



Music

Program of Study: Key stage 3 to Key stage 5

Key Concepts

Developing Performing Skills	Developing Composing Skills	Developing Listening and Appraising Skills	Understanding Musical Language
<p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p>	<p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p> <p>use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Develop composing skills to organise musical ideas and make use of appropriate resources</p>	<p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>	<p>Reading and writing of staff notation including treble-clef and bass-clef note names, rhythmic notation in simple time, key signatures to four sharps and four flats.</p> <p>Major and minor chords and associated chord symbols including traditional and contemporary notation as appropriate</p> <p>Recognising and accurately using appropriate musical vocabulary and terminology related to the Areas of Study e.g. slide, repeats and stepwise.</p>

Key Themes

Solo Performance (SP)	Ensemble Performance (EP)	Group Composition/ Individual Composition (KS4) (C)	Structure (ST)	Theory (TH)	Technique (TEC)	Texture (TE)	Culture (CUL)
Individually perform music with control, making expressive use of phrasing and dynamics appropriate to the style and mood of the music.	Work on Ensemble skills to be able to play pieces of music in small groups, making expressive use of phrasing and dynamics appropriate to the style and mood of the music.	Make use of musical elements, techniques and resources to create and develop musical ideas with technical control and coherence. Compose music that develops musical ideas, uses conventions, and explores the	Understand the importance of structure of music when performing and composing in different genres.	Learn basic music theory to include reading stave notation along with gaining an understanding of other ways to transcribe music.	Learn the correct technique used in playing a piano, pitched percussion, drums and ukulele.	Gain an understanding of how texture can help to develop a composition and performance. Be able to recognise and identify polyphonic, homophonic,	Music is very heavily influenced by culture. Students to gain an understanding of how time and place can affect a performance or composition.

		potential of musical structures and resources.				monophonic and heterophonic music.	
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Key Stage 3

YEAR: 7

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			
<u>Bridging Unit</u>							<u>Vocal Music</u>							<u>Ostinato</u>					<u>Caribbean Music</u>					<u>Music Through History</u>					<u>Musical Futures Part 1</u>												
<u>Big Question</u>							<u>Big Question</u>							<u>Big Question</u>					<u>Big Question</u>					<u>Big Question</u>					<u>Big Question</u>												
What is Music?							How do we Sing?							Can you create musical repeating patterns?					What are the features of Caribbean Music?					Can you explain the different eras of Music?					Can you consolidate your musical learning?												
Key Concepts							Key Concepts							Key Concepts					Key Concepts					Key Concepts					Key Concepts												
P		C		UL			P		C		UL			P		APP		UL			P		C		UL			P		C		APP			P		C		APP		UL
Key Themes							Key Themes							Key Themes					Key Themes					Key Themes					Key Themes												
SP	EP	C	TEC				SP	EP	C	TH				EP	C	ST	Tex				EP	C	TH	CUL				EP	C	TH	CUL				EP	C	TH	TEC			
Assessment Method:							Assessment Method:							Assessment Method:					Assessment Method:					Assessment Method:					Assessment Method:												
Formative/ Summative							Formative/ Summative							Formative/ Summative					Formative/ Summative					Formative/ Summative					Formative/ Summative												
Oh When the Saints Bug Rap Bug Rap Composition							Underground Music Underground Music Composition							Ostinato A Ostinato B Ostinato Composition					Three Little Birds Charley Marley Rivers Of Babylon					Historical Performance Fanfare Composition					Popular Music Performance												

YEAR: 8

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			
<u>Jazz and Blues</u>							<u>20th Century Music</u>							<u>Chinese and Japanese Music</u>							<u>Samba</u>					<u>Rock and Pop Music</u>					<u>Musical Futures Part 2</u>										
<u>Big Question</u> What is the connection between Jazz, Blues and Popular Music?							<u>Big Question</u> Is this Music?							<u>Big Question</u> What are the Key features of Chinese and Japanese Music?							<u>Big Question</u> Can you play multiple rhythms?					<u>Big Question</u> Can you read Lead Sheets?					<u>Big Question</u> Can you consolidate your musical learning?										
Key Concepts							Key Concepts							Key Concepts							Key Concepts					Key Concepts					Key Concepts										
P	C	APP	UL				P	C	APP	UL				P	C	APP	UL				P	C	APP				P	C	UL				P	C	APP	UL					
Key Themes							Key Themes							Key Themes							Key Themes					Key Themes					Key Themes										
EP	GC	C	TH				EP	GC	TH	TEX				EP	GC	CUL	TH				EP	GC	TH	TEC				SP	EP	ST	TH				SP	EP	TH	TE			
Assessment Method: Blues Composition Spot the Dot Blues Pass the Peas							Assessment Method: Extended Vocal Techniques Composition Serialism Composition Minimalism Composition							Assessment Method: The Races Performance							Assessment Method: Samba Group Performance/ Composition					Assessment Method: Rock and Pop Music Performance 1 Rock and Pop Music Performance 2					Assessment Method: Musical Futures Performance/ Arrangement										

Key Stage 4

YEAR: 9

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
<u>Introducing Music Performance</u>				<u>Introducing Music Recording</u>				<u>Introduction to The Music Industry</u>				<u>Introducing Music Composition</u>				<u>Managing a Musical Product</u>				<u>Preparation for BTEC in Year 10</u>																		
<u>Big Question</u> What does it take to perform?				<u>Big Question</u> Can you record an artist?				<u>Big Question</u> What organisations make up the music industry?				<u>Big Question</u> Can you write Music?				<u>Big Question</u> Can you design a musical product?				<u>Big Question</u> What organisations make up the music industry?																		
				<u>Introducing Music Performance</u>				<u>Introducing Music Performance</u>				<u>Introducing Music Performance</u>				<u>Introducing Music Performance</u>				<u>Introducing Music Performance</u>																		
				<u>Big Question</u> What does it take to perform?				<u>Big Question</u> What does it take to perform?				<u>Big Question</u> What does it take to perform?				<u>Big Question</u> What does it take to perform?				<u>Big Question</u> What does it take to perform?																		
Key Concepts				Key Concepts				Key Concepts				Key Concepts				Key Concepts				Key Concepts																		
P				P		APP		APP		P		C		P		APP		P		APP		P																
Key Themes				Key Themes				Key Themes				Key Themes				Key Themes				Key Themes																		
SP	EP	TH	TE	TH	TE	TH	SP	TH	TE	TH	SP	C	TH	SP	ST	TH	SP	TE		SP	TH	TE																
Assessment Method: Solo/ ensemble Performance				Assessment Method: Close Mic Recording Solo/ Ensemble Performance				Assessment Method: Exam style question Solo/ Ensemble Performance				Assessment Method: Composition Theory papers Solo/ Ensemble Performance				Assessment Method: Managing all aspects of a concert Solo/ Ensemble Performance				Assessment Method: Solo Performance																		

YEAR: 10

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
Vocal Music wider listening								Music for Stage and Screen set works – Defying Gravity							Music for Stage and Screen set works – Star Wars							Music for Stage and Screen wider listening							Instrumental Music 1700–1820 set work							Instrumental Music 1700–1820 set work (3 weeks):						
<u>Free composition</u>								<u>Big Question</u>							<u>Big Question</u>							<u>Big Question</u>							<u>Big Question</u>							<u>Big Question</u>						
Minimalism/ Ternary Form								Can you successfully analyse Defying Gravity through listening and written submissions?							Can you successfully analyse Star Wars through listening and written submissions?							Can you successfully analyse unprepared pieces through listening?							Can you successfully analyse Brandenburg Movement 3 through listening and written submissions?							Can you successfully analyse Pathétique through listening and written submissions?						
<u>Big Question</u>								<u>Free composition</u> - Minimalism/ Ternary Form							<u>Free composition</u> - Minimalism/ Ternary Form							<u>Free composition</u> - Minimalism/ Ternary Form							<u>Free composition</u> - Minimalism/ Ternary Form							<u>Preparing to compose to a brief</u>						
Can you compose music to your own brief?								Can you compose music to your own brief?							Can you compose music to your own brief?							Can you compose music to your own brief?							Can you plan and compose a piece of music to a set brief?													
<u>Performing</u> – Preparation for Solo Performance								<u>Performing</u> – Preparation for Ensemble Performance							<u>Performing</u> – Preparation for Ensemble Performance							<u>Performing</u> – Preparation for Ensemble Performance							<u>Performing</u> – Preparation for Ensemble Performance													
<u>Big Question</u>								<u>Big Question</u>							<u>Big Question</u>							<u>Big Question</u>							<u>Big Question</u>													
What does it take to be a successful performer?								What does it take to be a successful performer?							What does it take to be a successful performer?							What does it take to be a successful performer?							What does it take to be a successful performer?													
Key Concepts								Key Concepts							Key Concepts							Key Concepts							Key Concepts													
APP	P	C						APP	P	C					APP	P	C					APP	P	C					APP	P	C											
Key Themes								Key Themes							Key Themes							Key Themes							Key Themes													
C	SP	EP	TH					C	EP	EP	TH					TH	EP	C	ST					TH	EP	C					TH	EP	C	ST								
Assessment Method: Composition								Assessment Method: Composition							Assessment Method: Composition							Assessment Method: Composition							Assessment Method: Composition													

Theory Papers Solo/ Ensemble Performance	Theory Papers Listening Questions based on set works Solo/ Ensemble Performance	Theory Papers Listening Questions based on set works Solo/ Ensemble Performance	Theory Papers Listening Questions based on set works Solo/ Ensemble Performance	Theory Papers Listening Questions based on set works Solo/ Ensemble Performance	Theory Papers Listening Questions based on set works Solo/ Ensemble Performance
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Year 10 BTEC

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39									
<u>Introduction to The Music Industry</u> <u>Big Question</u> What organisations make up the music industry <u>Introducing Music Performance</u> <u>Big Question</u> What does it take to perform?								<u>Introduction to The Music Industry</u> <u>Big Question</u> What organisations make up the music industry? <u>Introducing Music Performance</u> <u>Big Question</u> What does it take to perform? <u>Introducing Live Sound</u> <u>Big Question</u> Can you run the sound for a live concert?								<u>Introducing Music Recording</u> <u>Big Question</u> Can you record an artist? <u>Introducing Music Performance</u> <u>Big Question</u> What does it take to perform?								<u>Introducing Music Composition</u> <u>Big Question</u> Can you write Music? <u>Introducing Music Performance</u> <u>Big Question</u> What does it take to perform?								<u>Managing a Musical Product</u> <u>Big Question</u> Can you design a musical product? <u>Introducing Music Performance</u> <u>Big Question</u> What does it take to perform? <u>Introducing Live Sound</u> <u>Big Question</u> Can you run the sound for a live concert?								<u>Preparation for BTEC in Year 11</u> <u>Managing a Musical Product (Cont)</u> <u>Big Question</u> Can you design a musical product? <u>Introducing Music Performance</u> <u>Big Question</u> What does it take to perform? <u>Introducing Live Sound</u> <u>Big Question</u> Can you run the sound for a live concert?							
Key Concepts								Key Concepts								Key Concepts								Key Concepts								Key Concepts															
P								P APP								APP P								C P								APP P UL								APP P UL							
Key Themes								Key Themes								Key Themes								Key Themes								Key Themes															
P TE TH								P TH TE								P TH TE								C SP EP ST								SP EP TH								SP EP TH							
Assessment Method: Exam style questions Solo Performance								Assessment Method: Exam based questions Video evidence of set up								Assessment Method: Close mic recording Solo Performance								Assessment Method: Composition Theory Papers Solo Performance								Assessment Method: Completed evidence log for concert Video evidence of meetings Video evidence of set up								Assessment Method: Completed concert Completed evidence log for concert Video evidence of meetings							

					Solo Performance	Video evidence of set up Solo Performance
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YEAR: 11

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
<p>Revision of work previously covered. (2 weeks)</p> <p>Fusions set work (4 weeks): Afro Celt Sound System: 'Release' (from the album Volume 2: Release) Explore this piece by using the students' knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. The individual cultures that have been 'fused' should be isolated and the resulting fusion evaluated as a work of popular culture.</p> <p>Selection of brief for composition (1 week).</p> <p>Preparation for the performance component is ongoing.</p>								<p>Fusions set work (3 weeks): Esperanza Spalding: 'Samba em Preludio' (from the album Esperanza)</p> <p>Explore this piece by using the students' knowledge and understanding of musical elements, musical contexts and musical language to make critical judgments about the music. Now that each piece has been studied comparative and evaluative skills can be practised between the two.</p> <p>The individual cultures that have been 'fused' should be isolated and the resulting fusion evaluated as a work of popular culture.</p> <p>Composition to a brief (4 weeks).</p> <p>Preparation for the performance component is ongoing</p>								Week Beginning 4/1/21	<i>John Williams 'Main title/Rebel Blockade Runner' from Star Wars Episode IV: A New Hope</i>																					
								Week Beginning 11/1/21	<i>S Schwartz 'Defying Gravity'</i>																													
								Week Beginning 18/1/21	<i>Afro Celt Sound System 'Release'</i>																													
								Week Beginning 25/1/21	<i>Esperanza Spalding: 'Samba Em Preludio'</i>																													
								Week Beginning 1/2/21	<i>Purcell: 'Music for a While'</i>																													
								Week Beginning 8/2/21	<i>Queen: Killer Queen</i>																													
								Week Beginning 22/2/21	<i>J.S.Bach: Brandenburg Concerto No. 5</i>																													
								Week Beginning 1/03/21	<i>Beethoven: Piano Sonata No.8 in C Minor 'Pathetique'</i>																													
								Week Beginning 8/3/21	Performance Exams (Solo and Ensemble)																													
								Week Beginning 15/3/21	Performance Exams/ Mock Exam 3																													
								Week Beginning 22/3/21	Mock Exam 3/ Clear Up																													
								Week Beginning 19/4/21	Star Wars Short Questions																													
								Week Beginning 26/4/21	Defying Gravity Short Questions Samba Em Preludio Short Questions																													

Key Concepts				Key Concepts				Key Concepts				Key Concepts				Key Concepts					
P				P		APP		APP		P		C		P		APP		P		UL	
Key Themes				Key Themes				Key Themes				Key Themes				Key Themes					
SP		EP		TH				C		TH		P		ST		TH		SP		EP	
Assessment Method: Completed logs Completed performance				Assessment Method: Exam style questions Completed performances				Assessment Method: Completed Composition portfolio Completed performances				Assessment Method: Completed evidence log for concert Video evidence of meetings Video evidence of set up Solo Performance				Assessment Method: Completed concert Completed evidence log for concert Video evidence of meetings Video evidence of set up Solo Performance					