

# 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	<b>Introducing Composition and Musical Elements</b> <ul style="list-style-type: none"> <li>● Identify aurally instruments and musical elements.</li> <li>● Describe how musical elements are used together to create an emotive melody.</li> <li>● Compose a melody to a brief.</li> <li>● Develop compositions using musical elements.</li> <li>● Rehearse and perform as part of an ensemble.</li> </ul>	KS2 outcomes <ul style="list-style-type: none"> <li>● Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>● Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>● appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>	<ul style="list-style-type: none"> <li>● Instrumental Families</li> <li>● Melody</li> <li>● Pitch</li> <li>● Tempo</li> <li>● Dynamics</li> <li>● Composition</li> </ul>				
2	<b>Introducing Keyboard Skills and Notation</b> <ul style="list-style-type: none"> <li>● Articulate how to find a 'C' note and middle C on a keyboard.</li> <li>● Identify the notes on the Treble Clef within the staff.</li> <li>● Identify notes on the Treble Clef using Ledger Lines.</li> <li>● Explain how a piece of music is split up.</li> <li>● Notate a piece of music.</li> </ul>	KS2 outcomes <ul style="list-style-type: none"> <li>● Use and understand staff notation.</li> <li>● Play and perform in a solo context, playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>● Middle C</li> <li>● Staff</li> <li>● Treble Clef</li> <li>● Ledger Lines</li> <li>● Bar</li> <li>● Time Signature</li> </ul>				
3	<b>Introducing Rhythm</b> <ul style="list-style-type: none"> <li>● Summarise what Duration is in music.</li> <li>● Explain and use rhythmic symbols in musical notation.</li> <li>● Demonstrate a rhythmic technique.</li> <li>● Create and use a Graphic Score.</li> <li>● Rehearse and perform as part of an ensemble.</li> </ul>	KS2 outcomes <ul style="list-style-type: none"> <li>● Use and understand staff notation.</li> <li>● Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Semibreve</li> <li>● Minim</li> <li>● Crotchet</li> <li>● Quaver</li> <li>● Semi Quaver</li> </ul>				
4	<b>Introducing Instrumental Skills and Alternative Notation</b> <ul style="list-style-type: none"> <li>● Deduce how a Ukulele/Guitar is built and how it works.</li> <li>● Explain what chords are and how they are used.</li> <li>● Demonstrate an understanding of Chord Symbols.</li> <li>● Implement chord changes on an instrument.</li> <li>● Rehearse and perform as part of an ensemble.</li> </ul>	KS2 outcomes <ul style="list-style-type: none"> <li>● Use and understand other musical notations</li> <li>● Play and perform in a solo context, playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>● Parts of a Ukulele/Guitar</li> <li>● Strum</li> <li>● Chord</li> <li>● Chord Progression</li> <li>● Chord Chart</li> <li>● Tuning</li> </ul>				
5	<b>Introducing Music Technology Skills</b> <ul style="list-style-type: none"> <li>● Explain what is meant by music technology.</li> <li>● Investigate the features and purpose of music sequencing techniques.</li> <li>● Explore music sequencing techniques.</li> <li>● Apply different methods to add and edit notes to on a track.</li> <li>● Create a piece of music using loops and pre recorded samples.</li> </ul>	KS2 outcomes <ul style="list-style-type: none"> <li>● Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</li> <li>● Compose music for a range of purposes using the inter-related dimensions of music</li> <li>● Use music technology appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>● Music Technology</li> <li>● Loops</li> <li>● Sequencer</li> <li>● Synthesiser</li> <li>● Sampler</li> <li>● MIDI</li> </ul>				
<b>Target Grade:</b>		<b>AP1:</b>		<b>AP2:</b>		<b>AP3:</b>	

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

Target Grade:		AP1:		AP2:		AP3:	
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# 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	<b>Exploring Composition and Improvisation</b> <ul style="list-style-type: none"> <li>Understand the origins and history of Blues Music</li> <li>Analyse Blues lyrics</li> <li>Demonstrate an understanding of 12 Bar Blues</li> <li>Explore improvisation using the blues scale</li> <li>Rehearse and perform as an ensemble</li> </ul>	Year 8 Unit 1 Explore the History of music in Film Improvise a piece of music using a compositional device. 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.	Blues, Blues Scale, Improvisation, 12 Bar Blues, Triad, Work song
2	<b>Exploring Keyboard skills and Introducing Musical Periods</b> <ul style="list-style-type: none"> <li>Understand the role of the musician/composer in the Baroque Era.</li> <li>Explore the context of Baroque Music in terms of music, art, dance, dress, architecture, and literature.</li> <li>To develop an understanding of the musical devices used in Baroque Composition</li> <li>Examine and demonstrate how ornaments are used in western classical tradition and their effect.</li> <li>Perform, compose and analyse using a Baroque Musical devices.</li> </ul>	Year 8 Unit 2 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.	Baroque, Ground Bass, Ornament, Mordent, Trill, Harpsichord
3	<b>Exploring Western Classical traditions and the Works of Great Composers</b> <ul style="list-style-type: none"> <li>Understand the importance of a conductor and how they maintain control of the orchestra.</li> <li>Explore developments in the Classical and Romantic eras.</li> <li>Investigate why compositions changed through time.</li> <li>Analyse form and structure during this period.</li> <li>Perform and analyse the works of the great composers</li> </ul>	Understand the role of musicians 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.	Classical, Romantic, Composer, Conductor, Symphony, Form, Sonata
4	<b>Exploring Instrumental Skills</b> <ul style="list-style-type: none"> <li>Research knowledge and skills associated with your instrument.</li> <li>Demonstrate competent use and control of technical and interpretive music performance. skills in practice and development.</li> <li>Identify, with guidance, strengths and areas to develop in own technique.</li> <li>Demonstrate personal management skills and competent application of music performance skills in rehearsal using limited technical performance skills.</li> <li>Perform music using relevant technical and interpretive performance skills competently.</li> </ul>	Year 8 Unit 4 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.	Technical exercise, Repertoire, Intonation, Rehearsal, Expression, Reflection
5	<b>Musical Skills Demonstration</b> <ul style="list-style-type: none"> <li>Make a positive contribution to the planning of a music project.</li> <li>Demonstrate a positive input into the development and delivery of a music demonstration.</li> <li>Create promotional material appropriate to the skills that will be presented that communicates essential information to the target audience.</li> <li>Demonstrate personal management skills and competent application of music performance skills in rehearsal using limited technical performance skills.</li> </ul>	Year 9 Unit 4 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.	Projection, Stage presence, Technique, Confidence, Interpretation, Genre

Target Grade:		AP1:		AP2:		AP3:	
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# 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><b>BTEC Unit 1 – The Music Industry (Written Exam 25%)</b>                      This unit will allow you to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist. You will investigate music organisations to find out about the work they do and how they relate to and rely on one another. You will also be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles.</p> <p>You will need to understand the various business practices within the industry and the range of job opportunities that exist. You will also need to understand how the industry operates for the individual entrepreneurs, sole traders, partnerships and small organisations that predominate.</p> <p>This unit aims to help you gain awareness and the underpinning knowledge of the structure of the music industry, its working practices and opportunities.</p>	<p>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and Musicians</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>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>Venues, Health and Safety, Security, Major and Independent Record Labels, Publishing, Promoters, Broadcasters, Marketing and Distribution, Royalties, Licencing, A&amp;R, Hire and Transport companies, Unions, Contracts and Employment, Musician, Composer, Songwriter, Producer, Musical Director, Sound Technician, Roadie, Manager, Recording Studio personnel, Session Musician</p>
2	<p><b>BTEC Unit 2 – Managing a Music Product (Coursework 25%)</b>                      This unit will enable you to manage the planning, delivery and promotion of a live concert, recording, or other music product. The success of your music product will rely heavily on the planning and development process. It is important that different types of audience are understood and successful promotion is able to effectively engage these audiences. Your research should introduce you to elements of industry practice.</p> <p>You will work in a defined role to apply the specialist skills, knowledge and understanding required for the aspect of the work for which you are responsible. Your planning will lead to the final delivery of your product and its presentation to others. You will be required to work with others as well as achieving your personal goals, ensuring the product reflects your work and the qualities you show. The music industry requires teamwork at all levels of operation and you must support others to achieve to their full potential. Your work will also include the promotion of the music product, reflecting the fact that the industry does not depend purely on what happens on stage, but also on what happens in the market place, in retail and in audience generation and engagement.</p>	<ul style="list-style-type: none"> <li>• Investigate music organisations to find out about the work they do and how they interrelate.</li> <li>• Research jobs in music industry organisations.</li> <li>• Understand the various business practices within the industry and the range of job opportunities that exist.</li> <li>• Understand how the industry operates for the individual entrepreneurs, sole traders, partnerships and small organisations that predominate.</li> <li>• Analyse the structure of the music industry, its working practices and opportunities.</li> </ul>	<p>Target Audience, Repertoire, Technical and Logistical Requirements, Copyright, Production Meetings, Arrangements, Teamwork, Personal Management Skills, Timekeeping, Rehearsal Discipline, Promotion, Awareness of Music Industry Practice</p>

<b>Target Grade:</b>		<b>AP1:</b>		<b>AP2:</b>		<b>AP3:</b>	
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# 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><b>BTEC Unit 3 – Introducing Live Sound (Coursework 25%)</b></p> <p>This unit offers you the opportunity to learn about live sound and carry out the role of a live sound engineer. You must be able to manage the technical requirements for an entire concert, beginning by considering the sound requirements of the venue, ensuring that there is sufficient amplification for the audience to enjoy the performance without exceeding safe sound limits. You must organise and direct sound checks and know how to use and operate equipment safely without causing injury to yourself or others.</p> <p>During performances you will mix sound signals together to give the audience a balanced sound. Many of the tasks in live sound are the same as in a recording studio, but you must be aware that the environment is likely to change and the mix will need constant reviewing and adjustment. You must be able to adapt and respond to technical problems and ensure that minimal disruption to the event occurs. Finally, you will de-rig at the end of the show and ensure that all equipment is checked and stored safely.</p>	<ul style="list-style-type: none"> <li>• Investigate music organisations to find out about the work they do and how they interrelate.</li> <li>• Research jobs in music industry organisations.</li> <li>• Understand the various business practices within the industry and the range of job opportunities that exist.</li> <li>• Understand how the industry operates for the individual entrepreneurs, sole traders, partnerships and small organisations that predominate.</li> <li>• Analyse the structure of the music industry, its working practices and opportunities.</li> </ul>	<p>Roadie, Sound Technician, Monitor Technician, Backline Technician, Front of House Technician, Stage Plan, Legal Considerations, Inventory, Schedule, PA System, Mixing Desk, Amplifiers, Types of Microphones and Cables, Risk Assessment, Manual Handling, PPE, Electrical Safety, Set Up, Sound Check, De-rigging</p>
2	<p><b>BTEC Unit 5 – Introducing Music Performance (Coursework 25%)</b></p> <p>Over the course of this unit, you will explore skills and make decisions as you prepare for performance. Planning and practising are both vital parts of a successful performance; you should be aware of when your performances are due to take place so that you are able to plan your preparation time. You should be encouraged to choose your own pieces for performance to an audience. You should work with a specialist teacher to improve your technique and should keep a practice/production log that details how you have improved over the duration of the unit. If appropriate, you should organise your own accompaniment, whether this is a single accompanist or a band. You should practise and rehearse your chosen pieces so that you present polished performances. Some people find performing to an audience daunting. Therefore, you should be given plenty of opportunities to perform to audiences.</p>	<ul style="list-style-type: none"> <li>• Investigate music organisations to find out about the work they do and how they interrelate.</li> <li>• Research jobs in music industry organisations.</li> <li>• Understand the various business practices within the industry and the range of job opportunities that exist.</li> <li>• Understand how the industry operates for the individual entrepreneurs, sole traders, partnerships and small organisations that predominate.</li> <li>• Analyse the structure of the music industry, its working practices and opportunities.</li> </ul>	<p>Technique, Accuracy of Pitch/Intonation, Rhythm and Timing, Technical Exercises, Expression, Dynamics, Phrasing, Range, Improvisation, Breath Control, Vibrato, Confidence, Tuning, Accompaniment, Repertoire, Stage Presence, Interpretation, Style, Projection, Warm-up, Rehearsal, Independent Practice, Personal Management Skills</p>

<b>Target Grade:</b>		<b>AP1:</b>		<b>AP2:</b>		<b>AP3:</b>	
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