



## Music Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids 2023-24



Year 7	Term 1	Term 2	Term 3
<b>Unit(s) – As outlined in 39 week plans</b>	Bridging Unit Songs and Structure	Programme Music	Form, Structure, Harmony Folk Music
<b>Key Retainable Knowledge &amp; Skills</b>	<p><b>Bridging Unit-</b></p> <p>Elements of Music, Pitch and Rhythm notation</p> <p>Building on KS2 work</p> <p><b>Songs &amp; Structure</b></p> <p>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><b>By the end of the term</b></p> <p>students will have developed key retainable knowledge and skills in</p> <ul style="list-style-type: none"> <li>• Reading and writing rhythmic notation</li> <li>• improvising around a rhythmic stimulus</li> <li>• Understanding simple composition concepts e.g. repetition</li> <li>• Reading and writing stave notation for the treble clef</li> <li>• Singing in parts</li> <li>• Performing a short piece of music on tuned percussion in front of the class</li> <li>• Appraising the performance of themselves and their peers</li> </ul>	<p><b>Programme Music</b></p> <p>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"> <li>• Reading notation</li> <li>• Aural skills including identification of instruments, beats in a bar, pitch etc...</li> <li>• Performance skills including performing extracts of Carnival</li> <li>• Musical context</li> <li>• Composition Skills</li> </ul> <p>Building on skills through aural, performance and composition</p> <p><b>By the end of the term</b></p> <p>students will have developed key retainable knowledge and skills in</p> <ul style="list-style-type: none"> <li>• Reading and performing short extracts from Carnival of the Animals in a variety of time signatures, 4/4 and 3/4</li> <li>• Reading music which extends the range on the stave for the treble clef</li> <li>• Performing a longer piece of music on tuned percussion/ keyboards to the class</li> <li>• Appraising the performance of themselves, their peers and audio recordings through Aural work</li> <li>• Knowledge of the Families of the Orchestra, the timbres of the instruments and the visual identification of instruments.</li> <li>• Knowledge of the Romantic Period, Programme Music and Great Composers</li> <li>• 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)</li> <li>• Keyboard skills- the notes on the keyboard.</li> <li>• Knowledge of how the Arts interact</li> </ul>	<p><b>Form, Structure, Harmony</b></p> <ul style="list-style-type: none"> <li>• Developing notation skills- treble and bass clef, chords</li> <li>• Developing Aural skills</li> <li>• Developing composition skills- harmony/ chords</li> <li>• Developing Ensemble skills</li> <li>• Composition Skills</li> </ul> <p><b>Folk Music</b></p> <ul style="list-style-type: none"> <li>• Developing notation skills- Ukulele Chord Diagrams</li> <li>• Developing Aural skills</li> <li>• Developing Ensemble skills</li> <li>• Musical context</li> </ul> <p>Building on skills through aural, performance and composition</p> <p><b>By the end of the term</b></p> <p>students will have developed key retainable knowledge and skills in</p> <ul style="list-style-type: none"> <li>• Reading and performing lengthy <b>Duet</b> pieces with a partner and/ or whole class performances</li> <li>• Reading other Musical notation, i.e. Chord symbols for keyboards and ukulele</li> <li>• 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)</li> <li>• Understanding harmony with the introduction of chords, major and minor</li> <li>• Aural recognition of Folk Music and knowledge of the contributions from areas within the British Isles, cultural differences and traditions.</li> <li>• Aural based performance of Folk Music from the British Isles</li> <li>• Ukulele skills- performing pieces with at least 3 different chords in addition to singing as a class</li> <li>• Appraising the performance of themselves, their peers and audio recordings through Aural work.</li> </ul>
	<p><b>Expected Standard-</b> 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><b>Greater depth-</b> 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><b>Expected Standard-</b> 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><b>Greater depth-</b> 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><b>Expected Standard-</b> 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><b>Greater depth-</b> students will successfully perform to a high standard in terms of rhythm, pitch and fluency. Accompaniments <b>will</b> 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>
	<b>Key Technical Vocabulary</b>	Elements of Music- tempo, style/genre, structure, dynamics, timbre, texture, pitch, rhythm.. Ostinato canon/round Song structure Verse/chorus Performance Accompaniment Melody Ensemble Time signature Stave, treble clef	Elements of Music- tempo, style/genre, structure, dynamics, timbre, texture, pitch, rhythm.. Programmatic Improvisation Composition Orchestral instruments ( Western Tradition) Italian/ French /German music vocabulary



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	Bar lines/bars Italian, French /German music vocabulary		
<b>Opportunities for Reading</b>	Songs lyrics Musical Notation reading	Poetry PowerPoint Musical Notation reading	Songs lyrics PowerPoint Musical Notation reading
<b>Developing Cultural Capital</b>	Oracy, Communication, peer assessment, class community, social, appraisal, teamwork, responsibility, confidence, Vocal Evening/ Christmas Concert, community performances Extra-curricular ensembles	Oracy, Communication, peer assessment, class community, social, appraisal, team work, responsibility, confidence, Piano Recital Evening, community performances Extra-curricular ensembles	Oracy, Communication, peer assessment, class community, social, appraisal, community, team work, confidence, responsibility, Summer Production, community performances Extra-curricular ensembles
<b>Cross Curricular Links (Authentic Connections)</b>	Maths- Beats and note values English – Song Lyrics French- French songs- Frere Jacques. Au Clair de la lune	English- Poetry, descriptive writing Art- Visual images IT- use of Sibelius software	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
<b>Key Assessment</b>	Baseline Assessment which includes listening test and 2 pieces of theory work. Practical assessment	Practical assessment of 2 of the pieces Composition of own animal.	Practical assessment of Ensemble skills Ukulele assessment



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Year 8	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	<p><b>World Music</b> Calypso, Samba, Reggae <b>Classical Musical Genres</b> Opera- Carmen</p>	<p><b>Popular Music</b> The Beatles Bruno Mars and any other appropriate artists</p>	<p><b>Musicals</b> Star is Born, Billy Elliott, Grease, Greatest Showman, Little Shop of Horrors...</p> <p><b>Development of Dance- Performance and Composition</b> Disco, Rave, Electronic Dance Music</p>
Key Retainable Knowledge & Skills	<p><b>World Music</b></p> <ul style="list-style-type: none"> <li>• Musical context</li> </ul> <p>Calypso, Samba, Reggae Developing skills through</p> <ul style="list-style-type: none"> <li>• Analysis of genres</li> <li>• Reading notation, developing chords</li> <li>• Ensemble work</li> <li>• Appraisal of performance</li> </ul> <p><b>Classical Musical Genres- Opera</b> Carmen by Georges Bizet Developing skills through</p> <ul style="list-style-type: none"> <li>• Analysis of genres</li> <li>• Reading notation, developing chords</li> <li>• Ensemble work</li> <li>• Solo work</li> <li>• Appraisal of performance</li> <li>• Project research and production</li> </ul> <p>Building on skills through aural, performance and composition</p> <p><b>By the end of the term</b> students will have developed key retainable knowledge and skills in</p> <ul style="list-style-type: none"> <li>• Reading more complex rhythmic notation- syncopated rhythms</li> <li>• Improvising around a rhythmic stimulus (4 bar improvisation per student which is encompassed in an overall performance)</li> <li>• Ensembles skills based on 4part rhythmic work on untuned percussion</li> <li>• Reading Graphic notation</li> <li>• Knowledge of World Music- Music of the Caribbean, its historical influences and culture through Listening and appraising exercises.</li> <li>• Knowledge of instruments from around the world, their timbres and visual/ aural identification.</li> <li>• Appraising the performance of themselves, their peers and adjusting work to enhance their rhythmic composition/ performance</li> <li>• Knowledge of structure by performing songs from the genres studied using keyboards and voices.</li> <li>• 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.</li> <li>• Knowledge of the Classical Period, genres of the Classical period and Great Composers through Listening and appraising exercises.</li> <li>• Further knowledge of the Families of the Orchestra, the timbres of the instruments and the aural identification of instruments.</li> <li>• 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.</li> <li>• Appraising the performance of themselves, their peers and adjusting work to improve performance.</li> <li>• Research and presentation skills through completion of a project based on Classical Music. these could include essay based, Power Point, display boards, newspaper articles.</li> <li>• Knowledge of how the Arts interact</li> </ul>	<p><b>Popular Music</b></p> <ul style="list-style-type: none"> <li>• Musical context</li> </ul> <p>The Beatles Developing skills through</p> <ul style="list-style-type: none"> <li>• Analysis of genres</li> <li>• Reading notation, developing chords</li> <li>• Vocal work</li> <li>• Ensemble work</li> <li>• Solo work</li> <li>• Appraisal of performance</li> <li>• Project research and production</li> <li>• Composition/ arranging Skills</li> </ul> <p><b>By the end of the term</b> students will have developed key retainable knowledge and skills in</p> <ul style="list-style-type: none"> <li>• Knowledge of Music of the 20<sup>th</sup> 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.</li> <li>• 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 <b>complete songs</b>.</li> <li>• Appraising the performance of themselves, their peers and adjusting work to improve performance.</li> <li>• Research and presentation skills through completion of a project based on The Beatles. These could include essay based, Power Point, display boards, video productions.</li> <li>• Composition of a Popular song structure, Verse, Chorus using 4 chords</li> </ul>	<p><b>Musicals</b></p> <ul style="list-style-type: none"> <li>• Musical context</li> </ul> <p><b>Star is Born, Billy Elliott, Grease, Greatest Showman, Little Shop of Horrors...</b> Developing skills through</p> <ul style="list-style-type: none"> <li>• Analysis of genres</li> <li>• Reading notation, developing chords</li> <li>• Ensemble work</li> <li>• Solo work</li> <li>• Vocal work</li> <li>• Appraisal of performance</li> <li>• Project research and production</li> <li>• Composition/ arranging Skills</li> </ul> <p>Building on skills through aural, performance and composition/arrangement</p> <p><b>Development of Dance- Composing, Listening and Performing</b></p> <ul style="list-style-type: none"> <li>• Musical context</li> </ul> <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"> <li>• Analysis of genres</li> <li>• Reading notation</li> <li>• Ensemble work</li> <li>• Solo work</li> <li>• Appraisal of composition and performance</li> <li>• Project developing ICT skills and time management.</li> <li>• Composition/ arranging Skills</li> </ul> <p>Building on skills through aural, performance and composition</p> <p><b>By the end of the term</b> students will have developed key retainable knowledge and skills in</p> <ul style="list-style-type: none"> <li>• Knowledge of Music of the 20<sup>th</sup> Century, the development of Musical Theatre and the composers of well-known Musicals through Listening and appraising exercises.</li> <li>• 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 <b>complete songs</b>.</li> <li>• Ensemble skills where students can develop arranging skills for performance of the work as a 'pit' band. (dependent upon the class cohort)</li> <li>• Knowledge of how the Arts interact.</li> </ul>



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			<ul style="list-style-type: none"> <li>• 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.</li> <li>• Individual performance of extracts of the iconic repertoire from Swan Lake, developing further rhythmic reading, time signatures, keys, chords, accompaniments.</li> <li>• Reading treble and bass clef and performing extracts using both hands on the keyboard</li> <li>• Appraising the performance of themselves, their peers and adjusting work to improve performance.</li> <li>• 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.</li> <li>• 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...</li> <li>• 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.</li> <li>• Time management skills- working to strict deadlines and to specific criteria.</li> <li>• Knowledge of how the Arts interact</li> </ul>
	<p><b>Expected Standard-</b> 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><b>Greater depth-</b> students will successfully perform to a high standard in terms of rhythm, pitch and fluency. Accompaniments <b>will</b> 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><b>Expected Standard-</b> 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><b>Greater depth-</b> students will successfully perform to a high standard in terms of rhythm, pitch and fluency. Accompaniments <b>will</b> 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><b>Expected Standard</b> - 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><b>Greater depth-</b> students will successfully perform to a high standard in terms of rhythm, pitch and fluency. Accompaniments <b>will</b> 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>
<p><b>Key Technical Vocabulary</b></p>	<p>Elements of Music- tempo, style/genre, structure, dynamics, timbre, texture, pitch, rhythm..          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..          Song structure          Verse/chorus          Call and response          Popular music          Producer          Recording studio          Artist          Decade          contextual information          instrumentation          riff          walking bass          Improvisation          Accompaniment          Chords</p>	<p>Elements of Music- tempo, style/genre, structure, dynamics, timbre, texture, pitch, rhythm..          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          Plot          Theatre</p>



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			Pit orchestra Staging Lighting Scenario Characters Leap wise Ascending Descending Italian/ French /German music vocabulary
<b>Opportunities for Reading</b>	Songs lyrics Internet research PowerPoint Musical Notation reading	Songs lyrics Internet research PowerPoint Musical Notation reading	Internet research PowerPoint Musical Notation reading ICT music software reading
<b>Developing Cultural Capital</b>	Oracy, Communication, peer assessment, class community, social, appraisal, confidence, responsibility, Vocal Evening/ Christmas Concert, community performances Extra-curricular ensembles	Oracy, Communication, peer assessment, class community, social, appraisal, team work, confidence, responsibility, Piano Recital Evening, community performances Extra-curricular ensembles	Oracy, Communication, peer assessment, class community, social, appraisal, community, team work, confidence, responsibility, Summer Production, community performances Extra-curricular ensembles
<b>Cross Curricular Links (Authentic Connections)</b>	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,
<b>Key Assessment</b>	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



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Year 9	Term 1	Term 2	Term 3
<b>Unit(s) – As outlined in 39 week plans</b>	<b>Popular Music</b> Blues Music Jazz	<b>Popular Music</b> Rock Music	<b>Music &amp; Media</b> Film/ Gaming
<b>Key Retainable Knowledge &amp; Skills</b>	<p><b>Popular Music</b></p> <ul style="list-style-type: none"> <li>• Musical context</li> </ul> <p>Blues Music</p> <p>Developing skills through</p> <ul style="list-style-type: none"> <li>• Analysis of genres</li> <li>• Reading notation, developing chords, bass clef</li> <li>• Ensemble work</li> <li>• Solo work</li> <li>• Appraisal of performance</li> <li>• Project research and production</li> <li>• Composition/ arranging Skills</li> </ul> <p><b>Popular Music Jazz</b></p> <ul style="list-style-type: none"> <li>• Musical context</li> <li>• Jazz- In the Mood Glenn Miller</li> <li>• Developing skills through</li> <li>• Analysis of genres</li> <li>• Reading notation, developing accompaniments (stride piano)</li> <li>• Ensemble work/ solo work</li> <li>• Appraisal of performance</li> </ul> <p>Building on skills through aural, performance and composition</p> <p><b>By the end of the term</b></p> <p>students will have developed key retainable knowledge and skills in</p> <ul style="list-style-type: none"> <li>• Knowledge of Music through the Development of Jazz through, different genres of music through Listening and appraising exercises.</li> <li>• Individual and Ensemble performance of the Blues sequence</li> <li>• Reading treble and bass clef and performing extracts using both hands on the keyboard.</li> <li>• Appraising the performance of themselves, their peers and adjusting work to improve performance.</li> <li>• Knowledge of the Development of Music in the 20<sup>th</sup> Century, the influences from around the world and leading bands and artists of the time.</li> <li>• 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'.</li> <li>• Reading more complex rhythmic notation- syncopated rhythms and improvising around a melodic stimulus</li> <li>• Ensembles skills based on 4part melodic work on a variety of instruments.</li> <li>• Time management and organisational skills- working to strict deadlines and to specific criteria as part of a team.</li> <li>• Arrangement skills, adapting music to suit the ensemble and individual abilities.</li> <li>• Knowledge of how the Arts interact</li> </ul>	<p><b>Popular Music</b></p> <ul style="list-style-type: none"> <li>• Musical context</li> </ul> <p>Rock Music</p> <p>Developing skills through</p> <ul style="list-style-type: none"> <li>• Analysis of genres</li> <li>• Reading notation, developing chords</li> <li>• Ensemble work</li> <li>• Solo work</li> <li>• Appraisal of performance</li> <li>• Project research and production</li> <li>• Composition/ arranging Skills</li> </ul> <p><b>By the end of the term</b></p> <p>students will have developed key retainable knowledge and skills in</p> <ul style="list-style-type: none"> <li>• Further knowledge of 20<sup>th</sup> century Popular Music through the study of Rock Music through the decades, the leading bands and artists of the time.</li> <li>• Individual performance skills of iconic rock pieces from a choice of repertoire which includes, Queen</li> <li>• Reading treble and bass clef and performing extracts using both hands on the keyboard.</li> <li>• Research and presentation skills through completion of a project based on Classical Music. these could include essay based, Power Point, display boards...</li> </ul>	<p>Music &amp; Media</p> <ul style="list-style-type: none"> <li>• Musical context</li> <li>• Film</li> <li>• Gaming</li> </ul> <p>Developing skills through</p> <ul style="list-style-type: none"> <li>• Analysis of genres</li> <li>• Reading notation, developing chords</li> <li>• Ensemble work/solo work</li> <li>• Appraisal of performance</li> <li>• Research and communication skills</li> <li>• ICT/ video/ social media</li> <li>• Composition/ arranging Skills</li> </ul> <p><b>By the end of the term</b></p> <p>students will have developed key retainable knowledge and skills in</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Understanding of Polyphonic writing</li> <li>• Knowledge and recognition of the various compositional skills for film/game music i.e. leitmotif, development of theme, background, incidental music etc..</li> <li>• Appraising the performance of themselves, their peers and adjusting work to improve performance.</li> <li>• Team work skills through Composition of an advertisement in groups of 4</li> <li>• Time management skills- working to strict deadlines and to specific criteria.</li> <li>• Knowledge of how the Arts interact</li> </ul>



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	<p><b>Expected Standard-</b> 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><b>Greater depth-</b> students will successfully perform to a high standard in terms of rhythm, pitch and fluency. Accompaniments <b>will</b> 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><b>Expected Standard</b> -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><b>Greater depth-</b> students will successfully perform to a high standard in terms of rhythm, pitch and fluency. Accompaniments <b>will</b> 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><b>Expected Standard</b> -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><b>Greater depth-</b> 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>
<b>Key Technical Vocabulary</b>	<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 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 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 Leitmotif Animation Genre Electronica Classical Title theme Character Comedy Fantasy Horror stimulus</p> <p>Italian, French, German, musical vocabulary</p>
<b>Opportunities for Reading</b>	<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>
<b>Developing Cultural Capital</b>	<p>Oracy, Communication, peer assessment, class community, social, appraisal, confidence, responsibility, Vocal Evening/ Christmas Concert/ RSL performance Extra-curricular ensembles</p>	<p>Oracy, Communication, peer assessment, class community, social, appraisal, teamwork, confidence, responsibility, Piano Recital Evening/ exam performance, community performances Extra-curricular ensembles</p>	<p>Oracy, Communication, peer assessment, class community, social, appraisal, community, teamwork, confidence, responsibility, Summer Production/ performance, community performances Extra-curricular ensembles</p>
<b>Cross Curricular Links (Authentic Connections)</b>	<p>History/ Geography- Slave Trade History- British culture 1960-present Geography- World Music History- British Music culture 1960-present/ American Music Culture</p>	<p>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</p>	<p>Media Studies/ Art/ IT- presentation skills- Film project</p>
<b>Key Assessment</b>	<p>Keyboards skills- Chords &amp; Melody Performance skills -, group for Jazz</p>	<p>Keyboards skills- Chords &amp; Melody developing accompaniments Project work- Rock Music .Performance skills on own instrument or keyboard</p>	<p>Film project in pairs</p>



## Music Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids 2023-24



Year 10- GCSE	Term 1	Term 2	Term 3
<b>Unit(s)</b> – As outlined in 39 week plans	<b>Area of Study 1- Musical forms and Devices</b> <b>Set work- Badinerie- J S Bach</b> Appraising Performance Composing	<b>Area of Study 2- Music for Ensembles</b> Appraising Performance Composing	<b>Area of Study 4- Popular Music</b> <b>Set work- Africa- Toto</b> Appraising Performance Composing
<b>Key Retainable Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Instrumental Skills and repertoire</li> <li>• Organisational Skills</li> <li>• Analytical Skills</li> <li>• Composition/ arranging /sequencing Skills</li> <li>• Aural skills</li> </ul>	<ul style="list-style-type: none"> <li>• Instrumental Skills and repertoire</li> <li>• Organisational Skills</li> <li>• Analytical Skills</li> <li>• Composition/ arranging /sequencing Skills</li> <li>• Aural skills</li> </ul>	<ul style="list-style-type: none"> <li>• Instrumental Skills and repertoire</li> <li>• Organisational Skills</li> <li>• Analytical Skills</li> <li>• Composition/ arranging /sequencing Skill</li> <li>• Aural skills</li> </ul>
<b>Key Technical Vocabulary</b>	Analytical Aural Communication Performance Arrangement Ensemble Solo Italian dynamics Italian tempo's Italian Terms and signs Time values- crotchet, quaver.. Compound time Simple time Major/minor Repetition Imitation Sequence Ostinato Drone Arpeggio/broken chord Alberti bass Anacrusis Dotted rhythms Syncopation Conjunct. Disjunct intervals. Phrasing Binary/ternary/Rondo/Variations/Minuet & Trio/ Strophic Diatonic Harmony Cadences  <b>Any subject specific vocabulary associated with the set works and Area of Study</b>	Analytical Aural Communication Performance Arrangement Ensemble Solo Italian dynamics Italian tempo's Italian Terms and signs Time values- crotchet, quaver.. Compound time Simple time Monophonic/ Polyphonic, Homophonic Melody accompaniment Unison Chordal Descant Countermelody Round Canon Drone Duet/Trio/Quartet/Quintet/sextet/Septet/Octet Scat Improvisation Syncopation Call and response Walking bass Swing Jazz Chorus Recitative Overture Soprano/alto/tenor/bass <b>Any subject specific vocabulary associated with the set works and Area of Study</b>	Analytical Aural Communication Performance Arrangement Ensemble Solo Italian dynamics Italian tempo's Italian Terms and signs Time values- crotchet, quaver.. Compound time Simple time Riff Hammer on Pitch bend Power chords Distortion Slap bass. Fill Rim shot Belt Falsetto Syllabic Melismatic A cappella Amplified Synthesized Sounds Panning Phasing Sample Reverb Rock/Hip hop/ Reggae/Fusion Intro/Middle eight/bridge/outro/chorus <b>Any subject specific vocabulary associated with the set works and Area of Study</b>
<b>Opportunities for Reading</b>	Songs lyrics Internet research/ background PowerPoint Musical Notation reading	Songs lyrics Internet research/background PowerPoint Musical Notation reading	Songs lyrics Internet research/background PowerPoint Musical Notation reading
<b>Developing Cultural Capital</b>	Oracy, Communication, peer assessment, class community, social, appraisal, confidence, responsibility, Vocal Evening/ Christmas Concert/ ABRSM performance Extra-curricular ensembles	Oracy, Communication, peer assessment, class community, social, appraisal, teamwork, confidence, responsibility, Piano Recital Evening/ community performances Extra-curricular ensembles	Oracy, Communication, peer assessment, class community, social, appraisal, community, team work, confidence, responsibility, Production/ community performances Extra-curricular ensembles
<b>Cross Curricular Links (Authentic Connections)</b>	Media Studies/ Art/ IT- presentation skills- History of Music	Media Studies/ Art/ IT- presentation skills- History of Music	Media Studies/ Art/ IT- presentation skills- History of Music
<b>Key Assessment</b>	Performance Aural skills Areas of study knowledge	Performance Aural skills Areas of study knowledge	Performance Aural skills Areas of study knowledge



## Music Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids 2023-24



Year 10 - BTEC	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	<b>Component 1 – Exploring Musical Products &amp; Styles</b> <b>Component 2 – Music Skills Development</b> Appraising Performance Composing	<b>Component 1 – Exploring Musical Products &amp; Styles</b> Performance Composing	<b>Component 2 – Music Skills Development</b> <b>Component 3 – Responding to a Music Brief</b> Appraising Performance Composing
Key Retainable Knowledge & Skills	<ul style="list-style-type: none"> <li>• Instrumental Skills and repertoire</li> <li>• Organisational Skills</li> <li>• Analytical Skills</li> <li>• Composition/ arranging /sequencing Skills</li> <li>• Aural skills</li> </ul>	<ul style="list-style-type: none"> <li>• Instrumental Skills and repertoire</li> <li>• Organisational Skills</li> <li>• Analytical Skills</li> <li>• Composition/ arranging /sequencing Skills</li> <li>• Aural skills</li> </ul>	<ul style="list-style-type: none"> <li>• Instrumental Skills and repertoire</li> <li>• Organisational Skills</li> <li>• Analytical Skills</li> <li>• Composition/ arranging /sequencing Skill</li> <li>• Aural skills</li> </ul>
Key Technical Vocabulary	<p><b>Musical Styles such as:</b></p> <p><b>Popular Music</b>            50s and 60s            70s and 80s            90s to present</p> <p><b>Other music styles</b>            World music and fusion            Music for media (film, TV or computer games)            Western classical styles of music            Jazz and blues</p> <p><b>Musical elements, stylistic features and characteristics (music theory)</b>            Instrumentation            Texture            Timbre            Tonality, scales and modes            Harmony            Rhythmic techniques            Structure/ form            Production</p> <p><b>Music performance:</b>            Instrumentation            Roles and functions of different instruments            How individual parts fit together            Ensemble skills such as playing in time with a sense of pulse, sensitivity to others.</p> <p><b>Creating original music:</b>            Starting points and stimuli (both musical and non-musical)            Repetition and contrast            Developing and extending musical ideas.            Techniques used in producing music:            Software instruments            Microphone selection and placement and use            MIDI and audio editing techniques.</p> <p><b>Including any subject specific vocabulary associated with the Areas of Study</b></p>	<p><b>The key technical vocabulary from term 1 will be assessed in the form of an exam board set assignment</b></p>	<p><b>Professional skills for the music industry</b></p> <ul style="list-style-type: none"> <li>o time management</li> <li>o self-discipline</li> <li>o working with others</li> <li>o correct and safe use of equipment</li> <li>o identifying resources required</li> <li>o auditing existing skills and maintaining a development plan.</li> </ul> <p><b>Planning and communicating music skills development</b></p> <ul style="list-style-type: none"> <li>o digital or traditional portfolios, studio track sheets, production notes, rehearsal diaries, screenshots, key milestone performances and reviews from others</li> <li>o jam sessions, improvisation sessions, mixtapes, demos, sharing samples, remixing and reworking, white label, remote collaboration.</li> </ul> <p><b>Development of music skills and techniques</b></p> <ul style="list-style-type: none"> <li>o timing and phrasing</li> <li>o using rhythm and pitch in the creation or recreation of music</li> <li>o using equipment, instrumentation or software appropriately</li> <li>o expression</li> <li>o combining instruments/sounds</li> <li>o health and safety in the use of equipment and/or instruments.</li> </ul> <p><b>Understand how to respond to a music brief</b></p> <ul style="list-style-type: none"> <li>o target audience</li> <li>o commercial</li> <li>o collaborative</li> <li>o experimental.</li> </ul> <p><b>Create original music:</b></p> <ul style="list-style-type: none"> <li>o applying melodic and rhythmic ideas</li> <li>o use of chords and chord progressions</li> <li>o use of textures/sound palettes</li> <li>o musical devices, canon, riffs, imitation, sequences</li> <li>o musical structures, verse, chorus, middle-eight, AABA, riff-based</li> <li>o use of composition software if appropriate.</li> </ul> <p><b>DAW skills (if appropriate):</b></p> <ul style="list-style-type: none"> <li>o selecting material</li> <li>o capturing audio</li> <li>o importing audio</li> <li>o sequencing</li> <li>o manipulating sounds and using effects</li> <li>o use of pre-sets and plug-ins.</li> </ul> <p><b>Including any subject specific vocabulary associated with the Areas of Study</b></p>
Opportunities for Reading	Songs lyrics Internet research/ background PowerPoint Musical Notation reading	Songs lyrics Internet research/background PowerPoint Musical Notation reading	Songs lyrics Internet research/background PowerPoint Musical Notation reading
Developing Cultural Capital	Oracy, Communication, peer assessment, class community, social, appraisal, confidence, responsibility, Vocal Evening/ Christmas Concert/ ABRSM performance Extra-curricular ensembles	Oracy, Communication, peer assessment, class community, social, appraisal, teamwork, confidence, responsibility, Piano Recital Evening/ community performances Extra-curricular ensembles	Oracy, Communication, peer assessment, class community, social, appraisal, community, teamwork, confidence, responsibility, Production/ community performances Extra-curricular ensembles



## Music Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids 2023-24



<b>Cross Curricular Links (Authentic Connections)</b>	Media Studies/ Art/ IT- presentation skills- History of Music	Media Studies/ Art/ IT- presentation skills- History of Music	Media Studies/ Art/ IT- presentation skills- History of Music
<b>Key Assessment</b>	Performance Aural skills Areas of study knowledge	Performance Aural skills Areas of study knowledge	Performance Aural skills Areas of study knowledge



## Music Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids 2023-24



Year 11 BTEC	Term 1	Term 2	Term 3
<b>Unit(s) – As outlined in 39 week plans</b>	Unit 201ta <b>Musical Knowledge</b>  Prelim Exam Unit 202ta - <b>Live Music Performance (20 hours)</b>	Exam Unit 202ta - <b>Live Music Performance</b>	Exam Unit 202ta - <b>Live Music Performance</b> Catch up on previous units
<b>Key Retainable Knowledge &amp; Skills</b>	<b>201ta Musical Knowledge</b> <ul style="list-style-type: none"> <li>• Listening Skills</li> <li>• Analytical Skills</li> <li>• Research Skills</li> <li>• Communication Skills</li> <li>• IT Skills</li> </ul> <b>202ta- Live Music Performance</b> <ul style="list-style-type: none"> <li>• Skills for Rehearsal</li> <li>• Skills for Performance</li> <li>• Vocal/Instrumental Skills</li> <li>• Health &amp; Safety</li> <li>• Communication Skills</li> <li>• Analytical Skills</li> <li>• Organisational Skills</li> <li>• Composition/ arranging Skills</li> </ul>	<b>202ta- Live Music Performance</b> <ul style="list-style-type: none"> <li>• Skills for Rehearsal</li> <li>• Skills for Performance</li> <li>• Vocal/Instrumental Skills</li> <li>• Health &amp; Safety</li> <li>• Communication Skills</li> <li>• Analytical Skills</li> <li>• Organisational Skills</li> <li>• Composition/ arranging Skills</li> </ul>	<b>202ta- Live Music Performance</b> <ul style="list-style-type: none"> <li>• Skills for Rehearsal</li> <li>• Skills for Performance</li> <li>• Vocal/Instrumental Skills</li> <li>• Health &amp; Safety</li> <li>• Communication Skills</li> <li>• Analytical Skills</li> <li>• Organisational Skills</li> <li>• Composition/ arranging Skills</li> </ul>
<b>Key Technical Vocabulary</b>	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 <b>Genre specific vocabulary from choice of 2 genres</b> 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	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



## Music Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids 2023-24



<b>Opportunities for Reading</b>	Songs lyrics Internet research PowerPoint Musical Notation reading	Songs lyrics Internet research PowerPoint Musical Notation reading	Songs lyrics Internet research PowerPoint Musical Notation reading
<b>Developing Cultural Capital</b>	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
<b>Cross Curricular Links (Authentic Connections)</b>	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- <b>Catch up of previous units of work</b> History of Music Fashion Art- album covers Life Skills- Health & Safety
<b>Key Assessment</b>	Unit 201ta <b>Musical Knowledge</b> Prelim Exam Unit 202ta - <b><u>Live Music Performance (20 hours)</u></b>	Exam Unit 202ta - <b><u>Live Music Performance External assessment</u></b>	Exam Unit 202ta - <b><u>Live Music Performance External assessment</u></b>



## Music Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids 2023-24



Year 12 Edexcel A Level	Term 1	Term 2	Term 3
<b>Unit(s) – As outlined in 39 week plans</b>	<b>Area of Study 1- Vocal Music</b> <b>Set works</b> <ul style="list-style-type: none"> <li>Cantata BWV 80 Bach</li> <li>Magic Flute excerpts Mozart</li> <li>On Wenlock Edge- Vaughan Williams</li> </ul> <b>Area of Study 2- Instrumental Music</b> <ul style="list-style-type: none"> <li>Concerto in D Minor Op 3 No 11 -Vivaldi</li> </ul> Appraising Performance Composing	<b>Area of Study 2- Instrumental Music</b> <b>Set works-</b> <ul style="list-style-type: none"> <li>Concerto in D Minor Op 3 No 11 -Vivaldi</li> <li>Piano Trio in G minor Op17 Mov 1 – Clara Schumann</li> <li>Symphonie Fantastique Mov 1 -Berlioz</li> </ul> <b>Area of Study 3- Music for Film</b> <ul style="list-style-type: none"> <li>Cues from barman Returns- Elfman</li> <li>Cues from The Duchess- Rachel Portman</li> </ul> Appraising Performance Composing	<b>Area of Study 3- Music for Film</b> <b>Set works-</b> <ul style="list-style-type: none"> <li>Cues from barman Returns- Elfman</li> <li>Cues from The Duchess- Rachel Portman</li> <li>Cues from Psycho- Herrmann</li> </ul> <b>Area of Study – Popular Music &amp; Jazz</b> <ul style="list-style-type: none"> <li>Set works-</li> <li>Tracks from Back in the Day- Courtney Pine</li> <li>Tracks from hounds of Love- Kate Bush</li> <li>Tracks from Revolver- The Beatles</li> </ul> Appraising Performance Composing
<b>Key Retainable Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>Instrumental Skills and repertoire</li> <li>Organisational Skills</li> <li>Analytical Skills</li> <li>Composition/ arranging /sequencing Skills</li> <li>Aural Skills</li> </ul>	<ul style="list-style-type: none"> <li>Instrumental Skills and repertoire</li> <li>Organisational Skills</li> <li>Analytical Skills</li> <li>Composition/ arranging /sequencing Skills</li> <li>Aural skills</li> </ul>	<ul style="list-style-type: none"> <li>Instrumental Skills and repertoire</li> <li>Organisational Skills</li> <li>Analytical Skills</li> <li>Composition/ arranging /sequencing Skill</li> <li>Aural skills</li> </ul>
<b>Key Technical Vocabulary</b>	Analytical Aural Communication Performance Arrangement Ensemble Solo Italian dynamics Italian tempo's Italian Terms and signs Time values- crotchet, quaver.. Compound time Simple time Major/minor Repetition Imitation Sequence Ostinato Drone Arpeggio/broken chord	Analytical Aural Communication Performance Arrangement Ensemble Solo Italian dynamics Italian tempo's Italian Terms and signs Time values- crotchet, quaver.. Compound time Simple time Major/minor Repetition Imitation Sequence Ostinato Drone Arpeggio/broken chord	Analytical Aural Communication Performance Arrangement Ensemble Solo Italian dynamics Italian tempo's Italian Terms and signs Time values- crotchet, quaver.. Compound time Simple time Major/minor Repetition Imitation Sequence Ostinato Drone Arpeggio/broken chord



**Music Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids 2023-24**



	<p>Alberti bass Anacrusis Dotted rhythms Syncopation Conjunct. Disjunct intervals. Phrasing Binary/ternary/Rondo/Variations/Minuet &amp; Trio/ Strophic Diatonic Harmony cadences</p> <p><b>Any subject specific vocabulary associated with the set works and Area of Study</b></p>	<p>Alberti bass Anacrusis Dotted rhythms Syncopation Conjunct. Disjunct intervals. Phrasing Binary/ternary/Rondo/Variations/Minuet &amp; Trio/ Strophic Diatonic Harmony Cadences</p> <p><b>Any subject specific vocabulary associated with the set works and Area of Study</b></p>	<p>Alberti bass Anacrusis Dotted rhythms Syncopation Conjunct. Disjunct intervals. Phrasing Binary/ternary/Rondo/Variations/Minuet &amp; Trio/ Strophic Diatonic Harmony Cadences</p> <p><b>Any subject specific vocabulary associated with the set works and Area of Study</b></p>
<b>Opportunities for Reading</b>	<p>Songs lyrics Internet research/ background PowerPoint Musical Notation reading</p>	<p>Songs lyrics Internet research/background PowerPoint Musical Notation reading</p>	<p>Songs lyrics Internet research/background PowerPoint Musical Notation reading</p>
<b>Developing Cultural Capital</b>	<p>Oracy, Communication, peer assessment, class community, social, appraisal, confidence, responsibility, Vocal Evening/ Christmas Concert/ ABRSM performance Extra-curricular ensembles</p>	<p>Oracy, Communication, peer assessment, class community, social, appraisal, teamwork, confidence, responsibility, Piano Recital Evening/ community performances Extra-curricular ensembles</p>	<p>Oracy, Communication, peer assessment, class community, social, appraisal, community, team work, confidence, responsibility, Production/ community performances Extra-curricular ensembles</p>
<b>Cross Curricular Links (Authentic Connections)</b>	<p>Media Studies/ Art/ IT- presentation skills- History of Music</p>	<p>Media Studies/ Art/ IT- presentation skills- History of Music</p>	<p>Media Studies/ Art/ IT- presentation skills- History of Music</p>
<b>Key Assessment</b>	<p>Performance Aural skills Areas of study knowledge</p>	<p>Performance Aural skills Areas of study knowledge</p>	<p>Performance Aural skills Areas of study knowledge</p>



## Music Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids 2023-24



Year 13 RSL	Term 1	Term 2	Term 3
<p><b>Unit(s) – As outlined in 39 week plans</b></p>	<p><b>Catch up internal units:</b> Careers in Music, Improving Instrumental Performance, Studio Sound Recording, Practical Musicianship, Auditioning for Music</p> <p><b>Rehearsal Skills and Live Music Performance Trial</b></p>	<p><b>Rehearsal Skills and Live Music Performance External Exam</b></p>	<p><b>Catch up internal units:</b> Careers in Music, Improving Instrumental Performance, Studio Sound Recording, Practical Musicianship, Auditioning for Music</p>
<p><b>Key Retainable Knowledge &amp; Skills</b></p>	<p style="text-align: center;"><u>Aims</u></p> <p>Internal units all explained in Y12 document</p> <p><b>Rehearsal Skills and Live Music Performance</b> 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><b>Skills for performance</b></p> <ul style="list-style-type: none"> <li>• Appropriate knowledge of repertoire for performance</li> <li>• Understanding the nature of the performance and the performance environment</li> <li>• Understanding of the personal, musical and peripheral equipment required for performance, relevant to them</li> <li>• Ability to perform repertoire as required</li> <li>• Ability to set up personal equipment for performance as required, safely and efficiently</li> <li>• Strategies for overcoming nerves</li> <li>• Techniques for communicating with other musicians / the audience</li> <li>• Stage persona and presentation skills</li> </ul> <p><b>Skills for rehearsal</b></p> <ul style="list-style-type: none"> <li>• Techniques for learning and retaining repertoire</li> <li>• The ability to set up personal equipment for rehearsal as required, safely and efficiently</li> <li>• The ability to use resources and time effectively – planning and implementing the rehearsal process</li> <li>• The ability to set and achieve SMART targets</li> <li>• Methods for communicating with other musicians and technical staff as appropriate within the rehearsal and in an organisational capacity as required</li> <li>• Techniques for developing and refining musical arrangements for performance</li> <li>• Techniques for developing skills to undertake and evaluate effective ‘dry run’ performances</li> <li>• Methods for developing on stage persona and presentation techniques</li> </ul> <p><b>Vocal/Instrumental Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding of relevant stylistic and genre characteristics in relation to the instrument/voice</li> <li>• Instrumental/vocal techniques appropriate to the context of the live performance</li> </ul> <p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>• The means to develop, identify and respond to musical/visual cues</li> <li>• Use of verbal and non-verbal communication in rehearsal (with other musicians and/or technical staff), as appropriate</li> <li>• The capacity to peer review the work of others constructively</li> <li>• The ability to give and respond to musical direction</li> </ul> <p><b>Analytical skills</b></p> <ul style="list-style-type: none"> <li>• The ability to analyse and assess own skills and personal aims</li> <li>• The ability to assess and evaluate own work and develop strategies for improving own performance in rehearsal</li> <li>• The capacity to respond positively to tutor comments and evaluations</li> <li>• The ability to assess and utilise peer evaluation</li> <li>• The capacity to assess and act upon health and safety considerations</li> </ul> <p><b>Organisational skills</b></p> <ul style="list-style-type: none"> <li>• The capacity to plan and prepare effectively for live performance</li> <li>• The means to access the personal, musical and peripheral equipment required for their live performance</li> </ul>	<p style="text-align: center;"><u>Aims</u></p> <p>Rehearsal Skills and Live Music Performance External Exam As in term 1</p>	<p style="text-align: center;"><u>Aims</u></p> <p>Internal units all explained in Y12 document</p>



**Music Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids 2023-24**



	<ul style="list-style-type: none"> <li>• Strategies for learning and retaining repertoire</li> <li>• Time management skills – working to a given timeframe, working to deadlines</li> </ul>		
<b>Key Technical Vocabulary</b>	<p><b>Internal units</b> 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	<b>Internal units</b> all explained in Y12 document
<b>Opportunities for Reading</b>	<p>Songs lyrics</p> <p>Internet research</p> <p>PowerPoints</p> <p>Musical Notation reading</p>	As in term 1	<b>Internal units</b> all explained in Y12 document
<b>Developing Cultural Capital</b>	<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	<b>Internal units</b> all explained in Y12 document
<b>Cross Curricular Links (Authentic Connections)</b>	<p>Art/ICT – Presentation skills</p> <p>English/Media Studies – Essay writing</p> <p>Maths – Notation reading</p> <p>D&amp;T - Instrument Maintenance</p>	As in term 1	<b>Internal units</b> all explained in Y12 document
<b>Key Assessment</b>	<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>	<b>Internal units</b> all explained in Y12 document