



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>ELEMENTS OF MUSIC: RHYTHM, MELODY & SINGING</p> <p>Big Question: What are the building blocks of music?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Knowledge - pulse, rhythm, note values, melody, pitch, tempo, dynamics and basic musical notation • Understanding - how rhythm and melody work together to create music; how pulse underpins all music; how singing can demonstrate pitch and melodic movement • Skills - clapping and performing rhythmic patterns, singing simple melodies, reading basic rhythmic notation, performing simple melodies on classroom instruments or voice 	<p>COMPOSITION SKILLS: PENTATONIC MELODIES & KEYBOARD SKILLS</p> <p>Big Question: How can I compose my own melody?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Knowledge - the pentatonic scale, note names on the keyboard, melody structure, repetition and sequence • Understanding - why the pentatonic scale is effective for composing melodies; how patterns and repetition make melodies memorable • Skills - composing a simple pentatonic melody, performing melodies on the keyboard with correct technique, developing basic improvisation skills 	<p>ARABIC MUSIC</p> <p>Big Question: How is music different in cultures around the world?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Knowledge - key features of Arabic music, improvisation, traditional instruments and stylistic elements • Understanding - how improvisation is used in Arabic musical traditions; how rhythm and melody differ from Western music • Skills - performing simple rhythmic and melodic patterns inspired by Arabic music, improvising short melodic phrases, ensemble performance 	<p>PROGRAMME MUSIC & INSTRUMENTS OF THE ORCHESTRA</p> <p>Big Question: How can music tell a story?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Knowledge - programme music, musical storytelling, dynamics, tempo and musical contrast • Understanding - how composers use musical elements to represent characters, events or emotions • Skills - performing programme music extracts, composing short musical ideas to represent characters or scenes, identifying musical elements in listening tasks 	<p>MUSIC & MEDIA: VIDEO GAME MOTIFS</p> <p>Big Question: How can music represent characters in video games?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Knowledge - motifs, musical themes, character representation in music, music technology basics • Understanding - how short musical ideas can represent characters or moods; how music technology can support composition • Skills - composing character motifs using music software, developing short melodic ideas, evaluating how music changes the impact of media 	<p>WHAT MAKES A GOOD SONG?</p> <p>Big Question: What makes a song memorable?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Knowledge - chords, chord sequences, verse and chorus structure • Understanding - how chord progressions underpin songs; how structure helps create memorable music • Skills - performing chord sequences on keyboard or ukulele, performing songs as a group, developing ensemble performance skills 	<ul style="list-style-type: none"> • Performing Play simple melodies on classroom instruments. Develop basic instrumental technique and begin using scales and improvisation. • Rhythm Read and perform simple rhythmic patterns using standard notation and body percussion/instruments. • Composing Create short pieces using pentatonic scales, rhythmic patterns and simple musical ideas. • Appraising Listen to music and identify instruments and key musical elements such as tempo, dynamics and pitch.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>PERFORMANCE SKILLS & ENSEMBLE MUSIC</p> <p>Big Question: How can I showcase my performance skills?</p> <p>Overview of knowledge, understanding and skills (key concepts): Knowledge - chords, harmony, ensemble performance and musical roles within a group</p> <p>Understanding - how different musical parts combine to create a complete performance</p> <p>Skills - performing chord sequences, rehearsing and performing as part of an ensemble, maintaining pulse and coordination in group performances</p>	<p>JAZZ AND BLUES: MUSIC & HISTORY</p> <p>Big Question: What does the transatlantic slave trade have to do with music?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Knowledge - origins of Blues and Jazz, 12-bar blues structure, call and response, improvisation Understanding - how historical events influenced musical development; how blues structures form the basis of many modern genres Skills - performing the 12-bar blues, improvising simple melodic lines, identifying key features of blues music through listening 	<p>UKULELE SKILLS</p> <p>Big Question: How can I perform a song as part of an ensemble?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Knowledge - ukulele chords, strumming patterns, song structure Understanding - how chords support melody and singing within songs Skills - performing songs on the ukulele, singing while accompanying with chords, working collaboratively in ensemble performances 	<p>FILM MUSIC</p> <p>Big Question: How do composers create music for moving image?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Knowledge - leitmotifs, film scoring techniques, diegetic and non-diegetic music Understanding - how music shapes the emotional impact of a scene; how motifs represent characters Skills - performing film music themes, composing simple leitmotifs, analysing music used in film scenes 	<p>MUSIC & MEDIA: COMPOSING FOR MOVING IMAGE</p> <p>Big Question: How can music change the meaning of a scene?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Knowledge - synchronisation of music and image, motifs and themes, mood and atmosphere Understanding - how tempo, harmony and instrumentation influence the viewer's interpretation of a scene Skills - composing music to accompany a short video clip, creating character motifs, using music technology for composition 	<p>HOOKS & RIFFS</p> <p>Big Question: What makes a great musical hook?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Knowledge - hooks, riffs, repetition and variation, musical styles through different decades Understanding - why memorable musical ideas are effective in popular music Skills - performing well-known riffs, composing simple hooks, identifying musical characteristics of different decades in listening activities 	<ul style="list-style-type: none"> Performing Perform melodies, chords and leitmotifs on a range of instruments. Develop coordination and confidence when performing. Rhythm Read and perform more complex rhythmic patterns and maintain a steady pulse within group performances. Composing Compose music to represent themes, moods or characters, using scales, patterns and structural ideas. Appraising Listen to and analyse music, identifying musical features, structure and the use of leitmotifs or themes.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	PQEs
<p>Big question: How can you interpret a song?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Knowledge - the key skills needed in order to create a successful project in music. What a brief is and how you can fulfil it • Understanding - How to work together using key skills (time management, self-discipline, team work) to create a piece which fits a brief • Skills - instrument and composing skills to create a piece of music <p>Creating Performing Appraising</p>	<p>Big question: How can I develop on my instrument?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Knowledge - 12 bar blues, basslines what makes an effective song (chords, melody, structure) • Understanding - the chord sequence of a 12 bar blues, how to practice on your instrument • Skills - developing instrumental skills through learning a part to a 12 bar Blues and a popular song <p>Creating Performing Appraising</p>	<p>Big question: How can current music be influenced by other genres?</p> <p>• Overview of knowledge, understanding and skills (key concepts):Knowledge - the key features of Britpop, chord sequences and the role of them in composing pieces</p> <p>• Understanding - how the same or similar chord sequences can be used in different genres of music</p> <p>• Skills - instrument and rehearsal skills through learning a part to 'Don't Look back in Anger'</p> <p>Creating Performing Appraising</p>				<ul style="list-style-type: none"> • Instrument Skills / Performing Play extended melodies or parts on an instrument with improved accuracy and control • Ensemble Skills Play individual parts within an ensemble, demonstrating listening and coordination with others • Timing and Expression Maintain pulse and tempo while performing with dynamics, articulation and expression • Composing / Music Technology Compose music within specific genres using sequencing and music technology • Appraising Identify musical features within different genres using appropriate musical vocabulary



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	LEARNING OUTCOMES
<p>FOCUS: MUSICAL FOUNDATIONS & PERFORMANCE SKILLS</p> <p>Big Question: What skills do musicians need to rehearse and perform effectively as an ensemble?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop instrumental and vocal technique • Explore ensemble rehearsal strategies • Begin band-based performance work • Analyse professional performances • Develop musical vocabulary and stylistic awareness 	<p>FOCUS: MUSICAL STYLES & CREATIVE EXPLORATION</p> <p>Big Question: How do musicians use musical elements to create style and identity in music?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore different genres and musical influences • Develop improvisation and stylistic performance • Analyse how melody, harmony and rhythm create style • Begin exploring ideas for composition <p>Musical strands:</p> <ul style="list-style-type: none"> • Playing • Improvising • Composing • Critical Engagement 	<p>FOCUS: COMPONENT 1 – EXPLORING MUSIC PRODUCTS & STYLES</p> <p>Big Question: How do musicians create music that reflects different genres and audiences?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Study two contrasting musical styles • Analyse musical features and context • Develop understanding of structure, instrumentation and purpose • Complete coursework tasks exploring music products and styles <p>Musical strands:</p> <ul style="list-style-type: none"> • Critical Engagement • Listening • Musical Understanding 	<p>FOCUS: COMPONENT 1 COMPLETION</p> <p>Big Question: How can we analyse and compare music effectively using musical vocabulary?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Continue style analysis • Develop extended written responses • Compare musical features between styles • Complete Component 1 coursework <p>Musical strands:</p> <ul style="list-style-type: none"> • Critical Engagement • Musical Knowledge • Analysis 	<p>FOCUS: COMPOSITION SKILLS DEVELOPMENT</p> <p>Big Question: How do composers develop musical ideas into a complete piece of music?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore melody writing and chord progressions • Experiment with structure and texture • Develop improvisation as a compositional tool • Begin composing using DAWs or instruments <p>Musical strands:</p> <ul style="list-style-type: none"> • Composing • Improvising • Musical Creativity 	<p>FOCUS: PREPARING FOR PERFORMANCE & COMPOSITION</p> <p>Big Question: How do musicians refine their work to achieve a high-quality performance or composition?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop rehearsal strategies • Improve technical accuracy • Record practice performances • Evaluate and refine compositions <p>Musical strands:</p> <ul style="list-style-type: none"> • Playing • Singing • Composing • Critical Engagement 	<p>COMPONENT 1</p> <p>A: Demonstrate an understanding of styles of music</p> <p>A1: Musical styles</p> <p>A2: Musical elements, stylistic features and characteristics (music theory)</p> <p>B: Apply understanding of the use of techniques to create music</p> <p>B1: Music industry products</p> <p>B2: Music realisation techniques</p>



CURRICULUM PLANS

MUSIC YEAR 11 BTEC



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	LEARNING OUTCOMES
<p>FOCUS: COMPONENT 2 - MUSIC SKILLS DEVELOPMENT</p> <p>Big Question: What skills must musicians develop to perform confidently and expressively?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop instrumental/ vocal technique • Work on solo and ensemble repertoire • Practise rehearsal strategies • Reflect on musical development <p>Musical strands:</p> <ul style="list-style-type: none"> • Playing • Singing • Improvising • Reflection 	<p>FOCUS: COMPONENT 2 - COURSEWORK</p> <p>Big Question: How can musicians prepare and deliver a successful performance?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Rehearse and refine performance pieces • Develop interpretation and musical expression • Record final performances • Evaluate performance strengths and improvements <p>Musical strands:</p> <ul style="list-style-type: none"> • Performance • Ensemble work • Critical evaluation 	<p>COMPONENT 3 - RESPONDING TO A BRIEF</p> <p>Big Question: How do composers respond creatively to a musical brief?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Analyse the exam brief • Generate musical ideas and motifs • Develop structure and instrumentation • Begin composition development <p>Musical strands:</p> <ul style="list-style-type: none"> • Composing • Improvising • Creative decision making 	<p>COMPONENT 3 COMPLETION</p> <p>Big Question: How can composers refine and develop their music to meet a specific brief?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop and structure compositions • Refine musical ideas • Evaluate work against the brief • Submit final compositions <p>Musical strands:</p> <ul style="list-style-type: none"> • Composing • Musical creativity • Evaluation 	<p>FOCUS: LISTENING & MUSICAL UNDERSTANDING</p> <p>Big Question: How can musicians critically listen to and analyse music from different genres?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop listening and analysis skills • Explore unfamiliar music • Identify musical elements • Apply musical vocabulary 	<p>Focus: Musical Identity & Reflection</p> <p>Big Question: What have we learned about ourselves as musicians?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Reflect on their musical development • Evaluate their performances and compositions • Explore future musical pathways 	<p>COMPONENT 2:</p> <p>A: Demonstrate professional and commercial skills for the music industry</p> <p>A1: Professional skills for the music industry</p> <p>A2: Planning and communicating music skills development</p> <p>B: Apply development processes for music skills and techniques.</p> <p>B1: Development of technical music skills and techniques</p> <p>B2: Development of music skills and techniques</p> <p>COMPONENT 3:</p> <p>A: Understand how to respond to a music brief</p> <p>A1: Features of a music brief</p> <p>A2: Planning to meet the demands of the music brief</p> <p>A3: Considering constraints and intentions</p> <p>B: Select and apply musical skills in response to a music brief</p> <p>B1: Develop and produce a response to a brief</p> <p>B2: Refining musical skills for a musical product</p> <p>B3: Refining musical material</p> <p>B4: Personal management</p> <p>C: Present a final musical product in response to a music brief</p> <p>C1: Reviewing work based on client needs</p> <p>C2: Quality of outcome</p> <p>C3: Presenting own work to a client</p> <p>C4: Relation of final product to the brief</p> <p>D: Comment on the creative process and outcome in response to a music brief</p> <p>D1: Commentary on the creative process</p> <p>D2: Reflect on the outcome of the musical product</p>