



AUTUMN	SPRING	SUMMER 1	SUMMER 2	AREs
<p><b>Big question:</b> What are the building blocks in music? (Part1)</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <p><b>Knowledge</b> - pulse, rhythm, note values, what a melody is, what improvising is.</p> <p><b>Understand</b> - how to improvise, the note names of the treble clef, how to improvise using a pentatonic scale.</p> <p><b>Skills</b> - how to play a melody using correct technique on the keyboard, improvising a melody (Ode to Joy).</p> <p><b>Creating</b> <b>Performing</b> Appraising</p> <p><b>Big question:</b> What are the building blocks in Music (Part2)</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <p><b>Knowledge</b> - what a conjunct melody is and how to compose one.</p> <p><b>Understanding</b> - how to compose a melody which is effective, Compound rhythms, composing/improvising rhythms.</p> <p><b>Skills</b> - composing a melody, keyboard and musical reading skills.</p> <p><b>Creating</b> <b>Performing</b> <b>Appraising</b></p>	<p><b>Big question:</b> How can music represent a character.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <p><b>Knowledge</b> - what program music is, concept of major and minor, discords, treble clef understanding and reading.</p> <p><b>Understanding</b> - how to read extended melodies on music, increased treble clef awareness differences between major and minor scales, the importance of music in video games.</p> <p><b>Skills</b> - playing an extended conjunct melody on the keyboard (Hall of the Mountain King). Developing compositional skills. Being able to compose a melody which represents a character.</p> <p><b>Creating</b> <b>Performing</b> <b>Appraising</b></p>	<p><b>Big question:</b> What are chords?</p> <p><b>Knowledge</b> - what a chord is, how to read ukulele/guitar chord shapes, what primary chords are, what is structure.</p> <p><b>Understanding</b> - how to play the ukulele, how to read chord sequences within the context of a song. How to arrange chords in a musical chord sequence. 5 - 1 cadence points, Verse, chorus structure.</p> <p><b>Skills</b> - playing the ukulele (chords and strumming). How to play simple chord pieces. Composing a chord sequence and developing it into a piece.</p> <p><b>Creating</b> <b>Performing</b> <b>Appraising</b></p>		<ul style="list-style-type: none"> <li>• <b>Performing</b> Play simple melodies on the keyboard using correct techniques. Play chord sequences in C or A minor using primary chords.</li> <li>• <b>Composing</b> Compose a chord sequence in C or A minor using mainly primary chords. Compose melodic shaped melodies in C or A minor.</li> <li>• <b>Appraising</b> Identify instruments and musical elements within a piece.</li> </ul>



AUTUMN	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p><b>Big question:</b> What are the musical features of Reggae.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <p><b>Knowledge</b> - off beat chords, hooks, bass lines.</p> <p><b>Understanding</b> - where off-beats occur within 4/4 rhythms.</p> <p><b>Skills</b> - Being able to play off - beat chords on the ukulele (Three Little Birds) Being able to play a riff (Three Little Birds). Creating</p> <p><b>Performing</b> <b>Appraising</b></p> <p><b>Big question:</b> How do you compose a chord sequence and hook?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <p><b>Knowledge</b> - the link between chord sequences and scales. What a pentatonic scale is. Importance of a hook being memorable.</p> <p><b>Understanding</b> - how to use a pentatonic scale to compose a hook, the importance of repetition and variation. Extended knowledge of how to compose a chord sequence including use of different cadence points.</p> <p><b>Skills</b> - compositional skills - being able to compose an effective chord sequence, being able to compose a memorable hook. Creating</p> <p><b>Performing</b> <b>Appraising</b></p>	<p><b>Big question:</b> What are chromatic notes?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <p><b>Knowledge</b> - what pentatonic notes are and where they are found on a keyboard, what a semi-tone is, classical music.</p> <p><b>Understanding</b> - the distance between semi-tones and tones.</p> <p><b>Skills</b> - being able to play a chromatic extended melody on the keyboard (Für Elise) Creating</p> <p><b>Performing</b> <b>Appraising</b></p> <p><b>Big question:</b> How can we rehearse a piece?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <p><b>Knowledge</b> - what a lead sheet is, differences between practice and rehearsal. The importance of pulse in rehearsing together.</p> <p><b>Understanding</b> - how to read a lead sheet, how to rehearse a piece of music with others.</p> <p><b>Skills</b> - being able to play a chord, hook or melody as part of a group (current pop song).</p>				<ul style="list-style-type: none"> <li>• <b>Performing</b> Play expanded melodies using correct technique. Play chord sequences that use a range of chords.</li> <li>• <b>Composing</b> Compose musical parts to fit a stimulus.</li> <li>• <b>Appraising</b> Identify the musical features used by composers in a piece.</li> </ul>



# CURRICULUM PLANS

# MUSIC YEAR 9



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	PQEs
YEAR 9 STUDY SCHOOL	<p><b>Big question:</b> How can I develop on my instrument?</p> <p><b>Knowledge</b> - 12 bar blues, what makes an effect song (chords, melody, structure).</p> <p><b>Understanding</b> - the chord sequence of a 12 bar blues, how to practice on your instrument.</p> <p><b>Skills</b> - developing instrumental skills through learning a part to a 12 bar Blues and a popular song (Shotgun).</p> <p>Creating <b>Performing</b> Appraising</p> <p><b>Big question:</b> How can you interpret a song?</p> <p><b>Knowledge</b> - the key skills needed in order to create a successful project in music. What a brief is and how you can fulfill it.</p> <p><b>Understanding</b> - How to work together using key skills (time management, self-discipline, team work) to create a piece which fits a brief.</p> <p><b>Skills</b> - instrument and or composing skills to create a piece of music (4-chord trick).</p> <p>Creating <b>Performing</b> <b>Appraising</b></p> <p><b>Big question:</b> How can current music be influenced by other genres?</p> <p><b>Knowledge</b> - the key features of Britpop, chord sequences and the role of them in composing pieces.</p> <p><b>Understanding</b> - how the same or similar chord sequences can be used in different genres of music.</p> <p><b>Skills</b> - instrument and rehearsal skills through learning a part to 'Don't Look back in Anger.'</p> <p>Creating <b>Performing</b> <b>Appraising</b></p>				FOUNDATION LEARNING		<ul style="list-style-type: none"> <li>• <b>Performing</b> Play extended melodies or parts on a instrument Play individual parts within an ensemble.</li> <li>• <b>Composing</b> Compose parts which fit within specific musical genres.</li> <li>• <b>Appraising</b> Identify musical features found within a genre.</li> </ul>



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>COMPONENT 1</p> <p><b>Big question:</b> Why does Reggae sound different to Western Pop Music Part 1?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <p><b>Knowledge</b> - the key features of reggae music.</p> <p><b>Understanding</b> - how the key features are used within War Bob Marley and Rude by Magic.</p> <p><b>Skills</b> - develop instrument specific skills through learning how to play key features of Reggae.</p> <p><b>Big Questions:</b> How are leitmotifs used in Computer Games?</p> <p><b>Knowledge</b> - understand why leitmotifs are used within Computer Games.</p> <p><b>Understanding</b> - the techniques used to compose effective leitmotifs for characters.</p> <p><b>Skills</b> - using techniques to compose a short leitmotif for a character.</p> <p><b>Big Questions:</b> Why does Reggae sound different to Western Pop Music Part 1?</p> <p><b>Knowledge</b> - what 1960's British Pop Music is and the musical features found within it.</p> <p><b>Understanding</b> - How the musical features of 1960's British Pop music are used within 'Let it be' and 'House of the rising sun.'</p> <p><b>Skills</b> - develop instrument specific skills through taking part in workshops and group rehearsals of 'Let it be' or 'HOTRS'.</p> <p>How is Bhangra a type of fusion Music?</p> <p><b>Knowledge</b> - the key features of Bhangra music and the instruments used within Bhangra.</p> <p><b>Understanding</b> - How the key features of Bhangra are used with 'Mundian te Bach Ke' by Punjabi MC.</p> <p><b>Skills</b> - composing the introduction to a Bhangra style track through using the key features.</p> <p>How did 1960's British Pop inspired 1990's Brit Pop?</p> <p><b>Knowledge</b> - the origin of Britpop, the key features used within it and the links to 1960's British Pop.</p> <p><b>Understanding</b> - how the key features of Britpop are used with 'Don't Look Back in Anger' by Oasis. Understand the similarities between 'Don't Look Back in Anger' and 'Let it Be'.</p> <p><b>Skills</b> - develop instrument specific skills through taking part in a group workshop and rehearsal of Don't Look Back in Anger.'</p> <p>How has technology influenced Pop Music Part 1?</p> <p><b>Knowledge</b> - the key features of 1980's Synth Pop, what synthesizer is.</p> <p><b>Understanding</b> - the difference between a keyboard and a synthesizer, how the key features of SynthPop are used within ' Sweet Dreams' by the Eurythmics.</p> <p><b>Skills</b> - composing the introduction to a synthpop style piece.</p> <p>How has technology influenced Pop Music Part 2?</p> <p><b>Knowledge</b> - the key musical features of Hip Hop, what a sample is and its place within Hip Hop music.</p> <p><b>Understanding</b> - how samples are created, how the key features of Hip Hop are used within 'Rappers Delight' by SugerHill Gang and 'Mo Money Mo Problems' by Notorious Big</p> <p><b>Skills</b> - use a drum loop and original parts to create the opening to a Hip Hop style instrumental.</p>				<p>COMPONENT 1</p> <p><b>Big question:</b> How do you use chords and riff to compose a Brit Pop Style piece.</p> <p><b>Knowledge</b> - the use of Roman numerals within chords, the common chord sequences used within popular music and Britpop, what a riff is and why pentatonic scales are used.</p> <p><b>Understanding</b> - how to use rhythm and instrumentation to make chord sequences fit a genre, how to compose a successful riff using a pentatonic scale to fit your chord sequence.</p> <p><b>Skills</b> - composing a chord sequence, drum beat and riff using Britpop as an inspiration.</p> <p>How do you learn, prepare and perform a solo piece?</p> <p><b>Knowledge</b> - the role of solo virtuoso pieces within the Classical Period. The importance of practise when preparing a performance.</p> <p><b>Understanding</b> - how to practise a piece, how to prepare a practise schedule.</p> <p><b>Skills</b> - developing a solo performance piece based on the idea of Classical Virtuoso pieces.</p>	<p>COMPONENT 2</p> <p><b>Big question:</b> How do you successfully develop as a musician?</p> <p><b>Knowledge</b> - working with others, self-discipline, time management, selecting the correct equipment, skills audit.</p> <p><b>Understanding</b> - how the above skills are used by musicians and why they are important for their development.</p> <p><b>Skills</b> - taking part in workshops using these skills. Creating a group performance of a song, composing a group piece based around a scale or set of chords, Creating a remix of Shape of You.</p>



# CURRICULUM PLANS

# MUSIC YEAR 11 BTEC



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
<p><b>Big question:</b> How do you successfully develop as a musician?</p> <p><b>Understand</b> - how an artist (Ed Sheeran) uses these skills in order to grow, develop and maintain a successful career in music.</p> <p><b>Skills</b> - be able to identify, explain or justify how and why Ed Sheeran uses these key skills.</p> <p>COMPONENT 2 How do you successfully develop as a musician?</p> <p><b>Performance</b> Understanding and skills - use the key skills explored through Component B LAB to complete a skills audit and identify targets for development. Develop five milestone performances and reflect upon how the skills you have identified have been developed.</p> <p><b>Composing</b> Understanding and skills - use the key skills explored through Component B LAB to complete a skills audit and identify targets for development. Develop five milestone composition ideas and reflect upon how the skills you have identified have been developed.</p>		<p><b>Big question:</b> How do you successfully interpret a piece of music for a specific audience?</p> <p>COMPONENT 2 - external exam unit.</p> <p>Research the key features of a given style of music. Select a song from those provided by the exam board. Plan how the song will be interpreted in the selected style. Write a 2-hour explanation of concept.</p> <p>Use the 16 hours of exam time provided to develop a performance or production of the selected song in the selected style. Write a 1-hour reflection on the successes and areas for development of your piece.</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b>  <b>Knowledge</b> - the key musical features from one style of music and how they can be used when interpreting a piece of music.  <b>Understanding</b> - how the key features of a style of music can be applied to a piece from a different genre.  <b>Skills</b> - use the key features from one of four styles of music (set by the exam board) to interpret one of ten pieces of music (set by the exam board).  <b>Creating</b>  <b>Performing</b>  <b>Appraising</b></p>		