Curriculum Coverage in the Department of Performing Arts - Music

	Year 7	Year 8	Year 9		Year 10 BTEC Music & Music Tech	Year 11 BTEC Music & Music Tech
Unit 1	**Topic: Introduction to Music** **Overview:** Students are introduced to the basic elements of Music through Singing, Listening, Performing & Composing activities. Rhythm and warm-up games are established alongside routines for class singing. Through singing a range of songs, students explore the textures Unison, Harmony & Rounds. Students learn the notes on the keyboard and develop confidence with this through a short composition activity. **Assessment:** Formative assessment ongoing throughout the unit with opportunities for reflection through self & peer assessment.	**Topic: African Drumming** **Overview:** Whilst exploring music of a different culture, this unit works towards a whole class performance using authentic African drums (Djembe & 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 drumming technique. **Assessment:** Formative assessment ongoing throughout the unit. Summative assessment of whole class performance and written knowledge assessment.	**Music Topic: 4 Chord Trick- Performing** **Overview:** 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. **Assessment:** Formative assessment ongoing throughout the unit. Summative assessment of solo keyboard performance and knowledge test. **Pop Music 2 – Composing** **Overview:** 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. This unit will develop an understanding of simple chord progressions and melody writing. **Assessment:** Peer and teacher assessment of final music product.	**Autumn Term**	**Topic: Introduction to BTEC Music/Music Tech and Component 1 - *Exploring Music Products and Styles*** *(preparation)* **Overview:** Before introducing Component 1, students will participate in practical workshops designed to develop their skills in performing on their chosen instrument, composing and production. 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. **Assessment:** *Formative assessment throughout the unit:* In-class performances Peer assessment Completed DAW products Questioning Low stakes Summative assessment performance at the end of the unit applying skills learnt with opportunities for feedback/ reflection (self/ peer assessment).	**Topic: Component 2: *Music Skills Development*** **Overview:** The *Pearson Set Assignment* 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. Following the release of the PSA students will prepare for and undertake **15 hours of controlled assessment.** 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. **Assessment:** *Summative assessment:* 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.
Unit 2	**Topic: Keyboard Skills** **Overview:**	**Topic: 3D Music** **Overview:**	**Music Production: Music for Media** **Overview:**	**Spring Term**	**Topic: Component 1 Exploring Music Products and Styles.** **Overview:**	**Topic: Component 3: Responding to a Music Brief** **Overview:**

	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. 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. **Assessment:** Formative assessment ongoing throughout the unit. Summative assessment of individual keyboard performance and notes test.	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. Exploring different arrangements of their performance piece demonstrates how chords can be used to create a diverse sense of style. **Assessment:** Formative assessment ongoing throughout the unit. Summative assessment of Individual keyboard performance and theory test.	Building on the music technology skills developed in Year 8, students further develop their understanding of working as a film composer and sound designer. They explore how music, sound effects and audio manipulation can be combined to create an effective soundtrack for a horror movie trailer. Students work with both audio and MIDI, developing skills in editing, mixing and sequencing. They apply a range of sound effects and production techniques to enhance their final product, while developing a strong foundation for further study of Music Technology at KS4. Students then transfer and adapt these skills to other media contexts, including science fiction and computer games, exploring how musical and sonic choices can create atmosphere, tension and impact for different audiences and purposes. **Assessment:** Ongoing formative assessment through teacher feedback and practical tasks. Peer and teacher assessment of the completed music technology product, focusing on the effective application of composition, editing, mixing and sound design techniques.		The *Pearson Set Assignment* 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 **12 hours of controlled assessment.** **Task 1** (5 hours) Compile a portfolio of evidence that demonstrates understanding of four different styles of music. **Task 2** (7 hours) Create 3 musical extracts to demonstrate exploration of musical techniques. **Assessment:** *Summative assessment:* 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.	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. 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. *There are three parts to the exam: -* **Activity 1:** 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. **Activity 2:** 16 hours for the creation of the re-imagined musical product. **Activity 3:** 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. **Assessment:** **This is an examined unit**. Both written exams and the recording of the final music product will be submitted to the exam board for marking.
Unit 3	**Topic: The Ukulele** **Overview:** Students learn basic facts about the ukulele and through listening and practical activities, they develop their understanding of ukulele technique. The overall focus is on learning to play 4 simple chords that can then form the basis for several popular songs. Students are encouraged to sing and play simultaneously with increasingly complex	**Topic: Film Music** **Overview:** This unit focuses on developing students' creative skills whilst gaining an insight into the job of film composer. We begin by looking at how music compliments a video appropriately. Students learn to use basic music technology techniques to select appropriate audio to fit with a short film extract. Following an exploration of existing movie music, students compose music for an extract from a Wallace & Gromit film.	**Topic: The Guitar** **Overview:** Students are introduced to the different types of guitar and develop an understanding of their key features and uses. They explore a range of fundamental guitar-playing techniques and learn to read TAB notation, applying this knowledge to perform a selection of iconic rock guitar riffs both as a class and alongside backing tracks. Students then develop their chordal playing by learning a simple chord sequence and a	**Summer Term**	**Topic: Component 2: *Music Skills Development*** *(Preparation)* 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. **Assessment:** *Formative assessment throughout the unit:* In-class performances	**Topic: Component 3: Responding to a Music Brief** Final exam work will be submitted to the board.

	strumming patterns being introduced for the most able performers. **Assessment:** Formative assessment ongoing throughout the unit. Summative assessment of a whole class performance and written knowledge test	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. **Assessment:** Formative assessment ongoing throughout the unit. Summative assessment of completed film score with opportunities for reflection through self & peer assessment.	range of strumming patterns. They consolidate and apply the skills developed throughout the unit by combining riffs, chords and strumming techniques in a collaborative class performance of 'Chasing Cars'. **Assessment:** Formative assessment ongoing throughout the unit. Summative assessment of final performance.		Peer assessment Completed DAW products Questioning Low stakes testing	
Unit 4	**Topic: Swing** **Overview:** Students develop improvisation skills through the study of swing jazz. Beginning with focused listening activities, they explore the historical and cultural context of the genre and identify key instruments and their roles. Building on this understanding, students apply their knowledge at the keyboard, performing a walking bass line with appropriate tone and rhythmic accuracy. Through a range of rhythm-based and aural activities, students are introduced to the core principles of improvisation. They are then supported to apply these skills with increasing independence, composing and performing their own swing pieces within given harmonic and structural frameworks. **Assessment:** Formative assessment ongoing throughout the unit. Summative assessment of a keyboard performance with opportunities for feedback/	**Topic: The Classics** **Overview:** Students are introduced to the genre of Classical music through the study of Mozart and Beethoven, developing their understanding of the key characteristics, conventions and stylistic features of the period. Students develop their keyboard skills by learning and performing an excerpt from an iconic work by each composer. They then evaluate the two composers and justify their choice of a preferred composer, using their selected piece as the focus for the end-of-unit performance assessment. Differentiated versions of each piece provide an appropriate level of challenge, enabling students to develop their technical and musical skills at increasingly advanced levels while providing extension opportunities for more accomplished performers. **Assessment:** Formative assessment ongoing throughout the unit.	**Topic: EDM 1: Performance** **Overview:** Students explore the genre of Electronic Dance Music (EDM) through focused listening, analysis and discussion, developing their understanding of its key musical characteristics and production techniques. Students apply this knowledge through the performance of a choice of well-known EDM tracks, primarily using the keyboard. The unit develops rhythmic accuracy, coordination and ensemble skills, with students learning to layer and combine different musical parts to create an effective arrangement. Students also explore the role of instrumentation and timbre, making appropriate sound selections to reflect the style and enhance the over **Assessment:** Formative assessment ongoing throughout the unit. Summative assessment of group arrangements of EDM pieces and written theory test.		**N.A.**	**N.A.**

	reflection (self/peer assessment).	Summative assessment of individual keyboard performance and written theory test.				
Unit 5	**Topic: Pachelbel's Canon** **Overview:** Students are transported back to the Baroque period of music where they learn about instrumentation, ground bass, continuo and ostinato. Once these elements are established, we focus on melody and harmony theory by playing and composing various melodies over the continuous ground bass. Key concepts are taught through listening and appraising with an emphasis on performance. Once students have developed their keyboard playing skills and timing, they are free to compose an extra melody where we focus on the idea of playing in a specific key, in this case C Major. **Assessment:** Assessment is through both performance and listening. In pairs, students create a performance of the ground bass and up to three different melodies, including their own. There is an option to play as a soloist using left and right hand independently. Following the performance, there is a listening assessment to consolidate key term learning and appraisal of music heard.	**Topic: The Blues** **Overview:** The Blues focuses on both blues music from the early 20th Century to the 12-bar blues of the 1950s onwards. Key concepts such as walking bass line, blues scale (b5) and improvisation are taught through listening and performance. This builds on the Swing unit undertaken in year 7. The main keyboard aspect it to be able to play a 12-bar blues structure using chords, then a walking bass line and finally improvising melodies using a blues scale on top. Through listening to examples such as Robert Johnson through to Chuck Berry, students can identify key compositional devices, differences between the two styles and explain the purpose of the music. **Assessment:** Students prepare two performances for assessment. The mid-term assessment is to play the basic triads in sequence for a 12-bar blues. The second is to combine a walking bass line with an improvised blues melody. The final part of assessment takes the form of a listening paper where students identify key devices and give their own response to the music.	**Topic: EDM 2 Production** **Overview:** This unit focuses on both MIDI and audio. Students are given the MIDI patterns to recreate a popular EDM piece. 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. Once complete, we learn the fundamentals of mixing which includes volume balance, panning, use of fx plugins and finally the master chain. This practices key Music Production skills that are required throughout the subsequent BTEC course. **Assessment:** Students are assessed on their ability to create a cohesive production of an EDM piece. As there are many stages, students are awarded marks based upon MIDI input, arrangement and mixing.		**N.A.**	**N.A.**

Curriculum Note: *Units will not necessarily be delivered in numerical order but will be rotated throughout the academic year. This approach ensures curriculum coherence and progression, while also allowing the department to manage resources effectively and ensure students have timely access to the equipment and facilities required for each unit.*