

CORE KNOWLEDGE

What I will know and understand by the end of Year 7.



This year in Music, we will be learning		This links to:	Key Vocabulary:
1	Introducing Composition and Musical Elements <ul style="list-style-type: none"> Identify aurally instruments and musical elements. Describe how musical elements are used together to create an emotive melody. Compose a melody to a brief. Develop compositions using musical elements. Rehearse and perform as part of an ensemble. 	KS2 outcomes <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<ul style="list-style-type: none"> Instrumental Families Melody Pitch Tempo Dynamics Composition
2	Introducing Keyboard Skills and Notation <ul style="list-style-type: none"> Articulate how to find a 'C' note and middle C on a keyboard. Identify the notes on the Treble Clef within the staff. Identify notes on the Treble Clef using Ledger Lines. Explain how a piece of music is split up. Notate a piece of music. 	KS2 outcomes <ul style="list-style-type: none"> Use and understand staff notation. Play and perform in a solo context, playing musical instruments with increasing accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> Middle C Stave Treble Clef Ledger Lines Bar Time Signature
3	Introducing Rhythm <ul style="list-style-type: none"> Summarise what Duration is in music. Explain and use rhythmic symbols in musical notation. Demonstrate a rhythmic technique. Create and use a Graphic Score. Rehearse and perform as part of an ensemble. 	KS2 outcomes <ul style="list-style-type: none"> Use and understand staff notation. Improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> Duration Semibreve Minim Crotchet Quaver Semi Quaver
4	Introducing Instrumental Skills and Alternative Notation <ul style="list-style-type: none"> Deduce how a Ukulele/Guitar is built and how it works. Explain what chords are and how they are used. Demonstrate an understanding of Chord Symbols. Implement chord changes on an instrument. Rehearse and perform as part of an ensemble. 	KS2 outcomes <ul style="list-style-type: none"> Use and understand other musical notations Play and perform in a solo context, playing musical instruments with increasing accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> Parts of a Ukulele/Guitar Strum Chord Chord Progression Chord Chart Tuning
5	Introducing Music Technology Skills <ul style="list-style-type: none"> Explain what is meant by music technology. Investigate the features and purpose of music sequencing techniques. Explore music sequencing techniques. Apply different methods to add and edit notes to on a track. Create a piece of music using loops and pre recorded samples. 	KS2 outcomes <ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions Compose music for a range of purposes using the inter-related dimensions of music Use music technology appropriately. 	<ul style="list-style-type: none"> Music Technology Loops Sequencer Synthesiser Sampler MIDI

CORE KNOWLEDGE

What I will know and understand by the end of Year 8.



This year in Music, we will be learning		This links to:	Key Vocabulary:
1	Developing Composition <ul style="list-style-type: none"> ● Explore the History of music in Film ● Improvise a piece of music using a compositional technique. ● Explain what a leitmotif is and its effect. ● Demonstrate an understanding of accidentals. ● Compose a piece of music to accompany a film and notate it. 	KS2 Outcomes <ul style="list-style-type: none"> ● Develop an understanding of the history of music. Year 7 Unit 1 <ul style="list-style-type: none"> ● Identify aurally instruments and musical elements. ● Describe how musical elements are used together to create an emotive melody. ● Compose a melody to a brief. ● Develop compositions using musical elements. ● Rehearse and perform as part of an ensemble. 	<ul style="list-style-type: none"> ● Synchronisation ● Leitmotif ● Sharp note ● Flat note ● Natural note ● Accidentals
2	Developing Keyboard Skills and Notation <ul style="list-style-type: none"> ● Identify the notes on the Bass Clef within the stave. ● Identify sharp and flat notes on the stave. ● Demonstrate how to play accidentals on the keyboard. ● Notate a piece of music. ● Rehearse effectively and perform solo on an instrument. 	Year 7 Unit 2 <ul style="list-style-type: none"> ● Demonstrate how to find a 'C' note and middle C on a keyboard. ● Identify the notes on the Treble Clef within the stave. ● Identify notes on the Treble Clef using Ledger Lines. ● Explain how a piece of music is split up. ● Notate a piece of music. ● Rehearse effectively and perform solo on an instrument. 	<ul style="list-style-type: none"> ● Bass clef ● Anacrusis ● Dotted note ● Tied note ● Rest ● Rubato
3	Developing Rhythm <ul style="list-style-type: none"> ● Understand how different structures are used in composition. ● Identify different rhythmic devices aurally. ● Analyse rhythmic devices in notation. ● Demonstrate how rhythmic devices are performed. ● Create a piece of music to a given structure. 	Year 7 Unit 3 <ul style="list-style-type: none"> ● Summarise what Duration is in music. ● Explain and use rhythmic symbols in musical notation. ● Demonstrate a rhythmic technique. ● Create and use a Graphic Score. ● Rehearse and perform as part of an ensemble. 	<ul style="list-style-type: none"> ● Structure ● Break, ● Polyrhythm ● Syncopation ● Call and Response ● Ostinato
4	Developing Instrumental skills and Alternative Notation <ul style="list-style-type: none"> ● Articulate different ways of playing instruments ● Analyse Tablature and other forms of notation. ● Develop further understanding of more complex chords. ● Demonstrate how to use tablature for melody and harmony. ● Rehearse and perform as part of an ensemble. 	Year 7 Unit 4 <ul style="list-style-type: none"> ● Deduce how a Ukulele/Guitar is built and how it works. ● Explain what chords are and how they are used. ● Demonstrate an understanding of Chord Symbols. ● Implement chord changes on an instrument. ● Rehearse and perform as part of an ensemble. 	<ul style="list-style-type: none"> ● Tablature ● Picking ● Broken chord ● 7th Chord ● Riff ● Ensemble
5	Developing Music Technology Skills <ul style="list-style-type: none"> ● Examine what sound is and how it works. ● Explain the different ways effects are used in music technology. ● Demonstrate how to adapt sounds using effects. ● Use music sequencing software to create music. ● Analyse and Develop you final recording through the mixing process. 	Year 7 Unit 5 <ul style="list-style-type: none"> ● Explain what is meant by music technology. ● Investigate the features and purpose of music sequencing techniques. ● Explore music sequencing techniques. ● Apply different methods to add and edit notes to on a track. ● Create a piece of music using loops and pre recorded samples 	<ul style="list-style-type: none"> ● Mixing ● Panning ● Reverb ● Stereo ● EQ ● FX

CORE KNOWLEDGE

What I will know and understand by the end of Year 9.



This year in Music, we will be learning		This links to:	Key Vocabulary:
1	<p>Exploring Composition and Improvisation</p> <ul style="list-style-type: none"> Understand the origins and history of Blues Music Analyse Blues lyrics Demonstrate an understanding of 12 Bar Blues Explore improvisation using the blues scale Rehearse and perform as an ensemble 	<p>Year 8 Unit 1</p> <p>Explore the History of music in Film</p> <p>Improvise a piece of music using a compositional device.</p> <p>Explain what a leitmotif is and its effect.</p> <p>Demonstrate an understanding of accidentals.</p> <p>Compose a piece of music to accompany a film and notate it.</p>	<ul style="list-style-type: none"> Blues Blues Scale Improvisation 12 Bar Blues Triad Work song
2	<p>Exploring Keyboard skills and Introducing Musical Periods</p> <ul style="list-style-type: none"> Understand the role of the musician/composer in the Baroque Era. Explore the context of Baroque Music in terms of music, art, dance, dress, architecture, and literature. To develop an understanding of the musical devices used in Baroque Composition Examine and demonstrate how ornaments are used in western classical tradition and their effect. Perform, compose and analyse using a Baroque Musical devices. 	<p>Year 8 Unit 2</p> <p>Identify the notes on the Bass Clef within the stave.</p> <p>Identify sharp and flat notes on the stave.</p> <p>Demonstrate how to play accidentals on the keyboard.</p> <p>Notate a piece of music.</p> <p>Rehearse effectively and perform solo on an instrument.</p>	<ul style="list-style-type: none"> Baroque Ground Bass Ornament Mordent Trill Harpisichord
3	<p>Exploring Western Classical traditions and the Works of Great Composers</p> <ul style="list-style-type: none"> Understand the importance of a conductor and how they maintain control of the orchestra. Explore developments in the Classical and Romantic eras. Investigate why compositions changed through time. Analyse form and structure during this period. Perform and analyse the works of the great composers 	<p>Year 9 Unit 2</p> <p>Understand the role of musicians in the Baroque Era.</p> <p>Explore the context of Baroque Music in terms of music, art, dance, dress, architecture, and literature.</p> <p>To develop an understanding of the musical devices used in Baroque Composition</p> <p>Examine and demonstrate how ornaments are used in western classical tradition and their effect.</p> <p>Perform, compose and analyse using a Baroque Musical devices.</p>	<ul style="list-style-type: none"> Classical Romantic Composer Conductor Symphony Form Sonata
4	<p>Exploring Instrumental Skills</p> <ul style="list-style-type: none"> Research knowledge and skills associated with your instrument. Demonstrate competent use and control of technical and interpretive music performance. skills in practice and development. Identify, with guidance, strengths and areas to develop in own technique. Demonstrate personal management skills and competent application of music performance skills in rehearsal using limited technical performance skills. Perform music using relevant technical and interpretive performance skills competently. 	<p>Year 8 Unit 4</p> <p>Articulate different ways of playing instruments</p> <p>Analyse Tablature and other forms of notation.</p> <p>Develop further understanding of more complex chords.</p> <p>Demonstrate how to use tablature for melody and harmony.</p> <p>Rehearse and perform as part of an ensemble.</p>	<ul style="list-style-type: none"> Technical exercise Repertoire Intonation Rehearsal Expression Reflection
5	<p>Exploring Music Technology</p> <ul style="list-style-type: none"> Understand the origins of music in video games. Demonstrate competent use of a number of music sequencing programs. Create foley and sound effects that illustrate video game animation. Explore the development of game music by adapting and refining given themes for new scenarios and video game levels. Compose, record and perform music suitable for a video game scenario. 	<p>Year 8 Unit 5</p> <p>Examine what sound is and how it works.</p> <p>Explain the different ways effects are used in music technology.</p> <p>Demonstrate how to adapt sounds using effects.</p> <p>Use music sequencing software to create music.</p> <p>Analyse and Develop you final recording through the mixing process.</p>	<ul style="list-style-type: none"> Chiptune Programmable Sound Generator Chromaticism Disjunct Motion Variation Foley

CORE KNOWLEDGE

What I will know and understand by the end of Year 10.



This year in Music, we will be learning		This links to:	Key Vocabulary:
1	<p>BTEC Component 1: Exploring Music Products and Styles In this component, you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work.</p> <p>This component will help you to progress to Level 2 or 3 vocational or academic qualifications where a knowledge of musical styles and a grounding in the areas of performance, creation and music production is essential.</p> <p>Learning outcomes: A Demonstrate an understanding of styles of music B Apply understanding of the use of techniques to create music.</p>	<p>Iconic composers, artists, bands and producers who have influenced and impacted musical styles Impact of technology on musical styles, instruments, production and recording.</p>	<p>Compositional features such as melody, harmony, tonality, rhythm and structure</p> <p>Sonic features such as instrumentation, timbre, texture and production</p>
2	<p>BTEC Component 2: Music Skills Development In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others, and will develop your skills as a musician in how to use blogs, YouTubeTM, SoundcloudTM and other platforms to share your work and skills development with others.</p> <p>Developing musical skills and techniques will enable you to consider your aptitude and enjoyment for music, helping you to make informed decisions about what you will study in the future</p> <p>Learning outcomes A Demonstrate professional and commercial skills for the music industry B Apply development processes for music skills and techniques..</p>	<p>This component will help you to progress to Level 3 qualifications in music or music technology, which look at skills and techniques in more detail. Alternatively, you may want to progress to other Level 3 vocational or academic subject areas.</p> <p>COMPONENT 2: MUSIC SKILLS DEVELOPMENT</p> <p>This component will support your development of transferable skills which will support your advancement in education and employment.</p>	<p>Creative intentions, skills needed, stylistic accuracy creation of content/material. Tuning (if appropriate), learning repertoire, physical preparation and exercises, instrumental or vocal technique, practise routines such as scales, etc. o following accompaniment, stage presence. Exploring and extending ideas, using structure effectively, using rhythmic and melodic patterns o development of harmony. Using software instruments, using audio and software tools, manipulation techniques, inputting and editing audio, using effects, structuring music.</p>

CORE KNOWLEDGE

What I will know and understand by the end of Year 11.



This year in Music, we will be learning		This links to:	Key Vocabulary:
1	<p>BTEC Component 1: Exploring Music Products and Styles (Continued) In this component, you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work.</p> <p>This component will help you to progress to Level 2 or 3 vocational or academic qualifications where a knowledge of musical styles and a grounding in the areas of performance, creation and music production is essential.</p> <p>Learning outcomes: A Demonstrate an understanding of styles of music B Apply understanding of the use of techniques to create music.</p>	<p>This component will help you to progress to Level 3 qualifications in music or music technology, which look at skills and techniques in more detail. Alternatively, you may want to progress to other Level 3 vocational or academic subject areas.</p> <p>COMPONENT 2: MUSIC SKILLS DEVELOPMENT</p> <p>This component will support your development of transferable skills which will support your advancement in education and employment.</p>	<p>Compositional features such as melody, harmony, tonality, rhythm and structure</p> <p>Sonic features such as instrumentation, timbre, texture and production</p>
2	<p>BTEC Component 3: Responding to a Music Brief</p> <p>This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music sector that excites and appeals to you and respond to a music brief as a composer, performer or producer. You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project.</p> <p>AO1 Understand how to respond to a music brief AO2 Select and apply musical skills in response to a music brief AO3 Present a final musical product in response to a music brief AO4 Comment on the creative process and outcome in response to a music brief</p>	<p>Presenting music for a set brief is a key element of post-16 music qualifications and this component will enable you to establish solid foundations to help you progress to further Level 2 or Level 3 courses. You will also develop skills in self-management, communication and presentation, which are vital to any future course of study.</p> <p>COMPONENT 3: RESPONDING TO A MUSIC BRIEF Features explored:</p> <ul style="list-style-type: none"> 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>Accessibility, appropriateness, audience expectation, discarding, refining and polishing material and processes, textures/sound palettes, musical devices, canon, riffs, imitation, sequences, musical structures, verse, chorus, middle-eight, AABA, riff-based, contingency</p>