

	KS3 National Curriculum (prior learning)	By the end of the term, students can:	Year 10 Term 1 Component 1 Preparation	Year 10 Term 2 Component 1 Completion	Year 10 Term 3 Component 2 Preparation	Year 11 Term 1 Component 2 Completion	Year 11 Term 2 Component 3 Preparation	Year 11 Term 3 Component 3 Completion
What we want our students to know and remember.	Pupils should be taught to: <ul style="list-style-type: none"> • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. • improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. • use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • listen with increasing discrimination to a wide range of music from great composers and musicians. • develop a deepening understanding of the music that they perform and to which they listen, and its history. 	Define the key tier 3 vocabulary:	<ul style="list-style-type: none"> • Compositional Feature • Sonic Feature • Melody • Harmony • Tonality • Rhythm • Structure • Tempo • Instrumentation • Texture • Timbre • Production • Lyrics • Verse • Chorus • Riff • Hook • Backbeat • Swing Rhythms • Syncopation • 12 Bar Blues • Chord • Amplifier • Reverb • Echo • Lick • Fill • Ensemble • Call and Response • Scale • Multi-Track • Overdrive • Panning • Off-beat • Accent • Strumming Pattern • Distortion 	All vocabulary learned in term 1 in preparation for completion of component 1 in term 2. Students will need to revise and apply this vocabulary to their written portfolio.	<ul style="list-style-type: none"> • Melody • Counter-melody • Bassline • Harmony • Key Signature • Chord Progression • Sampling • Composition • Ensemble • Sequencing • Triad • Extended • Major • Minor • Pentatonic • Chromatic • Scalic • Arpeggio • Conjunct • Disjunct • Monophonic • Homophonic • Polyphonic • DAW • Loop • Production • Sound Effect • Mixdown 	All vocabulary learned in term 3 of Year 10 in preparation for completion of component 2 this term. Students will need to revise and apply this vocabulary to their written portfolio.	Revision of vocabulary from components 1 and 2. This vocabulary is essential for completion of component 3 exam.	All vocabulary learned during the whole course in order to complete component 3 exam in term 3. Students will need to revise and apply this vocabulary to their written exam portfolio.
		Recall the Knowledge: Technical, Constructive and Expressive.	Technical <ul style="list-style-type: none"> • Development of instrumental or vocal performance skills on chosen instrument. • Development of solo 	Technical <ul style="list-style-type: none"> • Demonstration of instrumental or vocal performance skills on chosen instrument. • Demonstration of solo 	Technical <ul style="list-style-type: none"> • Development of instrumental or vocal performance skills on chosen instrument. • Development of solo 	Technical <ul style="list-style-type: none"> • Demonstration of developed instrumental or vocal performance skills on chosen instrument. 	Technical <ul style="list-style-type: none"> • Development of instrumental or vocal performance skills on chosen instrument. • Development of 	Technical <ul style="list-style-type: none"> • Demonstrate secure instrumental or vocal performance skills on chosen instrument. • Demonstrate secure

		<p>and ensemble performance skills</p> <ul style="list-style-type: none">• Strengthen ability to read notation, TAB, chord symbols or other musical language systems essential for reading and performing music. <p>Constructive</p> <ul style="list-style-type: none">• Revision of essential knowledge of notation learned in KS3 including: pitch, stave layout, time signatures, treble and bass clef, note and rest duration.• Revision of essential knowledge of musical elements learned in KS3 including: melody, articulation, dynamics, tempo, structure, harmony, instrumentation, rhythm and texture.• Development of composition skills specifically linked to prominent popular styles of music. <p>Expressive</p> <ul style="list-style-type: none">• Practice of technical and emotional expression within a variety of pieces of music.• Developed vocal and instrumental performances that are not just accurate but expressive.• Ability to react to other parts and performers in ensemble playing and adjust own performance accordingly.• Practice composing using a DAW and utilising knowledge to produce creative pieces of music.• Developing an understanding of the music recording process and how to effectively capture sound.	<p>and ensemble performance skills</p> <ul style="list-style-type: none">• Demonstrate ability to read notation, TAB, chord symbols or other musical language systems essential for reading and performing music. <p>Constructive</p> <ul style="list-style-type: none">• Apply essential knowledge of notation in written assignments including: pitch, stave layout, time signatures, treble and bass clef, note and rest duration.• Apply essential knowledge of musical elements in written assignments including: melody, articulation, dynamics, tempo, structure, harmony, instrumentation, rhythm and texture.• Demonstrate composition skills through creation of music using DAW. <p>Expressive</p> <ul style="list-style-type: none">• Demonstrate technical and emotional expression within a piece of music.• Demonstrate vocal and instrumental performances that are not just accurate but expressive.• Ability to react to other parts and performers in ensemble playing and adjust own performance accordingly.• Compose using a DAW and utilising knowledge to produce creative pieces of music.• Apply understanding of the music recording process and how to effectively capture sound in portfolio of work.	<p>and ensemble performance skills</p> <ul style="list-style-type: none">• Develop ability to read notation, TAB, chord symbols or other musical language systems essential for reading and performing music. <p>Constructive</p> <ul style="list-style-type: none">• Revise essential knowledge of notation and other musical systems including: pitch, stave layout, time signatures, treble and bass clef, note and rest duration, TAB and chord charts.• Revise essential knowledge of musical elements including: melody, articulation, dynamics, tempo, structure, harmony, instrumentation, rhythm, texture and production.• Develop composition skills through practicing creation of music in different styles using DAW. <p>Expressive</p> <ul style="list-style-type: none">• Develop technical and emotional expression within a piece of music.• Develop vocal and instrumental performances that are not just accurate but expressive.• Ability to react to other parts and performers in ensemble playing and adjust own performance accordingly.• Practice composing using a DAW and utilising knowledge to produce creative pieces of music.• Practice music production techniques and how to create or enhance music via music technology.	<ul style="list-style-type: none">• Demonstration of developed solo performance skills.• Demonstrate ability to read notation, TAB, chord symbols or other musical language systems essential for reading and performing music. <p>Constructive</p> <ul style="list-style-type: none">• Apply essential knowledge of notation and other musical systems including: pitch, stave layout, time signatures, treble and bass clef, note and rest duration, TAB and chord charts.• Apply essential knowledge of musical elements including: melody, articulation, dynamics, tempo, structure, harmony, instrumentation, rhythm, texture and production.• Demonstrate composition skills through creation or production of music in a chosen style using DAW. <p>Expressive</p> <ul style="list-style-type: none">• Demonstrate technical and emotional expression within a piece of music.• Demonstrate vocal and instrumental performance that is not just accurate but expressive.• Compose or produce using a DAW and utilising knowledge to produce a creative piece of music.	<p>ensemble performance skills.</p> <ul style="list-style-type: none">• Secure ability to read notation, TAB, chord symbols or other musical language systems essential for reading and performing music. <p>Constructive</p> <ul style="list-style-type: none">• Secure essential knowledge of notation and other musical systems including: pitch, stave layout, time signatures, treble and bass clef, note and rest duration, TAB and chord charts.• Secure essential knowledge of musical elements including: melody, articulation, dynamics, tempo, structure, harmony, instrumentation, rhythm, texture and production.• Demonstrate arrangement skills by performing songs in a different genre or style than the original <p>Expressive</p> <ul style="list-style-type: none">• Demonstrate technical and emotional expression within a piece of music.• Demonstrate vocal and instrumental performance that is not just accurate but expressive.• Perform songs from different styles, cultures and genres.	<p>ensemble performance skills.</p> <ul style="list-style-type: none">• Demonstrate secure ability to read notation, TAB, chord symbols or other musical language systems essential for reading and performing music. <p>Constructive</p> <ul style="list-style-type: none">• Apply essential knowledge of notation and other musical systems including: pitch, stave layout, time signatures, treble and bass clef, note and rest duration, TAB and chord charts.• Apply essential knowledge of musical elements including: melody, articulation, dynamics, tempo, structure, harmony, instrumentation, rhythm, texture and production.• Demonstrate arrangement skills by performing a song in a different genre or style than the original. <p>Expressive</p> <ul style="list-style-type: none">• Demonstrate technical and emotional expression within a piece of music.• Demonstrate vocal and instrumental performance that is not just accurate but expressive.• Perform songs from different styles, cultures and genres.
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<p>What we want our students to do.</p>		<p>Demonstrate excellence in these skills.</p>	<ul style="list-style-type: none"> • Performance – Performing in an ensemble. • Composing – Creating original music. • Production – Sampling and manipulating sound using a DAW. • Recording – Capturing audio as a multitrack recording. • Analysing – Writing musically and academically about musical features and terminology. 	<ul style="list-style-type: none"> • Performance – Performing in an ensemble. • Composing – Creating original music. • Production – Sampling and manipulating sound using a DAW. • Recording – Capturing audio as a multitrack recording. • Analysing – Writing musically and academically about musical features and terminology. 	<ul style="list-style-type: none"> • Performance – Performing in an ensemble and as a soloist. • Composing – Creating original music. • Production – Sampling and manipulating sound using a DAW. • Analysing – Writing accurately and reflectively about personal musical progress in the 3 mentioned disciplines. 	<ul style="list-style-type: none"> • Performance – Performing as a soloist. • Composing – Creating original music. • Production – Sampling and manipulating sound using a DAW. • Analysing – Writing accurately and reflectively about personal musical progress in the 3 mentioned disciplines. 	<ul style="list-style-type: none"> • Performance – Performing in an ensemble. • Composing – Creating original music. • Production – Sampling and manipulating sound using a DAW. • Analysing – Planning a detailed response to a musical brief. Evaluating the success of the final products produced. 	<ul style="list-style-type: none"> • Performance – Performing in an ensemble. • Composing – Creating original music. • Production – Sampling and manipulating sound using a DAW. • Analysing – Planning a detailed response to a musical brief. Evaluating the success of the final products produced.
<p>Key assessment tasks.</p>		<p>Key assessment tasks:</p>	<p>Mock Component 1 assessment tasks:</p> <ul style="list-style-type: none"> • To create an informational portfolio of 2 different genres explore the key musical features of each style. • To analyse a song linked to each genre identifying key musical features. • Perform a popular song accurately as part of an ensemble. • Multitrack record a band performance to be mixed in a DAW. • Create a 30 second composition or production based on a studied style. 	<p>Component 1 summative assessment tasks:</p> <ul style="list-style-type: none"> • To create an informational portfolio of 4 different genres explore the key musical features of each style. • To analyse a song linked to each genre identifying key musical features. • Perform a popular song accurately as part of an ensemble. • Multitrack record a 60 second band performance to be mixed in a DAW. • Create a 60 second composition or production based on a studied style. 	<p>Mock Component 2 assessment tasks:</p> <ul style="list-style-type: none"> • To undertake a performance, composition and production skills audit, identifying key areas of development. • Setting targets and tracking progress working towards achieving these targets over a specified period of time. • Performing a song as an ensemble. • Performing a song as a soloist. With or without accompaniment or backing track. • Composing or producing a song using a DAW in a certain popular style of choice. 	<p>Component 2 summative assessment tasks:</p> <ul style="list-style-type: none"> • To undertake a performance, composition and production skills audit, identifying key areas of development. • Setting targets and tracking progress working towards achieving these targets over a specified period of time. • Performing a song as a soloist. With or without accompaniment or backing track. • Composing or producing a song using a DAW in a certain popular style of choice. • Reviewing progress made and evaluating final musical products. 	<p>Mock Component 3 assessment tasks:</p> <ul style="list-style-type: none"> • To create a plan of how to respond to the set brief. Including initial ideas for song and style choices, and what activities will be undertaken to meet the brief. • To choose a popular song that will be performed in a different style than the original as an ensemble. • To compose or produce an alternative version of a song. Such as a rock song in a jazz syle. • To write a commentary evaluating the success of the final musical products in relation to the set brief. 	<p>Component 3 summative assessment tasks:</p> <ul style="list-style-type: none"> • To create a plan of how to respond to the set brief. Including initial ideas for song and style choices, and what activities will be undertaken to meet the brief. • To choose a popular song that will be performed in a different style than the original as an ensemble for a minimum duration of 1 minute 30 seconds. • To compose or produce an alternative version of a song lasting a minimum of 1 minute 30 seconds. • To write a commentary evaluating the success of the final musical products in relation to the set brief.
<p>Disciplinary Rigour.</p> <p>What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS4 qualification specification?</p>			<p>Music is an academically challenging and highly creative subject within the curriculum. It is linked to whole-brain development including analytical and methodical thinking, spatial awareness, fine motor control, coordination and creative thinking to name a few. Music is not just about “playing an instrument” or “listening to a song”, it is a demanding subject that is proven to enhance a student’s ability in other key subjects including Maths and English and develop key social skills. Level 2 specifications in music must offer a broad and coherent course of study which encourages students to:</p> <ul style="list-style-type: none"> • engage actively in the process of music study • develop performing skills individually and in groups to communicate musically with fluency and control of the resources used • develop composing skills to organise musical ideas and make use of appropriate resources • recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music • broaden musical experience and interests, develop imagination and foster creativity • develop knowledge, understanding and skills needed to communicate effectively as musicians • develop awareness of a variety of instruments, styles and approaches to performing and composing • develop awareness of music technologies and their use in the creation and presentation of music • recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology • develop as effective and independent learners with enquiring minds 					

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- reflect upon and evaluate their own and others’ music
 - engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development