

**Curriculum Coverage in the Department of Performing Arts - Music**

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>		<b>Year 10 BTEC Music &amp; Music Tech</b>	<b>Year 11 BTEC Music &amp; Music Tech</b>
<b>Unit 1</b>	<p><b>Topic: Introduction to Music</b></p> <p><b>Overview:</b> Students are introduced to the basic elements of Music through Singing, Listening, Performing &amp; Composing activities.</p> <p>Rhythm and warm-up games are established alongside routines for class singing. Through singing a range of songs, students explore the textures Unison, Harmony &amp; Rounds. Students learn the notes on the keyboard and develop confidence with this through a short composition activity.</p> <p><b>Assessment:</b> Class and individual performances with opportunities for reflection through self &amp; peer assessment.</p>	<p><b>Topic: African Drumming</b></p> <p><b>Overview:</b> Whilst exploring music of a different culture, this unit works towards a whole class performance using authentic African drums (Djembe &amp; Doum doum). This activity emphasises the importance of every member of the team, whilst giving opportunities for leadership. Students experience the power and fulfilment of being involved in a large performance whilst developing their rhythmic ability and their drumming technique.</p> <p><b>Assessment:</b> Whole class performance Written knowledge assessment.</p>	<p><b>Music Topic: Pop Music 1: Developing Performing Skills</b></p> <p><b>Overview:</b> Through the medium of popular music, students will first recap their keyboard theory and performing skills. They will analyse the compositional features of an effective pop song through listening activities which links to Component 1 of the BTEC Tech Award where students must demonstrate knowledge of the key features of musical styles. The structure and texture of pop songs will be explored, and students will apply this knowledge to an ensemble performance, during which other pop appropriate instruments will be introduced. As well as performing skills, this project seeks to develop teamwork, rehearsal discipline and the ability to evaluate and refine a performance - all of which are essential for success at KS4.</p> <p><b>Assessment:</b> Solo keyboard performance. Ensemble performance. Knowledge test.</p>	<b>Autumn Term</b>	<p><b>Topic: Introduction to BTEC Music/Music Tech and Component 1 - Exploring Music Products and Styles (preparation)</b></p> <p><b>Overview:</b> Before introducing Component 1, students will participate in practical workshops designed to develop their skills in performing on their chosen instrument, composing and production.</p> <p>Students will then begin to prepare for Component 1, which will involve exploring a range of musical styles and the compositional and sonic features used in their creation.</p> <p><b>Knowledge &amp; Skills covered</b> :</p> <ul style="list-style-type: none"> <li>• <b>Composition Features:</b> <i>Melody, Harmony, Tonality, Rhythm &amp; Structure.</i></li> <li>• <b>Sonic Features:</b> <i>Instrumentation, Texture, Timbre &amp; Production.</i></li> <li>• <b>Other Musical Elements</b> e.g. <i>Dynamics, Tempo &amp; Articulation</i></li> <li>• <b>Musical styles chosen from the following categories:</b> <i>Popular Music 50s – present, World Music, Music for Media, Western Classical Music, Jazz &amp; Blues</i></li> <li>• <b>Performance techniques</b> e.g. <i>pitch, intonation, rhythm &amp; timing, range dynamics, expression, phrasing etc.</i></li> <li>• <b>Instrument specific terms</b> e.g. <i>vibrato, barre chords, finger picking, head voice etc</i></li> <li>• <b>Interpretive skills</b> e.g. <i>projection, focus, confidence, stage presence etc</i></li> <li>• <b>DAW terminology</b> e.g. <i>bus, inserts, stereo spread &amp; panning</i></li> <li>• <b>Compositional devices</b> e.g. <i>repetition, transposition, inversion, structures e.g. 12 bar blues etc</i></li> </ul> <p><b>Assessment:</b> <i>Formative assessment throughout the unit:</i></p> <p>In-class performances Peer assessment Completed DAW products Questioning Low stakes testing</p>	<p><b>Topic: Component 2: Music Skills Development</b></p> <p><b>Overview:</b> The <i>Pearson Set Assignment</i> will be released in October and students' work will be submitted for moderation in December. Students will audit their skills in two of the following three disciplines: Performing, Composing or Production. They will then create and follow a development plan which should drive their progress. They will work towards creating a final piece in each discipline which responds to a brief set by the exam board.</p> <p>Following the release of the PSA students will prepare for and undertake <b>15 hours of controlled assessment.</b></p> <p>During the assessment period, students will be required to generate the following evidence for both disciplines: -</p> <ul style="list-style-type: none"> <li>• Skills audit</li> <li>• Target Setting</li> <li>• Planning</li> <li>• Developmental routines</li> <li>• Technical exercises</li> <li>• Review of progress</li> <li>• A final musical outcome</li> </ul> <p>Evidence will include written work, as well as videos and audio clips of exercises/warm-ups, practise/rehearsal sessions and a recording of the final piece.</p> <p><b>Assessment:</b> <i>Summative assessment:</i></p> <p>This is a moderated unit. All completed written and practical tasks will be teacher assessed. The exam board will then request a sample of marked work for moderation.</p>

<p><b>Unit 2</b></p>	<p><b>Topic: Keyboard Skills</b></p> <p><b>Overview:</b> Through learning a simple popular melody, the importance of good keyboard technique is explored and encouraged. Students practise exercises and learn to play using all fingers.</p> <p>Although the focus will be on learning to play a single line melody, those with prior experience and more able learners will be encouraged to add a bassline or chord sequence using their left hand.</p> <p><b>Assessment:</b> Individual keyboard performance Notes quiz and final test</p>	<p><b>Topic: 3D Music</b></p> <p><b>Overview:</b> Following a recap of notes on the keyboard and keyboard technique, students learn to play a simple melody. The focus of the unit, however, is chords. The expressive impact of major and minor chords will be explored, and students will learn basic facts about harmony through learning to play a simple chord sequence. Students are encouraged to play using both hands where possible.</p> <p>Exploring different versions of this piece demonstrates how chords can be used to create a diverse sense of style.</p> <p><b>Assessment:</b> Individual keyboard performance Theory test.</p>	<p><b>Music Tech Topic: Working with Audio: Movie Trailer</b></p> <p><b>Overview:</b> A standard Music Technology task is to be able to create music for the moving picture. This task, which uses an edited video to make it school appropriate, the students are asked to use a combination of Audio and MIDI to create a horror movie backing. There are a variety of videos upon request.</p> <p><b>Assessment:</b> Peer and teacher assessment on final music product.</p>	<p><b>Spring Term</b></p>	<p><b>Topic: Component 1 <i>Exploring Music Products and Styles.</i></b></p> <p><b>Overview:</b> The <i>Pearson Set Assignment</i> for this component will be released in January and students' work will be submitted for moderation in May. Following the release of the PSA students will prepare for and sit <b>12 hours of controlled assessment.</b></p> <p><b>Task 1</b> (5 hours) Compile a portfolio of evidence that demonstrates understanding of four different styles of music.</p> <p><b>Task 2</b> (7 hours) Create 3 musical extracts to demonstrate exploration of musical techniques.</p> <p><b>Assessment:</b> <i>Summative assessment:</i></p> <p>This is a moderated unit. All completed written and practical tasks will be teacher assessed. The exam board will then request a sample of marked work for moderation.</p>	<p><b>Topic: Component 3: Responding to a Music Brief</b></p> <p><b>Overview:</b> This component is synoptic and externally assessed. Students will be able to work to their strengths and apply the skills that they have learned throughout the course. They will have to respond to a given brief as a composer, performer or producer.</p> <p>Students must select a piece of music from a list of 10, set by the exam board. They will then need to create a re-imagined version of this piece or 'cover version' in a different style. They will have four styles to choose from.</p> <p>There are three parts to the exam: -</p> <p><b>Activity 1:</b> 2 hour written exam which requires students to explain their initial ideas in response to the brief and how they plan to manipulate musical features to achieve their outcome.</p> <p><b>Activity 2:</b> 16 hours for the creation of the re-imagined musical product.</p> <p><b>Activity 3:</b> 1 hour written exam which is an explanation of the developmental process and an evaluation, charting strengths and weaknesses and assessing success in meeting the brief.</p> <p><b>Assessment:</b> <i>Summative assessment:</i></p> <p><b>This is an examined unit.</b> Both written exams and the recording of the final music product will be submitted to the exam board for marking.</p>
<p><b>Unit 3</b></p>	<p><b>Topic: The Ukulele</b></p> <p><b>Overview:</b> Students learn basic facts about the ukulele and through listening and practical activities, they develop their understanding of ukulele technique.</p> <p>The overall focus is on learning to play 4 simple chords that can then form the basis for several popular songs.</p>	<p><b>Topic: Introduction to Cubase* (short task)</b></p> <p><b>Overview:</b> A standard Music Technology task is to be able to create music for the moving picture. In this case, it is a scene from Monsters Inc. During this task, we look at how music compliments a video appropriately. Following this, the students are asked to use a combination of Audio</p>	<p><b>Music Topic: Pop Music 2 - Composing</b></p> <p><b>Overview:</b> Using the knowledge and skills developed in the performance unit, students will now create their own pop songs. This will develop creative skills within a specific musical structure. The process will be scaffolded with students first writing a parody and then progressing to composing their own song from scratch. They will learn to notate their compositions using chord symbols and creating</p>	<p><b>Summer Term</b></p>	<p><b>Topic: Component 2: <i>Music Skills Development (Preparation)</i></b></p> <p>Students will further explore their skills in performing, composing and production. Following a series of workshops in each area, they will learn to audit their skills in two of these disciplines, identifying areas for development. They will then devise a development plan using SMART targets and developmental exercises. They must develop their ability to practise their skills effectively and prepare musical outcomes that demonstrates the progress that they have made.</p>	<p><b>Topic: Component 3: Responding to a Music Brief</b></p> <p>Final exam work will be submitted to the board.</p>

	<p>Students are encouraged to sing and play simultaneously with increasingly complex strumming patterns being introduced for the most able performers.</p> <p><b>Assessment:</b> Whole class performance Written knowledge test</p>	<p>and MIDI to create a horror movie backing for Monsters Inc. They will learn to select, import and edit appropriate sounds showing an understanding of the different categories of sound design. They will also experiment will simple effects, balancing volumes and mixing down their work for assessment.</p> <p><b>Assessment:</b> Peer assessment of final musical products.</p>	<p>a lead sheet. This unit will develop an understanding of simple chord progressions and melody writing.</p> <p><b>Assessment:</b> Peer and teacher assessment of final music product.</p>		<p><b>Assessment:</b> <i>Formative assessment throughout the unit:</i> In-class performances Peer assessment Completed DAW products Questioning Low stakes testing</p>	
<b>Unit 4</b>	<p><b>Topic: Musical Traditions – Samba &amp; Swing</b></p> <p><b>Overview:</b> <b>1. Samba</b> Students undertake a whole class Samba performance, introducing them to the essential skills of ensemble performing.</p> <p>Set in the cultural tradition of the carnivals in Rio, students learn a range of rhythms which they perform in response to musical signals. They are introduced to call &amp; response and polyrhythms and learn the importance of rehearsal discipline and communication in performance. It also introduces improvisation, giving students the opportunity to be creative whilst exploring what works.</p> <p><b>2. Swing</b> Students continue to develop their improvisation skills through this jazz genre.</p> <p>From a starting point of listening activities, students explore the context of the style and identify the instruments involved. They then return to the keyboards, to play a walking bass line which they must play using an appropriate voice and rhythm.</p> <p><b>Assessment:</b> <b>Samba:</b> Whole Class Performance <b>Swing:</b> Paired keyboard performance</p>	<p><b>Topic: Film Music* (main topic)</b></p> <p><b>Overview:</b> This unit focuses on developing students' creative skills whilst gaining an insight to the job of film composer.</p> <p>Following an exploration of existing movie music and the impact combining films clips with different music extracts can have, students compose music for an extract from a Wallace &amp; Gromit film. This task will develop students' creativity as well as their knowledge of music software and ability to represent a character in sound. Students are introduced to a range of compositional devices e.g. ostinato, chromatic scale, dissonance etc. and learn to manipulate the musical elements to create a specific effect.</p> <p><b>Assessment:</b> Peer &amp; teacher assessment of final music product.</p> <p><i>* Occasionally groups are unable to access the Music Tech suite. In this circumstance, an extended scheme based on Film Music is substituted using similar content to above.</i></p>	<p><b>Topic: Developing MIDI input and arranging skills – Blinding Lights</b></p> <p><b>Overview:</b> This unit focuses on both MIDI and audio. Students are given the MIDI patterns to recreate Blinding Lights. They have the option to learn how to play these in using their keyboard skills or, they can draw them in on the piano roll. This improves attention to detail and accuracy in addition to basic quantise skills. Once the melody, chords, bass and drums are in place, the piece is "dressed" using appropriate audio files and mixing/processing techniques are used. The whole piece is transposed into the correct key and finally the vocals are added to create a complete piece of music.</p> <p><b>Assessment:</b> Teacher assessment of final music product.</p>		<b>N.A.</b>	<b>N.A.</b>

