Curricular Music Clubs] <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none">Recognised harmonic structures eg. Major, Minor, Power Chords,Increasing understanding of TONALITY (major/minor/atonal)Revision of the lines and spaces of the treble clef, by studying Unison TextureOstinato, drone and loopingPolyphonic Texture (two tunes – using pentatonic scale)Homophonic TextureItalian words for dynamics and tempoIntervals – octaves, 5ths, 3rdsUse of technology in sound – Synth Sounds, reverb, looping (ostinato), delay (echo)Writing about music – linking musical elements and devices to a sport-linked effect (eg. courage/suspense, action/excitement, victory) <p>PP/SEN Access</p> <ul style="list-style-type: none">This unit links to PE/Sport as we will use the outcomes of the composing assessment to provide the background music for races in sports day. Lots of PP students enjoy sport a great deal and this link will strengthen their engagement and progress <p>Assessment</p> <ul style="list-style-type: none">Self-assessment using criteria grids, Formative and summative assessment of the finished composition for a race or field event. <p>Links to Enrichment & life skills / chances</p> <ul style="list-style-type: none">Sport makes use of music in coverage and in spin-off games. Future musicians need to know how to manipulate musical devices and work in genres that suit sports.	<p>Theme: Music ‘Unplugged’ and ‘Rule Breakers’ <i>Career/Real-World Focus: Innovative techniques for songwriters</i></p> <p>Learning Objectives</p> <ul style="list-style-type: none">Students begin to explore more professional-grade musical styles and devicesStudents explore how composers take alternative, highly creative approaches to making music, including breaking accepted ‘rules’ <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none">Rhythm, Texture, HarmonyOdd/even number structures applied to musical time signatures <p>Homework</p> <ul style="list-style-type: none">Students listen to a wider and more sophisticated canon of recorded material and explore innovative artist’s works.Students rehearse material from the songs being analysed for possible inclusion in the summer concerts, supported by the Band Session Extra Curricular music club. <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none">Recall and deeper analysis of their behind innovative uses of scales, time signatures, harmonic devices. <p>PP/SEN Access</p> <ul style="list-style-type: none">Priority selection for places to the external visit to a music concert eg. Albert Hall orchestral performance (revisiting Y8 Autumn content)Priority seating at front and early visits to pick up on and correct any misconceptions, which is important as this unit delves into the all-important analytical approach to appraising, required for access to the mastery phase and employment further ahead. <p>Assessment</p> <ul style="list-style-type: none">Performance based, with some composing elements (music unplugged)Planning and refining a composing project (Rule Breakers) <p>Links to Enrichment & life skills / chances</p> <ul style="list-style-type: none">Trip to a concert in a London Venue eg. Albert hall to be offered as reward for high engagement in music. PP priority (see above)Some of the ‘tips and tricks’ of modern, successful songwriters and composers are uncovered and explored by the transitioning year 9 students. Their diverse influences are explored.Students need to develop a unique style and set of influences to succeed at KS4 and beyond. Earlier concepts are remembered, then ‘rule broken’ using expert examples.

Year 10 Music Tech*	Year 11 Music Tech*	Year 10 GCSE Music	Year 11 GCSE Music
Autumn	Autumn	Autumn	Autumn
<p>Unit of work: 1 Exploring Music Products and Styles <i>Career/Real-World Focus: Music creator roles, linked to marketing, leisure and film industries</i></p> <p>Learning Objectives Learning Aim A: Develop appreciation of styles and genres of music</p> <p>Learning Aim B: Demonstrate a perceptive use of different musical creation techniques and resources that fully inform and support all creative choices.</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> Stylistic terms and how they apply to social, historical, and cultural contexts BPM measurements, time signatures, beats, rhythmic and bar structures <p>Homework Homework will strengthen new vocabulary and embed knowledge, with a clear focus on research and analysis of styles of music, theory concepts as they appear in successful musical works. Logic X is taught with reference to Garageband (used in the foundation and transition phases)</p> <p>Revisiting, revising, remembering opportunities</p> <p>Unit 1 builds on the knowledge of music theory, terminology and musical styles and cultures from the foundation phase, extending and building upon existing understanding, including from these styles in our Y7/8/9 CM: Rock, Pop, Hip Hop, Reggae, Jazz, Grime, Classical / orchestral music</p> <p>PP/SEN Access</p> <ul style="list-style-type: none"> A special effort to be made to recruit PP and SEN students who have chosen this music course onto our music instrument learning programme Use of PP and (where possible) capitation to support purchase of resources <p>Assessment</p> <ul style="list-style-type: none"> Approved tasks linked to the learning objectives Evaluate how styles and techniques are used in a wide range of genres of music. Demonstrate a thorough and perceptive use of music theory and appreciation skills that fully inform all creative choices. Demonstrate a perceptive use of different musical creation techniques and resources that fully inform and support all creative choices. <p>Links to Enrichment & life skills / chances Work in the music industry requires a level of competence regarding music terminology, notation, and the understanding of features of styles and techniques, and the ability to use elements of these creatively on musical products such as</p>	<p>HALF TERM 1 Unit 2B to be completed in Autumn of Y11</p> <p>All portfolios of evidence for assignments briefs to be submitted, internally verified and learners offered one permitted chance to improve the work if required.</p> <p>HALF TERM 2 Externally Assessed Unit 3 Preparation Unit 3: Responding to a Commercial Music Brief (GLH: 48)</p> <p>Learning Objectives AO1 Understand how to respond to a commercial music brief AO2 Select and apply musical skills in response to a commercial music brief AO3 Present a final musical product in response to a commercial music brief AO4 Comment on the creative process and outcome in response to a commercial music brief Students use published revision materials to re-engage with and refresh knowledge and awareness of key skills through HW.</p> <p>Assessment The assessment window opens in January of Y11. This ½ term will explore approaches using past papers and help learners plan their path for the 48 hours of the live assessment.</p> <p>Revisiting, revising, remembering opportunities This unit’s purpose is to get a clear snapshot of all the skills the students have gained and how they can apply them independently.</p> <p>PP/SEN Access</p> <ul style="list-style-type: none"> Teachers will focus on close support for any technical issues with the complex setup and use of music apps and hardware, to remove any barriers to learning Direct instruction is not permitted under the conditions of assessment in this context, but teachers will respond appropriately to support students <p>Links to Enrichment & life skills / chances Independently carrying out and completing sound creation tasks to an externally set brief is a staple essential skill of the modern musician, who could be working to provide music for all manner of outputs and contexts, from children’s TV to serious Film scene.</p>	<p>Units of work: Harmony and Analysis Development in Music <i>Career/Real-World Focus: Composer, Performer, Producer roles in Music industry</i></p> <p>Learning Objectives</p> <ul style="list-style-type: none"> The theory of advanced diatonic harmony, using roman numeral chords. The classical chord names are taught, alongside Cadences. Students must learn how to develop a musical idea by such techniques as: Retrograde, Imitation, diminution, ornamentation, modulation, inversion. They also must develop their confidence, technique and control to improve accuracy. <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> Emphasis on all theoretical concepts being taught musically so that listening and performing skills (phrasing, dynamic interpretation) are also gained 'along the way' as students learn to compose with control and purpose. <p>Homework</p> <ul style="list-style-type: none"> Daily practice of their instruments/voice forms the bulk of HW, but this is supplemented by listening tasks and completing composing exercises. <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> Chords, Scales and Basic rhythm structures learned earlier form the bedrock of the skills being developed here. <p>PP/SEN Access</p> <ul style="list-style-type: none"> A special effort to be made to recruit PP and SEN students who have chosen this music course onto our music instrument learning programme Use of PP and (where possible) capitation to support purchase of resources <p>Assessment</p> <ul style="list-style-type: none"> composing (formative) and performing (formative) take place, building confidence and fostering our PROUD in Music ethos as the class build up a rapport. composing and performing assessments take place, culminating in a Winter Showcase Group Performance. <p>Links to Enrichment & life skills / chances</p> <ul style="list-style-type: none"> For practicing musicians, these learning opportunities in which the theory of music is reviewed and secured 	<p>Unit of work 'Listen More 2' <i>Career/Real-World Focus: Film industry sound production and music creation roles</i></p> <p>Learning Objectives Students immerse themselves into learning about music from this Area of Study for the component 3 appraising paper: Music for Film</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> Musical vocabulary to form kernel of key questioning moments during lessons <p>Homework Daily music instrument practice to maintain performance efficiency. Listening tasks to do at home.</p> <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> Recalling the skills learned in Year 9 Film Music unit Applying the concepts to more sophisticated and impactful, complex moving image sequences <p>PP/SEN Access Visit first and ask first approach during starters, development, and plenary phases of lessons to check understanding is emerging securely.</p> <p>Assessment</p> <ul style="list-style-type: none"> Bespoke and past paper type questions Self, peer, formative, and summative assessment feature <p>Links to Enrichment & life skills / chances</p> <ul style="list-style-type: none"> Deep listening and focus to extract details. Ability to compare and contrast. Ability to clearly use succinct language to describe and relate concepts to each other. <p>COMPOSITION 1 – to a brief</p> <p>CONTROLLED ASSESSMENT – Composition 1 to a brief</p> <p>COURSEWORK RECORDINGS: Solo Performances / Group Performances. Homework Students do daily practice on their instruments to prepare for their recording session. Assessment / Links to Enrichment & life skills There is a chance to perform live in the Winter Showcase if an audience is desirable to get the best performance possible Revisiting, revising, remembering opportunities Students recall, select, and combine composing devices expertly and with unique personal choices that result in stylish pieces.</p>

music for advertising, film, and songs backings. Choosing tracks, setting levels, use of panning, plugins and effects are all previously learned skills from Y9 that will be extended and refined here.



- at mastery level, are essential to unlock opportunities for employment
- Students understand more securely, the underlying structures and concepts that underpin the effects of music that they and audiences everyone instinctively respond to
 - Performing and interpretative/developmental skills are essential to sound engineers, stage performers.



Year 10 Music Tech *	Year 11 Music Tech *	Year 10 GCSE Music	Year 11 GCSE Music
Spring	Spring	Spring	Spring
Half Term 1: Unit 1 to be completed All portfolios of evidence for assignments briefs to be submitted, internally verified and learners offered one permitted chance to improve the work if required.	Externally Assessed Unit 3 BEGINS Unit 3: Responding to a Commercial Music Brief (GLH: 48) The finished resulting music should be 2-3 minutes length <i>Career/Real-World Focus: Composer/Music and sound creator roles</i>	Unit of work: 'Set Works' (Musical Forms and Devices & Popular Music) <i>Career/Real-World Focus: Music analysis, Music criticism/reviewer/blogger roles</i>	COMPOSITION 2 – free choice CONTROLLED ASSESSMENT – Composition 2 (free choice of purpose/brief, decided by the student) COURSEWORK RECORDINGS: Solo Performances / Group Performances. FINAL DEADLINE FOR ALL COURSEWORK IS: 1 WEEK BEFORE FEB HALF TERM
Half Term 2: Unit of work: 2A Musical Skills Development	Learning Objectives Investigating, creating, and reviewing work in a chosen musical style.	Learning Objectives The two 'set works' are of great importance as the listening exam (worth 40%) has up to a quarter of the questions based on these pieces.	Learning Objectives <ul style="list-style-type: none">Deploy your skills learned to select a purpose for a piece of new music, then plan, compose and refine itImprove and perfect two performances of music (solo and ensemble) coping with technical challenges
Learning Objectives Learning Aim 2A: Exploring professional and commercial skills for the music industry Advanced use of recording techniques, development methods when composing to extend ideas, mixing techniques, foley sounds, MIDI and AUDIO editing, creative use of FX and plugins.	Literacy / Numeracy foci This unit includes evaluative writing or video blogging: ‘Comment on the creative process and outcome in response to a commercial music brief’ Homework Homework is restricted to reflective/investigative within the terms of the controlled assessment. No work from home can physically be brought in and included in the Unit 3 evidence, which must be kept secure in school. PP/SEN Access <ul style="list-style-type: none">Accounts and hardware/network settings to be monitored for smooth working for PP and SEN students as a priority, to maximise effective working time on the task.	Literacy / Numeracy foci <ul style="list-style-type: none">Classical – oriented and modern terms and Musical vocabulary, as present in the set works Homework HW's focus on consolidating material covered in class, using online resources to further investigate the sounds and structures in the set works. Revisiting, revising, remembering opportunities Most aspects of music theory required for this are previously taught in the foundation and transitions stages, with exception of: Alto Clef, Modulation by 'direct shift', Minuet and Trio Form, String Playing Techniques. However, most concepts will need refreshing in the new contexts of the set works.	Homework Students do daily practice on their instruments to prepare for their recording session. Revisiting, revising, remembering opportunities <ul style="list-style-type: none">Good practice habitsPositive mindset approach applied to performing music live or to be recorded
Literacy / Numeracy foci <ul style="list-style-type: none">Emphasis on recapping, practicing, and applying writing skills for explaining, justifying, comparing, and contrastingSupport for developing writing skills to evaluate and criticise own and others’ output in music skill development processes	Assessment This unit is externally assessed. Distinction Criteria for this Unit: Learners can meet all requirements of the brief and the response will be creative and perceptive. There will be a fluent and assured demonstration of musical ability and a confident application of musical techniques and processes. Learners will communicate some well-considered and pertinent information, with detailed justification for the material presented. Learners will fully account for the development of their final outcome and will offer clear and considered insight into their creative process, which justifies their creative choice. They will select some appropriate ideas from a range of genres within the published list and use these creatively.	PP/SEN Access <ul style="list-style-type: none">Funds to be used where needed to ensure all have access to books, resources, and instruments to explore the concepts in the set works practically too. Assessment Bespoke questions, leading up to Practice Paper Questions. Links to Enrichment & life skills / chances <i>Ability to analyse, compare, offer opinion that is justified.</i>	PP/SEN Access <ul style="list-style-type: none">Close support in workshops, ensure all PP/SEN students have rehearsal space that’s fit for purpose and not crowdedLiaise with Peripatetic staff to ensure they play their full part in supporting the maximum performance quality of the end results for submission Assessment Recorded formally under controlled conditions Composing = 30% Performing = 30%
Homework Homework will give learners a chance to build on their portfolio, reflecting, analysing, and evaluating to show evidence of their understanding of the foci above as they work on tasks in class and in extracurricular activities.			Links to Enrichment & life skills / chances <ul style="list-style-type: none">Ability to perform under pressureCoping with slips and errors ‘in the moment’Creative developmentSelf-reflection to assess progress in performance and analysis of own work when composing
Revisiting, revising, remembering opportunities Skills learned in the foundation phase will be revisited, such as protocols for working creatively in groups, communication, evaluating and setting goals and targets for ongoing music projects. Music Theory to REVISIT: Musical elements, devices, and techniques such as chords, melody, textures, song sections, dynamics.			Preparation for the Component 3 Exam GCSE Assessment objectives Students must identify elements, devices, techniques and forms in music and answer questions that demand a thorough understanding of these, as they appear in a wide variety of styles and musical traditions
PP/SEN Access <ul style="list-style-type: none">Priority access to rehearsal spaces including the recording studio.			
Assessment Formative and Summative approved tasks to enable students to develop and show an effective and considered understanding of personal and professional skills for the music industry.			
Links to Enrichment & life skills / chances <ul style="list-style-type: none">This sequence of learning allows students to explore a range of industry-essential skills and begin to consider what their strengths and areas of interest will be, for later specialism that follows.			

		<p>Students build upon and experiment with the techniques and possibilities for composing music in a style of their own choosing, to a given brief. If successful, the piece could be extended/modified to become the 'free choice composition' for c/wk.</p> <p>PP/SEN Access</p> <ul style="list-style-type: none">Continued priority access to resources in the music area at lunch and after school <p>Assessment</p> <p>The compositions are assessed by peer/self-assessment using the GCSE grading descriptors.</p> <p>Links to Enrichment & life skills / chances</p> <p>The ability to compose music for a bespoke purpose to a given brief is an essential skill of the modern musician, whether working as a self-employed artist or for a broadcaster or record company</p>	<p>This exam is prepared for by the entire Curriculum Map experience from Year 7 up until this point.</p> <p>Revision of core musical concepts using a wide variety of bespoke provided and online resources.</p> <p>Past papers and sample questions are the basis of the preparation for the external exam.</p> <p>Assessments – Exam in June for component 3 (40%)</p>

Year 10 Music Tech *	Year 11 Music Tech *	Year 10 GCSE Music	Year 11 GCSE Music
Summer	Summer	Summer	Summer
<p>Unit of work: 2B: Musical Skills Development <i>Career/Real-World Focus: Performer and Music Creator roles</i></p> <p>Learning Objectives Applying and developing individual musical skills and techniques B2 D2: Evaluate current strengths and weaknesses and present a comprehensive plan for the development of these skills, making qualitative judgements. B2 D3: Demonstrate effective and controlled application of techniques and skills required to develop musically.</p> <p>Literacy / Numeracy foci Auditing, tracking, and reviewing writing formats and techniques: Skills Audit – Evaluate and present your skills in a range of musical disciplines. Development Plan – Create a personal improvement plan with clear goals.</p> <p>Homework</p> <ul style="list-style-type: none">Homework will offer learners the chance to reflect on, analyse and document their progress on tasks.Output for evidence need not just be written, video blogs and photos (annotated) can be used too.Use of Close collaboration for feedback and sharing of info and resources via active use of MS Teams. <p>Revisiting, revising, remembering opportunities</p> <p>Composing, Creating and Production techniques using Logic X, from Year 8 and 9, will be built upon.</p> <p>PP/SEN Access</p>	<p>Unit 3 External Assessment Continues</p> <p><i>(Refer above)</i></p>	<p>Unit of Work: 'Listen More 1' <i>Career/Real-World Focus: Music analysis, Music critic, Blogger/reviewer roles</i></p> <p>Learning Objectives Students immerse themselves into learning about music from this Area of Study for the component 3 appraising paper: <u>Music for Ensembles</u></p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none">Classical music terms and theory of music vocab applied to live performance contexts and appraising activities <p>Homework Daily music instrument practice to maintain performance efficiency. Listening tasks to do at home.</p> <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none">‘Get Ready to Play’ approach reviewedReflecting on previous live performance experiences as we build towards summer concert contributions from the Y10 music students <p>PP/SEN Access</p> <ul style="list-style-type: none">PP and SEN students encouraged and coached towards participation in the Summer ConcertsPriority access to rehearsal spaces and extra-curricular sessions provided <p>Assessment</p> <ul style="list-style-type: none">Bespoke and past paper type questionsSelf, peer, formative, and summative assessment feature	<p>Preparation for the Component 3 Exam concludes</p> <p>GCSE Assessment objectives Students must identify elements, devices, techniques, and forms in music.</p> <p>Revision of core musical concepts Using a wide variety of bespoke provided and online resources.</p> <p>Past papers and sample questions are the basis of the preparation for the external exam.</p> <p>Assessments Exam in June for component 3 (40%)</p>

- Support for instrument lessons access
- Continued priority access to resources in the music area at lunch and after school
- Use of rewards to encourage engagement

Assessment

Students now begin to form their unique 'voice' and sense of personal style, which they can explore with their growing mastery of musical devices and technical skills.

Portfolio for assessment, to include:

1. An initial audit of skills within the two chosen disciplines.
2. An evaluation of the findings of the audit.
3. A completed personal skills development plan.
4. Audio-visual evidence of the rehearsal/development process for at least 6 milestones.
5. Teacher, tutor, and peer observation feedback.
6. Ongoing diary/video blog of development.
7. Final review of the whole process. This could be written, audio/visual, or a collection of annotated screenshots.

Links to Enrichment & life skills / chances

- Students select their own specialist skills within their wide range of musical expertise on which to focus their career aspirations. Performing, Creation and Production areas are available to choose from, all of which are in-demand in the modern music industry in many roles.

Links to Enrichment & life skills / chances

Deep listening and focus to extract details. Ability to compare and contrast. Ability to clearly use succinct language to describe and relate concepts to each other.
Willingness to perform live and present with an audience present

Mock Exam Preparation and Summer Performances

The Summer Music Showcase is a platform for all the Year 10 GCSE students to perform a group piece for ensemble performance coursework.

Revision and Practice for the Year 10 Mock Exam Paper.

Further time on Composition set to a brief earlier Spring 1, if they have potential as Cwk entries.

Enrichment/life and work skills

Ability to perform music under pressure and having a tight schedule – essential skill for any musician in the performing or production sector.

Assessments

Year 10 Exam

Year 12 Music Tech

Autumn 1

Unit of work: Music and Sound for Media

Career/Real-World Focus: Music creator/soundtrack design/marketing and advertising roles

Learning Objectives

- Understand the use of music and sound in media products B Develop sound for use in media products C Develop music for media products.

Literacy / Numeracy foci

- See ‘content’ section of Unit 3 in the Spec [BTEC Dig Mus Spec](#)
- Sound types, media products, Musical key-terms, Studio & Production terms, effects and Foley, sound creation techniques from a wide range of cultures and musical influences.

Homework

- Students complete sound-creation project tasks, building their portfolio for assessment in HW time.

Revisiting, revising, remembering opportunities

- Links back to L2 Music Tec ‘Sound Creation’ Unit and also the ‘Composition to a brief’ set by Eduqas for GCSE.

PP/SEN Access

- PP and SEN students strongly encourage to enrol in music instrument lessons.
- Priority access to recording studio facilities outside of lesson times, in order to allow rapid development of skills through the excellent, updated apps and hardware with industry-standard apps.

Assessment

- Project-based, internally assessed, to exploring and selecting from a range of music and sound creation scenarios that might exist in a typical portfolio for someone working in the music industry. Students will create and produce music for games, films and apps, as well as create original sounds, noises and effects to support interactivity and action.

Links to Enrichment & life skills / chances

- As the online media industry emerges, sound skills are becoming increasingly important and in demand, for example audio engineers, Foley artists and music editors. The skills you develop in this unit will help you to progress to employment in the music industry and to higher education.

Year 13 Music Tech

Autumn 1

Remixing and Reworking

Career/Real-World Focus: DJ, Entertainment venue management, Foley artist

Learning Objectives

- A: Understand a variety of remixing techniques
- B: Explore, by developing and reviewing, remixing styles and production techniques
- C: Carry out a remix using audio and MIDI sequencing techniques.

Literacy / Numeracy foci

- See under ‘Content’ of Unit 10 [BTEC Dig Mus Spec](#)
- Audio Sequencing, Midi sequencing, Sample and Synthesis, Audio time-stretching, Styles, Vocals, Software, Hardware, Song structure.

Homework

- Students complete Remixes and Reworks, building their portfolio for assessment in HW time.

Revisiting, revising, remembering opportunities

- Students who have attended Band Session and DJ Club earlier in school will be able to recall skills with song structure and sample creation/manipulation. L2 Music Tech and GCSE Music both build some of the fundamental skills for remixing too.

PP/SEN Access

- Early visiting during lesson and ‘ask first’ when questioning students to ensure misconceptions are caught and corrected in a timely manner.

Assessment

- Internally assessed project-based, in which students must manipulate music in highly technical and innovative ways, creating a portfolio of contrasting remixes and reworks using a wide range of creative audio and musical instrument digital interface (MIDI) sequencing techniques.

Links to Enrichment & life skills / chances

- Skills learned will not only contribute towards the careers of the aspiring producer and DJ, but also roles such as sound engineering, composing for media, audio post-production and song writing.

Year 12 Music Tech

Spring

Unit of work: DAW Production

Career/Real-World Focus: Composer/producer/YouTuber/Mixing engineer

Learning Objectives

- AO1 Demonstrate knowledge and understanding of MIDI skills and techniques
- AO2 Demonstrate knowledge and understanding of digital audio skills and techniques
- AO3 Application of digital mixing and plug-ins
- AO4 Be able to develop a digital audio response to a client brief with appropriate justification

Literacy / Numeracy foci

- ‘Essential Content’ terminology as listed in the Specification for Unit 6:
- Digital Audio, MIDI sequencing, Sound Manipulation, Processing.

Homework

- Creative HW tasks to revise familiar and embed new skills.

Revisiting, revising, remembering opportunities

- MIDI note entry and basic audio recording are covered in Music Tech L2. MIDI recording is also previously covered in GCSE music.

PP/SEN Access

- Seating plans to ensure PP/SEN students are ‘in view’ so that if they are in need of a recap or further modelling session, this is quickly ascertained.

Assessment

- External Exam Assessment. 15 hours over 2-week period, timetable set by Pearson.
- The final submission will include:
 - a fully produced, arranged and mixed piece of music with a 1 minute and 30-second edit
 - written production notes highlighting the key creative techniques used.

The number of marks is 60. The assessment availability is once a year in May and June.

Links to Enrichment & life skills / chances

- The ability to use a DAW competently is central in progression to higher education music technology courses, as well as professional work in recording studios, production, composing, film music and games.

Year 13 Music Tech

Spring

Unit of work: Commercial Music Production

Career/Real-World Focus: Arts management, Music Creation, Songwriter

Learning Objectives

- A Explore the creation of commercially successful music B Create a finished commercial music product C Review the production processes used in the creation of commercially successful music.

Literacy / Numeracy foci

- See ‘content’ section of Unit 16 in the Spec [BTEC Dig Mus Spec](#)
- Structure, arrangement, instrumentation, lyrics, market trends, Styles, production process, Vocals, Technically creative techniques, Production techniques.

Homework

- Students do HW research tasks and build up a portfolio of examples, comparing and analysing them.

Revisiting, revising, remembering opportunities

- Links to standard writing across all subjects and to the brief-explanation document from GCSE Music for composing. Foundation and Transition phase learning is also highly relevant here for analysing for musical features and justifying choices.

PP/SEN Access

- Check that PP students have access to laptop at home to ensure they can access and view sufficient examples, tutorials and the resources for HW’s.

Assessment

- Project-based, internally assessed, to develop the technical skills required to produce modern, commercially driven songs, and explore the creative techniques which help to define the sound of commercial music.

Links to Enrichment & life skills / chances

- The most current demands of musicians are explored, to enable students to be prepared for the most likely kinds of work scenarios and requests as they emerge into tertiary training/study or work in the sound and music industry.

Year 12 Music Tech	Year 13 Music Tech
Summer	Summer
<p>Unit of Work: Mixing and Mastering Techniques</p> <p><i>Career/Real-World Focus: Producer/DJ/Sound Creator/Live Performer</i></p> <p>Learning Objectives</p> <ul style="list-style-type: none"> A Understand mixing and mastering software techniques B Develop a mix-down of a multitrack project C Carry out the production of a mastered stereo audio file. <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> See under ‘Content’ of Unit 13 BTEC Dig Mus Spec Mixing, Parametric Eq, Compression, Noise Gates, Effects, Monitoring, Mastering Eq, Brick wall limiter, master bus compression, filters. <p>Homework</p> <ul style="list-style-type: none"> Students complete Mixing Projects, building their portfolio for assessment in HW time. <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> Students who have attended DJ club will be able to recall skills with song structure and sample creation/manipulation. L2 Music Tech and GCSE Music both build some of the fundamental skills for remixing too. <p>PP/SEN Access</p> <ul style="list-style-type: none"> Check that students’ IT provision at home has sufficient spec to run software for music creation (this requires fast RAM and an SSD with good broadband) <p>Assessment</p> <ul style="list-style-type: none"> Internally assessed project-based, in which students must mix down and master multitrack digital audio workstation (DAW) projects. They will also realise a sonic vision for a DAW project to achieve a desired sound. <p>Links to Enrichment & life skills / chances</p> <ul style="list-style-type: none"> Remixing is a lucrative skill to offer, with many artists earning sizeable sums of money from royalties on streams. Can also offer a pathway to connect with the work alongside established artists at regional and national level. 	<p>Revision and Preparation for External Exam:</p> <p>Unit 6: DAW Production</p> <p><i>Career/Real-World Focus:</i></p> <p>Task set by Pearson.</p> <ul style="list-style-type: none"> Supervised assessment period of 15 hours over a two week period timetabled by Pearson. Completed on a computer, with submission of digital folder to Pearson. 60 marks

* The KS4 Music Tech Course of study is in scope for re-introduction in September 2023, subject to success of a positive trajectory of take-up in music as an option for transitioning mastery students, and an evaluation of the appropriateness of the programme of study by the CL and line managers, which will include a rigorous appraisal of spec changes to ensure learning pathways are best catered for.