

# Music Curriculum Map 2024-25

## Rationale & Overview



Music expresses our noblest, most profound and highest thoughts, it helps us to see ourselves as we truly are, from our depths and doubts to our golden ambitions and future dreams. It is the backdrop of our lives, a unique language of pure emotion, that supports the development of golden hearts and minds.

*Jeremy C Dawson, Lead Practitioner and CL in Music*

### PURPOSE AND VISION FOR THE MUSIC CURRICULUM

The *purpose* of the music curriculum is to prepare young people for potential work in the music industry and regardless of their final career ambitions, the *impact* of the music curriculum will allow them to enter into their adult lives with greatly enhanced musical personal skill set and the unique confidence that out-of-comfort-zone encounters with music can bring.

Music is arguably the greatest achievement of humankind, as exemplified by Einstein (who was a keen musician) when he said: "I know that most joy in my life has come to me from my violin."

When humans celebrate, mourn, dance, cry, love or take leave of one another, music is a well of joy, comfort, solace, and hope.

There is a great deal of documented research that proves the benefits of music for the human mind, for example:

#### Extract from Daily Telegraph [R. Alleyne, Science Correspondent, 2009]

Lutz Jäncke, a psychologist at the University of Zurich, said: "Learning to play a musical instrument has definite benefits and **can increase IQ by seven points**, in both children and adults.

"The parts of the brain that control hearing, memory, and the part that controls the hands among others, all become more active. Essentially the architecture of the brain changes.

"For children especially we found that learning to play the piano for instance teaches them to be more self-disciplined, more attentive and better at planning. All of these things are very important for academic performance, so can therefore make a child brighter.

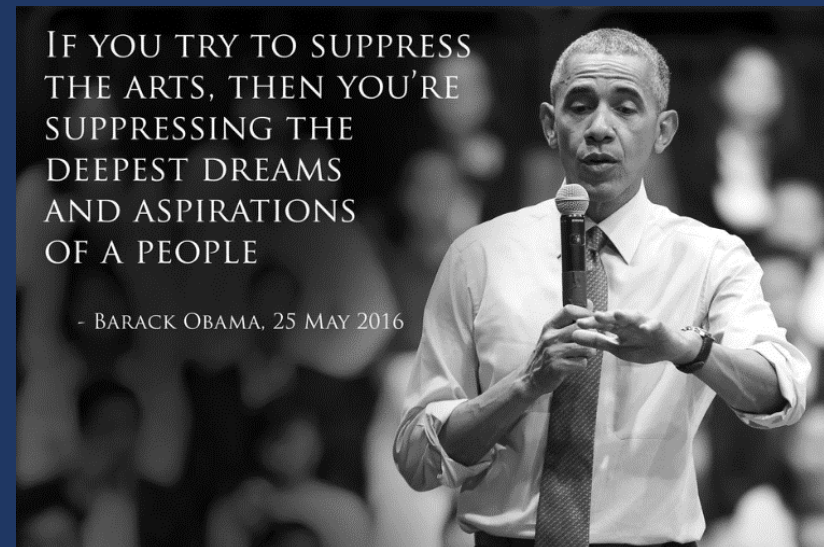
"Of course music isn't the only answer, but I do believe that it should be used in addition to other things."

### **MUSIC at UHS must be accessible for EVERY CHILD through the Curriculum**

It is our firm belief and commitment at UHS in our music department that **SEN** and/or **PP** students should be furnished with the same access to high quality resources, teaching and opportunity to develop, excel and perform in music.

This commitment is present in our lesson planning and extra-curricular offer, which is being increasingly populated by PP and SEN students.

*Music is a cornerstone of the arts and is priceless for its own sake; however, when it comes to economics, music has powerful relevance too.*



## WIDER LINKS TO CAREERS

The music industry is a vital and thriving part of the UK economy, with live and recorded music business activity contributing over £6.7 billion to the UK economy in 2022. [<https://www.ukmusic.org/research-reports/this-is-music-2023/>] As such, music offers genuine pathways into lucrative and highly enjoyable employment, with roles such as:

- Performer
- Writer/Composer
- Sound Engineer / Producer
- PA design
- Music Transport/Logistics/Roadie
- Archivist
- DJ
- Artist Management
- Event Management
- Music Marketing
- Music Lawyer



## HIGHER EDUCATION ROUTES FOR MUSICIANS

Numerous prestigious universities and colleges/conservatories of music offer talented, hard-working and proven young musicians the chance to build on their music skills at tertiary level.

Courses are aimed towards entry into such music sectors as: Contemporary pop music performance or production, classical music performance, music journalism, music business roles.

From Oxford to Cambridge, Birmingham to Brunel, Edinburgh to Exeter and London Kings College to Kingston University, the list of possible Music-based courses is bound to cater for every possible kind of aspiration and skill-set.

We have designed our music curriculum to meet and exceed the NC for music, enabling students to continue acquiring core music skills, building on their KS1/2 experience and to develop further technical, constructive and expressive skills in music, as they grow as young musicians. Their potential pathway into further engagement, study or work in the field of music is greatly enhanced by our curriculum content and structure.



## SKILLS, KNOWLEDGE AND CONCEPTS

Alongside the delivery of the national curriculum for music, the purpose of the music curriculum is to allow young people to develop powerful personal transferable skills such as:

- Maths in music (eg. Roman numeral chords, intervals, theory of harmony, scale structures)
- Fine motor control skills
- Hand-eye coordination skills
- Enhancing vocabulary through music, including how to link sound/symbol to emotion/context
- Performing/presentation Skills
- Creative skills
- IT skills through the use of sophisticated music apps eg. Logic X pro
- Recording, mixing and mastering skills for creating audio/media products

## Key Objectives Students Strive to Secure During KS3 in our Music Curriculum

mapped to latest OFSTED research series in music core elements in music education

OFSTED Research Key Music Skill Strand			Technical	Constructive and Expressive	Technical and Constructive	Constructive	Technical and Expressive	Technical, Constructive, Expressive
ACTIVITY FOCUS			Performing	Composing	Performing/Composing	Composing	Appraising/Composing <i>Appraising when creating our own original music</i>	Appraising/Performing <i>Appraising when listening to or performing the music of others</i>
Year Group	Subject	Pathway	KO 1	KO 2	KO 3	KO 4	KO 5	KO 6
7	Music	A	I begin to coordinate movements to make musical sound possible	I use physical skills to explore basic ideas for music creation but with inconsistent outcomes	I play and sing using basic musical elements and devices with support	I create a single musical idea at a time with support	I sense that music comes from different cultures and can identify a possible purpose given some options to choose from	I can notice the musical ideas that others create and play a small part in a group showing respect
7	Music	B	I coordinate and use physical skills to sing and play a basic musical part with control	I use physical skills to explore ideas for music creation, making effective use of simple notation	I play and sing using musical elements and devices with occasional inconsistency	I use devices such as scales, chords and rhythms, to create a basic music composition	I compose music with simple ideas that are capable of creating a recognisable emotion	I can hear and understand that music can be from different times and places in our world
7	Music	C	I use physical skills and coordination with effective control and plan ahead to give a reliable performance	I explore musical ideas using controlled movements, and experiment with them creatively	I play and sing with some control of elements and devices in performance	I choose and combine devices competently for composing music, with control and efficient use of time	I compose music containing some complex ideas that can be used expressively to create emotions	I describe the features of musical styles from different times and places and can explain its purpose giving reasons
8	Music	A	I use motor skills and basic coordination to give a partially successful performance	I explore musical ideas using movements that show improving control	I play and sing with elements and devices in performance and am working towards having more control	I choose a musical device with support and create a musical idea with it	I compose music containing some ideas that have a sense of expression	I describe some features of musical styles from different places and can choose the purpose of the music given some options and guidance
8	Music	B	I use physical skills and coordination with effective control and plan ahead to give a consistent performance	I explore musical ideas using controlled movements, and experiment with them creatively	I play and sing with control of elements and devices in performance	I choose and combine devices for composing music, with control and efficient use of time	I compose music containing a few complex ideas that can be used expressively to create emotions	I describe the features of musical styles from different times and places and can explain its purpose giving reasons
8	Music	C	I coordinate movements to play and sing a musical part securely, with very few slips or hesitations	I improvise using musical ideas competently and develop them to generate material for music creation	I play and sing with secure control of elements and devices in performance	I select and adapt musical devices independently, to compose convincing music, with a clear link to the intended purpose	I create music with sophisticated ideas that lead to strong expression and emotion	I analyse how the features of musical styles combine together and show some creative influence in my own musical personality

HOW IS THE MUSIC CURRICULUM IS DELIVERED?

Years 7 and 8 invites students to learn the fundamental music skills required for progression, in weekly one-hour lessons.

All students learn how to read music and develop a working understanding of the key musical elements and devices that are part of the 'building blocks' of music, such as ostinatos/riffs, chords, time signatures, forms and structures. Already at this stage in the sequence, professionally relevant vocabulary is put into direct use within lessons.

Y7/8 students compose numerous pieces of music to develop and extend their skills, creating within recognised musical structures and making increasingly confident and imaginative use of devices, including 'tricks of the trade' as used by successful and revered musicians of the past and present time. They learn how to perform music to an audience, making use of presentation skills such as body language and self-management techniques. They listen to and write about musical features from a wide range of styles and periods of musical history, gaining a sense of time and place and commenting on the effect of the music. Regular and effective feedback enables them to 'feed forward' and improve on their musical output and make further progress.



**Year 9's curriculum in music requires the students delve deeper into the underpinning concepts** that music depends upon to work. Characteristic rhythms, chord sequences, melodies and textures are explored in more detail. A truly diverse range of styles, periods and genres are analysed. Musical forms and professional structures such as strophic form are compared and worked upon.

Students are required to perform longer, more complex music, and develop their ability to compose longer, more developed and feature-rich pieces of music for assessment.

Listening activities begin to prepare students more closely for further study and enrichment through music later in their learning journey and in their lives.



The curriculum for KS4 Music offers our students in years 10 and 11\* the choice to achieve professionally-relevant expertise in:

*GCSE Music*

*Music Tech Level 2 (vocational)*

*\*Currently this course of study is operational in Y11 for 2024-25 but not in Y10, as decision to standardise on GCSE music for KS4 was advised to the department by leadership in Summer 2024 and subsequently adopted by the department.*

### **Performing**

Students are offered priority places on our music instrument tuition programme, and required to join at least one extra-curricular music group to enhance their performance skills.

Regular opportunities to perform include our three 'music showcase' events such as Winter showcase, Spring showcase and the Summer Art and Music Show live performances. We also strive to put on productions/shows wherever possible and produce other smaller-scale performance opportunities like music in assemblies, at the Shakespeare festival, open evenings and community events such as 'Show and Prove' (in conjunction with One Hillingdon).

Performances are recorded and added to the student's portfolios for coursework entry. The aim is for performances to be recorded by end of February in Year 11.

### **Composing**

Students build upon their previous knowledge, working with techniques such as diatonic chords, sequences, modulations, alternative time signatures and rhythmic structures.

All students are required to complete two compositions for coursework, in the Autumn and Spring Term of Year 11.

### **Appraising**

Throughout the course, study of the two 'set-works' are essential in lessons that focus on listening. Practice questions that enable access to the higher-levels of music vocabulary build towards the challenges of sample papers. Progress is tracked using data and interventions occur, such as music theory coaching sessions. The final exam takes place in the June/July of Year 11.

# Tech Award in Music Practice\*

\* For continuing students in Year 11, year 2024-25



*This course prepares students for entrance into careers in the sound, music creation, and broadcasting industry, and makes full use of the excellent facilities we have in the Orsino building, including our recording studio and mac suite. The apps we use include industry-standard programs such as Logic X Pro and Sibelius, which is of tremendous benefit as they will be already familiar with processes, features and enhancements for sound and music that these apps provide.*

Pearson BTEC Level 1/Level 2 Tech Award in Music Practice				
Component number	Component title	GLH	Level	How assessed
1	Exploring Music Products and Styles	36	1/2	Internal
2	Music Skills Development	36	1/2	Internal
3	Responding to a Commercial Music Brief	48	1/2	External Synoptic

This vibrant course covers three units of study, with coursework tasks for each one that are assessed, internally verified and stored securely, awaiting the annual visits of an EV. The units include:

## Pearson BTEC Level 3 Extended Certificate in MUSIC TECHNOLOGY (Digital Music Production)

In Year 12 and 13 students can develop their expertise further through our BTEC Level 3 Extended Certificate in Digital Music Production. This is an excellent, fit-for-purpose course that enables our students to access modern music industry pathways to employment and develops advanced skills in music production, recording, composition and performance. Jobs in radio, production, sound communication technology are thereby accessible.

### There are five units of study:

- Music and Sound for Media
- Commercial Music Production
- Creative Sampling
- Mixing, Mastering and Re-mixes
- DAW production

### Entry requirements are:

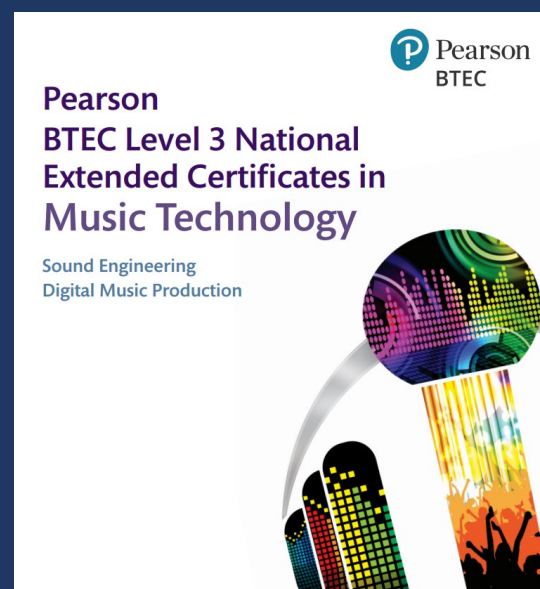
Either GCSE Music at grade 4 or above

Or BTEC Level 2 in Music Technology at Merit or above

### Course Structure overview in KS5

**Year 1:** Students learn how Apple Digital Audio Workstation software works in our Mac Suite and Recording Studio. Working individually and in teams, they begin to create and record their own tracks and mixes for projects, using LOGIC Pro and ProTools Apps, and our professional microphones. They learn in detail how a DAW functions and explore the world of commercial music production and the roles within it.

**Year 2:** Students develop further digital recording and sound creation techniques and production skills, creating own samples and remixes in response to briefs. They learn many of the professional 'tricks of the trade' currently used in the commercial music sector, and develop their own music production 'style'. Further details on assessment structures can be seen in our BTEC Music Tech course handbook, available on request from the Mr Dawson, lead IV.



**Music Instrument Lessons are offered to all students from Year 7 onwards.** These are chargeable and run by the Hillingdon Music Service, a trusted partner at UHS who provide high-quality, experienced music teachers who arrive fully DBS-checked and have a strong rapport and high reputation with our students and parents.

The purpose of these lessons is to offer students the chance to extend their music performance skills in control, expression and ability to interpret a piece of music with style and idiomatic awareness of genre.

These skills are vital to attain grades 9-7 at GCSE or to make create the conditions for successful recordings and mixes for distinction grading in Music Tech.

We are delighted that post-lockdown, we have been able to re-establish the core of our music instrument lessons programme, providing students with the highest quality teachers, who are committed to our setting. Engagement with the needs of PP and SEN students has meant that whereas before the pandemic, not one of the students enlisted in the music instrument programme was PP or SEN, this situation has dramatically improved, which points to higher levels of interest and progress in music from these groups in classroom experiences in the music department

**Extra-curricular music clubs offer further chances for all our students to get involved more deeply in the riches and joys of music as part of their life and personal expression and development.**

The work in these groups builds on and complements what students are learning in their curriculum lessons and they often come along to extend and refine songs and projects that have started as classwork or homework. Groups include:

1. Stage Vocals Club / Golden Voices
2. Music Technology Club
3. Music Theory Club
4. Bespoke Rehearsals in preparation for music performances in concerts, shows and events

## Music Concerts, Shows, Events and Visits

Our programme of concerts, shows, events and visits is a cornerstone of how we will display, celebrate and share the musical skills, progress and talents of our students.

At all stages of the curriculum, music lesson content is delivered with the intention in mind of nurturing potential live performance and music composition products, for occasions like one of our concerts, to other events such as sports day, art exhibitions and golden laurel leaves awards, in which specially composed music and performances by our students greatly enhances the tone and enjoyment of a much-loved occasion.

Visits such as trips to Bucks New University Recording Studio Suite, and theatres and concert hall venues to see famous ensembles such as the band of His Majesty's Royal Household Cavalry perform, enable our students to be enriched in culture and to experience the joy and fullness of life rooted in British Values that music promotes.



### **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.

# Music Curriculum Map

## 2024-25

**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><b>Theme: Superhero Music</b> <i>Career/Real-World Focus: Sound Creator/Songwriter career requires ability to create Music for Character/film/story</i></p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Building understanding of the elements of music starting with:</li> <li>Rhythm, dynamics, timbre</li> <li><b>Listening with discernment</b> to identify effects of pitch including intervals</li> <li>making use of staff notation (teaching rhythm and pitch separately)</li> <li>Singing Technique and awareness of the importance of the human voice</li> </ul> <p>DPR KO's covered (in sequence): 6, 4, 3, 1, 5, 3, 1, 2, 4, 6, 4, 1, 1, 5, 5</p> <p><b>National Curriculum Core Concepts:</b></p> <p>1.a vocal skills, 1.b instrumental skills, 1.c solo and group performing contexts, 2.a improvise and compose, 2.b extend and develop musical ideas 3.b Musical forms 3.e Traditions 3.f identify the expressive use of musical dimensions 3.g listen with increasing discrimination and awareness 3.h use technologies appropriately 3.i understand a wide range of musical contexts and styles 4.a use staff notation 4.c use notation appropriately and accurately 5.a sophistication of expression 5.b use of tonalities in expression 5.c different types of scale expressively 5.d other musical devices</p> <p><b>Not covered in this unit:</b></p> <p>3.a listening with increasing discrimination to a wide range of music from great composers and musicians 3.c styles 3.d genres 4.b other relevant notations</p>	<p><b>Theme: Music in Video Games</b> <i>Career/Real-World Focus: Video Games industry is a significant driver of the UK creative arts contribution to the wider economy, there are many jobs involved in creating music and sound that are explored in this unit.</i></p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Understanding the role of the composer</li> <li>How different pieces of music fit different settings</li> <li>Difference between atmosphere and Emotion</li> <li>Understanding the importance of music in visual media</li> <li>Exploring the value of the ever-growing video game industry</li> <li>Students develop understanding in these elements/devices: <ul style="list-style-type: none"> <li>Instrumentation</li> <li>Scales</li> <li>Melody mixed with Harmony</li> <li>Leitmotifs</li> </ul> </li> </ul> <p>DPR KO's covered (in sequence): 6, 5, 4, 2, 1</p> <p><b>National Curriculum core concepts:</b></p> <p>1.b instrumental skills, 1.c solo and group performing contexts, 2.a improvise and compose, 2.b extend and develop musical ideas 3.a listening with increasing discrimination to a wide range of music from great composers and musicians 3.b Musical forms 3.c styles 3.d genres 3.e Traditions 3.f identify the expressive use of musical dimensions 3.g listen with increasing discrimination and awareness 3.h use technologies appropriately 3.i understand a wide range of musical contexts and styles 4.a use staff notation 4.b other relevant notations 4.c use notation appropriately and accurately 5.a sophistication of expression 5.b use of tonalities in expression</p>	<p><b>Theme: Music in Film and Media</b> <i>Career/Real World Focus: How to create impact, emotion and engagement with sound, for use in the Film/games/TV industry</i></p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Learn how composers use devices and elements to create musical effects that add to the impact and enjoyment of a film, game or TV series/broadcast</li> </ul> <p>DPR KO's covered (in sequence): 3, 6, 5, 2, 1, 4, 3, 5, 6, 5, 4</p> <p><b>National Curriculum core concepts:</b></p> <p>1.b instrumental skills, 1.c solo and group performing contexts, 2.a improvise and compose, 2.b extend and develop musical ideas 3.a listening with increasing discrimination to a wide range of music from great composers and musicians 3.b Musical forms 3.c styles 3.d genres 3.e Traditions 3.f identify the expressive use of musical dimensions 3.g listen with increasing discrimination and awareness 3.h use technologies appropriately 3.i understand a wide range of musical contexts and styles 4.a use staff notation 4.b other relevant notations 4.c use notation appropriately and accurately 5.a sophistication of expression 5.b use of tonalities in expression 5.c different types of scale expressively 5.d other musical devices 6.a develop a deepening understanding of the music they perform and to which they listen 6.b deepen their understanding of its history</p> <p><b>Not covered in this unit:</b></p> <p>1.a vocal skills</p>

<p>6.a develop a deepening understanding of the music they perform and to which they listen 6.b deepen their understanding of its history</p> <p><b>Literacy / Numeracy foci</b></p> <ul style="list-style-type: none"> <li>• Musical notation decoding</li> <li>• Specific music vocabulary (EOM)</li> <li>• Scanning and reading ahead (Fractions)</li> <li>• Note values (fractions)</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Music Notation Skills are embedded via HW tasks and 'Name That Note' online.</li> </ul> <p><b>Revisiting, revising, remembering opportunities</b></p> <ul style="list-style-type: none"> <li>• Welcome to music baseline test carried out, to establish those with greater previous musical experience and knowledge.</li> <li>• Data gained from above to differentiate lesson content and funnel students with previous skills into our peripatetic music instrument learning programme.</li> </ul> <p><b>PP/SEN Access</b></p> <ul style="list-style-type: none"> <li>• All students to be provided with access to practical musical instruments.</li> <li>• All students to be provided with access to Mac Computer Apps and hardware for music making.</li> <li>• PP and SEN get priority seating at front, for early 'check-up visits' by teacher during workshops and activities (esp. In Mac Suite)</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• By questioning, formative, self, peer, and summative strategies.</li> </ul> <p><b>Links to Enrichment &amp; life skills / chances</b></p> <ul style="list-style-type: none"> <li>• Keyboard club and singer/songwriter club to enhance performance skills</li> <li>• Fundamental awareness of the basic language of music knowledge</li> <li>• Better ability to interpret code/language/symbols</li> <li>• More confidence with oracy and singing/use of voice</li> </ul>	<p>5.c different types of scale expressively 5.d other musical devices 6.a develop a deepening understanding of the music they perform and to which they listen 6.b deepen their understanding of its history</p> <p>Not covered in this unit:</p> <p>1.a vocal skills</p> <p><b>Literacy / Numeracy foci</b></p> <ul style="list-style-type: none"> <li>• elements of music (pitch, tempo, rhythm, structure)</li> <li>• audio effects, mixing, automation</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Students research music from different genres and styles and how they are used in video games</li> <li>• Music notation homeworks (recall) can be set to embed knowledge</li> </ul> <p><b>Revisiting, revising, remembering opportunities</b></p> <ul style="list-style-type: none"> <li>• Note values, Pitch Names, Dynamics, musical devices eg. Scales, rhythm, ostinatos, drone</li> </ul> <p><b>PP/SEN Access</b></p> <ul style="list-style-type: none"> <li>• Use the enthusiasm and interest in video games music 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.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Composing and performing assessments</li> </ul> <p><b>Links to Enrichment &amp; life skills / chances</b></p> <ul style="list-style-type: none"> <li>• Music theory and music tech club to enhance technical skills with performance and creating music in this unit</li> <li>• <b>Students will appreciate their connection to the rich culture of video game music and become acquainted with the works of great composers in this genre (eg. Koji Kondo - Mario, Hirokazu Tanaka – Tetris arranger)</b></li> </ul>	<p><b>Literacy / Numeracy foci</b></p> <ul style="list-style-type: none"> <li>• Explore and broaden vocabulary that links moods and effects in sound with that of the moving image.</li> <li>• Students to learn how to analyse and justify the results of musical composition using correct technical and literary terms</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Students work on plans for their own music for a film clip in HW.</li> </ul> <p><b>Revisiting, revising, remembering opportunities</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>PP/SEN Access</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Composing music formative assessment</li> <li>• Formative listening to link back to musical devices and concepts from Y8.</li> <li>• Use of online music creation tools for BL, including YUME and ACID MACHINE 2: <a href="http://unseen-music.com/yume/">http://unseen-music.com/yume/</a> <a href="http://acidmachine2.s3-website-eu-west-1.amazonaws.com/">http://acidmachine2.s3-website-eu-west-1.amazonaws.com/</a></li> </ul> <p><b>Links to Enrichment &amp; life skills / chances</b></p> <ul style="list-style-type: none"> <li>• <b>Band Club to allow emerging Y9 musicians to form groups and enthuse each other in their learning</b></li> <li>• This topic develops essential skills for entry into Music Tech or Media work at KS4/5 and beyond. This includes syncing sound with pictures, managing mix levels, creating, selecting and manipulating stem ideas, sampling techniques and more.</li> </ul>
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## Year 7

AUTUMN 2

THE ORCHESTRA!

### Learning Objectives

- Listening with discernment to identify effects of timbre, dynamics, rhythm and pitch produced by orchestral instruments
- making further use of staff notation (teaching rhythm and pitch separately)
- How music creates atmosphere, story and emotion through orchestral conventions including playing techniques
- To listen to and appreciate great works of music by famous composers

DPR KO's (in sequence: 3, 6, 5, 4

### National Curriculum core concepts:

- 1.a vocal skills,
- 1.b instrumental skills,
- 1.c solo and group performing contexts,
- 2.a improvise and compose,
- 2.b extend and develop musical ideas
- 3.a listening with increasing discrimination to a wide range of music from great composers and musicians
- 3.c styles
- 3.d genres
- 3.e Traditions
- 3.f identify the expressive use of musical dimensions
- 3.g listen with increasing discrimination and awareness
- 3.h use technologies appropriately
- 3.i understand a wide range of musical contexts and styles
- 4.a use staff notation
- 4.c use notation appropriately and accurately
- 5.a sophistication of expression
- 5.b use of tonalities in expression
- 5.c different types of scale expressively
- 5.d other musical devices
- 6.a develop a deepening understanding of the music they perform and to which they listen
- 6.b deepen their understanding of its history

Not covered in this unit:

- 3.b Musical forms
- 4.b other relevant notations

### Literacy / Numeracy foci

- Nouns are explored to begin linking up the sound musically present with the context of the intended emotion/story/societal event

### Homework

- Students rehearse and practice festive music performances pieces using online piano VST's

## Year 8

AUTUMN 2

Theme: Music Around The World

**Career/Real-World Focus: Musical collaborations with world musicians**

### Learning Objectives

- 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.

DPR KO's covered (in sequence): 3, 1, 6, 4, 2, 4, 5, 5

National Curriculum core concepts:

- 1.a vocal skills,
- 1.b instrumental skills,
- 1.c solo and group performing contexts,
- 2.a improvise and compose,
- 2.b extend and develop musical ideas
- 3.a listening with increasing discrimination to a wide range of music from great composers and musicians
- 3.b Musical forms
- 3.c styles
- 3.d genres
- 3.e Traditions
- 3.f identify the expressive use of musical dimensions
- 3.g listen with increasing discrimination and awareness
- 3.h use technologies appropriately
- 3.i understand a wide range of musical contexts and styles
- 4.a use staff notation
- 4.b other relevant notations
- 4.c use notation appropriately and accurately
- 5.a sophistication of expression
- 5.b use of tonalities in expression
- 5.c different types of scale expressively
- 5.d other musical devices
- 6.a develop a deepening understanding of the music they perform and to which they listen
- 6.b deepen their understanding of its history

Not covered in this unit:

N/A

### Literacy / Numeracy foci

- Names and sounds of essential musical instruments from key locations in the global music community: Africa, Indonesia, India, China, America and the British Isles.

### Homework

- Students widen their diet of musical experiences through playlists that encourage wider listening from global musical material.

## Year 9

AUTUMN 2

# Music in Film and Media continues

- Prepare for auditions for Winter Music Showcase

#### Revisiting, revising, remembering opportunities

- Recall of music notation
- Recall of KS2 experiences of primary school concerts, reviewing and building upon lessons learned in preparations for class performances and (optionally) in the Winter Music Showcase event.

#### PP/SEN Access

- 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.
- Coloured papers for printing where needed
- Use of learning aids (eg. Visualiser in O10, O9)

#### Assessment

- Formative and Summative, using criteria statements that are shared and discussed for relevance and acceptance.

#### Links to Enrichment & life skills / chances

- Performing music to enhance a society occasion such as the festive season connects students with their community in a life-long memorable experience.

#### Revisiting, revising, remembering opportunities

- Musical Devices such as DRONE, OSTINATO and SYNCOPATION are revisited from Year 7 and strengthened.

#### PP/SEN Access

- 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

#### Assessment

- 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.

#### Links to Enrichment & life skills / chances

- Students need to understand and respect the multi-various cultural heritage of Britain as part of British Values.

<p style="text-align: center;"><b>Year 7</b></p> <p style="text-align: center;"><b>SPRING</b></p>	<p style="text-align: center;"><b>Year 8</b></p> <p style="text-align: center;"><b>SPRING</b></p>	<p style="text-align: center;"><b>Year 9</b></p> <p style="text-align: center;"><b>SPRING</b></p>
<p style="text-align: center;"><b>Theme: Music in Advertising</b></p> <p style="text-align: center;"><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><b>Learning Objectives</b> 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>DPR KO's covered (in sequence): 2, 4, 5, 4, 6, 2, 3, 5, 1</p> <p>National Curriculum core concepts: 1.a vocal skills, 1.b instrumental skills, 1.c solo and group performing contexts, 2.a improvise and compose, 2.b extend and develop musical ideas 3.b Musical forms 3.c styles 3.d genres 3.f identify the expressive use of musical dimensions 3.g listen with increasing discrimination and awareness 3.h use technologies appropriately 3.i understand a wide range of musical contexts and styles 4.a use staff notation 4.b other relevant notations 4.c use notation appropriately and accurately 5.a sophistication of expression 5.b use of tonalities in expression 5.c different types of scale expressively 5.d other musical devices 6.a develop a deepening understanding of the music they perform and to which they listen</p> <p>Not covered in this unit: 3.a listening with increasing discrimination to a wide range of music from great composers and musicians 3.e Traditions 6.b deepen their understanding of its history</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> <li>Pitch, Scales, Sound Effects, Texture</li> <li>Organising music into 4, 8 and 16 bar structures</li> <li>Relationship between clock time 60bpm and musical time with flexible tempo and its effect on the perception of time</li> </ul>	<p style="text-align: center;"><b>Theme: Pop Music Techniques</b></p> <p style="text-align: center;"><i>Career/Real-World Focus: Pop industry roles singer/performer, management, song writing, sound production</i></p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p>DPR KO's covered (in sequence): 1, 3, 6, 2, 6, 1, 3, 4, 6, 5, 2</p> <p>National Curriculum core concepts: 1.a vocal skills, 1.b instrumental skills, 1.c solo and group performing contexts, 2.a improvise and compose, 2.b extend and develop musical ideas 3.a listening with increasing discrimination to a wide range of music from great composers and musicians 3.b Musical forms 3.c styles 3.d genres 3.f identify the expressive use of musical dimensions 3.g listen with increasing discrimination and awareness 3.h use technologies appropriately 3.i understand a wide range of musical contexts and styles 4.a use staff notation 4.b other relevant notations 4.c use notation appropriately and accurately 5.a sophistication of expression 5.b use of tonalities in expression 5.c different types of scale expressively 5.d other musical devices 6.a develop a deepening understanding of the music they perform and to which they listen 6.b deepen their understanding of its history</p> <p>Not covered in this unit: 3.e Traditions</p> <p>Literacy / Numeracy foci</p> <ul style="list-style-type: none"> <li>Use of adjectives focus for listening and appraising work</li> <li>Measurement of song sections and beat structures eg. ¾ and 4/4 time signatures and the importance of accents.</li> </ul>	<p style="text-align: center;"><b>HALF TERM 1</b></p> <p style="text-align: center;"><b>Introduction to Music Technology in the Modern World</b></p> <p style="text-align: center;"><i>Career/Real-World Focus: Tech skills in music lead strongly into possible employment in the modern music industry, in which 90% of experienced music is recorded or created/played back using technology.</i></p> <p><b>Learning Objectives</b> The focus of this scheme of work is to introduce year 9 students to the idea of music technology. Therefore, the lessons planned cover important elements of the music industry, including the use of DAW's, introduction to Sound Design, Synthesisers &amp; Synthesis and live events &amp; microphones.</p> <p>DPR KO's covered (in sequence): 6, 6, 4, 5, 2, 4</p> <p>National Curriculum core concepts: 1.a vocal skills, 1.b instrumental skills, 1.c solo and group performing contexts, 2.a improvise and compose, 2.b extend and develop musical ideas 3.a listening with increasing discrimination to a wide range of music from great composers and musicians 3.b Musical forms 3.c styles 3.d genres 3.e Traditions 3.f identify the expressive use of musical dimensions 3.g listen with increasing discrimination and awareness 3.h use technologies appropriately 3.i understand a wide range of musical contexts and styles 4.a use staff notation 4.b other relevant notations 4.c use notation appropriately and accurately 5.a sophistication of expression 5.b use of tonalities in expression 5.c different types of scale expressively 5.d other musical devices 6.a develop a deepening understanding of the music they perform and to which they listen 6.b deepen their understanding of its history</p> <p>Not covered in this unit: N/A</p> <p>Important notes on key terms for developing understanding and remembering</p> <ul style="list-style-type: none"> <li>The lessons are in groups of two and are complementary of each other. Students will look at different areas of music technology in 010</li> </ul>

### Homework

Students have to plan a composition-based project to create music to advertise and raise awareness for a chosen charity.

### Revisiting, revising, remembering opportunities

- Elements of Music – recapped and applied to new context
- Moving from ‘knowing’ to ‘selecting and applying’ musical devices

### PP/SEN Access

- 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.

### Assessment

- Students are assessed on music for an advert they produce, with creative use of Music ICT.

### Links to Enrichment & life skills / chances

- Singer/songwriter club to work towards giving students a chance to perform to an audience in the summer concerts
- Future Music technology students will be enlightened and prepared for their pathway directly here in year 7, by this content.

### Homework

- 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.

### Revisiting, revising, remembering opportunities

- Build understanding of pop music conventions and techniques
- To enable students to perform in diverse pop idioms with understanding and conviction
- To learn how structure, rhythm, chords, bass lines, melody and lyrics work together to create a complete song

### PP/SEN Access

- Platforms for high quality free listening are demonstrated to enable PP and SEN students to access value-adding content

### Assessment

- Performance-based. Use of criteria that link to industry expectations.
- Listening Test in format that allows for focussed feedback on core musical skills

### Links to Enrichment & life skills / chances

- 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.

and in O11 respectively, therefore, the 2 groups of lessons are interchangeable by nature.

- The scheme of work is designed to be an introduction to the KS4 music technology BTEC that will be offered to year 9.
- Students should have access to Logic Pro X instead of Garageband. Which is a more professional workstation. This will then enable students to understand how record labels work, and prepare students for the idea of working in a studio or live environment.

### Topics include:

- Use of Logic Pro X (DAW)
- Microphones
- Recording
- Live events
- Synthesisers
- Synthesis
- Samples
- Loops
- Use of Ambient sound
- Sound Design
- Foley
- Use of chords and previously learnt topics
- Song writing and manipulation of sound to create songs

### Assessment Structure:

- Use of DPR KO's for formative assessment, updated regularly

### VOCATIONAL – STYLE BRIEF TO SHARE WITH THE STUDENTS

Central theme for this SOW – A record company has decided to invest some of their money to sponsor young people to create music, using technology. They are thinking that technology-created sounds will be more attractive to listeners in the future and could generate more profits and entertainment.

The record company has invited our school's 13-14 year olds to learn about music technology techniques, and use them to create new sounds, and put them into interesting structures for a variety of purposes. The best music will be shortlisted for sponsorship by the record label, who are seeking to sign contracts with engaging and positive young artists for future albums and success

### HALF-TERM 2

Theme: Musical Cultures with Scales and Textures

Career/Real-World Focus: Wider cultural inspirations for sound creator roles, music theory that underpins song writing and music creation

*Music Tech Skills should be consolidated wherever possible in the implementation of these lessons.*

*Previous knowledge of musical elements and devices should become more secure in this phase too.*

### DPR KO's covered (in sequence):

1, 3, 2, 6, 3, 1, 3

### National Curriculum core concepts:

- 1.a vocal skills,
- 1.b instrumental skills,
- 1.c solo and group performing contexts,
- 2.a improvise and compose,

2.b extend and develop musical ideas  
3.a listening with increasing discrimination to a wide range of music from great composers and musicians  
3.b Musical forms  
3.c styles  
3.d genres  
3.e Traditions  
3.f identify the expressive use of musical dimensions  
3.g listen with increasing discrimination and awareness  
3.h use technologies appropriately  
3.i understand a wide range of musical contexts and styles  
4.a use staff notation  
4.b other relevant notations  
4.c use notation appropriately and accurately  
5.a sophistication of expression  
5.b use of tonalities in expression  
5.c different types of scale expressively  
5.d other musical devices  
6.a develop a deepening understanding of the music they perform and to which they listen  
6.b deepen their understanding of its history

Not covered in this unit:  
N/A

#### Learning Objectives

Learn about musical devices used in world music cultures and how they link to music theory.

#### Literacy / Numeracy foci

- Harmony (major/minor)
- Whole Tone vs Chromatic Scale playing
- Essential terms in world music, eg: Sargam, Djembe, Gamelan, Taiko, Sitar, Pentatonic

#### Homework

Students practice using scales and motifs from raga and other non diatonic scales, using VST instruments.

Revisiting, revising, remembering opportunities

Builds upon and extends the world music techniques knowledge learnt in Y8 Autumn 2 and introduces more complex characteristic structures and patterns of sound.

#### PP/SEN Access

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.

#### Assessment

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)

#### Links to Enrichment & life skills / chances

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.

<p style="text-align: center;"><b>Year 7</b></p> <p style="text-align: center;"><b>SUMMER 1</b></p>	<p style="text-align: center;"><b>Year 8</b></p> <p style="text-align: center;"><b>SUMMER</b></p>	<p style="text-align: center;"><b>Year 9</b></p> <p style="text-align: center;"><b>SUMMER</b></p>
<p style="text-align: center;"><b>Theme: Theme Park Music</b></p> <p style="text-align: center;"><b>Career/Real-World Focus: Sound creator, Entertainment and Leisure industry design and development roles.</b></p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>The links between music and emotion/experiences that young people relate to is strengthened.</li> <li>A listening test features, to maintain and build confidence in describing orchestral sounds.</li> <li>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.</li> </ul> <p><b>DPR KO's covered (in sequence): 2, 5, 4, 1, 6, 4</b></p> <p><b>National Curriculum core concepts:</b></p> <p>1.a vocal skills,  1.b instrumental skills,  1.c solo and group performing contexts,  2.a improvise and compose,  2.b extend and develop musical ideas  3.a listening with increasing discrimination to a wide range of music from great composers and musicians  3.b Musical forms  3.c styles  3.d genres  3.f identify the expressive use of musical dimensions  3.g listen with increasing discrimination and awareness  3.h use technologies appropriately  3.i understand a wide range of musical contexts and styles  4.a use staff notation  4.b other relevant notations  4.c use notation appropriately and accurately  5.a sophistication of expression  5.b use of tonalities in expression  5.c different types of scale expressively  5.d other musical devices  6.a develop a deepening understanding of the music they perform and to which they listen  6.b deepen their understanding of its history (NB. Theme parks are a key resource in the cultural experience of children and families in the UK and worldwide)</p> <p><b>Not covered in this unit:</b></p> <p>1.a vocal skills,  3.e Traditions</p> <p><b>Literacy / Numeracy foci</b></p> <ul style="list-style-type: none"> <li>Structures eg. Binary, Ternary, Through-composed</li> </ul>	<p style="text-align: center;"><b>Theme: Music in Sport</b></p> <p style="text-align: center;"><b>Career/Real-World Focus: Media roles, presenter, sound creator</b></p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>With an eye already on the expected knowledge and skills base required to access KS4 music/music tech, 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.</li> </ul> <p><b>DPR KO's covered (in sequence): 2, 4, 3, 5, 6, 4, 5, 4, 2, (1 can be assessed as additional across two lessons in the sequence)</b></p> <p><b>National Curriculum core concepts:</b></p> <p>1.a vocal skills,  1.b instrumental skills,  1.c solo and group performing contexts,  2.a improvise and compose,  2.b extend and develop musical ideas  3.b Musical forms  3.c styles  3.d genres  3.f identify the expressive use of musical dimensions  3.g listen with increasing discrimination and awareness  3.h use technologies appropriately  3.i understand a wide range of musical contexts and styles  4.a use staff notation  4.b other relevant notations  4.c use notation appropriately and accurately  5.a sophistication of expression  5.b use of tonalities in expression  5.c different types of scale expressively  5.d other musical devices  6.a develop a deepening understanding of the music they perform and to which they listen</p> <p><b>Not covered in this unit:</b></p> <p>3.a listening with increasing discrimination to a wide range of music from great composers and musicians  6.b deepen their understanding of its history</p> <p><b>Literacy / Numeracy foci</b></p> <ul style="list-style-type: none"> <li>Concept of Unison, Octaves, and harmony in 3rds</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>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!</li> <li>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]</li> </ul>	<p style="text-align: center;"><b>HALF TERM 1 (Summer)</b></p> <p style="text-align: center;"><b>HALF TERM 1: Theme: 'How Harmony Works'</b></p> <p style="text-align: center;"><b>Introduction to Chords and Harmony</b></p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>In preparation for KS4, we start to explore the theory of harmony through the 'Chords Characters' using Roman Numeral chord system.</li> <li>Explore the 4-chord structure of many successful songs</li> <li>Increase hand to eye coordination and team-work skills</li> </ul> <p><b>DPR KO's covered (in sequence): 2, 1, 6, 4, 5</b></p> <p><b>National Curriculum core concepts:</b></p> <p>1.a vocal skills,  1.b instrumental skills,  1.c solo and group performing contexts,  2.a improvise and compose,  2.b extend and develop musical ideas  3.a listening with increasing discrimination to a wide range of music from great composers and musicians  3.b Musical forms  3.c styles  3.d genres  3.e Traditions  3.f identify the expressive use of musical dimensions  3.g listen with increasing discrimination and awareness  3.h use technologies appropriately  3.i understand a wide range of musical contexts and styles  4.a use staff notation  4.c use notation appropriately and accurately  5.a sophistication of expression  5.b use of tonalities in expression  5.c different types of scale expressively  5.d other musical devices  6.a develop a deepening understanding of the music they perform and to which they listen  6.b deepen their understanding of its history</p> <p><b>Not covered in this unit:</b></p> <p>4.b other relevant notations</p> <p><b>Literacy / Numeracy foci</b></p> <ul style="list-style-type: none"> <li>Roman Numerals</li> <li>Intervals (tones and semitones based)</li> <li>Major, Minor and sus chords and their emotive meanings</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Practice on keyboard skills using VST instruments</li> </ul> <p><b>Revisiting, revising, remembering opportunities</b></p>

- Emotive words are explored and synonyms for over-used intensifiers are considered

#### Homework

- 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

#### Revisiting, revising, remembering opportunities

- 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**,

#### PP/SEN Access

- 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)

#### Assessment

- Formative leading to summative
- Use of peer assessment, via think, pair, share

#### Links to Enrichment & life skills / chances

- **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**.

## Year 7 SUMMER 2

Theme: The Carnival of the Animals

**Career/Real-World Focus:**  
**aspiring our young musicians to become talented performers.**

DPR KO's covered (in sequence): 6, 2, 2, 5, 4, 1, 3

National Curriculum core concepts:

- 1.a vocal skills,
- 1.b instrumental skills,
- 1.c solo and group performing contexts,
- 2.a improvise and compose,
- 2.b extend and develop musical ideas
- 3.a listening with increasing discrimination to a wide range of music from great composers and musicians
- 3.b Musical forms
- 3.c styles
- 3.d genres
- 3.e Traditions
- 3.f identify the expressive use of musical dimensions
- 3.g listen with increasing discrimination and awareness
- 3.h use technologies appropriately
- 3.i understand a wide range of musical contexts and styles

#### Revisiting, revising, remembering opportunities

- 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 Texture
- Ostinato, drone and looping
- Polyphonic Texture (two tunes – using pentatonic scale)
- Homophonic Texture
- Italian words for dynamics and tempo
- Intervals – octaves, 5ths, 3rds
- Use 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)

#### PP/SEN Access

- **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**

#### Assessment

- Self-assessment using criteria grids, Formative and summative assessment of the finished composition for a race or field event.

#### Links to Enrichment & life skills / chances

- 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.

- Students build up knowledge based upon the simple power chords first learnt in Y7 and the triad chords in Y8.

#### PP/SEN Access

- 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.

#### Assessment

- 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.

#### Links to Enrichment & life skills / chances

- Students listen to music with increasing understanding of the harmonic underpinnings, relating chords to the meaning of the lyrics in songs.

### HALF TERM 2 (Summer)

Theme: Musical 'Rule Breakers'

**Career/Real-World Focus: Innovative techniques for songwriters**

#### Learning Objectives

- Students begin to explore more professional-grade musical styles and devices
- **Students explore how composers take alternative, highly creative approaches to making music, including breaking accepted 'rules'**

DPR KO's covered (in sequence):

3, 6, 1, 2, 6, 3, 5

National Curriculum core concepts:

- 1.a vocal skills,
- 1.b instrumental skills,
- 1.c solo and group performing contexts,
- 2.a improvise and compose,
- 2.b extend and develop musical ideas
- 3.a listening with increasing discrimination to a wide range of music from great composers and musicians
- 3.b Musical forms
- 3.c styles
- 3.d genres
- 3.e Traditions
- 3.f identify the expressive use of musical dimensions
- 3.g listen with increasing discrimination and awareness
- 3.h use technologies appropriately
- 3.i understand a wide range of musical contexts and styles
- 4.a use staff notation
- 4.b other relevant notations
- 4.c use notation appropriately and accurately
- 5.a sophistication of expression
- 5.b use of tonalities in expression
- 5.c different types of scale expressively
- 5.d other musical devices

4.a use staff notation  
4.b other relevant notations  
4.c use notation appropriately and accurately  
5.a sophistication of expression  
5.b use of tonalities in expression  
5.c different types of scale expressively  
5.d other musical devices  
6.a develop a deepening understanding of the music they perform and to which they listen  
6.b deepen their understanding of its history

Not covered in this unit:  
N/A - All elements covered

#### Learning Objectives

- This unit aims to build on the skills, knowledge and understanding pupils have gained throughout the year around musical elements (tempo, pitch, duration) and musical devices (drone, ostinato, power chords). Here, students will focus on composing using musical ELEMENTS and DEVICES, exploring how they are used to create images, pictures and depict scenes. This unit aims to develop composition skills, promoting the use for notating their ideas onto paper.

#### Literacy / Numeracy foci

- Dynamics and crescendo and diminuendo
- Notation and ensuring 4 crotchet beats fit in the bar.

#### Homework

During the seven week module students will have 2 Microsoft Forms to complete on key music terminology. To ensure they embed prior knowledge and revisit current learning.

#### Revisiting, revising, remembering opportunities

- Elements of Music – recapped and applied to new context
- Music Devices – recapped and applied to new context
- Moving from ‘knowing’ to ‘selecting and applying’ musical devices

#### PP/SEN Access

- The resources are provided in 3 levels: Main Sheet, Challenge Sheet and Hint Sheet in order to adapt the practical tasks for all learners.
- Use of Garage Band Loops support pupils with forming ideas.

#### Assessment

- Formative assessment throughout the lesson using DPR Key Objectives to guide learning.
- Formative assessments via Microsoft forms to assess knowledge and understanding of key terminology.

#### Links to Enrichment & life skills / chances

- Singer/songwriter club to work towards giving students a chance to perform to an audience in the summer concerts
- Promoting performance and sharing ideas with peers.
- Showing how music can be used to tell a story.

6.a develop a deepening understanding of the music they perform and to which they listen  
6.b deepen their understanding of its history

Not covered in this unit:  
N/A

#### Literacy / Numeracy foci

- Rhythm, Texture, Harmony
- Odd/even number structures applied to musical time signatures

#### Homework

- 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.

#### Revisiting, revising, remembering opportunities

- Recall and deeper analysis of their behind innovative uses of scales, time signatures, harmonic devices.

#### PP/SEN Access

- 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 KS4/5 and employment further ahead.

#### Assessment

- Performance based, with some composing elements (music unplugged)
- Planning and refining a composing project (Rule Breakers)

#### Links to Enrichment & life skills / chances

- 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><b>Unit of work: 1 Exploring Music Products and Styles</b> <i>Career/Real-World Focus: Music creator roles, linked to marketing, leisure and film industries</i></p> <p><b>Learning Objectives</b> 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><b>Literacy / Numeracy foci</b></p> <ul style="list-style-type: none"> <li>Stylistic terms and how they apply to social, historical, and cultural contexts</li> <li>BPM measurements, time signatures, beats, rhythmic and bar structures</li> </ul> <p><b>Homework</b> 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</p> <p><b>Revisiting, revising, remembering opportunities</b></p> <p>Unit 1 builds on knowledge of music theory, terminology and musical styles and cultures, 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><b>PP/SEN Access</b></p> <ul style="list-style-type: none"> <li>A special effort to be made to recruit PP and SEN students who have chosen this music course onto our music instrument learning programme</li> <li>Use of PP and (where possible) capitation to support purchase of resources</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Approved tasks linked to the learning objectives</li> <li>Evaluate how styles and techniques are used in a wide range of genres of music.</li> <li>Demonstrate a thorough and perceptive use of music theory and appreciation skills that fully inform all creative choices.</li> <li>Demonstrate a perceptive use of different musical creation techniques and resources that fully inform and support all creative choices.</li> </ul>	<p><b>HALF TERM 1</b> <b>Unit 2B to be completed in Autumn of Y11</b></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><b>HALF TERM 2</b> <b>Externally Assessed Unit 3 Preparation</b> <b>Unit 3: Responding to a Commercial Music Brief (GLH: 48)</b></p> <p><b>Learning Objectives</b> 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><b>Assessment</b> 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><b>Revisiting, revising, remembering opportunities</b> 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><b>PP/SEN Access</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Direct instruction is not permitted under the conditions of assessment in this context, but teachers will respond appropriately to support students</li> </ul> <p><b>Links to Enrichment &amp; life skills / chances</b> <i>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.</i></p>	<p><b>Units of work:</b> <b>Harmony and Analysis</b> <b>Development in Music</b> <i>Career/Real-World Focus: Composer, Performer, Producer roles in Music industry</i></p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>The theory of advanced diatonic harmony, using roman numeral chords.</li> <li>The classical chord names are taught, alongside Cadences.</li> <li>Students must learn how to develop a musical idea by such techniques as:</li> <li>Retrograde, Imitation, diminution, ornamentation, modulation, inversion.</li> <li>They also must develop their confidence, technique and control to improve accuracy.</li> </ul> <p><b>Literacy / Numeracy foci</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Daily practice of their instruments/voice forms the bulk of HW, but this is supplemented by listening tasks and completing composing exercises.</li> </ul> <p><b>Revisiting, revising, remembering opportunities</b></p> <ul style="list-style-type: none"> <li>Chords, Scales and Basic rhythm structures learned earlier form the bedrock of the skills being developed here.</li> </ul> <p><b>PP/SEN Access</b></p> <ul style="list-style-type: none"> <li>A special effort to be made to recruit PP and SEN students who have chosen this music course onto our music instrument learning programme</li> <li>Use of PP and (where possible) capitation to support purchase of resources</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>composing (formative) and performing (formative) take place, building confidence and fostering our PROUD in Music ethos as the class build up a rapport.</li> <li>composing and performing assessments take place, culminating in a Winter Showcase Group Performance.</li> </ul>	<p><b>Unit of work 'Listen More 2'</b> <i>Career/Real-World Focus: Film industry sound production and music creation roles</i></p> <p><b>Learning Objectives</b> Students immerse themselves into learning about music from this Area of Study for the component 3 appraising paper: Music for Film</p> <p><b>Literacy / Numeracy foci</b></p> <ul style="list-style-type: none"> <li>Musical vocabulary to form kernel of key questioning moments during lessons</li> </ul> <p><b>Homework</b> Daily music instrument practice to maintain performance efficiency. Listening tasks to do at home.</p> <p><b>Revisiting, revising, remembering opportunities</b></p> <ul style="list-style-type: none"> <li>Recalling the skills learned in Year 9 Film Music unit</li> <li>Applying the concepts to more sophisticated and impactful, complex moving image sequences</li> </ul> <p><b>PP/SEN Access</b> Visit first and ask first approach during starters, development, and plenary phases of lessons to check understanding is emerging securely.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Bespoke and past paper type questions</li> <li>Self, peer, formative, and summative assessment feature</li> </ul> <p><b>Links to Enrichment &amp; life skills / chances</b></p> <ul style="list-style-type: none"> <li>Deep listening and focus to extract details. Ability to compare and contrast.</li> <li>Ability to clearly use succinct language to describe and relate concepts to each other.</li> </ul> <hr/> <p style="text-align: center;"><b>COMPOSITION 1 – to a brief</b></p> <p style="text-align: center;"><b>CONTROLLED ASSESSMENT – Composition 1 to a brief</b></p> <p style="text-align: center;"><b>COURSEWORK RECORDINGS: Solo Performances / Group Performances.</b></p> <p><b>Homework</b> Students do daily practice on their instruments to prepare for their recording session. <b>Assessment / Links to Enrichment &amp; life skills</b> There is a chance to perform live in the Winter Showcase if an audience is desirable to get the best performance possible <b>Revisiting, revising, remembering opportunities</b> Students recall, select, and combine composing devices expertly and with unique personal choices that result in stylish pieces.</p>

<p><b>Links to Enrichment &amp; life skills / chances</b></p> <p>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 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.</p>		<p>Links to Enrichment &amp; life skills / chances</p> <ul style="list-style-type: none"> <li>• For practicing musicians, these learning opportunities in which the theory of music is reviewed, remembered and extended are essential to unlock opportunities for employment</li> <li>• Students understand more securely, the underlying structures and concepts that underpin the effects of music that they and audiences everyone instinctively respond to</li> <li>• Performing and interpretative/developmental skills are essential to sound engineers, stage performers.</li> </ul>	

Year 10 Music Tech *	Year 11 Music Tech *	Year 10 GCSE Music	Year 11 GCSE Music
Spring	Spring	Spring	Spring
<p><b>Half Term 1:</b> <b>Unit 1 to be completed</b> 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><b>Half Term 2:</b> <b>Unit of work: 2A Musical Skills Development</b></p> <p><b>Learning Objectives</b> Learning Aim 2A: Exploring professional and commercial skills for the music industry</p> <p>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.</p> <p><b>Literacy / Numeracy foci</b></p> <ul style="list-style-type: none"> <li>Emphasis on recapping, practicing, and applying writing skills for explaining, justifying, comparing, and contrasting</li> <li>Support for developing writing skills to evaluate and criticise own and others' output in music skill development processes</li> </ul> <p><b>Homework</b> 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.</p> <p><b>Revisiting, revising, remembering opportunities</b> Skills previously learned will be revisited, such as <b>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.</b></p> <p><b>PP/SEN Access</b></p> <ul style="list-style-type: none"> <li>Priority access to rehearsal spaces including the recording studio.</li> </ul> <p><b>Assessment</b> 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.</p>	<p><b>Externally Assessed Unit 3 BEGINS</b> <b>Unit 3: Responding to a Commercial Music Brief (GLH: 48)</b> The finished resulting music should be 2-3 minutes length <b>Career/Real-World Focus: Composer/Music and sound creator roles</b></p> <p><b>Learning Objectives</b> Investigating, creating, and reviewing work in a chosen musical style.</p> <p><b>Literacy / Numeracy foci</b> This unit includes evaluative writing or video blogging: 'Comment on the creative process and outcome in response to a commercial music brief'</p> <p><b>Homework</b> 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.</p> <p><b>PP/SEN Access</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Assessment</b> <b>This unit is externally assessed.</b></p> <p><b>Distinction Criteria for this Unit:</b> 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.</p>	<p><b>Unit of work: 'Set Works'</b> <b>(Musical Forms and Devices &amp; Popular Music)</b> <b>Career/Real-World Focus: Music analysis, Music criticism/reviewer/blogger roles</b></p> <p><b>Learning Objectives</b> 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.</p> <p><b>Literacy / Numeracy foci</b></p> <ul style="list-style-type: none"> <li>Classical – oriented and modern terms and Musical vocabulary, as present in the set works</li> </ul> <p><b>Homework</b> HW's focus on consolidating material covered in class, using online resources to further investigate the sounds and structures in the set works.</p> <p><b>Revisiting, revising, remembering opportunities</b></p> <p>Most aspects of music theory required for this are previously taught in our curriculum, 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.</p> <p><b>PP/SEN Access</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Assessment</b> Bespoke questions, leading up to Practice Paper Questions.</p> <p><b>Links to Enrichment &amp; life skills / chances</b> <b>Ability to analyse, compare, offer opinion that is justified.</b></p> <hr/> <p><b>Unit of work: 'Composing to a Brief'</b></p> <p><b>Learning Objectives</b> Students must learn how to compose music for a particular brief</p> <p><b>Literacy / Numeracy foci</b></p> <ul style="list-style-type: none"> <li>Discussion (oracy) to interpret the brief(s) explored</li> <li>Use of industry-current music terminology 'in action' when selecting, applying, and developing ideas</li> </ul>	<p><b>COMPOSITION 2 – free choice</b></p> <p><b>CONTROLLED ASSESSMENT</b> – Composition 2 (free choice of purpose/brief, decided by the student)</p> <p><b>COURSEWORK RECORDINGS:</b> Solo Performances / Group Performances.</p> <p><b>FINAL DEADLINE FOR ALL COURSEWORK IS:</b> <b>1 WEEK BEFORE FEB HALF TERM</b></p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Deploy your skills learned to select a purpose for a piece of new music, then plan, compose and refine it</li> <li>Improve and perfect two performances of music (solo and ensemble) coping with technical challenges</li> </ul> <p><b>Homework</b> Students do daily practice on their instruments to prepare for their recording session.</p> <p><b>Revisiting, revising, remembering opportunities</b></p> <ul style="list-style-type: none"> <li>Good practice habits</li> <li>Positive mindset approach applied to performing music live or to be recorded</li> </ul> <p><b>PP/SEN Access</b></p> <ul style="list-style-type: none"> <li>Close support in workshops, ensure all PP/SEN students have rehearsal space that's fit for purpose and not crowded</li> <li>Liaise with Peripatetic staff to ensure they play their full part in supporting the maximum performance quality of the end results for submission</li> </ul> <p><b>Assessment</b> Recorded formally under controlled conditions Composing = 30% Performing = 30%</p> <hr/> <p><b>Links to Enrichment &amp; life skills / chances</b></p> <ul style="list-style-type: none"> <li>Ability to perform under pressure</li> <li>Coping with slips and errors 'in the moment'</li> <li>Creative development</li> <li>Self-reflection to assess progress in performance and analysis of own work when composing</li> </ul>

<p><b>Links to Enrichment &amp; life skills / chances</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>		<p><b>Homework</b> Performing HW – daily practice on instrument/voice to get ready for the Summer performing season.</p> <p><b>Revisiting, revising, remembering opportunities</b></p> <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><b>PP/SEN Access</b></p> <ul style="list-style-type: none"> <li>Continued priority access to resources in the music area at lunch and after school</li> </ul> <p><b>Assessment</b> The compositions are assessed by peer/self-assessment using the GCSE grading descriptors.</p> <p><b>Links to Enrichment &amp; life skills / chances</b> 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><b>Preparation for the Component 3 Exam</b></p> <p><b>GCSE Assessment objectives</b> 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</p> <p><b>This exam is prepared for by the entire Curriculum Map experience from Year 7 up until this point.</b></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><b>Assessments – Exam in June for component 3 (40%)</b></p>

Year 10 Music Tech *	Year 11 Music Tech *	Year 10 GCSE Music	Year 11 GCSE Music
Summer	Summer	Summer	Summer
<p><b>Unit of work: 2B: Musical Skills Development</b>  <b>Career/Real-World Focus: Performer and Music Creator roles</b></p> <p><b>Learning Objectives</b>  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><b>Literacy / Numeracy foci</b>  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><b>Homework</b></p> <ul style="list-style-type: none"> <li>Homework will offer learners the chance to reflect on, analyse and document their progress on tasks.</li> <li>Output for evidence need not just be written, video blogs and photos (annotated) can be used too.</li> <li>Use of Close collaboration for feedback and sharing of info and resources via active use of MS Teams.</li> </ul> <p><b>Revisiting, revising, remembering opportunities</b></p> <p>Composing, Creating and Production techniques using Logic X, from Year 8 and 9, will be built upon.</p> <p><b>PP/SEN Access</b></p> <ul style="list-style-type: none"> <li>Support for instrument lessons access</li> <li>Continued priority access to resources in the music area at lunch and after school</li> <li>Use of rewards to encourage engagement</li> </ul> <p><b>Assessment</b>  Students now begin to form their unique 'voice' and sense of personal style, which they can explore with their growing command of musical devices and technical skills.</p>	<p><b>Unit 3 External Assessment Continues</b>   <i>(Refer above)</i></p>	<p><b>Unit of Work: 'Listen More 1'</b>  <b>Career/Real-World Focus: Music analysis, Music critic, Blogger/reviewer roles</b></p> <p><b>Learning Objectives</b>  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><b>Literacy / Numeracy foci</b></p> <ul style="list-style-type: none"> <li>Classical music terms and theory of music vocab applied to live performance contexts and appraising activities</li> </ul> <p><b>Homework</b>  Daily music instrument practice to maintain performance efficiency. Listening tasks to do at home.</p> <p><b>Revisiting, revising, remembering opportunities</b></p> <ul style="list-style-type: none"> <li>'Get Ready to Play' approach reviewed</li> <li>Reflecting on previous live performance experiences as we build towards summer concert contributions from the Y10 music students</li> </ul> <p><b>PP/SEN Access</b></p> <ul style="list-style-type: none"> <li>PP and SEN students encouraged and coached towards participation in the Summer Concerts</li> <li>Priority access to rehearsal spaces and extra-curricular sessions provided</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Bespoke and past paper type questions</li> <li>Self, peer, formative, and summative assessment feature</li> </ul> <p><b>Links to Enrichment &amp; life skills / chances</b>  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</p> <hr/> <p><b>Mock Exam Preparation and Summer Performances</b></p> <p>The Summer Music Showcase is a platform for all the Year 10 GCSE students to perform a group piece for ensemble performance coursework.</p>	<p><b>Preparation for the Component 3 Exam concludes</b></p> <p>GCSE Assessment objectives  Students must identify elements, devices, techniques, and forms in music.</p> <p><b>Revision of core musical concepts</b>  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><b>Assessments</b>  Exam in June for component 3 (40%)</p>

<p>Portfolio for assessment, to include:</p> <ol style="list-style-type: none"> <li>1. An initial audit of skills within the two chosen disciplines.</li> <li>2. An evaluation of the findings of the audit.</li> <li>3. A completed personal skills development plan.</li> <li>4. Audio-visual evidence of the rehearsal/development process for at least 6 milestones.</li> <li>5. Teacher, tutor, and peer observation feedback.</li> <li>6. Ongoing diary/video blog of development.</li> <li>7. Final review of the whole process. This could be written, audio/visual, or a collection of annotated screenshots.</li> </ol> <p><b>Links to Enrichment &amp; life skills / chances</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		<p><b>Revision and Practice for the Year 10 Mock Exam Paper.</b> Further time on Composition set to a brief earlier Spring 1, if they have potential as Cwk entries.</p> <p>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.</p> <p>Assessments Year 10 Exam</p>	

## 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. Prior 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

Summer

### Unit of Work: Mixing and Mastering Techniques

*Career/Real-World Focus: Producer/DJ/Sound Creator/Live Performer*

#### Learning Objectives

- 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.

#### Literacy / Numeracy foci

- 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.

#### Homework

- Students complete Mixing Projects, building their portfolio for assessment in HW time.

#### Revisiting, revising, remembering opportunities

- 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.

#### PP/SEN Access

- 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)

#### Assessment

- 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.

#### Links to Enrichment & life skills / chances

- **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.**

## Year 13 Music Tech

Summer

### Revision and Preparation for External Exam:

#### Unit 6: DAW Production

*Career/Real-World Focus:*

Task set by Pearson.

- 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