

CORE KNOWLEDGE

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



This year in MUSIC you will be able to:				This links to:			Key Vocabulary:	
1	Introducing Instrumental Skills, Rhythm and Alternative Notation <ul style="list-style-type: none">Demonstrate a rhythmic technique.Deduce how a Ukulele 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.			<p>KS2 outcomes</p> <ul style="list-style-type: none">Improvise and compose music for a range of purposes using the inter-related dimensions of music.Use and understand staff notation.Play and perform in a solo context, playing musical instruments with increasing accuracy, fluency, control and expression.Use and understand other musical notations			Parts of a Ukulele/Guitar Strum Chord Chord Progression Chord Diagram Melody Pitch Tempo Dynamics	
2								
3	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 stave.Play a melody on the keyboard, following staff notation written on the stave.Explain the structure of a piece of music.			<p>KS2 outcomes</p> <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.Use and understand staff notation.Play and perform in a solo context, playing musical instruments with increasing accuracy, fluency, control and expression.			Middle C Stave Treble Clef Bar Time Signature	
4								
5	Introducing Composition and Music Technology Skills <ul style="list-style-type: none">Use music sequencing software to create music.Develop compositions using musical elements.Use the MIDI keyboard to compose chord sequences.Compose simple bass lines using the root note of each chord.			<p>KS2 outcomes</p> <ul style="list-style-type: none">Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditionsCompose music for a range of purposes using the inter-related dimensions of musicUse music technology appropriately.			Duration Semibreve Minim Crotchet Quaver Music Technology Sequencer Synthesiser MIDI	
6								
Target Grade:			AP1:		AP2:		AP3:	

CORE KNOWLEDGE

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



This year in MUSIC you will be able to:				This links to:			Key Vocabulary:	
1	Developing Composition <ul style="list-style-type: none">Explore the History of music in FilmImprovise 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.			<p>KS2 outcomes</p> <ul style="list-style-type: none">Develop an understanding of the history of music. <p>Year 7 Music</p> <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.			Synchronisation Leitmotif Sharp note Flat note Natural note Accidentals	
2								
3	Developing Instrumental skills and Alternative Notation <ul style="list-style-type: none">Articulate different ways of playing instrumentsAnalyse Tablature and other forms of notation.Develop further understanding of more complex chords.Demonstrate how to use tablature for melody.Rehearse and perform as part of an ensemble.			<p>Year 7</p> <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.			Tablature Picking Broken chord 7th Chord Riff Ensemble	
4								
5	Developing Composition and Music Technology Skills <ul style="list-style-type: none">Use music sequencing software to create music.Develop compositions using musical elements.Use the MIDI keyboard to compose chord sequences.Compose simple bass lines using the root note of each chord.Create rhythmic accompaniment to support chord sequences.Develop your final recording through the mixing process.			<p>Year 7</p> <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			Mixing Panning Reverb Stereo EQ FX	
6								
Target Grade:			AP1:		AP2:		AP3:	

CORE KNOWLEDGE

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



This year in MUSIC you will be able to:		This links to:	Key Vocabulary:				
1	Exploring Composition and Improvisation <ul style="list-style-type: none">Understand the origins and history of Blues MusicAnalyse Blues lyricsDemonstrate an understanding of 12 Bar BluesExplore improvisation using the blues scaleRehearse and perform as an ensemble	Year 8 <ul style="list-style-type: none">Demonstrate an understanding of accidentals.Explain what chords are and how they are used.Demonstrate an understanding of Chord Symbols.Implement chord changes on an instrument.Demonstrate an understanding of the history of music.Improvise a piece of music using a compositional device	Blues Blues Scale Improvisation 12 Bar Blues Triad Work song				
2							
3	Exploring Instrumental skills and Alternative Notation <ul style="list-style-type: none">Articulate different ways of playing instrumentsAnalyse Tablature and other forms of notation.Develop further understanding of more complex chords.Demonstrate how to use tablature for melody.Rehearse and perform as part of an ensemble.Demonstrate developed expressive performance.	Year 8 <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 and demonstrate chord changes on an instrument.Rehearse and perform as part of an ensemble.	Repertoire Intonation Rehearsal Expression				
4							
5	Exploring Composition and Music Technology Skills <ul style="list-style-type: none">Use music sequencing software to create music.Develop compositions using musical elements.Use the MIDI keyboard to compose chord sequences.Compose simple bass lines using the root note of each chord.Create rhythmic accompaniment to support chord sequences.Compose a melodic line shaped by lyrics or harmonic intention.Analyse and Develop your final recording through the mixing process.	Year 8 <ul style="list-style-type: none">Explain the different ways effects are used in music technology.Demonstrate how to adapt sounds using effects.Use music sequencing software to create music.Develop your final recording through the mixing process.	Mixing Panning Reverb Stereo EQ FX Duration Semibreve Minim Crotchet Quaver Music Technology Sequencer Synthesiser MIDI				
6							
Target Grade:		AP1:		AP2:		AP3:	

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

BTEC Unit 1 – The Music Industry (Written Exam 25%)

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.

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.

This unit aims to help you gain awareness and the underpinning knowledge of the structure of the music industry, its working practices and opportunities.

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

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.

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

Venues, Health and Safety, Security, Major and Independent Record Labels, Publishing, Promoters, Broadcasters, Marketing and Distribution, Royalties, Licencing, A&R, Hire and Transport companies, Unions, Contracts and Employment, Musician, Composer, Songwriter, Producer, Musical Director, Sound Technician, Roadie, Manager, Recording Studio personnel, Session Musician

2

BTEC Unit 2 – Managing a Music Product (Coursework 25%)

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.

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.

- Investigate music organisations to find out about the work they do and how they interrelate.
- Research jobs in music industry organisations.
- Understand the various business practices within the industry and the range of job opportunities that exist.
- Understand how the industry operates for the individual entrepreneurs, sole traders, partnerships and small organisations that predominate.
- Analyse the structure of the music industry, its working practices and opportunities.

Target Audience, Repertoire, Technical and Logistical Requirements, Copyright, Production Meetings, Arrangements, Teamwork, Personal Management Skills, Timekeeping, Rehearsal Discipline, Promotion, Awareness of Music Industry Practice

Target Grade:

AP1:

AP2:

AP3:

CORE KNOWLEDGE

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



This year in Music, we will be learning

1

BTEC Unit 7 – Introducing Music Sequencing (Coursework 25%)

In this unit, you will be using sequencing software packages to create music in response to a realistic, music-industry-led brief. You will learn how to create music using a variety of sources, including loops and software instruments. You will edit your music by the application of different processes such as quantisation, looping and note editing, and enhance the sound by the addition of appropriate plug-in effects such as reverb, delay and distortion. You will then learn how to create a final mix that will become a completed audio file. As you learn through experiencing and using the software, you will gain an understanding of the roles of different software tools, leading to the production of music that uses the full functionality of the software available. You will use your knowledge to create either original music or a creative arrangement of music already written by others.

2

BTEC Unit 5 – Introducing Music Performance (Coursework 25%)

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.

This links to:

- Investigate music organisations to find out about the work they do and how they interrelate.
- Research jobs in music industry organisations.
- Understand the various business practices within the industry and the range of job opportunities that exist.
- Understand how the industry operates for the individual entrepreneurs, sole traders, partnerships and small organisations that predominate.
- Analyse the structure of the music industry, its working practices and opportunities.

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Key Vocabulary:

MIDI Keyboard, Steptime Input, Duration, Note Position, Pitch, Velocity, Copy and Paste, Loops, Samples, Software Instruments, Preset Sounds, Software Mixer, Digital Effects - EQ, Chorus, Reverb, Tempo, Time Signature, Real time capture, Resizing and Trimming, Time Stretching, Quantizing, Stereo Field, Bouncing Down

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

Target Grade:

AP1:

AP2:

AP3: