

Unit of Learning	1	2	3	4
<b>Topic</b>	<u>Voice</u>	<u>Percussion</u>	<u>Keyboard Skills</u>	<u>Class Ensemble</u>
<b>Area of Study and links to Model Music Curriculum</b>	Singing, Performance	Performance, Composition	Performance, Appraising	Performance, Singing
<b>Interrelated Dimensions of music</b>	Pitch, Melody, Harmony	Rhythm, Texture, Structure, Dynamics, Tempo	Melody, Harmony, Rhythm	Structure, Texture, Expression, Rhythm, Tempo
<b>Declarative Knowledge</b>	-How voice can be used as an instrument -How warm-ups prepare and improve singing	-What a percussion instrument is -How different percussion instruments are played -Begin to recognise and note values of basic rhythmic notation	-Notes on a keyboard and finger technique -Treble Clef notation and identify on a stave -Recognition of how to read a basic melody in order to perform	-Recognise and understand a graphic score -Rehearsal Techniques in an instrument group -The difference between playing and performing music
<b>Procedural Knowledge</b>	-Follow an accompaniment and leader -Recognise and use vocal techniques -Sing as part of an ensemble in unison and antiphony -Perform as an ensemble	-Play within a percussion ensemble -Follow a Structure -Play against contrasting parts -Notate using basic rhythmic notation	-Playing the keyboard with the correct technique -Playing a melody with bass line accompaniment from melodic notation -Performing individually	-Playing from a graphic score on a chosen instrument -Performing and rehearsing as part of an instrument group -Performing with an awareness ensemble
<b>Disciplinary Knowledge</b>	Recognise and describe melody, pitch, and texture	Recognise and describe rhythm, pulse, and structure	Recognise and describe melody, harmony, and rhythm	Recognise and describe structure, tempo, and rhythm
<b>Assessment</b>	Class performance, continual teacher feedback, self and peer assessment, listening responses.	Class performance, continual teacher feedback, self and peer assessment, listening responses, ensemble structural compositions.	Solo performance, continual teacher feedback, self and peer assessment, listening responses.	Class ensemble performance to audience, continual teacher feedback, self and peer assessment, listening responses, ensemble arrangements.

Unit of Learning	1	2	3	4
<b>Topic</b>	<u>Group Ensemble</u>	<u>Vocal Composition</u>	<u>Ensemble Composition</u>	<u>Genre</u>
<b>Area of Study and links to Model Music Curriculum</b>	Singing, Performance	Singing, Composition	Performance, Composition	Performance, Appraising
<b>Interrelated Dimensions of music</b>	Structure, Texture, Expression, Rhythm, Tempo, Dynamics	Structure, Melody, Word Setting	Harmony, Rhythm, Structure, Tonality	Melody, Harmony, Rhythm, Texture, Timbre
<b>Declarative Knowledge</b>	-Recognise a graphic score and understand how parts can be enhanced -Rehearsal Techniques in an ensemble group -The difference between playing and performing music.	-Why lyrics are used to create meaning -How lyrics can be structured -verse and chorus -rhyme and rhythm in vocal composition	-Recognise the notes within a key signature -How to create a chord progression from a scale -How instrument parts can be written from a chord progression -Read and play from an original graphic score	-Understand how to identify musical elements through appraisal -How to use graphic score and traditional notation to perform on keyboard and a chosen instrument -Understand how musical elements can be altered to play stylistically correct
<b>Procedural Knowledge</b>	-Playing from a graphic score on a chosen instrument against contrasting parts -Performing and rehearsing as part of an ensemble -Performing with an awareness ensemble without direction	-Compose lyrics which are suitable to a given meaning -Understand how to use rhyme and rhythm to create flow -Create contrast between verse and chorus	-Compose using graphic scores -Compose an original piece as an ensemble -Perform an original piece as an ensemble	-Playing from a graphic score on a chosen instrument -Performing and rehearsing as part of an instrument group -Performing with an awareness of genre and style
<b>Disciplinary Knowledge</b>	-Recognise and describe texture, structure, and expression	-Recognise and describe structure, pulse, and melody	-Recognise and describe harmony, tonality, and rhythm	-Recognise and describe melody, rhythm, and texture
<b>Assessment</b>	Ensemble performance to audience, continual teacher feedback, self, and peer assessment, listening responses.	Continual teacher feedback, self, and peer assessment, listening responses, written lyric compositions.	Ensemble performance, continual teacher feedback, self, and peer assessment, listening responses, written instrumental compositions,	Class ensemble performance to audience, continual teacher feedback, self, and peer assessment, listening responses.

Unit of Learning	1	2	3	4
<b>Topic</b>	<u>Session Musician</u>	<u>Music Product</u>	<u>Arranging</u>	<u>Responding to a Brief</u>
<b>Area of Study and links to Model Music Curriculum</b>	Performance, Appraising	Performance, Industry	Performance, Composition	Performance, Composition, Industry
<b>Interrelated Dimensions of music</b>	Rhythm, Texture, Expression, Metre, Tempo	Structure, Texture, Expression, Dynamics, Tempo	Expression, Timbre, Rhythm, Tempo	Timbre, Rhythm, Structure, Expression
<b>Declarative Knowledge</b>	-Recognise a graphic score and understand how parts can be enhanced -Rehearsal techniques in an instrument group -Understand how musical elements can be used to alter the genre of music	-Recognise a graphic score and understand how parts can be enhanced -Rehearsal Techniques in an ensemble group -Recognise career pathways and their impact on music	-Recognise and understand how musical elements can be altered to change genre -Recognise a graphic score and understand how parts can be altered to create a genre specific sound -Rehearsal Techniques in an ensemble group -Understand how to research for a specific goal	-Recognise how timbre can be used to alter an instruments sound -Understand how to respond to a musical brief -Recognise a graphic score and understand how parts can be enhanced -Rehearsal Techniques in an ensemble group -Use musical understanding to take ownership and express a piece of music in an original way
<b>Procedural Knowledge</b>	-Playing from a graphic score on a chosen instrument as part of an instrument group -Altering musical elements within performance to reflect genre -Performing with an awareness ensemble	-Playing from a graphic score on a chosen instrument against contrasting parts -Using job roles and leadership to enhance rehearsal and performance -Creating suitable promotional material -Performing with an awareness ensemble without direction	-Arrange as an ensemble to change genre -Playing from a graphic score on a chosen instrument against contrasting parts with the ability to alter directions to suit genre -Create a comparison of genres from research -Performing with an awareness ensemble without direction	-Playing from a graphic score on a chosen instrument against contrasting parts with the ability to alter and given information to meet the requirement of a brief -Performing with an awareness ensemble without direction
<b>Disciplinary Knowledge</b>	Recognise and describe tempo, rhythm, and time signature	Recognise and describe texture, structure, and expression	Recognise and describe melody, harmony, and rhythm	Recognise and describe timbre, rhythm, structure, and expression
<b>Assessment</b>	Class ensemble performance to audience, continual teacher feedback, self and peer assessment, listening responses, ensemble arrangements.	Ensemble performance to audience, continual teacher feedback, self and peer assessment, listening responses, ensemble arrangements.	Ensemble performance to audience, continual teacher feedback, self and peer assessment, listening responses, ensemble arrangements, research documents.	Ensemble performance to audience, continual teacher feedback, self, and peer assessment, listening responses, ensemble arrangements.

Unit	<b>Component 1</b> <b>Exploring Music Products and Styles</b> <b>Y10 Term 1 &amp; 2</b>			
Tasks	<u>Audio Recording</u>	<u>Live Performance</u>	<u>Composition</u>	<u>Genre Research</u>
Declarative Knowledge	<ul style="list-style-type: none"> <li>-How to use a graphic score to play a part on a chosen instrument</li> <li>-Understand how musical elements can be altered to play stylistically correct</li> <li>-How to perform as part of an ensemble in a live recording environment</li> </ul>	<ul style="list-style-type: none"> <li>-How to use a graphic score to play a part on a chosen instrument</li> <li>-Understand how musical elements can be altered to play stylistically correct</li> <li>-How to perform as part of an ensemble in a live performance environment</li> </ul>	<ul style="list-style-type: none"> <li>-How to use Sibelius to create a composition</li> <li>-How minimalist techniques can be used to create a composition which reflects the requirements of the brief</li> <li>-How to identify minimalist techniques with written traditional notation</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise musical elements within the appraisal of music</li> <li>-Understand how to clearly present ideas and understanding of musical elements and genre</li> <li>-Understand how the internet can be used to research</li> </ul>
Procedural Knowledge	<ul style="list-style-type: none"> <li>-Playing from a graphic score on a chosen instrument</li> <li>-Performing and rehearsing as part of an ensemble group</li> <li>-Performing with an awareness of genre and style</li> <li>-Performing with an awareness of recording equipment</li> </ul>	<ul style="list-style-type: none"> <li>-Playing from a graphic score on a chosen instrument</li> <li>-Performing and rehearsing as part of an ensemble group</li> <li>-Performing with an awareness of genre and style</li> <li>-Performing with an awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>-Composing a minimalist piece using traditional notation</li> <li>-Using compositional techniques to create a piece which accurately reflects how musical elements are organised within Minimalist music</li> </ul>	<ul style="list-style-type: none"> <li>-Research chosen genres to clearly identify the compositional and sonic features involved</li> <li>-Analyse appropriate pieces of music to demonstrate how a song is structured and reflects its genre through the musical elements used</li> <li>-Research and understand how production techniques are typically used in relation to genre and time period</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li>-Describe how elements can be played on a chosen instrument to reflect a specific genre</li> <li>-Describe how an audio recording can meet the requirements of a set brief</li> </ul>	<ul style="list-style-type: none"> <li>-Describe how elements can be played on a chosen instrument to reflect a specific genre</li> <li>-Describe how a live performance can meet the requirements of a set brief</li> </ul>	<ul style="list-style-type: none"> <li>-Describe how elements can be composed using Sibelius to reflect a specific genre</li> <li>-Describe how a composition can meet the requirements of a set brief</li> </ul>	<ul style="list-style-type: none"> <li>-Describe what compositional and sonic features are</li> <li>-Describe how musical elements effect a piece of music</li> <li>-Describe how alterations to musical elements can alter the genre of a piece</li> </ul>
Assessment	<p>Products assessed against Learning Outcome B1, 2 &amp; 3.</p> <p>How effective students' choices are based on their understanding of the techniques used to create music and how well these are applied to their products.</p> <p>How effectively experimental techniques and processes are applied in the realisation of each product in response to the brief. How well students can present their products with clear descriptions of how musical elements have been applied in order to create a genre specific sound.</p>			<p>Portfolio assessed against Learning Outcome A1 &amp; 2. How students have displayed their knowledge and understanding of how musical elements can be used to create compositional and sonic features that typify their chosen styles of music and how well these points are supported by relevant examples.</p>

Unit	<b>Component 2 Music Skills Development Y10 Term 3 &amp; Y11 Term 1</b>			
Tasks	<u>Planning</u>	<u>Rehearsing &amp; Composing</u>	<u>Performance &amp; Composition</u>	<u>Reviewing</u>
<b>Declarative Knowledge</b>	-How to assess current ability to identify areas for improvement -How to create purposeful targets -How to create a plan which will lead to effective rehearsals	-How to follow a development plan -How to research and recreate technical exercises -How to research and utilise compositional techniques -How to maintain a rehearsal/composition diary -How to identify areas for improvement	-Understand how to perform in a recording environment -Understand how to present a composition in a musical way ready for assessment -Understand assessment requirements for each discipline	-Understand how to analyse a rehearsal/composition process -Understand how to analyse a performance recording and a written and recorded composition -Understand what professional skills are and to what extent they have been utilised in the rehearsal and composition process.
<b>Procedural Knowledge</b>	-Create a review of skills and select a purposeful target -Create a SWOT analysis to identify how a target may be achieved -Create a development plan to sequentially plan to achieve chosen target	-Rehearse with technical exercises -Rehearse a chosen song on a chosen instrument -Compose original music -Identify areas of improvement and areas of success	-Perform in a recording environment -Compose using traditional notation Complete products which meet the requirements of the brief	-Create a written review of the overall process or rehearsal and composition -Consider the efficacy of the development plans and how they aided the creation of products -Review the use of professional skills against industry standards
<b>Disciplinary Knowledge</b>	-Describe how skills can be analysed -Describe how fully a considered development plan can achieve a target	-What makes a good rehearsal/performance -What makes a good composition -Describe how a development plan can structure rehearsal/composition sessions	-Express why each product meets the requirements of the brief -Describe how you would like to complete your practical recording	-Describe how the rehearsal and composition process went regarding the development plans -Describe how professional skills have been applied to meet industry standards
<b>Assessment</b>	Plan assessed against Learning Outcome A1, planning demonstrates logical progression to effectively improve music skills and techniques, planning is purposeful and demonstrates analysis of developmental needs.	Rehearsal assessed against Learning Outcome A2 and B1. How well development processes are applied and how effectively skills are improved. How well performances are refined through rehearsal techniques.	Performances and compositions are assessed against Learning Outcome B2, development of musical content/material in line with creative intentions. The effectiveness of the stylistic accuracy of the performance and composition.	Review is assessed against Learning Outcome B1 and B3, reflections demonstrate how rehearsal techniques have and planning have improved performances and compositions, Professional Skills are identified and discussed to demonstrate their effectiveness.

<b>Unit</b>	<b>Component 3 Responding to a Music Brief Y11 Term 2 &amp; 3</b>		
<b>Tasks</b>	<b><u>Planning</u></b>	<b><u>Creating</u></b>	<b><u>Reviewing</u></b>
<b>Declarative Knowledge</b>	<ul style="list-style-type: none"> <li>-How to identify musical elements within a chosen song and genre</li> <li>-How to compare and contrast different genres</li> <li>-How to begin to create a version of a song in a chosen genre</li> <li>-How to create planning material to aid in written responses</li> <li>-How to respond to questions in an exam environment and present ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how to research and create arranged parts for instruments aside from specialist instrument</li> <li>-Understand how to present a composition in a musical way ready for assessment</li> <li>-Understand assessment requirements for each discipline</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how to analyse a rehearsal/composition process</li> <li>-Understand how to analyse a performance recording and a written and recorded composition</li> <li>-Understand what professional skills are and to what extent they have been utilised in the rehearsal and composition process.</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>-Choose a suitable song and genre from a given selection</li> <li>-Create research material which will allow for an understanding of how a song can be altered to create a different version in line with the given brief</li> <li>-Complete a two-hour essay detailing how the selected piece will be altered to realise the arrangement</li> </ul>	<ul style="list-style-type: none"> <li>-Perform in a recording environment</li> <li>-Compose using traditional notation</li> <li>Complete products which meet the requirements of the brief</li> </ul>	<ul style="list-style-type: none"> <li>-Create a written review of the overall process or rehearsal and composition</li> <li>-Consider the efficacy of the development plans and how they aided the creation of products</li> <li>-Review the use of professional skills against industry standards</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>-Describe how and why the plan will meet the requirements of the brief</li> <li>-Describe how musical elements will be altered and exploited to create an arrangement of a chosen piece within a new style</li> <li>-Describe skills development and professional skills and how these will be used to aid in the creation of an arrangement which meets the requirements of a given brief</li> </ul>	<ul style="list-style-type: none"> <li>-Express why each product meets the requirements of the brief</li> <li>-Describe how you would like to complete your practical recording</li> </ul>	<ul style="list-style-type: none"> <li>-Describe how the rehearsal and composition process went regarding the development plans</li> <li>-Describe how professional skills have been applied to meet industry standards</li> </ul>
<b>Assessment</b>	<p>Plan assessed against Activity 1. How detailed the explanation of the proposed musical material is, how the proposed musical material will address the aims and requirements of the brief. Consideration of how musical elements, genres, styles, and playing/producing techniques will be used, and the consideration of the resources and skills development needed.</p>	<p>Performances and compositions are assessed against Learning Outcome B2, development of musical content/material in line with creative intentions. The effectiveness of the stylistic accuracy of the performance and composition.</p>	<p>Review is assessed against Learning Outcome B1 and B3, reflections demonstrate how rehearsal techniques have and planning have improved performances and compositions, Professional Skills are identified and discussed to demonstrate their effectiveness.</p>