



Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 7	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Bridging Unit Songs and Structure	Programme Music	Form, Structure, Harmony Folk Music
Key Retainable Knowledge & Skills	<p><u>Bridging Unit-</u> Elements of Music, Pitch and Rhythm notation</p> <p>Building on KS2 work</p> <p><u>Songs & Structure</u> Performance of short songs, singing, ensemble skills, aural skills</p> <p>Developed through individual and whole class performance, starting with simple musical notation for a grounding for all</p> <p><u>By the end of the term</u> students will have developed key retainable knowledge and skills in</p> <ul style="list-style-type: none"> • Reading and writing rhythmic notation • improvising around a rhythmic stimulus • Understanding simple composition concepts e.g. repetition • Reading and writing stave notation for the treble clef • Singing in parts • Performing a short piece of music on tuned percussion in front of the class • Appraising the performance of themselves and their peers 	<p><u>Programme Music</u> Analysis of short pieces of music from Carnival of the Animals with a view to developing skills in</p> <ul style="list-style-type: none"> • Reading notation • Aural skills including identification of instruments, beats in a bar, pitch etc... • Performance skills including performing extracts of Carnival • Musical context • Composition Skills <p>Building on skills through aural, performance and composition</p> <p><u>By the end of the term</u> students will have developed key retainable knowledge and skills in</p> <ul style="list-style-type: none"> • Reading and performing short extracts from Carnival of the Animals in a variety of time signatures, 4/4 and 3/4 • Reading music which extends the range on the stave for the treble clef • Performing a longer piece of music on tuned percussion/ keyboards to the class • Appraising the performance of themselves, their peers and audio recordings through Aural work • Knowledge of the Families of the Orchestra, the timbres of the instruments and the visual identification of instruments. • Knowledge of the Romantic Period, Programme Music and Great Composers • Composition skills through analysis of Saint Saens work and own composition of the Aquarium. Composition skills include use of structure, timbre, texture (monophonic/polyphonic), dynamics, rhythm, sequences, score writing (using traditional/ graphic/ IT based notation) • Keyboard skills- the notes on the keyboard. • Knowledge of how the Arts interact 	<p><u>Form, Structure, Harmony</u></p> <ul style="list-style-type: none"> • Developing notation skills- treble and bass clef, chords • Developing Aural skills • Developing composition skills- harmony/ chords • Developing Ensemble skills • Composition Skills <p><u>Folk Music</u></p> <ul style="list-style-type: none"> • Developing notation skills- Ukulele Chord Diagrams • Developing Aural skills • Developing Ensemble skills • Musical context <p>Building on skills through aural, performance and composition</p> <p><u>By the end of the term</u> students will have developed key retainable knowledge and skills in</p> <ul style="list-style-type: none"> • Reading and performing lengthy Duet pieces with a partner and/ or whole class performances • Reading other Musical notation, i.e. Chord symbols for keyboards and ukulele • Composition through analysis and performance of Duets- the skills of 'what sounds right' will lead to the composition and performance as a pair in a duet. Composition skills include use of structure, timbre, texture (monophonic/harmonic) dynamics, rhythm, sequences, score writing (using traditional/ graphic/ IT based notation) • Understanding harmony with the introduction of chords, major and minor • Aural recognition of Folk Music and knowledge of the contributions from areas within the British Isles, cultural differences and traditions. • Aural based performance of Folk Music from the British Isles • Ukulele skills- performing pieces with at least 3 different chords in addition to singing as a class • Appraising the performance of themselves, their peers and audio recordings through Aural work.



Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



	<p>Expected Standard- students will be able to recognise the elements and use appropriate musical vocabulary and musical notation. Students will be able to perform short pieces of music on tuned percussion and sing in parts. Students will begin to develop appraisal skills and be able to feedback on performances.</p> <p>Greater depth- students will successfully perform in rounds and perform to a high standard in terms of rhythm, pitch and fluency. Accompaniments may be added as an extension, in 2 parts or with chord accompaniments.</p>	<p>Expected Standard- students will be able to recognise the use of the elements and develop aural skills based around the orchestra and programme music. Students will perform pieces from the collection and use their knowledge and skills to compose their own Aquarium piece using Art as a stimulus. Students will develop appraisal skills and be able to feedback on performances.</p> <p>Greater depth- students will successfully perform to a high standard in terms of rhythm, pitch and fluency. Accompaniments may be added as an extension. Compositions will demonstrate flair and use of advanced compositional techniques for example sequences, timbres, dynamic contrast.</p>	<p>Expected Standard-students will develop musical notation skills reading the treble clef, chords, ukulele chord diagrams and begin to add accompaniments to melodic lines through the introduction of part writing and performance. Students will perform and compose in small ensembles. Students will develop appraisal skills and be able to feedback on performances.</p> <p>Greater depth- students will successfully perform to a high standard in terms of rhythm, pitch and fluency. Accompaniments will be added. Students will take a leading role in the organisation, performance and composition stages and add dynamics, phrasing and other advanced musical elements to enhance the composition.</p>
Key Technical Vocabulary	<p>Elements of Music- tempo, style/genre, structure, dynamics, timbre, texture, pitch, rhythm..</p> <p>Ostinato canon/round Song structure Verse/chorus Performance Accompaniment Melody Ensemble Time signature Stave, treble clef Bar lines/bars Italian/ French /German music vocabulary</p>	<p>Elements of Music- tempo, style/genre, structure, dynamics, timbre, texture, pitch, rhythm..</p> <p>Programmatic Improvisation Composition Orchestral instruments (Western Tradition) Italian/ French /German music vocabulary</p>	<p>Elements of Music- tempo, style/genre, structure, dynamics, timbre, texture, pitch, rhythm..</p> <p>Song structure Verse/chorus Improvisation Chords Ensembles, duets/trio/quartets Italian/ French /German music vocabulary</p>
Opportunities for Reading	<p>Songs lyrics Musical Notation reading</p>	<p>Poetry PowerPoint Musical Notation reading</p>	<p>Songs lyrics PowerPoint Musical Notation reading</p>
Developing Cultural Capital	<p>Oracy, Communication, peer assessment, class community, social, appraisal, teamwork, responsibility, confidence, Buskers on the balcony/ Vocal Evening/ Christmas Concert Extra-curricular ensembles</p>	<p>Oracy, Communication, peer assessment, class community, social, appraisal, team work, responsibility, confidence, Buskers on the balcony/ Piano Recital Evening Extra-curricular ensembles</p>	<p>Oracy, Communication, peer assessment, class community, social, appraisal, community, team work, confidence, responsibility, Buskers on the balcony/ Summer Production Extra-curricular ensembles</p>
Cross Curricular Links (Authentic Connections)	<p>Maths- Beats and note values English – Song Lyrics French- French songs- Frere Jacques. Au Clair de la lune</p>	<p>English- Poetry, descriptive writing Art- Visual images IT- use of Sibelius software</p>	<p>History- Historical links with Folk Music- War, Geography- British Folk Music= areas of British Isles, counties, etc..., industrial links with counties etc IT-use of Sibelius</p>
Key Assessment	<p>Baseline Assessment which includes listening test and 2 pieces of theory work. Practical assessment of Easy Tunes</p>	<p>Practical assessment of 2 of the pieces Composition of own animal.</p>	<p>Practical assessment of Ensemble skills Ukulele assessment</p>



Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 8	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	<p>World Music Calypso, Samba, Reggae Classical Musical Genres Opera- Carmen</p>	<p>Popular Music The Beatles Musicals Sound of Music, Grease, Little Shop of Horrors....</p>	<p>Development of Dance- Performance and Composition Disco, Rave, Electronic Dance Music</p>
Key Retainable Knowledge & Skills	<p>World Music</p> <ul style="list-style-type: none"> Musical context <p>Calypso, Samba, Reggae Developing skills through</p> <ul style="list-style-type: none"> Analysis of genres Reading notation, developing chords Ensemble work Appraisal of performance <p>Classical Musical Genres- Opera Carmen by Georges Bizet Developing skills through</p> <ul style="list-style-type: none"> Analysis of genres Reading notation, developing chords Ensemble work Solo work Appraisal of performance Project research and production <p>Building on skills through aural, performance and composition</p> <p>By the end of the term students will have developed key retainable knowledge and skills in</p> <ul style="list-style-type: none"> Reading more complex rhythmic notation- syncopated rhythms Improvising around a rhythmic stimulus (4 bar improvisation per student which is encompassed in an overall performance) Ensembles skills based on 4part rhythmic work on untuned percussion Reading Graphic notation Knowledge of World Music- Music of the Caribbean, its historical influences and culture through Listening and appraising exercises. Knowledge of instruments from around the world, their timbres and visual/ aural identification. Appraising the performance of themselves, their peers and adjusting work to enhance their rhythmic composition/ performance Knowledge of structure by performing songs from the genres studied using keyboards and voices. Keyboard skills- reading and performing right hand melody with left hand chords, developing accompaniment skills i.e. block chords, primary triads, broken chords in a range of keys suitable to the repertoire chosen. Knowledge of the Classical Period, genres of the Classical period and Great Composers through Listening and appraising exercises. Further knowledge of the Families of the Orchestra, the timbres of the instruments and the aural identification of instruments. Individual performance of extracts of the iconic repertoire of the time from the Great Composers, developing further rhythmic reading, time signatures, keys, chords etc on lengthy pieces. Appraising the performance of themselves, their peers and adjusting work to improve performance. Research and presentation skills through completion of a project based on Classical Music. these could include essay based, Power Point, display boards, newspaper articles. Knowledge of how the Arts interact 	<p>Popular Music</p> <ul style="list-style-type: none"> Musical context <p>The Beatles Developing skills through</p> <ul style="list-style-type: none"> Analysis of genres Reading notation, developing chords Vocal work Ensemble work Solo work Appraisal of performance Project research and production Composition/ arranging Skills <p>Musicals</p> <ul style="list-style-type: none"> Musical context <p>Sound of Music, Grease, Little Shop of Horrors... Developing skills through</p> <ul style="list-style-type: none"> Analysis of genres Reading notation, developing chords Ensemble work Solo work Vocal work Appraisal of performance Project research and production Composition/ arranging Skills <p>Building on skills through aural, performance and composition/arrangement</p> <p>By the end of the term students will have developed key retainable knowledge and skills in</p> <ul style="list-style-type: none"> Knowledge of Music of the 20th Century, the influences of Britain on the development of Popular Music around the world and leading bands and artists of the time through Listening and appraising exercises. Individual performance of extracts of the iconic repertoire of the time from 'The Beatles', developing further rhythmic reading, time signatures, keys, chords, accompaniments, backing beats etc on complete songs. Appraising the performance of themselves, their peers and adjusting work to improve performance. Research and presentation skills through completion of a project based on The Beatles. These could include essay based, Power Point, display boards, video productions. Knowledge of Music of the 20th Century, the development of Musical Theatre and the composers of well-known Musicals through Listening and appraising exercises. Performance of extracts of the repertoire from a variety of Musical Theatre productions including, Grease, Little Shops of Horrors, Joseph and his Technicolour Dreamcoat... and including student interest on more recent productions e.g. Wicked, developing further rhythmic reading, time signatures, keys, chords, accompaniments, backing beats etc on complete songs. Ensemble skills where students can develop arranging skills for performance of the work as a 'pit' band. (dependent upon the class cohort) Knowledge of how the Arts interact. 	<p>Development of Dance- Listening and Performing</p> <ul style="list-style-type: none"> Musical context <p>Development of Dance Music- range of genres including ballet, ballroom, jive etc Developing skills through</p> <ul style="list-style-type: none"> Analysis of genres Reading notation Ensemble work Solo work Appraisal of performance and presentation skills Project developing ICT/ video skills for presentations <p>Development of Dance- Composing and Performing</p> <ul style="list-style-type: none"> Musical context <p>Composition of Dance Music using, IT software, Ableton Disco, Rave, Electronic Dance Music etc</p> <p>Developing skills through</p> <ul style="list-style-type: none"> Analysis of genres Reading notation Ensemble work Solo work Appraisal of composition and performance Project developing ICT skills and time management. Composition/ arranging Skills <p>Building on skills through aural, performance and composition</p> <p>By the end of the term students will have developed key retainable knowledge and skills in</p> <ul style="list-style-type: none"> Knowledge of Music through the Development of Dance, genres of Dance from the Classical period to present day and music from the Great Composers through Listening and appraising exercises. Individual performance of extracts of the iconic repertoire from Swan Lake, developing further rhythmic reading, time signatures, keys, chords, accompaniments. Reading treble and bass clef and performing extracts using both hands on the keyboard Appraising the performance of themselves, their peers and adjusting work to improve performance. Research and presentation skills through completion of a project based on a dance genre of choice. These could include essay based, Power Point, display boards, video productions, inclusion of sound snippets into presentations. Knowledge of how to research and meet criteria through the RSL guidelines of identification of genre, characteristics, subgenres, artists and their work including imagery fashion, historical moments, record label etc... Use of Ableton IT programme to compose a piece of Electronic Dance Music focussing on structure, time signatures, layers of sound, harmony, timbres and complex rhythmic patterns to build a polyphonic Dance composition working as an individual or as a pair. Time management skills- working to strict deadlines and to specific criteria.



Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



			<ul style="list-style-type: none"> Knowledge of how the Arts interact
	<p>Expected Standard- students will be able to recognise the use of the elements and develop aural skills based around the genres studied. Students will develop reading musical notation, including graphic notation, chord symbols and perform in a 4-part ensemble and as a soloist. Student will aim to add an accompaniment to keyboard work. Students will develop appraisal skills and be able to feedback on performances.</p> <p>Greater depth- students will successfully perform to a high standard in terms of rhythm, pitch and fluency. Accompaniments will be added. Students will take a leading role in the organisation of performances adding improvisation, dynamics, phrasing and other musical elements to enhance the performance.</p>	<p>Expected Standard- students will be able to recognise the use of the elements and develop aural skills based around the genres studied. Students will develop reading musical notation through more complex pieces of music, adding chords and performing solo. Students will develop appraisal skills and be able to feedback on performances. Students will produce a research project</p> <p>Greater depth- students will successfully perform to a high standard in terms of rhythm, pitch and fluency. Accompaniments will be added. Students will add depth to performances through dynamics, phrasing and other musical elements to enhance the performance. Students will produce a <u>comprehensive</u> project based on the area of study.</p>	<p>Expected Standard - students will be able to recognise the use of the elements and develop aural skills based around the genres studied. Students will develop reading musical notation through more complex pieces of music, adding chords and performing solo. Students will develop appraisal skills and be able to feedback on performances. Students will produce a dance composition using ICT.</p> <p>Greater depth- students will successfully perform to a high standard in terms of rhythm, pitch and fluency. Accompaniments will be added. Students will add depth to performances through dynamics, phrasing and other musical elements to enhance the performance. Students will produce a comprehensive dance composition using ICT and be able to discuss their compositional ideas in a comprehensive way</p>
Key Technical Vocabulary	<p>Elements of Music- tempo, style/genre, structure, dynamics, timbre, texture, pitch, rhythm..</p> <p>Song structure Verse/chorus Improvisation Syncopation Call and response Classical Opera house Score Plot Act Romantic Prelude Interlude Postlude Costumes scenario contextual information instrumentation Harmonic notes- #/ b World Instruments found in Caribbean Music- maracas, Bongo Drums, claves, timbales... Italian/ French /German music vocabulary</p>	<p>Elements of Music- tempo, style/genre, structure, dynamics, timbre, texture, pitch, rhythm..</p> <p>Song structure Verse/chorus Call and response Popular music Producer Recording studio Artist Decade contextual information instrumentation riff walking bass Improvisation Accompaniment Plot Theatre Pit orchestra Staging Lighting Scenario Characters</p> <p>Scenery</p> <p>Broadway</p> <p>Vibrato</p> <p>Harmony</p> <p>Italian / French /German music vocabulary</p>	<p>Elements of Music- tempo, style/genre, structure, dynamics, timbre, texture, pitch, rhythm..</p> <p>Composition Recording Superimpose Ensemble contextual information Instrumentation Costumes Presentation Participation Social Cultural Movement Emotion Gramophone Beats Bassline BPM (beats per minute) Parts of a drum kit (Kick, Snare, Hi Hats) Four to the floor Pre-set Arpeggio Stepwise Leap wise Ascending Descending Italian/ French /German music vocabulary</p>
Opportunities for Reading	<p>Songs lyrics Internet research PowerPoint Musical Notation reading</p>	<p>Songs lyrics Internet research PowerPoint Musical Notation reading</p>	<p>Internet research PowerPoint Musical Notation reading ICT music software reading</p>
Developing Cultural Capital	<p>Oracy, Communication, peer assessment, class community, social, appraisal, confidence, responsibility, Buskers on the balcony/ Vocal Evening/ Christmas Concert Extra-curricular ensembles</p>	<p>Oracy, Communication, peer assessment, class community, social, appraisal, team work, confidence, responsibility, Buskers on the balcony/ Piano Recital Evening Extra-curricular ensembles</p>	<p>Oracy, Communication, peer assessment, class community, social, appraisal, community, team work, confidence, responsibility, Buskers on the balcony/ Summer Production Extra-curricular ensembles</p>



Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids

Cross Curricular Links (Authentic Connections)	Geography- World Music, Caribbean culture Arts/ History/ Geography, Cultural awareness .MFL- operatic languages English language/ Art skills- presentation skills i.e. Newspaper articles, storyboards	History- British culture 1960-present Art/ IT- presentation skills- Beatles Project	Media Studies/Dance/ Art/ IT- presentation skills- Dance Project/ presentation Mathematics- beats,
Key Assessment	Ensemble skills Performance working in Groups of 4 Keyboards skills- Chords & Melody Aural assessments Written projects	Keyboards skills- Chords & Melody- development of advanced chords and accompaniment ideas Project work-The Beatles Aural assessments	Dance research project individually- ICT / video presentations Dance composition project in groups of 2 or 4



Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 9	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	<p>Popular Music Blues Music Jazz/ Ragtime</p>	<p>Popular Music Rock Music Music and media- Film and television Performance Skills</p>	<p>Music & Media Film Advertising</p>
Key Retainable Knowledge & Skills	<p>Popular Music</p> <ul style="list-style-type: none"> Musical context <p>Blues Music</p> <p>Developing skills through</p> <ul style="list-style-type: none"> Analysis of genres Reading notation, developing chords, bass clef Ensemble work Solo work Appraisal of performance Project research and production Composition/ arranging Skills <p>Popular Music Jazz & Ragtime</p> <ul style="list-style-type: none"> Musical context Scot Joplin- The Entertainer, Tiger rag Jazz- In the Mood Glenn Miller Developing skills through Analysis of genres Reading notation, developing accompaniments (stride piano) Ensemble work/ solo work Appraisal of performance <p>Building on skills through aural, performance and composition</p> <p>By the end of the term</p> <p>students will have developed key retainable knowledge and skills in</p> <ul style="list-style-type: none"> Knowledge of Music through the Development of Jazz through, different genres of music through Listening and appraising exercises. Individual and Ensemble performance of the Blues sequence Reading treble and bass clef and performing extracts using both hands on the keyboard. Appraising the performance of themselves, their peers and adjusting work to improve performance. Knowledge of the Development of Music in the 20th Century, the influences from around the world and leading bands and artists of the time. Performance skills using ‘stride’ piano accompaniment as an alternative left hand accompaniment idea and developing dexterity on the keyboard as an individual and as a ‘band member’ in the world of Jazz where Ensemble skills are paramount for successful performances of ‘In the Mood’. Reading more complex rhythmic notation- syncopated rhythms and improvising around a melodic stimulus Ensembles skills based on 4part melodic work on a variety of instruments. Time management and organisational skills- working to strict deadlines and to specific criteria as part of a team. Arrangement skills, adapting music to suit the ensemble and individual abilities. Knowledge of how the Arts interact 	<p>Popular Music</p> <ul style="list-style-type: none"> Musical context <p>Rock Music</p> <p>Developing skills through</p> <ul style="list-style-type: none"> Analysis of genres Reading notation, developing chords Ensemble work Solo work Appraisal of performance Project research and production Composition/ arranging Skills <p>Music & Media Film and Television</p> <ul style="list-style-type: none"> Musical Context <p>Film themes- Jurassic Park, Star Wars, James Bond...</p> <p>TV Theme tunes</p> <p>Developing skills through</p> <ul style="list-style-type: none"> Analysis of genres Reading notation, developing chords and accompaniments Ensemble work/ solo work Appraisal of performance Composition/ arranging Skills <p>By the end of the term</p> <p>students will have developed key retainable knowledge and skills in</p> <ul style="list-style-type: none"> Further knowledge of 20th century Popular Music through the study of Rock Music through the decades, the leading bands and artists of the time. Individual performance skills of iconic rock pieces from a choice of repertoire which includes, Queen Reading treble and bass clef and performing extracts using both hands on the keyboard. Research and presentation skills through completion of a project based on Classical Music. these could include essay based, Power Point, display boards... Knowledge of Music through the Development Film Music, different genres of Film Music and the music from the Great Film composers of our time through Listening and appraising exercises. Individual performance of extracts from a variety of films including James Bond, Jurassic Park, Star Wars, developing further rhythmic reading, time signatures, keys, chords, accompaniments, backing beats, timbres on a variety of genres. Appraising the performance of themselves, their peers and adjusting work to improve performance. Knowledge of how the Arts interact 	<p>Music & Media</p> <ul style="list-style-type: none"> Musical context Film Advertising <p>Developing skills through</p> <ul style="list-style-type: none"> Analysis of genres Reading notation, developing chords Ensemble work/solo work Appraisal of performance Research and communication skills ICT/ video/ social media Composition/ arranging Skills <p>By the end of the term</p> <p>students will have developed key retainable knowledge and skills in</p> <ul style="list-style-type: none"> Knowledge of Music through the Development Film Music, different genres of Film Music and the music from the Great Film composers of our time through Listening and appraising exercises. Composition of a piece of film music/ gaming music developing further rhythmic reading, time signatures, keys, chords, accompaniments, backing beats, timbres on a variety of genres. Understanding of Polyphonic writing Knowledge and recognition of the various compositional skills for film/game music I.e. leitmotif, development of theme, background, incidental music etc.. Appraising the performance of themselves, their peers and adjusting work to improve performance. Team work skills through Composition of an advertisement in groups of 4 Time management skills- working to strict deadlines and to specific criteria. Knowledge of how the Arts interact



Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



	<p>Expected Standard- students will be able to recognise the use of the elements and develop aural skills based around the genres studied. Students will develop reading musical notation through more complex pieces of music, adding chords, developing accompaniment's e.g. stride and performing solo. Students will develop appraisal skills and be able to feedback on performances.</p> <p>Greater depth- students will successfully perform to a high standard in terms of rhythm, pitch and fluency. Accompaniments will be added, new techniques clearly evident. Students will add depth to through dynamics, phrasing and other musical elements to enhance the performance. Students will perform the <u>more complex pieces</u> within the repertoire on offer or are directed to further works.</p>	<p>Expected Standard -students will be able to recognise the use of the elements and develop aural skills based around the genres studied. Students will develop reading musical notation through more complex pieces of music, adding chords, developing accompaniment's and performing both in an ensemble and solo. Students will develop appraisal skills and be able to feedback on performances. Students will produce a research project</p> <p>Greater depth- students will successfully perform to a high standard in terms of rhythm, pitch and fluency. Accompaniments will be added, new techniques clearly evident. Students will add depth to performances through dynamics, phrasing and other musical elements to enhance the performance. Students will perform the more complex pieces within the repertoire on offer or are directed to further works. Students will produce a <u>comprehensive</u> project based on the area of study</p>	<p>Expected Standard -students will be able to recognise the use of the elements and develop aural skills based around the genres studied. Students will develop composing through use of ICT building up at least 3 parts for the dance composition. Students will develop appraisal skills and be able to feedback on compositions. Students will produce a group advertisement project which includes all the aspects, jingle, product design, voiceover, underscore...</p> <p>Greater depth- students will successfully compose a film piece which is structured and includes more than 4 parts using ICT using more complex rhythms and melodic ideas. Students will take a lead in producing a <u>comprehensive</u> advertising project which is recorded and fulfils all the criteria to a high standard.</p>
Key Technical Vocabulary	<p>Elements of Music- tempo, style/genre, structure, dynamics, timbre, texture, pitch, rhythm...</p> <p>Composition Recording Ensemble Instrumentation Theme Genre Sequence Accompaniment Walking bass syncopated Stride piano Rag Tie's Italian, French, German, musical vocabulary</p>	<p>Elements of Music- tempo, style/genre, structure, dynamics, timbre, texture, pitch, rhythm...</p> <p>Composition Recording Ensemble Instrumentation Scene Frame Underscore Theme Leitmotif Animation</p> <p>Genre</p> <p>Electronica</p> <p>Classical</p> <p>Title theme</p> <p>Character</p> <p>Comedy</p> <p>Fantasy</p> <p>Horror</p> <p>stimulus</p> <p>Italian, French, German, musical vocabulary</p>	<p>Elements of Music- tempo, style/genre, structure, dynamics, timbre, texture, pitch, rhythm...</p> <p>Composition Recording Superimpose Ensemble Instrumentation Scene Frame Slogan Jingle Voiceover Underscore Theme</p> <p>Leitmotif</p> <p>Animation</p> <p>Genre</p> <p>Electronica</p> <p>Classical</p> <p>Title theme</p> <p>Character</p> <p>Comedy</p> <p>Fantasy</p> <p>Horror</p> <p>stimulus</p> <p>Italian, French, German, musical vocabulary</p>
Opportunities for Reading	<p>Songs lyrics Internet research PowerPoint Musical Notation reading</p>	<p>Songs lyrics Internet research PowerPoint Musical Notation reading</p>	<p>Advertising slogans/ scripts Internet research PowerPoint Musical Notation reading</p>



Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Developing Cultural Capital	Oracy, Communication, peer assessment, class community, social, appraisal, confidence, responsibility, Buskers on the balcony/ Vocal Evening/ Christmas Concert/ RSL performance Extra-curricular ensembles	Oracy, Communication, peer assessment, class community, social, appraisal, team work, confidence, responsibility, Buskers on the balcony/ Piano Recital Evening/ RSL performance Extra-curricular ensembles	Oracy, Communication, peer assessment, class community, social, appraisal, community, team work, confidence, responsibility, Buskers on the balcony/ Summer Production/ RSL performance Extra-curricular ensembles
Cross Curricular Links (Authentic Connections)	History/ Geography- Slave Trade History- British culture 1960-present Geography- World Music History- British Music culture 1960-present/ American Music Culture	History- British culture 1960-present Art/ IT- presentation skills- Rock Project History/ Geography- Slave Trade History- British Music culture 1960-present/ American Music Culture Media- Film industry, TV industry	Media Studies/ Art/ IT- presentation skills- Film project Drama/IT/Art- Advertising project
Key Assessment	Keyboards skills- Chords & Melody Performance skills on own for Ragtime, group for Jazz	Keyboards skills- Chords & Melody developing accompaniments Project work- Rock Music .Performance skills on own instrument or keyboard	Film project in pairs Advertising Project in groups up to 4

Year 10	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Unit 1 The Music Industry Unit 5 Introducing Performance Unit 6 Introducing Recording Unit 7 Introducing Sequencing	Unit 1 The Music Industry Unit 5 Introducing Performance Unit 6 Introducing Recording Unit 7 Introducing Sequencing	Unit 1 The Music Ind Unit 5 Introducing Performance Unit 6 Introducing Recording Unit 7 Introducing Sequencing
Key Retainable Knowledge & Skills	<ul style="list-style-type: none"> • Skills for Instrument Maintenance • Health & Safety • Instrumental Skills and repertoire • Organisational Skills • Analytical Skills • Composition/ arranging /sequencing Skills • Microphone Techniques • Recording/ Production Techniques 	<ul style="list-style-type: none"> • Skills for Instrument Maintenance • Health & Safety • Instrumental Skills and repertoire • Organisational Skills • Analytical Skills • Composition/ arranging /sequencing Skills • Microphone Techniques • Recording/ Production Techniques 	<ul style="list-style-type: none"> • Skills for Instrument Maintenance • Health & Safety • Instrumental Skills and repertoire • Organisational Skills • Analytical Skills • Composition/ arranging /sequencing Skills • Microphone Techniques • Recording/ Production Techniques



Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids

Key Technical Vocabulary	Analytical Aural Communication Performance Arrangement Ensemble Solo Maintenance Personal goals Practice plan Timescales Developmental progression Technical Ability Dexterity Stamina Control of the instrument Achievements XLR DAW Condenser Cardioid Hyper- Cardioid Multi-directional Figure of eight Compressor Noise Gate Shelf EQ Sweep EQ Parametric EQ Graphic EQ Auxiliary send Auxiliary turn Gain staging MCPS Publisher	Analytical Aural Communication Performance Arrangement Ensemble Solo Maintenance Personal goals Practice plan Timescales Developmental progression Technical Ability Dexterity Stamina Control of the instrument Achievements XLR DAW Condenser Cardioid Hyper- Cardioid Multi-directional Figure of eight Compressor Noise Gate Shelf EQ Sweep EQ Parametric EQ Graphic EQ Auxiliary send Auxiliary turn Gain staging MCPS Publisher Style Inception Significant Important Imagery Fashion Musical Elements Tonality Tempo Instrumentation Lyrical Content Production Techniques Panning Mix Levels.	Analytical Aural Communication Performance Arrangement Ensemble Solo Maintenance Personal goals Practice plan Timescales Developmental progression Technical Ability Dexterity Stamina Control of the instrument Achievements XLR DAW Condenser Cardioid Hyper- Cardioid Multi-directional Figure of eight Compressor Noise Gate Shelf EQ Sweep EQ Parametric EQ Graphic EQ Auxiliary send Auxiliary turn Gain staging MCPS Publisher Style Inception Significant Important Imagery Fashion Musical Elements Tonality Tempo Instrumentation Lyrical Content Production Techniques Panning Mix Levels.
Opportunities for Reading	Songs lyrics Internet research PowerPoint Musical Notation reading	Songs lyrics Internet research PowerPoint Musical Notation reading	Songs lyrics Internet research PowerPoint Musical Notation reading
Developing Cultural Capital	Oracy, Communication, peer assessment, class community, social, appraisal, confidence, responsibility, Buskers on the balcony/ Vocal Evening/ Christmas Concert/ RSL/ ABRSM performance Extra-curricular ensembles	Oracy, Communication, peer assessment, class community, social, appraisal, teamwork, confidence, responsibility, Buskers on the balcony/ Piano Recital Evening/ RSL performance Extra-curricular ensembles	Oracy, Communication, peer assessment, class community, social, appraisal, community, teamwork, confidence, responsibility, Buskers on the balcony/ Summer Production/ RSL performance Extra-curricular ensembles
Cross Curricular Links (Authentic Connections)	Media Studies/ Art/ IT- presentation skills- Life Skills- Health & Safety	Media Studies/ Art/ IT- presentation skills- Life Skills- Health & Safety	Media Studies/ Art/ IT- presentation skills- History of Music Fashion Art- album covers



Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids

Key Assessment	Performance Sequencing work Music Industry Exam	Performance Sequencing work Music Industry Exam	Performance Sequencing work Music Industry Exam Recording
-----------------------	---	---	--



Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 11	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Unit 201ta Musical Knowledge Prelim Exam Unit 202ta - Live Music Performance (20 hours)	Exam Unit 202ta - Live Music Performance	Exam Unit 202ta - Live Music Performance Catch up on previous units
Key Retainable Knowledge & Skills	201ta Musical Knowledge <ul style="list-style-type: none"> • Listening Skills • Analytical Skills • Research Skills • Communication Skills • IT Skills 202ta- Live Music Performance <ul style="list-style-type: none"> • Skills for Rehearsal • Skills for Performance • Vocal/Instrumental Skills • Health & Safety • Communication Skills • Analytical Skills • Organisational Skills • Composition/ arranging Skills 	202ta- Live Music Performance <ul style="list-style-type: none"> • Skills for Rehearsal • Skills for Performance • Vocal/Instrumental Skills • Health & Safety • Communication Skills • Analytical Skills • Organisational Skills • Composition/ arranging Skills 	202ta- Live Music Performance <ul style="list-style-type: none"> • Skills for Rehearsal • Skills for Performance • Vocal/Instrumental Skills • Health & Safety • Communication Skills • Analytical Skills • Organisational Skills • Composition/ arranging Skills
Key Technical Vocabulary	Analytical Aural Communication Performance Arrangement Ensemble Solo Contextual content Style Inception Significant Important Imagery Fashion Musical Elements Tonality Tempo Instrumentation Lyrical Content Production Techniques Panning Mix Levels. EQ Effects Genre specific vocabulary from choice of 2 genres Appraisal Organisation Planning Personal aims. Audience expectation Production plan personnel Agreed brief Rehearsal plan Health & Safety Rehearsal process Appropriate modifications Present Target audience	Analytical Aural Communication Performance Arrangement Ensemble Solo Contextual content Appraisal Organisation Planning Personal aims. Audience expectation Production plan personnel Agreed brief Rehearsal plan Health & Safety Rehearsal process Appropriate modifications Present Target audience Review In light of feedback	Analytical Aural Communication Performance Arrangement Ensemble Solo Contextual content Appraisal Organisation Planning Personal aims. Audience expectation Production plan personnel Agreed brief Rehearsal plan Health & Safety Rehearsal process Appropriate modifications Present Target audience Review In light of feedback



Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids

	Review In light of feedback		
Opportunities for Reading	Songs lyrics Internet research PowerPoint Musical Notation reading	Songs lyrics Internet research PowerPoint Musical Notation reading	Songs lyrics Internet research PowerPoint Musical Notation reading
Developing Cultural Capital	Oracy, Communication, peer assessment, class community, social, appraisal, confidence, responsibility, Buskers on the balcony/ Vocal Evening/ Christmas Concert/ RSL performance Extra-curricular ensembles	Oracy, Communication, peer assessment, class community, social, appraisal, team work, confidence, responsibility, Buskers on the balcony/ Piano Recital Evening/ RSL performance Extra-curricular ensembles	Oracy, Communication, peer assessment, class community, social, appraisal, community, team work, confidence, responsibility, Buskers on the balcony/ Summer Production/ RSL performance Extra-curricular ensembles
Cross Curricular Links (Authentic Connections)	Media Studies/ Art/ IT- presentation skills- History of Music Fashion Art- album covers	Media Studies/ Art/ IT- presentation skills-	Media Studies/ Art/ IT- presentation skills- Catch up of previous units of work History of Music Fashion Art- album covers Life Skills- Health & Safety
Key Assessment	Unit 201ta <u>Musical Knowledge</u> Prelim Exam Unit 202ta - Live Music Performance (20 hours)	Exam Unit 202ta - Live Music Performance <u>External assessment</u>	Exam Unit 202ta - Live Music Performance <u>External assessment</u>



Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 12	Term 1	Term 2	Term 3
<p>Unit(s) – As outlined in 39 week plans</p>	<p>Careers in Music Improving Instrumental Performance</p>	<p>Careers in Music cont.... Improving Instrumental Performance cont.... Optional units: Studio Sound Recording, Practical Musicianship, Auditioning for Music</p>	<p>Music Promotion cont.. Optional Unit</p>
<p>Key Retainable Knowledge & Skills</p>	<p align="center"><u>Aims</u></p> <p>Careers in Music – The purpose of this unit is to familiarise learners with the processes associated with effective career planning. The aim of this unit is to provide opportunities to align/link their overarching career aims with how their course can help, defining the way the learner engages with their learning.</p> <p>Improving Instrumental Performance This unit aims to enhance the learner’s capacity to understand how to maximise their development as an instrumentalist, to recognise success, to encourage improvement in areas which require further work through objective and reflective self assessment and to safely maintain appropriate instruments and equipment.</p> <p align="center">By the end of the term</p> <p>Students will have developed key retainable knowledge and skills in:</p> <p>Careers in Music –</p> <p>Music Industry Knowledge</p> <ul style="list-style-type: none"> • Range of jobs and careers in the music industry • Sectors and sub-sectors in the music industry • Creative and non-creative roles in the music industry • Roles of organisations, institutions and individuals within the industry • Employment in the industry • How to Interview effectively • How to create a C.V. • Self-employment in the music industry • Taxation and responsibilities • Selling oneself for work • Website development • Personal skills and traits analysis • Personal skills and traits development • Action planning for career development <p>Improving Instrumental Performance</p> <p>Skills for Instrument Maintenance The ability to assess the set-up, safe operation and suitability of their instrument and associated equipment for playing and performance as required</p> <p>Health & Safety Understanding of personal Health & Safety considerations in relation to extended practice/performance on an instrument and associated equipment</p> <p>Instrumental Skills The ability to develop instrumental techniques appropriate to performing on the instrument Understanding of relevant stylistic characteristics in relation to the instrument The ability to improve physiologically, e.g. dexterity, stamina and control of the instrument</p> <p>Organisational Skills The capacity to plan instrumental practice through developing realistic aims and defining success Time management skills – working to a given time frame, working to deadlines</p> <p>Analytical Skills The ability to analyse and assess own skills and personal aims The ability to evaluate own work and consider ways of improving in relation to the personal goals The capacity to respond positively to tutor comments and evaluations The capacity to assess and act upon Health & Safety considerations</p>	<p align="center"><u>Aims</u></p> <p>Careers in Music (as previous term)</p> <p>Improving Instrumental Performance (as previous term)</p> <p>Optional: Studio Sound Recording This unit aims to develop learners’ skills in effectively planning for and recording a piece of music in a recording studio environment.</p> <p>The purpose of the unit is to use a recording studio to develop an overdubbed multi-track recording of a piece of music, effectively accessing the correct resources and managing the process.</p> <p>Optional: Practical Musicianship This unit has two aims: To enhance the learner’s aural perception skills in music (listening, internalising and reproducing) To develop the learner’s capacity to apply these skills in a range of contexts, relevant to the individual The purpose of the unit is therefore to facilitate efficiency in the learner’s ability to internalise and communicate musical elements and ideas.</p> <p>Optional: Auditioning for Music This unit aims to develop the skills to participate effectively in the audition process. The purpose of this unit is the present the learner with the opportunity to explore, analyse and develop their own audition techniques and experience through a combination of theory and practice, relevant to industry standards and expectations.</p> <p align="center">By the end of the term</p> <p>Students will have developed key retainable knowledge and skills in:</p> <p>Optional: Studio Sound Recording</p> <p>Planning Knowledge and Skills</p> <ul style="list-style-type: none"> • Understanding the professional context • Understanding the personal journey in context • Analysing and evaluating own knowledge and skills • Identifying requisite knowledge and skills in context • Defining and clarifying personal aims and objectives in context • Measuring progress and success • Reviewing aims and objectives <p>Recording</p> <ul style="list-style-type: none"> • Microphone placement • Use of DI boxes • How to set up the studio • Health & Safety considerations • Functions and use of the mixing desk • Signal routing • Recording levels • Use of dynamic effects in the recording process • The effects of room acoustics on recording quality <p>Optional: Practical Musicianship</p> <p>Specialist Knowledge and Skills Aural perception skills, Notation skills, Transcription skills, Skills in talking about music, Using specialist, technical language, Recognising musical elements and structures, Understanding how musical elements and structures are combined, How to transcribe music, How to notate music</p> <p>Employability Skills</p>	<p align="center"><u>Aims</u></p> <p>Optional: Studio Sound Recording (as in previous term)</p> <p>Optional: Practical Musicianship (as in previous term)</p> <p align="center">By the end of the term</p> <p>Students will have developed key retainable knowledge and skills in:</p> <p>Optional: Studio Sound Recording</p> <p>Music Sequencing</p> <ul style="list-style-type: none"> • Audio editing techniques • Creating a click track • Time-stretching audio • Use of punch in/out • Appropriate file management storage • Creation of tempo/time signature map • Use of effects • Audio processing (EQ and Compression) <p>Mixing</p> <ul style="list-style-type: none"> • Audio processing (EQ and Compression) • Use of effects • Use of sends and inserts • Use of appropriate gain structure <p>Optional: Practical Musicianship (as in previous term)</p>



Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



		<p>Team working, Working independently, Action planning, Decision making, Problem solving, Communication (demonstration/oral/written), Language, Creative thinking, Own skills awareness</p> <p>Study Skills Critical thinking, Synthesising information, Time management, ICT skills, Problem solving, Contextual awareness, Listening and note taking, Presentation and communication, Use of language and spoken word, Creative thinking, Assimilating information</p> <p>Optional: Auditioning for Music</p> <ul style="list-style-type: none"> • Goal setting & strategy development specific to auditioning for a range of musical roles • The audition process across a range of contexts and outcomes • Effective auditioning skills relevant to a range of specific musical roles • Instrumental and musicianship skills • Understanding of context • Verbal and non-verbal communication skills • Personal presentation skills • Self-analysis and self-appraisal <p>Employability Skills Presentation, Action planning, Decision making, Problem solving, Time management, Commercial awareness, Communication (verbal/non-verbal/written), Negotiating, Language, Striving for excellence, Motivation, Determination, Assertiveness, Creative thinking, Own skills awareness</p> <p>Study skills Adopting objective reasoning, Critical thinking and analysis, Synthesising information, Time management, Problem solving, Contextual awareness, Listening and note taking, Presentation and discourse, Language use grammar etc. Striving for excellence, Motivation, Creative thinking, Assimilating information</p> <p>Skills for Auditioning Understanding the purpose of auditions, Understanding the audition process, Understanding roles and relationships in auditions, How to assess repertoire appropriate for performance in an audition situation, Appropriate knowledge of repertoire for performance in an audition situation, Understanding of the personal musical and peripheral equipment required for audition, relevant to a range of potential audition scenarios, Strategies for overcoming nerves and handling mistakes/technical issues, The ability to set up personal equipment for performance as required, safely and efficiently, The ability to perform repertoire as required in an audition situation</p> <p>Vocal/Instrumental Skills Understanding of relevant stylistic and genre characteristics in relation to the instrument/voice, Instrumental/vocal techniques appropriate to the requirements of the audition</p>	
<p>Key Technical Vocabulary</p>	<p>Careers in Music – Musician, Sound engineer, Producer, Session musician, Musical director, Artist & Repertoire, Venue manager, Promoter, Publisher, Instrument technician, Roadie, Mastering Engineer, PRS, MCPS</p> <p>Improving Instrumental Performance Musical vocabulary e.g. Elements, Theory, Notation etc Instrument specific terminology e.g. Drum kit: flam, rudiments, fill, paradiddle etc... Technical ability, Dexterity, Stamina, Control of the Instrument</p>	<p>Careers in Music – Musician, Sound engineer, Producer, Session musician, Musical director, Artist & Repertoire, Venue manager, Promoter, Publisher, Instrument technician, Roadie, Mastering Engineer, PRS, MCPS</p> <p>Studio Sound Recording Dynamic, condenser, cardioid, hyper cardioid, distortion, Parametric equalisation, panoramic, Chorus, Reverb, XLR, DI box, bounce, DAW, Schedule</p>	<p>Studio Sound Recording – Dynamic, condenser, cardioid, hyper cardioid, distortion, Parametric equalisation, panoramic, Chorus, Reverb, XLR, DI box, bounce, DAW</p> <p>Practical Musicianship Intervals: diatonic and non-diatonic; simple; compound Pitches: tones; semitones; degrees of the scale Types of chord: major; minor; sevenths and ninths; augmented; diminished; suspended; inversions Chord progressions: diatonic and chromatic forms Time signatures: simple; compound; unusual, e.g. 7/8 Rhythms: regular; dotted; syncopated; triplets; subdivisions e.g. 2+2+3 in 7/8 Harmony: diatonic harmony; chromatic harmony; modulation; resolution Tonality: tonal; atonality; bitonality; polytonality</p>
<p>Opportunities for Reading</p>	<p>Songs lyrics Internet research PowerPoints Musical Notation reading</p>	<p>Internet research PowerPoints Music Marketing Books e.g. Music Marketing: Press, Promotion, Distribution, and Retail by Mike King & Social Media Promotion for Musicians by Bobby Owsinski, RSL Music Production books, Sound on Sound</p>	<p>Internet research PowerPoints Music Marketing Books e.g. Music Marketing: Press, Promotion, Distribution, and Retail by Mike King & Social Media Promotion for Musicians by Bobby Owsinski, L Music Production books, Sound on Sound</p>
<p>Developing Cultural Capital</p>	<p>Improving Instrumental Performance Working independently, ICT skills, Listening skills, Presentation and communication/Oracy, Problem solving, Creative thinking, Time management, Contextual awareness</p>	<p>improving Instrumental Performance Working independently, ICT skills, Listening skills, Presentation and communication/Oracy, Problem solving, Creative thinking, Time management, Contextual awareness</p>	<p>improving Instrumental Performance Working independently, ICT skills, Listening skills, Presentation and communication/Oracy, Problem solving, Creative thinking, Time management, Contextual awareness</p>



Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



	<p>Peer Assessment, Class Community, Social, Appraisal, Confidence, Responsibility Events such as: Buskers on the balcony/ Vocal Evening/ Christmas Concert/ RSL performance Extra-curricular ensembles and self-produced events</p> <p>Careers in Music Adopting objective reasoning, Critical thinking and analysis, Synthesising information, Time management, IT skills, Referencing (Harvard etc.), Reading (textbooks, articles), Contextual awareness, Presentation and discourse, Language use grammar, Striving for excellence, Motivation, Creative thinking</p>	<p>Peer Assessment, Class Community, Social, Appraisal, Confidence, Responsibility Events such as: Buskers on the balcony/ Vocal Evening/ Christmas Concert/ RSL performance Extra-curricular ensembles and self-produced events</p> <p>Careers in Music Adopting objective reasoning, Critical thinking and analysis, Synthesising information, Time management, IT skills, Referencing (Harvard etc.), Reading (textbooks, articles), Contextual awareness, Presentation and discourse, Language use grammar, Striving for excellence, Motivation, Creative thinking</p> <p>Studio Sound Recording Self-management, Decision making, Verbal and non-verbal communication, Creative thinking, Report writing, People skills, Coping under pressure</p>	<p>Peer Assessment, Class Community, Social, Appraisal, Confidence, Responsibility Events such as: Buskers on the balcony/ Vocal Evening/ Christmas Concert/ RSL performance Extra-curricular ensembles and self-produced events</p> <p>Studio Sound Recording Critical thinking, Synthesising information, Time management, ICT skills, Problem solving, Listening skills, Presentation & communication, Creative thinking, Reflective analysis</p>
Cross Curricular Links (Authentic Connections)	<p>Improving Instrumental Performance Art/ICT – Presentation skills English/Media Studies – Essay writing Maths – Notation reading D&T - Instrument Maintenance</p> <p>Careers in Music Art/ICT – Presentation skills English/Media Studies – Essay writing</p>	<p>Art/ICT – Presentation skills English/Media Studies – Essay writing Maths – Notation reading D&T - Instrument Maintenance Creative Media – Developing a product</p> <p>Careers in Music Art/ICT – Presentation skills English/Media Studies – Essay writing</p> <p>Studio Sound Recording Art/ICT – Presentation skills English/Media Studies – Essay writing</p>	<p>Art/ICT – Presentation skills English/Media Studies – Essay writing Maths – Notation reading Creative Media – Developing a product</p> <p>Studio Sound Recording Art/ICT – Presentation skills English/Media Studies – Essay writing Creative Media – Developing a product</p>
Key Assessment	<p>Careers in Music Task 1: Create a Learning Action Plan E-Portfolio</p> <p>Improving Instrumental Study Task 1: Written Skills Assessment Report and Action Plan Task 2: Personal Instrument Presentation Task 3: Study Diary recordings and entries</p> <p>Optional: Auditioning for Music Task 1: Analysis of personal goals Task 2: Audition Profiles</p>	<p>Careers in Music Task 2: Develop a Career Action Plan E-Portfolio</p> <p>Improving Instrumental Study Task 3: Study Diary recordings and entries Task 3: Evaluation</p> <p>Optional: Practical Musicianship Task 1: Reproduce a piece of music Task 2: Reflect on learning</p> <p>Optional: Studio Sound Recording Task 1: Create a recording Session Plan</p>	<p>Improving Instrumental Study Task 3: Study Diary recordings and entries Task 3: Evaluation</p> <p>Optional: Practical Musicianship Task 3: Present a Masterclass Task 2: Reflect on learning</p> <p>Optional: Studio Sound Recording Task 2: Produce a Studio recording Task 3: Evaluate Recording process</p> <p>Optional: Auditioning for Music Task 3: Audition Task 4: Evaluate audition process</p>



Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 13	Term 1	Term 2	Term 3
<p>Unit(s) – As outlined in 39 week plans</p>	<p>Catch up internal units: Careers in Music, Improving Instrumental Performance, Studio Sound Recording, Practical Musicianship, Auditioning for Music</p> <p>Rehearsal Skills and Live Music Performance Trial</p>	<p>Rehearsal Skills and Live Music Performance External Exam</p>	<p>Catch up internal units: Careers in Music, Improving Instrumental Performance, Studio Sound Recording, Practical Musicianship, Auditioning for Music</p>
<p>Key Retainable Knowledge & Skills</p>	<p align="center"><u>Aims</u></p> <p>Internal units all explained in Y12 document</p> <p>Rehearsal Skills and Live Music Performance Though the potential for artists to generate income from sales of recorded music may be declining, the audience’s appetite for live music is still as voracious as ever. Live music can therefore be a useful source of income. It is also a very efficient promotional tool for the artist and an effective way of building a fan base. This unit showcases the learner’s live performance skills and their capacity to take ownership of the entire performance process, including planning, rehearsals, performance and evaluation.</p> <p>Skills for performance</p> <ul style="list-style-type: none"> • Appropriate knowledge of repertoire for performance • Understanding the nature of the performance and the performance environment • Understanding of the personal, musical and peripheral equipment required for performance, relevant to them • Ability to perform repertoire as required • Ability to set up personal equipment for performance as required, safely and efficiently • Strategies for overcoming nerves • Techniques for communicating with other musicians / the audience • Stage persona and presentation skills <p>Skills for rehearsal</p> <ul style="list-style-type: none"> • Techniques for learning and retaining repertoire • The ability to set up personal equipment for rehearsal as required, safely and efficiently • The ability to use resources and time effectively – planning and implementing the rehearsal process • The ability to set and achieve SMART targets • Methods for communicating with other musicians and technical staff as appropriate within the rehearsal and in an organisational capacity as required • Techniques for developing and refining musical arrangements for performance • Techniques for developing skills to undertake and evaluate effective ‘dry run’ performances • Methods for developing on stage persona and presentation techniques <p>Vocal/Instrumental Skills</p> <ul style="list-style-type: none"> • Understanding of relevant stylistic and genre characteristics in relation to the instrument/voice • Instrumental/vocal techniques appropriate to the context of the live performance <p>Health and Safety</p> <ul style="list-style-type: none"> • Understanding of the physiological impact of performing with an instrument/as a vocalist and implementing strategies to minimise impact and/or voice and associated equipment, and in the context of the performance environment generally <p>Communication Skills</p> <ul style="list-style-type: none"> • The means to develop, identify and respond to musical/visual cues • Use of verbal and non-verbal communication in rehearsal (with other musicians and/or technical staff), as appropriate • The capacity to peer review the work of others constructively • The ability to give and respond to musical direction <p>Analytical skills</p> <ul style="list-style-type: none"> • The ability to analyse and assess own skills and personal aims • The ability to assess and evaluate own work and develop strategies for improving own performance in rehearsal • The capacity to respond positively to tutor comments and evaluations • The ability to assess and utilise peer evaluation • The capacity to assess and act upon health and safety considerations <p>Organisational skills</p> <ul style="list-style-type: none"> • The capacity to plan and prepare effectively for live performance • The means to access the personal, musical and peripheral equipment required for their live performance 	<p align="center"><u>Aims</u></p> <p>Rehearsal Skills and Live Music Performance External Exam As in term 1</p>	<p align="center"><u>Aims</u></p> <p>Internal units all explained in Y12 document</p>



Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



	<ul style="list-style-type: none"> Strategies for learning and retaining repertoire Time management skills – working to a given timeframe, working to deadlines 		
Key Technical Vocabulary	<p>Internal units all explained in Y12 document</p> <p>Repertoire, performance environment, stage persona, arrangement, stylistic, genre characteristics, physiological impact, musical/visual cues, non-verbal communication, instrument specific equipment and technique vocabulary</p>	As in term 1	Internal units all explained in Y12 document
Opportunities for Reading	<p>Songs lyrics</p> <p>Internet research</p> <p>PowerPoints</p> <p>Musical Notation reading</p>	As in term 1	Internal units all explained in Y12 document
Developing Cultural Capital	<p>Working independently, ICT skills, Listening skills, Presentation and communication/Oracy, Problem solving, Creative thinking, Time management, Contextual awareness</p> <p>Peer Assessment, Class Community, Social, Appraisal, Confidence, Responsibility</p> <p>Events such as: Buskers on the balcony/ Vocal Evening/ Christmas Concert/ RSL performance</p> <p>Extra-curricular ensembles and self-produced events</p> <p>Adopting objective reasoning, Critical thinking and analysis, Synthesising information, Time management, IT skills, Referencing (Harvard etc.), Reading (textbooks, articles), Contextual awareness, Presentation and discourse, Language use grammar, Striving for excellence, Motivation, Creative thinking</p>	As in term 1	Internal units all explained in Y12 document
Cross Curricular Links (Authentic Connections)	<p>Art/ICT – Presentation skills</p> <p>English/Media Studies – Essay writing</p> <p>Maths – Notation reading</p> <p>D&T - Instrument Maintenance</p>	As in term 1	Internal units all explained in Y12 document
Key Assessment	<p>Task 1: Planning</p> <p>Task 2: Rehearsing</p> <p>Task 3: Performance</p> <p>Task 4: Evaluating</p>	<p>Task 1: Planning</p> <p>Task 2: Rehearsing</p> <p>Task 3: Performance</p> <p>Task 4: Evaluating</p>	Internal units all explained in Y12 document