

**Progression map:** breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum.

| Key Concepts         | Year 7  | Year 8  | Year 9   | Year 10  | Year 11                              |
|----------------------|---|---|--|--|--------------------------------------|
| Performing           | T1 - Find Your Voice<br>T2 - Keyboard Skills<br>T4 - Just Play<br>T5 - Harry Potter & The Orchestra<br>T6 - Musical Theatre   | T2 - Ukulele<br>T4 - Keyboard Skills<br>T1 - Blues<br>T5 - Indian Fusions                     | T1 - Ensemble Skills<br>T4 - Music of the Caribbean<br>T6 - Responding to a Brief          | T1 - Musical Styles<br>T2 - Component 1<br>T3 - Musical Skills Development | T1 - Component 2<br>T2 - Component 3 |
| Composing            | T1 - Find Your Voice<br>T3 - The Planets<br>T5 - Harry Potter & The Orchestra   | T3 - Storytelling through the Romantic Era<br>T1 - Blues<br>T5 - Indian Fusions<br>T6 - Grime | T2 - Songwriting<br>T3 - Soundtracks<br>T5 - Classical Remix                               | T1 - Musical Styles<br>T2 - Component 1<br>T3 - Musical Skills Development | T1 - Component 2<br>T2 - Component 3 |
| Listening/Appraising | T1 - Find Your Voice<br>T2 - Keyboard Skills<br>T3 - The Planets<br>T5 - Harry Potter & The Orchestra<br>T6 - Musical Theatre | T3 - Storytelling through the Romantic Era<br>T1 - Blues<br>T5 - Indian Fusions<br>T6 - Grime | T1 - Blues<br>T2 - Songwriting<br>T3 - Soundtracks   | T1 - Musical Styles<br>T2 - Component 1                                    | T1 - Component 2<br>T2 - Component 3 |
| Improvising          | T1 - Find Your Voice<br>T4 - Just Play  | T1 - Blues<br>T5 - Indian Fusions   | T1 - Ensemble Skills<br>T4 - Music of the Caribbean  | T1 - Musical Styles<br>T3 - Musical Skills Development                     | T1 - Component 2                     |
| Evaluating           | T1 - Find Your Voice<br>T2 - Keyboard Skills<br>T5 - Harry Potter & The Orchestra   | T2 - Ukulele<br>T4 - Keyboard Skills  | T1 - Ensemble Skills<br>T2 - Songwriting<br>T3 - Soundtracks<br>T6 - Responding to a Brief | T1 - Musical Styles<br>T2 - Component 1<br>T3 - Musical Skills Development | T1 - Component 2<br>T2 - Component 3 |

**Long-term plan:** organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

| Year 7      |             |             |             |             |
|-------------|-------------|-------------|-------------|-------------|
| Autumn Term | Spring Term | Spring Term | Summer Term | Summer Term |
|             |             |             |             |             |

| Unit title:<br>Find Your<br>Voice   | Unit length:<br>8 hours  | Unit Title:<br>Keyboard<br>Skills   | Unit length:<br>7 hours  | Unit Title:<br>The Planets  | Unit length:<br>6 hours   | Unit Title:<br>Just Play | Unit length:<br>6 hours | Unit Title:<br>Harry<br>Potter | Unit length:<br>5 hours | Unit Title:<br>Musical<br>Theatre | Unit length:<br>6/7 hours |
|---|--|---|--|---|---|--------------------------|-------------------------|--------------------------------|-------------------------|-----------------------------------|---------------------------|
| <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Melody - <i>Scales, steps/leaps, pitch, call and response</i></li> <li>● Texture - <i>unison, canon, layering</i></li> <li>● Rhythm/Metre/Tempo - <i>pulse, basic time signatures,</i></li> <li>● Sonority/Timbre - <i>range, register, solo/unison/ensemble</i></li> </ul> | <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Rhythm/Metre/Tempo - <i>dotted rhythms, Italian terms, accelerando and ritardando.</i></li> <li>● Texture - <i>chords, monophonic, heterophonic, polyphonic and homophonic.</i></li> <li>● Dynamics - <i>Italian terms, expressions.</i></li> <li>● Notation - <i>Stave, Sight reading, Fluency, Treble/Bass clef.</i></li> <li>● Melody - <i>Pitch, Steps/Leaps.</i></li> </ul> | <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Rhythm/Metre/Tempo - <i>dotted rhythms, Italian terms, accelerando and ritardando.</i></li> <li>● Texture - <i>chords, monophonic, heterophonic, polyphonic and homophonic.</i></li> <li>● Dynamics - <i>Italian terms, expressions.</i></li> <li>● Notation - <i>Stave, Sight reading, Fluency, Treble/Bass clef.</i></li> <li>● Melody - <i>Pitch, Steps/Leaps.</i></li> <li>● Sonority - <i>Instrumentation, Orchestration (strings, woodwind, percussion and brass), Techniques (arco, pizzicato, vibrato), Solo, unison and ensemble.</i></li> </ul> | <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Rhythm/Metre/Tempo - <i>rhythm notation, rests, Italian terms, basic time signatures, Notation (Semibreve, Minim, Quaver, Semiquaver, Crotchet).</i></li> <li>● Melody - <i>steps, leaps, key signatures.</i></li> <li>● Harmony - <i>basic chords, major and minor tonality.</i></li> </ul> | <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Musical Styles, Genre and Tradition - <i>Classical, Film Music.</i></li> <li>● Melody - <i>Ostinato/Ostinati, Improvisation, Phrases.</i></li> <li>● Rhythm/Metre/Tempo - <i>Beat, Pulse, Polyrhythms.</i></li> <li>● Sonority - <i>Register, Range, Voice, Character, Techniques (arco, pizzicato, vibrato), Orchestration (strings, woodwind, percussion and brass).</i></li> </ul> | <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Musical Styles, Genre and Tradition - <i>Musical Theatre, Greek Theatre,</i></li> <li>● Rhythm/Metre/Tempo - <i>Syncopation, Fluency, Beat, Pulse.</i></li> <li>● Melody - <i>Scales, phrasing, steps/leaps,</i></li> <li>● Sonority/Timbre - <i>range, register, solo/unison/ensemble</i></li> </ul> |                          |                         |                                |                         |                                   |                           |
| <p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> <li>● Performing</li> </ul>  | <p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> <li>● Performing</li> </ul>   | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Composing</li> </ul>  | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Performing</li> </ul>  | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Composing</li> </ul>  | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Performing</li> </ul>   |                          |                         |                                |                         |                                   |                           |

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| <ul style="list-style-type: none"> <li>● Composing</li> <li>● Evaluating</li> </ul>   | <ul style="list-style-type: none"> <li>● Evaluating</li> </ul>  | <ul style="list-style-type: none"> <li>● Listening/<br/>Appraising</li> </ul>  | <ul style="list-style-type: none"> <li>● Listening/<br/>Appraising</li> </ul>   | <ul style="list-style-type: none"> <li>● Performing</li> <li>● Listening/<br/>Appraising</li> </ul>   | <ul style="list-style-type: none"> <li>● Listening/<br/>Appraising</li> </ul>  |
| <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Knowledge of musical instruments</li> <li>● Some knowledge of how to change music</li> <li>● Sing and play with some accuracy, fluency, control</li> </ul>   | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Perform basic rhythms as an ensemble/solo</li> <li>● Simply define each element of music</li> <li>● Sing and play with some accuracy, fluency, control and expression</li> </ul>   | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Basic understanding of tempo, pitch and dynamics</li> <li>● Know where the notes are on a keyboard</li> <li>● Awareness of composers and musicians from different traditions</li> <li>● Computer/ICT skills</li> </ul>                              | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Understanding of the elements of music</li> <li>● Ensemble skills</li> <li>● Performing in front of an audience</li> <li>● Italian terms for dynamics and tempo</li> </ul>                                     | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Understanding of the elements of music</li> <li>● Italian terms for dynamics and tempo</li> <li>● Reading basic staff notation</li> <li>● Notes on the keyboard/the layout of the keyboard</li> </ul>                | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Learning lyrics</li> <li>● Ensemble skills</li> <li>● Performing in front of an audience</li> <li>● Italian terms for dynamics and tempo</li> </ul>   |
| <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Perform as an ensemble, in time and with some accuracy</li> <li>● Sing in unison and canon</li> <li>● Use musical elements to begin to shape a performance</li> <li>● Compose a rhythmic piece for two percussion instruments</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Perform a keyboard piece with accurate pitch and rhythm</li> <li>● Play piano with correct fingering, identify notes and read simple notation from a stave</li> <li>● Using Italian terms when appraising</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Using Italian terms and elements of music to describe pieces of music</li> <li>● To compose a piece of programme music using ostinati, motifs and the elements of music</li> <li>● To gain a basic understanding of how to use a DAW</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Perform as an ensemble, in time and with some accuracy</li> <li>● Experience a mix of staff notation and chord diagrams</li> <li>● Develop technical skills on the keyboard, ukulele and guitar</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Using Italian terms to appraise music</li> <li>● Perform the Harry Potter theme with the correct dotted rhythms and chromatic notes</li> <li>● Compose a short leitmotif for a Harry Potter character</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Understand how three art forms (music, drama and dance) are combined to tell a story on the stage</li> <li>● Understand that musical elements convey and link to emotions, time and places</li> <li>● Sing in unison/harmony</li> </ul> |



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| <ul style="list-style-type: none"> <li>● Basic keyboard skills</li> <li>● Understand basic musical concepts e.g. melody, chords, ostinati/rhythms</li> <li>● Playing chord sequences</li> </ul>   | <ul style="list-style-type: none"> <li>● Have experience of playing an instrument (keyboard, piano, percussion)</li> <li>● Can read simple notation</li> <li>● Can play in time to a beat/pulse.</li> </ul>   | <ul style="list-style-type: none"> <li>● Basic understanding of the musical elements</li> <li>● Some knowledge of composers from the 18th/19th century</li> <li>● Keyboard skills- can play simple chords and melodies</li> <li>● Can name some orchestral instruments by ear</li> </ul>  | <ul style="list-style-type: none"> <li>● Have experience of playing an instrument (keyboard, piano, percussion)</li> <li>● Can read simple notation</li> <li>● Can play in time to a beat/pulse.</li> <li>● Can read notes from the treble/bass clef</li> <li>● Understanding of dynamic and tempo instructions on sheet music</li> <li>● Experience of performing in front of an audience.</li> </ul> | <ul style="list-style-type: none"> <li>● Playing the keyboard</li> <li>● Can read simple notation</li> <li>● Can read notes from the treble/bass clef including sharps and flats</li> <li>● Improvisation skills</li> <li>● Experience of performing in front of an audience.</li> </ul> | <ul style="list-style-type: none"> <li>● Experience of using a DAW</li> <li>● Basic keyboard skills</li> <li>● Improvisational skills</li> <li>● Understand basic musical terminology e.g. melody, bass line, kick drum etc.</li> <li>● Grime is a popular genre of music with young people.</li> </ul>            |
| <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Can perform diads/triads in the 12 Bar Blues structure</li> <li>● Can use the Blues scale to improvise a melody</li> <li>● Perform the Walking Bass</li> <li>● Understand what sharps and flats are and accurately identify them on a piano/keyboard.</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Can read ukulele tablature and chord diagrams</li> <li>● Understand the basic anatomy of a ukulele and its origins</li> <li>● Play as a solo and ensemble</li> <li>● Perform confidently in front of a small audience</li> <li>● Play with some degree of</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Can link pieces of music to a time and place</li> <li>● Understand and infer the meaning of songs through analysing of lyrics</li> <li>● Make links between what a piece of music is trying to convey and how its instrumentation reflects that</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Can perform simple major/minor scales</li> <li>● Sight read simple notation from the treble clef</li> <li>● Play with two hands on the piano with some accuracy or two parts together</li> <li>● Work out major/minor triad chords using</li> </ul>   | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Perform an improvised melody using an Indian raga</li> <li>● Use harmony (drone)</li> <li>● Perform a tala (drumbeat)</li> <li>● Perform an ensemble Indian Classical piece</li> </ul>                            | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Can use a DAW effectively and confidently to compose and produce a piece of music which sounds finished, professional and accurate of the Grime genre.</li> <li>● Compose lyrics in the style of a genre (Grime) and to a theme.</li> </ul> |

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| <ul style="list-style-type: none"> <li>Perform a Blues arrangement</li> </ul> | accuracy and fluency. | <ul style="list-style-type: none"> <li>Form simple chord progressions linked to a theme, event or emotion</li> <li>Harmonise a simple melody</li> </ul> | semitones/tones and the root, third and fifth notes. <ul style="list-style-type: none"> <li>Understand what sharps and flats are and accurately identify them on a piano/keyboard.</li> </ul> |  | <ul style="list-style-type: none"> <li>Understand the basics of how the music industry works for Grime/EDM producers and what they could do next with their composition.</li> </ul> |
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| Year 9  |                      |  |                      |  |                      |  |                      |   |                      |   |                      |
|---|----------------------|--|----------------------|--|----------------------|--|----------------------|---|----------------------|---|----------------------|
| Autumn Term   |                      | Autumn Term  |                      | Spring Term  |                      | Spring Term  |                      | Summer Term   |                      | Summer Term   |                      |
| Unit Title:<br>Ensemble Skills  | Unit length: 8 hours | Unit Title:<br>Songwriting   | Unit length: 7 hours | Unit Title:<br>Creating a Soundtrack   | Unit length: 6 hours | Unit Title:<br>Music of the Caribbean  | Unit length: 6 hours | Unit Title:<br>Classical Remix  | Unit length: 5 hours | Unit Title:<br>Responding to a Brief  | Unit length: 7 hours |
| Domains of Knowledge: <ul style="list-style-type: none"> <li>Melody - riffs, improvisation, conjunct/disjunct</li> <li>Harmony - chords,</li> </ul> |                      | Domains of Knowledge: <ul style="list-style-type: none"> <li>Notation - Sight reading, Score, Fluency, Treble/Bass clef, Sharps and Flats.</li> <li>Musical Styles, Genre</li> </ul> |                      | Domains of Knowledge: <ul style="list-style-type: none"> <li>Musical Styles, Genre and Tradition - <i>Film Music Composers (John Williams, Hans Zimmer)</i></li> <li>Technology - Sequencing, Layering,</li> </ul> |                      | Domains of Knowledge: <ul style="list-style-type: none"> <li>Melody - <i>Riffs, Imitation, Call and response.</i></li> <li>Harmony - <i>Chord, Progression, Tonality, Major/Minor, Key.</i></li> <li>Rhythm - <i>BPM, syncopation, off-beat</i></li> </ul> |                      | Domains of Knowledge: <ul style="list-style-type: none"> <li>Technology - <i>Sequencing, Loops, Layering, Mixing, Panning, Automation, MIDI, Software Synths, DAW, Audio Effects, Exporting.</i></li> <li>Melody - <i>Riffs, Imitation, Call and</i></li> </ul> |                      | Domains of Knowledge: <ul style="list-style-type: none"> <li>Rhythm/Metre/Tempo - <i>Beat, Pulse, Bars, Syncopation (off-beats), Polyrhythms, Rests, Dotted Rhythms, Circle rhythms, Ostinato.</i></li> </ul> |                      |

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| <p>chord progression, key, tonality, triad, major/minor</p> <ul style="list-style-type: none"> <li>● Rhythm/Metre/Tempo - Beat, Pulse, Bars, Syncopation (off-beats), Polyrhythms, Rests, Dotted Rhythms, Circle rhythms, Ostinato.</li> <li>● Sonority/Timbre - Register, Voice, Solo, unison and ensemble, Character.</li> <li>● Texture - monophonic, homophonic, unison</li> </ul> | <p>and Tradition - Pop music, Britpop</p> <ul style="list-style-type: none"> <li>● Melody - Phrase, Pitch, conjunct, steps and leaps, riffs</li> <li>● Harmony - chord progression, key, major/minor, triad, tonality,</li> <li>● Structure - verse, chorus, middle 8, bridge</li> <li>● Music technology - sequencing, recording techniques</li> </ul> | <p>Recording Techniques, Foley.</p> <ul style="list-style-type: none"> <li>● Melody - Leitmotifs, Phrase, Pitch, Theme, Ostinato/Ostinati</li> </ul> | <ul style="list-style-type: none"> <li>● Instrumentation - techniques e.g. drum kit rimshots, guitar slides</li> <li>● Musical Style, Genre and Tradition - fusions, Rastafarianism, social and political issues</li> </ul> | <p>response.</p> <ul style="list-style-type: none"> <li>● Harmony - Chord, Progression, Tonality, Major/Minor, Key.</li> <li>● Rhythm - BPM</li> </ul> | <ul style="list-style-type: none"> <li>● Sonority/Timbre - Register, Voice, Solo, unison and ensemble, Character.</li> <li>● Melody - Phrase, Pitch, conjunct, steps and leaps, riffs</li> <li>● Harmony - chord progression, key, major/minor, triad, tonality,</li> <li>● Instrumentation - techniques, orchestration</li> </ul> |
| <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Performing</li> <li>● Listening/ Appraising</li> </ul>   | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Performing</li> <li>● Composing</li> <li>● Listening/ Appraising</li> </ul>   | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Composing</li> <li>● Listening/ Appraising</li> </ul>                                  | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Performing</li> <li>● Listening/Appraising</li> </ul>   | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Listening and Appraising</li> <li>● Composing</li> </ul>                                 | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Performing</li> <li>● Composing</li> <li>● Listening/ Appraising</li> <li>● Production</li> <li>● Evaluating</li> </ul>  |
| <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Experience in performing</li> </ul>   | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Understands the elements</li> </ul>  | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Understands the elements of</li> </ul>  | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Read simple notation/treble clef</li> </ul>  | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Has used music technology</li> </ul>  | <p>Gateway knowledge:</p>  |

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| <p>using percussion instruments, keyboards, guitar, ukulele, bass guitar, vocals</p> <ul style="list-style-type: none"> <li>• Working in small groups/as a class band</li> <li>• Own knowledge of popular music/rock</li> </ul> | <p>of music and has the musical vocabulary to articularly appraise pieces.</p> <ul style="list-style-type: none"> <li>• Has used music technology (Garageband, Logic and VIP Studios).</li> <li>• Experience of sight reading notation using the keyboard/ukulele.</li> <li>• 4 chord song and chord progressions</li> <li>• Composing lyrics</li> </ul> | <p>music and has the musical vocabulary to articularly appraise pieces.</p> <ul style="list-style-type: none"> <li>• Has used music technology (Garageband, Logic and VIP Studios).</li> <li>• Experience of sight reading notation using the keyboard/ukulele</li> <li>• Has experienced ostinato/ostinati in The Orchestra unit.</li> </ul> | <ul style="list-style-type: none"> <li>• Can play different chords on a piano/ukulele/guitar</li> <li>• Ensemble skills</li> <li>• Performing in front of an audience</li> </ul>                     | <p>(Garageband, Logic and VIP Studios).</p> <ul style="list-style-type: none"> <li>• Can perform simple chord progressions on the keyboard</li> </ul>   | <ul style="list-style-type: none"> <li>• How to use different key terms to describe music</li> <li>• An understanding of the layers of a piece of music (melody, harmony, bassline, rhythmic ideas)</li> <li>• An understanding of a chosen style/genre of music that they currently engage with</li> </ul> |
| <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>• Class band performance using pop/rock band instruments</li> <li>• Smaller band performance of a chosen song</li> </ul>                                   | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>• Compose a pop song using verse-chorus form</li> <li>• Compose a chord sequence and record into YuStudio</li> </ul>  | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>• Compose a piece of music to a moving image using music technology.</li> <li>• Create accurate foley sounds to a brief.</li> <li>• Understand and use key musical terms associated with film music</li> </ul>   | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>• Perform a Calypso piece on the keyboard in time using two hands or as a pair</li> <li>• Perform syncopated rhythms</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>• Produce a piece of music using either Garageband, Logic or VIP studios that is representative of a sub-genre of EDM music.</li> <li>• Sequence a classical theme and remix into an EDM style</li> <li>• Understand how the music industry works</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>• Research portfolio (PPT, booklet or podcast/video interview)</li> <li>• Example of the style of music (performance or composition of a song/piece from that style)</li> </ul>  |



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| <ul style="list-style-type: none"> <li>Class Samba ensemble performance</li> </ul> | <ul style="list-style-type: none"> <li>Compose a catchy riff and record into YuStudio</li> <li>Write lyrics and a melody and record into YuStudio</li> </ul> | <p>e.g. leitmotif, ostinato.</p> <ul style="list-style-type: none"> <li>Know who the famous film music composers are and how they have contributed to film music.</li> </ul> | <ul style="list-style-type: none"> <li>Practice using different Reggae performance techniques</li> <li>Understand how different styles have mixed to create a new genre</li> </ul> | and what careers are available |  |
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| Year 10  |                       |   |                       |   |                       |
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| Autumn Term  |                       | Spring Term   |                       | Summer Term   |                       |
| Musical Styles   | Unit length: 32 hours | Unit Title: Component 1   | Unit length: 32 hours | Unit Title: Musical Skills Development  | Unit length: 32 hours |
| <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>Musical Styles, Genre and Tradition - <i>Sub-genre, Social, Economical, Political, Musicians, Lyrics.</i></li> <li>Harmony - <i>Chord, Progression, Key, Tonality, Atonality, Modal, Cadences, Triad, Major/Minor.</i></li> <li>Melody - <i>Drone, Descant/Triple melody, Counter melody, Octaves, Imitation, Call and response, Disjunct, Conjunct.</i></li> <li>Rhythm/Metre/Tempo - <i>BPM, Time Signatures, Allegro, Moderato, Lento, Ritardando, Accelerando, Triplets, Staccato, Bars, Pulse, Beat.</i></li> <li>Sonority/Timbre - <i>Instrumentation, Voice, Techniques (arco, pizzicato, vibrato), Character.</i></li> </ul> |                       | <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>Notation - <i>Tablature, Chord Diagrams, Expression, Treble/Bass clef, Score, Music Notes, Time Signatures, Key Signatures, Minor / major, Graphic Scores.</i></li> <li>Technology - <i>Sequencing, Loops, Layering, Mixing, Panning, Automation, MIDI, Software Synths, DAW, Audio Effects.</i></li> <li>Harmony - <i>Chord, Progression, Key, Tonality, Atonality, Modal, Cadences, Triad, Major/Minor.</i></li> <li>Melody - <i>Drone, Descant/Triple melody, Counter melody, Octaves, Imitation, Call and response, Disjunct, Conjunct.</i></li> <li>Rhythm/Metre/Tempo - <i>BPM, Time Signatures, Allegro, Moderato, Lento, Ritardando, Accelerando, Triplets, Staccato, Bars, Pulse, Beat.</i></li> </ul> |                       | <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>Notation - <i>Sight reading, Expression, Fluency, Treble/Bass clef, Music Notes, Sharps and Flats, Minor / major.</i></li> <li>Rhythm/Metre/Tempo - <i>BPM, Time Signatures, Allegro, Moderato, Lento, Ritardando, Accelerando, Triplets, Staccato, Bars, Pulse, Beat.</i></li> <li>Sonority/Timbre - <i>Instrumentation, Voice, Techniques (arco, pizzicato, vibrato), Character.</i></li> <li>Dynamics - <i>Italian terms, expression. Forte, mezzo forte, fortissimo.</i></li> <li>Melody - <i>scale, conjunct, disjunct, theme, pitch</i></li> <li>Harmony - <i>tonality, chord progression, major/minor</i></li> </ul> |                       |

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|  | <ul style="list-style-type: none"> <li>● Structure - <i>Pop Form, Rondo, Chorus, Verse, Middle 8, Bridge, Lyrics, Development, Drop, Breakdown Build-up.</i></li> </ul>  |   |
| <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Listening/Appraising</li> <li>● Evaluating</li> <li>● Performing</li> <li>● Composing</li> </ul>   | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Performing</li> <li>● Composing</li> <li>● Evaluating</li> <li>● Listening/Appraising</li> </ul>   | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Performing</li> <li>● Composing</li> <li>● Evaluating</li> <li>● Listening/Appraising</li> </ul>  |
| <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Explored various genres and styles at KS3.</li> <li>● Elements of Music explored in detail in Year 7 and continually revised during every unit.</li> <li>● Students have experience of using music technology so that they can produce sequencing and composition work</li> </ul> | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Composed music of different genres in previous units.</li> <li>● Performed music from different styles</li> <li>● Listened and appraised music from different genres, styles and cultures.</li> <li>● Music theory knowledge</li> </ul>   | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Experience of solo, duet and ensemble performances to small and larger audiences.</li> <li>● Regular WWW/EBI and peer assessment of performances during KS3 allows for thorough reflection and evaluation.</li> <li>● Experience of sight reading notation for the stave and tablature.</li> <li>● 1-1 private tuition from Y10 to engage in a discipline on either piano, vocals, guitar, drums or stringed instruments.</li> </ul> |
| <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Pupil notes on 5 different styles of music focusing on the musical features of the styles and including the inception, economical, social and political factors</li> <li>● Practice performances (solo/group), compositions and sequencing projects</li> </ul>                | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Complete a research portfolio in response to a set brief detailing the features of 4 different musical styles</li> <li>● Analysis of different songs/pieces in the chosen styles</li> <li>● Performance in a chosen style</li> <li>● Composition in a chosen style</li> <li>● Sequencing/remix project in a chosen style</li> </ul> | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Deliver a performance as an ensemble to an audience.</li> <li>● Deliver a solo performance to an audience.</li> <li>● Self and peer-assess performances and evaluate effectively.</li> </ul>   |

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| Year 11                 |                       |                                    |                       |
| Autumn Term             |                       | Spring Term                        |                       |
| Unit Title: Component 2 | Unit length: 32 hours | Unit Title: Component 3 (External) | Unit length: 40 hours |

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| <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Notation - <i>Tablature, Chord Diagrams, Expression, Treble/Bass clef, Score, Music Notes, Time Signatures, Key Signatures, Minor / major, Graphic Scores.</i></li> <li>● Technology - <i>Sequencing, Loops, Layering, Mixing, Panning, Automation, MIDI, Software Synths, DAW, Audio Effects.</i></li> <li>● Harmony - <i>Chord, Progression, Key, Tonality, Atonality, Modal, Cadences, Triad, Major/Minor.</i></li> <li>● Melody - <i>Drone, Descant/Triple melody, Countermelody, Octaves, Imitation, Call and response, Disjunct, Conjunct.</i></li> <li>● Rhythm/Metre/Tempo - <i>BPM, Time Signatures, Allegro, Moderato, Lento, Ritardando, Accelerando, Triplets, Staccato, Bars, Pulse, Beat.</i></li> <li>● Structure - <i>Pop Form, Rondo, Chorus, Verse, Middle 8, Bridge, Lyrics, Development, Drop, Breakdown Build-up.</i></li> </ul> | <p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Notation - <i>Sight reading, Expression, Fluency, Treble/Bass clef, Music Notes, Sharps and Flats, Minor / major.</i></li> <li>● Rhythm/Metre/Tempo - <i>BPM, Time Signatures, Allegro, Moderato, Lento, Ritardando, Accelerando, Triplets, Staccato, Bars, Pulse, Beat.</i></li> <li>● Sonority/Timbre - <i>Instrumentation, Voice, Techniques (arco, pizzicato, vibrato), Character.</i></li> <li>● Dynamics - <i>Italian terms, expression. Forte, mezzo forte, fortissimo.</i></li> <li>● Melody - <i>scale, conjunct, disjunct, theme, pitch</i></li> <li>● Harmony - <i>tonality, chord progression, major/minor</i></li> </ul> |
| <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Performing</li> <li>● Composing</li> <li>● Evaluating</li> <li>● Listening/Appraising</li> </ul>  | <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Performing</li> <li>● Composing</li> <li>● Evaluating</li> <li>● Listening/Appraising</li> </ul>  |
| <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Performed as a soloist and as part of an ensemble</li> <li>● Composed music of different genres in previous units.</li> <li>● Listened and appraised music from different genres, styles and cultures.</li> <li>● Music theory knowledge</li> <li>● Understanding of how chords are constructed and pieced together to create emotions.</li> </ul>   | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Experience of performing as a soloist and as part of an ensemble</li> <li>● Composed music of different genres in previous units.</li> <li>● Listened and appraised music from different genres, styles and cultures.</li> <li>● Music theory knowledge</li> <li>● Experience of using a DAW to sequence music</li> </ul>  |
| <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Skills audit demonstrating starting point for performance, composing and production skills</li> <li>● Skills development plan including SMART targets</li> <li>● Written and video logs showing development of identified skills following two of a performance/composition/production pathway</li> <li>● Final products from the pathways above</li> <li>● Analysis and evaluation of final products and how they link to the brief</li> </ul>  | <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Preparation notes and ideas as an initial response to the brief</li> <li>● Two musical products</li> <li>● Notes/scores/lead sheets/screenshots from the DAW</li> <li>● Evaluation of the products and creative process</li> </ul>   |