

Curriculum Coverage in the Department of Performing Arts - Music

	Year 7	Year 8	Year 9		Year 10 BTEC Music	Year 11 BTEC Music
Unit 1	<p>Topic: Introduction to Music</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Musical elements Musical styles Effective vocal warm-ups Scale & arpeggio Textures: unison, harmony & rounds <p>Skills:</p> <ul style="list-style-type: none"> Group cooperation Participation & performance skills Rhythm & vocal Skills Notes on the keyboard. Applying simple composition devices Analysing and evaluating Peer & self-assessment <p>NC Links: 1,2,4,5 & 6</p>	<p>Topic: African Drumming</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Intro to cultural background & history Key features of the style Performance techniques. Structure & texture <p>Skills:</p> <ul style="list-style-type: none"> Drumming technique Rhythmic accuracy and memory Ensemble performance skills Teamwork Performance & evaluation Improvisation & composition <p>NC Links: 1,2,3 & 6</p>	<p>Topic: Pop Music 1: Developing Performing Skills</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Key ingredients of Pop Keyboard theory (recap) Pop song structure. Pop song texture What makes a good performance? Warm-ups Effective practice <p>Skills:</p> <ul style="list-style-type: none"> Keyboard skills (recap) Other instrumental skills Rhythmic accuracy Listening skills Ensemble & teamwork skills Interpretive skills Peer & self-assessment <p>NC Links: 1,3 & 4</p>	Autumn Term	<p>Topic: Introducing Music Performance - ensemble</p> <p><i>This unit will be taught over two terms. This term students will develop their performance skills on a specific instrument/voice and use these to contribute to an ensemble which will be performed in the Christmas Showcase.</i></p> <p>Knowledge:</p> <ul style="list-style-type: none"> Performance techniques e.g. pitch, intonation, rhythm & timing, range dynamics, expression, phrasing etc. Instrument specific terms e.g. vibrato, barre chords, finger picking, head voice etc Interpretive skills e.g. projection, focus, confidence, stage presence etc Musical styles & their key features Role & responsibilities of a professional musician. <p>Skills:</p> <ul style="list-style-type: none"> Effective practice/rehearsal skills Communication Ensemble skills Musical interaction Performing techniques Improvisation skills Performance presentation skills Trust and cooperation Time management Analytical & evaluation skills Resilience <p>Learning Aims</p> <p>A: Develop your music performance skills and review your own practice.</p> <p>B: Use your music performance Skills within rehearsal and performance.</p>	<p>Topic: The Music Industry</p> <p>Topic: Managing A Music Product</p> <p><i>See Year 10 summer term for information on Unit 1 The Music Industry</i></p> <p>Knowledge:</p> <ul style="list-style-type: none"> Artistic intention Target audience Venues Technical constraints Logistical constraints Copyright laws Promotion strategies <p>Skills:</p> <ul style="list-style-type: none"> Research Communication Teamwork Organisation Negotiation & persuasion Creativity Decision making Application of performance skills & techniques Promotion Evaluation <p>Learning Aims</p> <p>A: Plan, develop & deliver a music product.</p> <p>B: Promote a music product.</p> <p>C: Review the management of a music product.</p> <p>Unit 1 Mock Exam in November</p> <p>Unit 1 EXAM Takes place in January.</p>
Unit 2	<p>Topic: Keyboard Skills</p> <p>Knowledge:</p> <ul style="list-style-type: none"> White notes on the keyboard Black notes on the keyboard Staff notation Keyboard exercises and technique. <p>Skills:</p> <ul style="list-style-type: none"> Keyboard technique Coordination Rhythm skills 	<p>Topic: 3D Music</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Notes on the keyboard Staff notation Chords Musical Elements <p>Skills:</p> <ul style="list-style-type: none"> Rhythmic accuracy Coordination Participation and performance skills 	<p>Topic: Pop Music 2 - Composing</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Pop – history & context Key ingredients of an effective pop song Song structure Composing a chord sequence. Melody writing Staff notation & chord symbols <p>Skills:</p>	Spring Term	<p>Topic: Introducing Music Performance - solo Performance</p> <p><i>Knowledge and skills are the same as the Autumn term, but the focus is now on individual progress and presenting a final solo performance. This includes the ability to set and chart progress towards individual SMART targets</i></p> <p>Learning Aims</p> <p>A: Develop your music performance skills and review your own practice.</p> <p>B: Use your music performance Skills within rehearsal and performance</p>	<p>Topic: Introducing Music Composition</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Musical features e.g. harmony – major, minor dissonance, chromatic. Compositional techniques e.g. repetition, sequence, modulation, inversion, phasing, variation, decoration Textures e.g. unison, homophonic, polyphonic, counterpoint Structures e.g. binary, ternary, rondo, arch, Relevant notation systems e.g. staff, tab, graphic Music software

	<ul style="list-style-type: none"> Participation & performance skills Applying simple composition devices Analysing & evaluating Peer & self-assessment <p>NC Links: 1,3 & 4</p>	<ul style="list-style-type: none"> Developing an accompaniment Listening: comparison of arrangements Peer & Self-assessment <p>NC Links: 1,3,4 & 5</p>	<ul style="list-style-type: none"> Analysis & evaluation Effective lyric writing Listening skills. Performing basic chord progressions. Performing & interpretive skills Peer & Self-assessment <p>NC Links: 2,3,4 & 5</p>		<p>Skills:</p> <ul style="list-style-type: none"> Analytical skills Exploration of techniques Improvisation skills Creating - exploration of processes & approaches Evaluation skills Working to a brief Time management Music Technology Presenting compositions accurately <p>Learning Aims A: Explore creative stimuli to meet a brief. B: Develop, extend and shape music for performance. C: Present composition appropriately.</p>
Unit 3	<p>Topic: The Ukulele</p> <p>Knowledge:</p> <ul style="list-style-type: none"> History and context of the ukulele Names of ukulele parts Basic understanding of chords How to hold the instrument and good posture Effective practice Simple playing techniques Notation – chord boxes and TAB <p>Skills:</p> <ul style="list-style-type: none"> Applying accurate posture Technique Rhythmic accuracy Fluency Effective practice Vocal skills Singing & playing simultaneously Ensemble performance skills. Peer & Self-assessment <p>NC Links: 1, 4 & 6</p>	<p>Topic: Heroes and Villains</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Introduction to the DAW How to represent a character with sounds and timbre. Focus on Musical elements Knowledge of Music software How to create effective arrangements. <p>Skills:</p> <ul style="list-style-type: none"> Creating a character with identifiable attributes. Painting with sounds. Basic DAW skills eg use of basic effects, track arrangement and use of WAV files. Developing composition ideas. Peer & self-assessment <p>NC Links: 2,4 & 5</p>	<p>Topic: Dance Music Project</p> <p>Knowledge:</p> <ul style="list-style-type: none"> History & context Key characteristics of Dance Music Texture Keyboard theory Music Software <p>Skills:</p> <ul style="list-style-type: none"> Keyboard skills & technique Performance skills Effective instrumentation Layering of parts Composing for purpose Effective use of Music software <p>NC Links: 2,3, 5 & 6</p>	Summer Term	<p>Topic: The Music Industry Topic: Managing A Music Product <i>These two units are taught side by side over two terms as knowledge of the music industry must be applied to managing a music product. For details on Unit 2 Managing a Music Product see Year 11 Autumn Term</i></p> <p>Unit 1: The Music Industry</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Venues & live performances Health & Safety Production & Promotion Service companies & Agencies Unions How organisations interrelate Job roles in the industry Employment patterns Starting out in the industry How job roles in the industry interrelate How to get paid <p>Skills:</p> <ul style="list-style-type: none"> Extended writing skills Interrelating knowledge Justifying opinions <p>Learning Aims A: Understand different types of organisations that make up the Music Industry. B: Understand job roles in the music industry.</p>
Unit 4	<p>Topic: Musical Traditions – Samba & Swing</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Context & history Key features of the style Instrument names 	<p>Topic: Film Music</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Introduction to the genre Composition devices for building tension: 	<p>Topic: Producer Project</p> <p>Knowledge:</p> <ul style="list-style-type: none"> What is the difference between a “producer” and a “composer”? 		N.A.

	<ul style="list-style-type: none"> • Keyboard skills • Pentatonic/Blues Scale <p>Skills:</p> <ul style="list-style-type: none"> • Rhythm & timing • Improvisation • Keyboard skills • Ensemble performance • Communication • Peer & self-assessment <p>NC Links: 1,2,4 & 5</p>	<p>Chromaticism, dissonance, ostinato.</p> <ul style="list-style-type: none"> • Musical elements • Knowledge of Music software <p>Skills:</p> <ul style="list-style-type: none"> • Analysing impact of specific compositional devices • Creativity • Application of composition skills. • Developing composition ideas • Keyboard skills • Using music software effectively • Peer & self-assessment <p>NC Links: 2,4 & 5</p>	<ul style="list-style-type: none"> • Background on famous producers. • Developing DAW techniques. • What elements make up various styles of music eg trap, hip hop, pop, rock, indie? • Learning about different times of audio media (WAV, MP3, AIFF) <p>Skills:</p> <ul style="list-style-type: none"> • Musical elements: e.g. tempo, rhythm & harmony. • Tempo syncing and hit points. • Selecting the correct media to create full cues of a certain genre. • Learning how to use more advanced functions of the DAW such as built in VST effects. • Evaluating and improving production cues. <p>NC Links: 2,3, 5 & 6</p>			
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National Curriculum

1. ▪ play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.
2. ▪ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.
3. ▪ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.
4. ▪ identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
5. ▪ listen with increasing discrimination to a wide range of music from great composers and musicians.
6. ▪ develop a deepening understanding of the music that they perform and to which they listen, and its history.