

	Autumn		Spring		Summer	
Y7	<u>Musical Ingredients</u>	<u>Keyboard Skills 1</u>	<u>Film Music</u>	<u>Songwriting</u>	<u>Reggae</u>	<u>Live Lounge 1</u>
Curriculum content	<i>Introduction to musical elements as well as basic notation. Voice control and performance Rhythm & pulse, composing rhythms and performance. Creatively explore sounds, use Carnival of the Animals suite by Saint San to compose to a storyboard.</i>	<i>Continued focus on notation; duration and time signature. Notes on the keyboard. Playing a melody with 1 hand, playing a melody along with a second part. Timing and rhythm and following a score. Produce a confident performance on keyboard.</i>	<i>Introduction to music technology-composing with loops on GarageBand, use of digital audio workstation (DAW). Film compositional devices. Musical elements within composition. History of film music; silent films to present day – music in media.</i>	<i>Chords on the keyboard – major and minor scales. Musical elements within analysis and composition. Popular music structure and composition devices. Writing lyrics; expressing ideas through words and music.</i>	<i>History and origins of Reggae. Control of instrument while performing, introducing new instrument (ukulele). Ostinato Bass line & Chords. Syncopated rhythms. Performance of 54-46 (Toots & The Maytels). Using Musical elements in analysis and assessment.</i>	<i>Popular music performance on keyboards including other instruments where possible. Control of instrument while performing. Communication within a group. Using Musical elements in analysis and assessment.</i>
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. In Music we utilize the iPads to track progress and live mark work enabling students to make improvements and develop their musical skills each lesson.					
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. This links to the KS4 curriculum enabling students to produce work, track progress and respond to feedback.					

	Autumn		Spring		Summer	
Y8	<u>Blues</u>	<u>Keyboard Skills: Riffs & Chords</u>	<u>Hip Hop Remix</u>	<u>Music for Media: 3 Briefs</u>	<u>Disco Music</u>	<u>Live Lounge 2</u>
Curriculum content	<p><i>History and origins of The Blues.</i></p> <p><i>12 bar blues, Walking Bass line & improvisation.</i></p> <p><i>Ability to express using improvisation.</i></p> <p><i>Reading notation & scales.</i></p>	<p><i>Continued understanding of performing on the keyboard, using riffs, bassline and chords.</i></p> <p><i>Students create an arrangement of Shape of You using all 3 elements.</i></p>	<p>History and origins of Hip-Hop.</p> <p>Remix Still Dre with Fur Elis using GarageBand.</p> <p>Compositional devices using DAW (integrating MIDI & Audio)</p> <p>Musical elements within analysis, composition using music technology.</p> <p>Writing lyrics, hip-hop music</p>	<p>Compositional devices- game, film and advert.</p> <p>Compositional devices using DAW (integrating MIDI & Audio)</p> <p>Writing lyrics with a purpose.</p> <p>Music Industry; How to respond to a brief, roles and responsibilities.</p>	<p>History and origins of Disco Music.</p> <p>7th chords, syncopation, reading notation, control of instrument (keyboard +), integrating improvisation, treble & bass clef.</p> <p>Extension of musical elements, elements within analysis.</p> <p>Popular music (70s & influences).</p>	<p>Performance and arrangement of pre-existing song.</p> <p>Control of instrument (keyboard +), integrating improvisation, treble & bass clef.</p> <p>Arrangements, performance (using more instruments).</p> <p>Working as a professional musician within a group- key skills and responsibilities.</p>
Assessment	<p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge.</p> <p>In Music we utilize the iPads to track progress and live mark work enabling students to make improvements and develop their musical skills each lesson.</p>					
Literacy links	<p>Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. This links to the KS4 curriculum enabling students to produce work, track progress and respond to feedback.</p>					

	Autumn		Spring		Summer	
Y9	<u>Computer & Video Game Music</u>	<u>Motown</u>	<u>Composition to a Brief</u>	<u>Indian Music</u>	<u>Performance to a brief</u>	<u>Skills share & Evaluation</u>
Curriculum content	<i>Using Music technology to compose music for computer games. Learning about the roles within this industry and compositional devices used.</i>	<i>Performance based unit, focusing on the development and impact of the Motown label on Popular music. Students will learn a Motown song to perform and demonstrate the performance techniques used by Motown artists.</i>	Composition to a brief will test the students ability to act as a composer in the Music Industry. They will create original ideas using compositional devices to briefs that are inspired from elements across the Coleshill Curriculum. For example, including content from Art, History and English.	Learning the origins and range of Indian Music. Using a 'rag' to compose a piece Indian classical music. Students will learn about the history and development and integrate music technology skills to create a remix of their composition.	<i>Performance to a brief will test the students ability to act as a performer in the Music industry. They will create ideas using pre existing songs to respond to briefs inspired by elements from across the Coleshill Curriculum.</i>	Using the knowledge, they have built over their time in Key Stage 3, they will choose 1 discipline to focus on and create a response from a brief related to those options. Including a step-by-step video to inform younger students starting in Year 7.
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. In Music we utilize the iPads to track progress and live mark work enabling students to make improvements and develop their musical skills each lesson.					
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. This links to the KS4 curriculum enabling students to produce work, track progress and respond to feedback.					

BTEC Level 1/Level 2 Tech Award in Music Practice

	Autumn	Spring	Summer
Y10	<u>Content for Component 1</u>	<u>Complete Component 1</u> <u>Pearson Set Assignment</u>	<u>Content for Component 2</u>
Curriculum content	<p>Key Content: C1 - Demonstrate an understanding of styles of music C1 - Apply understanding of the use of techniques to create music Learning Outcome; A Demonstrate an understanding of styles of music B Apply understanding of the use of techniques to create music</p> <p>Students will learn musical techniques and characteristics linking to five different styles of music ranging from pop, world and music for media. They will need to produce 3 musical outcomes detailing their understanding through accompanying commentary.</p>		<p>Key Content: C2 - Apply development processes for music skills and techniques Learning Outcome: A Demonstrate professional and commercial skills for the music industry B Apply development processes for music skills and techniques</p>
Assessment	<p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge.</p> <p>For the BTEC Level 2 Music Tech Award assessment will be completed by completing 3 Components, 2 of which are internally marked, and 1 externally marked. These assessments are also Quality Assured in line with Pearson/BTEC guidelines.</p>		
Literacy links	<p>Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.</p> <p>Students will become familiar with and utilise technical and professional skills and key words to track progress and reflect on their practical progression.</p>		

BTEC Level 1/Level 2 Tech Award in Music Practice

	Autumn	Spring	Summer
Y11	<u>Complete Pearson Set Assignment Component 2</u>	<u>Complete Pearson Set Assignment Component 3</u>	
Curriculum content	<p>Key Content: C2 - Apply development processes for music skills and techniques</p> <p>Learning Outcome: A Demonstrate professional and commercial skills for the music industry B Apply development processes for music skills and techniques</p> <p>Students will need to create 2 musical outcomes showing their knowledge of development on their instrument, composition and/or production skills. They will need to track their practical progress as well as reflecting on their professional and technical development.</p>	<p>Key Content: C3 - Understand how to respond to a music brief C3 - Select and apply musical skills in response to a music brief C3 - Present a final musical product in response to a music brief C3 - Comment on the creative process and outcome in response to a music brief</p> <p>Learning Outcome: Features Explored: Performing stylistically accurate cover versions. Creating original music using existing stylistic frameworks and traits. Stylistic use of a DAW and associated hardware to create an original piece of music from a given starting point.</p> <p>In the external assessment students will need to respond to a brief from Pearson/BTEC and create a musical outcome in response to that brief showing understanding of their discipline and the music industry.</p>	
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student’s knowledge recall and application of knowledge. For the BTEC Level 2 Music Tech Award assessment will be completed by completing 3 Components, 2 of which are internally marked, and 1 externally marked. These assessments are also Quality Assured in line with Pearson/BTEC guidelines.		
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Students will become familiar with and utilise technical and professional skills and key words to track progress and reflect on their practical progression.		

BTEC Level 3 National Extended Certificate in Music Performance

	Autumn		Spring		Summer
Y12	<u>Unit 2 Profession Practice in the Music Industry (Externally Assessed)</u>	<u>Unit 1 Practical Music Theory and Harmony (Internally Assessed)</u>	<u>Unit 2 Profession Practice in the Music Industry (Externally Assessed)</u>	<u>Unit 1 Practical Music Theory and Harmony (Internally Assessed)</u>	<u>Unit 3 Ensemble Music Performance (External)</u>
Curriculum content	<p>Learning Outcomes: AO1 Understand the importance of professional practice in the music industry AO2 Understand operational requirements relevant to specific music industry organisations and practices AO3 Demonstrate the ability to apply the skills required for working in the music industry AO4 Demonstrate the requirements for professional presentation of ideas AO5 Evaluate the skills and knowledge needed for professional roles in the music industry</p> <p><i>Students will learn about the music industry and job roles. They will need to know how to respond to a given brief based on music industry practice.</i></p>	<p>Learning Outcomes: A Examine the signs and symbols used in musical notation B Explore the application of melodic composition based on musical elements C Explore the application of chords and cadences for composition or arrangement D Produce correct musical notation for performance.</p> <p><i>Students will build on knowledge of music Theory from key stages 3 & 4 and develop composition ideas to fit a music industry scenario. They will work as professional composers to explore the application of compositional devices and arrangements and produce appropriate musical notation.</i></p>	Exam	<p>Learning Outcomes: A Examine the signs and symbols used in musical notation B Explore the application of melodic composition based on musical elements C Explore the application of chords and cadences for composition or arrangement D Produce correct musical notation for performance.</p> <p><i>Students will build on knowledge of music Theory from key stages 3 & 4 and develop composition ideas to fit a music industry scenario. They will work as professional composers to explore the application of compositional devices and arrangements and produce appropriate musical notation.</i></p>	<p>Learning Outcomes: AO1 Demonstrate knowledge and understanding of the skills needed for rehearsals and ensemble performance AO2 Demonstrate knowledge and understanding of how to interpret an original musical piece AO3 Apply skills and techniques when contributing to an ensemble during rehearsal and performance AO4 Be able to contribute towards a performance as part of an ensemble AO5 Be able to reflect and make connections between responding, planning, rehearsal and performance</p> <p><i>Students will begin to build upon performance skills to commence the unit at the beginning of Y13.</i></p>
Assessment	<p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge.</p> <p>BTEC Level 3 National Extended Certificate in Music Performance will contain 4 units, 2 of which are externally assessed and 2 internally assessed. These assessments are also Quality Assured in line with Pearson/BTEC guidelines.</p>				
Literacy links	<p>Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.</p> <p>Students will become familiar with and utilise technical and professional skills and key words to track progress and reflect on their practical progression.</p>				

BTEC Level 3 National Extended Certificate in Music Performance

	Autumn		Spring	Summer
Y13	<u>Unit 3 Ensemble Music Performance (External)</u> <u>Prep & Exam</u>	<u>Unit 5 Music Session Styles (Internal)</u>	<u>Unit 5 Music Session Styles (Internal)</u>	
Curriculum content	<p>Learning Outcomes:</p> <p>AO1 Demonstrate knowledge and understanding of the skills needed for rehearsals and ensemble performance</p> <p>AO2 Demonstrate knowledge and understanding of how to interpret an original musical piece</p> <p>AO3 Apply skills and techniques when contributing to an ensemble during rehearsal and performance</p> <p>AO4 Be able to contribute towards a performance as part of an ensemble</p> <p>AO5 Be able to reflect and make connections between responding, planning, rehearsal and performance</p> <p><i>Students will respond a brief from Pearson/BTEC, learn songs from a pre-prepared list and under supervised conditions arrange a performance.</i></p>	<p>Learning Outcomes:</p> <p>A Explore music genres and styles</p> <p>B Develop skills in music of different genres and styles</p> <p>C Perform music in different genres and styles.</p> <p><i>Students will prepare performances as session musicians in the music industry. They will explore instrument techniques needed to perform for different styles of music and track their progress through workshops and rehearsal recordings.</i></p>	<p>Learning Outcomes:</p> <p>A Explore music genres and styles</p> <p>B Develop skills in music of different genres and styles</p> <p>C Perform music in different genres and styles.</p>	
Assessment	<p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge.</p> <p>BTEC Level 3 National Extended Certificate in Music Performance will contain 4 units, 2 of which are externally assessed and 2 internally assessed. These assessments are also Quality Assured in line with Pearson/BTEC guidelines.</p>			
Literacy links	<p>Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.</p> <p>Students will become familiar with and utilise technical and professional skills and key words to track progress and reflect on their practical progression.</p>			