

Skills

Year 11 "Becoming KSS Ready"

- Score reading treble and bass clef, writing idiomatically for instruments, composing to create a mood, textural variety, using a range of harmonic devices and chords, structure.
- Identifying chords, cadences, instruments, melodic and rhythmic features, dictation, textural changes, exam technique
- Listening to others, ensuring that dynamics, phrasing, and articulation are appropriate and working to full potential.

Year 10 "Developing into Independent Learners"

- Bullet Point Text
- Teamwork, learning a piece of music, note reading, include dynamics, articulation & phrasing.
- Note inputting, music theory.
- Understanding key words through performing, composing & listening
- learning a piece of music, note reading, include dynamics, articulation & phrasing.
- Listening skills, identifying features of melody, rhythm, meter, tempo, harmony and tonality, texture, and instrumentation
- performing and recording ensemble and solo pieces

Year 9 "Developing Skills to Enhance Learning"

- Teamwork, learning a piece of music, note reading, include dynamics, articulation & phrasing.
- Note inputting, music theory.
- Understanding key words through performing, composing & listening
- Learning a piece of music, note reading, include dynamics, articulation & phrasing.
- Listening skills, identifying features of melody, rhythm, meter, tempo, harmony and tonality, texture, and instrumentation
- Performing and recording ensemble and solo pieces

Year 8 "Taking Responsibility for Learning"

- performing syncopated rhythms, performing using dynamics phrasing and articulation, playing with two hands, accidentals, notation above/below the staff, bass clef notation, DR T SMITH
- performing the 12-bar blues as a shuffle rhythm, performing with a backing beat, performing an improvisation
- Learning to sing in role, learning to play triad chords, learning to play a waltz-like melody in 3/4, playing in time with each other with the right and left hand on the keyboard, singing in musical theatre using vibrato and diction.
- Composition techniques, music technology, melodic hooks, leitmotif, aural recognition of instruments

Year 7 "Transition to High School"

- Performing simple melodies, reading standard notation, performing in time, aural recognition of instruments
- Performing major and minor triads, playing a triad and root note accompaniment, singing in harmony
- Composition, writing successful melodies, fanfare, sequence, leitmotif.
- Composition using Cubase, music technology techniques.
- Four-chord accompaniments, song structure, root note accompaniment, broken chords, slash chords

Knowledge

Future Education, Employment & Training

KSS Study

Set work revision.

Revision strategies, recall, application of knowledge, unfamiliar listening, exam technique, set work knowledge and understanding.

Solo performance

Preparation and practise, learning pieces well, working on technique, dynamics, phrasing, and articulation, performing and recording.

Set work revision.

Revision strategies, recall, application of knowledge, unfamiliar listening, exam technique, set work knowledge and understanding.

Ensemble performance

Preparation and practise, learning pieces well, listening to others, working on technique, performing, and recording.

Listening skills

Preparing for the listening element of the exam, exam technique, rhythmic values, intervals

Deeper analysis of all set works

Key words associated with DR T SMITH, essay writing, Listening-identifying sections, instruments, features.

Set works analysis.

Analyse Beethoven, Samba, and Purcell in detail

Year 11

Composition to a brief

Listening and analysis of a variety of styles of compositions. Compositional devices and techniques.

Free brief composition

Listening and analysis of different pieces and identifying how elements are used to create an effective piece of music. Refining, modifying- structure, texture, harmony and tonality, melodies, and rhythms.

Solo Performance

Perform as a soloist, choice of piece- building confidence, preparation and practise, aiming for musicality, dynamics, phrasing and articulation.

Set Works Analysis

Analysis of the set works, Bach, Queen, Afro Celt, Defying Gravity & Star Wars

Noteflight- Composing

Understanding of Noteflight, Theoretical concepts, DR T SMITH, Arrangement

Ensemble Performance

Perform as a group, choose piece. Teamwork, learning a piece of music, note reading, include dynamics, articulation & phrasing.

Year 10

Music for Stage and Screen- What a musical is and type of songs/dialogue you have, famous musicals and composers, types of film music genres.

FUSION- Understand what fusion is and know about music from different cultures. Types of fusion, African and Celtic music.

Instrumental Music - The Baroque style and structures, the classical orchestra, style and structures, the Romantic period

Vocal Music - Choral Music, Operas, Oratorios, Cantata, Chorale, Motet, Anthem, Mass, Madrigal, Lieder

Set Works Context

Understand the context of Killer Queen, Purcell & Defying Gravity, Star Wars, Bach, Afro Celt, Beethoven, Samba Context of the set works, looking at 3 key concepts within each set work, DR T SMITH

DR T SMITH & Noteflight

Performing & composing using DR T SMITH, being able to identify DR T SMITH key words through a range of listening tasks. Context of Club Dance Music, understanding of Cubase.

Listening and analysis

Understand the building blocks of music - DR T SMITH. Definitions, key words, and features associated with DR T SMITH

Understanding Music

Understand music theory through practical activities. Basic Music Theory, Time signatures, note values, treble & bass clef notes, DR T SMITH, instruments of the orchestra, instrumental ensembles/groups, the keyboard, the guitar, music technology.

Musical Theatre

Understand and develop Musical Theatre performance skills. Social and historical context of Musical Theatre, comparing and contrasting Musicals and Opera, understanding the roles in a Musical.

Year 9

Music for Film

Develop composition techniques for orchestral instruments. Context of film music, appraising different genres of film, compositional devices such as motif, ostinato, pedal. Use of Music technology software to compose.

Year 7 instrumental/singing programme.

All students to have a dedicated lesson a fortnight to learn skills on an instrument or voice. HRRT funded.

Year 8

Rhythms of the world

Understand rhythmic features of varying World Music styles (syncopation, swing, shuffle, polyrhythms). Understand the context in which these styles originated Individual, pair, group, and whole class performances on a variety of instruments.

Beats with Bach

Develop an understanding of music technology software, remixing techniques, and technology terminology. Remixing to a brief composition device.

Groups Composition

Develop compositional skills by writing a piece for royalty. The era of Henry VIII, composing to a brief fanfare, sequence, musical devices, DR T SMITH.

Year 6 Induction

Year 7

What is Music?

Identify orchestral timbres and basic music theory concepts. The instruments of the orchestra, treble clef notes, rhythm values, DR T SMITH, notes on the keyboard.

Chords and Texture

To understand major and minor triads. Context of 1960s-2010s popular music, Constructing chords, accompaniment styles, pop song structure, DR T SMITH

Skills

Year 13

"Are you Fit for FEET?"



CRITICAL EVALUATION

Students will be required to demonstrate the ability to -analyse and evaluate music in aural and written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about-repertoire within the areas of study -musical interpretations (for example how a performer plays a piece of music, how a composer responds to a brief or a starting point, or demonstration of stylistic understanding)-others' work including unfamiliar music (i.e. individual pieces of music that have not been stipulated within the specification)

LISTENING AND APPRAISING

This component gives students the opportunity to reflect on, analyse and evaluate music in aural and/or written form. To achieve this objective they need to use their knowledge and understanding of musical elements, context and language to make critical judgements about the repertoire and context of music within the areas of study. These critical judgements will require the use of specific music vocabulary associated with a particular style or genre. Students will learn the content of musical elements, context and language through six compulsory areas of study.



Year 12

"Introduction to A-Level Mindset"



COMPOSITION

Students will be required to demonstrate the ability to:

- make use of musical elements, techniques and resources to create and develop musical ideas with technical control and expressive understanding, either freely as the composer chooses, or by responding to a brief or commission supplied by others
- compose music that develops musical ideas and shows understanding of musical devices and conventions in relation to the chosen genre, style and tradition
- compose music that is musically convincing and shows a sophisticated use of musical elements in combination
- compose music that makes creative use of musical ideas and shows understanding of musical devices and conventions in relation to the chosen genre, style and tradition.

PERFORMANCE

"Students will be required to demonstrate the ability to

- make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical and expressive control and an understanding of style and context. This must be achieved by one or more of the following means: playing or singing solo or in ensemble, improvising, or realising music using music technology
- perform music with control and continuity, using appropriate tempi, showing critical understanding of the music chosen
- perform fluently, showing critical understanding of the overall shape, direction and style of the music chosen.



AURAL

Students will need to apply their appraising skills and knowledge of musical elements, contexts, and language to these pieces of unfamiliar music in the examination. They should learn how to listen perceptively to unfamiliar music, developing their skills of aural analysis. They should be able to place the music in a wider context and chronology (which could include identifying the genre, composer and date of composition), recognise chords and keys, and complete aural dictation tasks.



Knowledge

BTEC

A2: Creating musical material.

Demonstrate an understanding of music sequencing techniques when developing musical material in response to a brief. Apply creative processes when developing musical material. Apply musical creation skills and sequencing techniques in response

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A3: Using musical styles.

Apply stylistic conventions to musical material in response to a brief. Apply musical elements to material in response to a brief. Review the stylistic conventions of musical material.

A1 Performing as an ensemble.

Contribute to the development of musical material through rehearsal. Review choices and actions made in a rehearsal to develop musical material. Apply ensemble performance skills.

A-Level

Component 3: Appraising

Revision of all areas of study: Vocal, Instrumental, Film, Popular & Jazz, Fusions and New Directions. Development of essay writing technique. Appraising exam in June.

Component 2: Composition

Compositional techniques, Bach chorales, Arrangements, Remix mocks Complete the composition techniques coursework.

Component 1: Performing

Performance practise and feedback; technical control-technique, accuracy and fluency, expressive control, style, and context. Complete final recital, performances at concerts, involvement in clubs.

Year 13

BTEC

Unit A: Music Skills Development

Learn about a range of different styles of music from 1950s-2020s. Complete composing and performing activities that relate to these differing styles of music. Performing opportunities and external visits throughout the year

C7 Planning a career in the industry.

Learning about the development of the music industry from the 50s to present day. Exploring the opportunities and threats to the industry. Looking at different sectors and roles within the Music Industry and how they interact.

A-Level

Component 3: Appraising

Contextual understanding of composer/ artist, influences, experiences, achievements. Analysis of score, features, intention, and effect. Demonstrate and apply musical knowledge, use analytical and appraising skills to make evaluative and critical judgements about music. Aural skills- dictation, chords, and cadences. Wider listening and unfamiliar listening. Areas of study: Vocal, Instrumental, Film, Popular & Jazz, Fusions and New Directions

Component 2: Composition

Compositional techniques, Bach chorales, Create and develop musical ideas with technical and expressive control and coherence. Bach rules, chords, and cadences. Complete the free composition coursework.

Component 1: Performing

Understanding the assessment criteria. Performance practise and feedback; technical control-technique, accuracy and fluency, expressive control, style, and context. Interpret musical ideas through performing, with technical and expressive control and an understanding of style and context. Mock recitals and performances at concerts, involvement in clubs

Year 12