

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Keyboards	Composing	Drum Kits	Ensemble Skills	How Songs Work	Vocal Skills I
Core Knowledge/Skills:	<ul style="list-style-type: none"> Note values: semibreve, minim, crotchet, quavers, semiquavers Pitch: aural perception of higher and lower notes Position of notes on stave (treble clef – lines and spaces) Finger technique: use of all 5 fingers – strengthening this through exercises and simple pieces Basic practice habits – muscle memory, patience, repetition, break down the task Names / position of the notes on the keyboard 	<ul style="list-style-type: none"> How to write notes on the stave with manuscript paper, pencil and rubber. Basic elements of what makes up a successful tune including: <ul style="list-style-type: none"> ✓ Variety of rhythm ✓ Combination of Steps and Leaps ✓ Repetition and sequence. How a tune links to the notation on a staff. Understanding of bar lines and grouping beats into bars. 	<ul style="list-style-type: none"> The names of the different parts of the drum kit. How to play a drum beat using the bass drum, hi-hat and snare drum. What drum notation looks like and the different forms it can take. Understanding what a drum fill is and developing a performance of one using a combination of parts of the drum kit. Understanding how a drum beat and drum fill fit together. Developing an awareness of what a time signature is and how to play music in different time signatures. 	<ul style="list-style-type: none"> How and why to count in before performing to ensure all performers start correctly. Develop an awareness of how different independent musical parts interact and combine. Understanding what chords are, how to play them and why they are important in a piece of music. Develop an understanding of musical patterns and repetition in songs. Developing an understanding of musical cues and signals 	<ul style="list-style-type: none"> Develop a further awareness of how musical parts interact together, including timing and texture. Develop an awareness of the different parts which combine to create a song. Regardless of style, understand the role of each part in a group. How to decode musical notation to play and perform music. 	<ul style="list-style-type: none"> Develop an awareness of how the voice works, with instruments and as part of a vocal ensemble or solo. Developing an understanding of the limits and range of the students' own voice. Understanding and recognising the difference between Unison and Harmony.
Assessment Quiz:	Mid unit Knowledge Quiz	Mid unit Knowledge Quiz	Mid unit Knowledge Quiz	Mid unit Knowledge Quiz	Mid unit Knowledge Quiz	Mid unit Knowledge Quiz
Summary of the Practical Assessment Task:	Performing on the Keyboard from Western Classical Notation.	Composing and Writing a Tune down using Western Classical Notation.	Performing a Drum Sequence with a sense of timing.	Performing an independent part as part of a small group.	Performing an independent part in a song, as part of a group.	Performing using my own voice in Unison with others.
Resources:	Booklet Knowledge Organiser	Booklet Knowledge Organiser	Booklet Knowledge Organiser	Booklet Knowledge Organiser	Booklet Knowledge Organiser	Booklet Knowledge Organiser
Practical assessment used for Examinations:	Progress Test 1				Progress Test 2	

KS3	Autumn 1	Autumn 2 + Spring 1	Spring 2	Summer 1	Summer 2
8	Harmony	Styles	Keep the Music Going	Protest Songs	Vocal Skills II
Core Knowledge/Skills:	<ul style="list-style-type: none"> • Music is in a key (concept of tonality), key note, tonic • The major scale and how tunes are built from its notes • How chords are built on the notes of the major scale • Anatomy of a chord: root, 3rd, 5th • Major, minor and diminished chords in the key of C • Chord progressions and how they fit with familiar songs • Different ways to perform chords: block chords, broken chords • Add chords to a melody • Improvise / compose a melody over a given chord progression 	<ul style="list-style-type: none"> • Understand the concept of different styles and genres of music. • Recognize a range of musical styles. • Recognise distinctive features in: <ul style="list-style-type: none"> ✓ Rock 'n' roll (walking bass, 12 bar blues) ✓ Reggae (off-beat chords, syncopated drum beat, melodic bass) ✓ Ballads (6/8 time signature, broken chords) • Explore and employ the above features in selected songs, including Hound Dog, 3 Little Birds and Fallin') 	<ul style="list-style-type: none"> • Improvise using a variety of techniques including: <ul style="list-style-type: none"> ✓ pentatonic scale ✓ motif ✓ riffs and hooks ✓ chords and arpeggiation ✓ words and rapping ✓ beats and rhythms • DSCH, BACH and other musical motifs • Create a personal motif • Create music within given limitations / restrictions • Compose using a note-row stimulus and other starting points 	<ul style="list-style-type: none"> • Learn Where is the Love and create a group performance • Understand the lyrics of Where is the Love and how it fits in to the tradition of protest songs • Understand the range of issues which have inspired protest songs and how lyrics have expressed these issues • Learn lyric-writing skills and create lyrics for a protest song • Evaluate the success and effectiveness of different protest songs including student compositions 	<ul style="list-style-type: none"> • Understand how the human voice works • Know a range of methods for warming up the voice • Understand vocal range • Recognise different types of voice (soprano, alto, tenor bass) • Understand how the singing voice is an extension of the speaking voice • Know the meaning of vocal techniques such as melisma, vibrato and falsetto.
Assessment Quiz:	Mid unit Knowledge Quiz	Mid unit Knowledge Quiz	Mid unit Knowledge Quiz	Mid unit Knowledge Quiz	Mid unit Knowledge Quiz
Summary of the Practical Assessment Task:	Composition/Problem solving task harmonising chords and melody on the keyboard.	Arrangement/Composition of chords and bass-line into one of the studied styles of music.	A composition/improvisation on a given note pattern/scale.	A group composition of a protest song including lyrics and an instrumental.	A creative group vocal performance.
Resources:	Booklet Knowledge Organiser	Booklet Knowledge Organiser	Booklet Knowledge Organiser	Booklet Knowledge Organiser	Booklet Knowledge Organiser
Practical assessment used for Examinations:		Progress Test 3		Progress Test 4	

KS3	Project A	Project B	Project C
9	Music Theory	Music Skills Development I	Music Skills Development II
Core Knowledge/Skills:	<ul style="list-style-type: none"> Develop an understanding of basic Music Theory including: Scales: Major/Pentatonic Harmony: Major/Minor chords recap, Chord patterns, 7th and sus chords. Time Signatures: Listening and deciphering a time signature from groups of beats. Key Signatures: Understanding the idea of each music having a scale to work from and accidentals may need to be used to make a tune sound 'correct'. 	<ul style="list-style-type: none"> Gradually improving dexterity and skill on the keyboard through a sequence of incrementally more challenging practical tasks. Understanding how Left and Right hand parts fit together in harmony to produce a piece of music. Developing an awareness of repetition and sequence through performing. 	<ul style="list-style-type: none"> Understand how basic music sequencing software works. Build up an understanding of basic music technology features in mastered recordings including: <ul style="list-style-type: none"> ✓ Multi-tracking ✓ Panning ✓ Varying texture ✓ Quantising ✓ Note Repeat ✓ Note sequencing ✓ Looping
Summary of the Practical Assessment Task	Listening Exam and Harmony Exercises.	Keyboard performance using both hands.	MP3 Recording of sequencing mix made on Logic Pro X.
Resources:	Booklet Knowledge Organiser	Booklet Knowledge Organiser	Booklet Knowledge Organiser
Examinations:	Progress Test 5		

KS4 BTEC Level 2 Tech award Music Practice	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Component 1	Component 1	Component 1	Component 1	Component 2	Component 2
Core Knowledge:	<p>LA.A: Develop appreciation of styles and genres of music.</p> <p>LA.B: Explore techniques used to create music products</p> <p>A1: Genres of Music: Reggae and Trap (Hip-Hop).</p> <p>A2: Iconic composers, artists, bands and producers who have influenced and impacted these musical genres.</p> <p>A3: Stylistic features and Characteristics of these genres of music.</p>	<p>LA.A: Develop appreciation of styles and genres of music.</p> <p>LA.B: Explore techniques used to create music products</p> <p>A1: Genres of Music: African Drumming and Motown.</p> <p>A2: Iconic composers, artists, bands and producers who have influenced and impacted these musical genres.</p> <p>A3: Stylistic features and Characteristics of these genres of music.</p>	<p>LA.A: Develop appreciation of styles and genres of music.</p> <p>LA.B: Explore techniques used to create music products</p> <p>A1: Genres of Music: Blues and Rock Anthems.</p> <p>A2: Iconic composers, artists, bands and producers who have influenced and impacted these musical genres.</p> <p>A3: Stylistic features and Characteristics of these genres of music.</p>	<p>LA.A: Develop appreciation of styles and genres of music.</p> <p>LA.B: Explore techniques used to create music products</p> <p>A1: Genres of Music: Leitmotif.</p> <p>A2: Iconic composers, artists, bands and producers who have influenced and impacted these musical genres.</p> <p>A3: Stylistic features and Characteristics of these genres of music.</p>	<p>LA.A: Exploring professional and commercial skills for the music industry</p> <p>LA.B: Applying and developing individual musical skills and techniques.</p> <p>A1: Personal and professional skills for the music industry.</p> <p>A2: Communicating music skills development.</p>	<p>LA.A: Exploring professional and commercial skills for the music industry</p> <p>LA.B: Applying and developing individual musical skills and techniques.</p> <p>B1: Development of technical music skills and techniques.</p> <p>B2: Development of music skills and techniques.</p>
Core skills:	B1: Creating music industry products including: Live	B1: Creating music industry products including:	B1: Creating music industry products including: Live	B1: Creating music industry products	A1: Personal and professional skills for the music industry.	B1: Development of technical music skills and techniques.

KS4 GSCE Exam Board:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11	Component 2	Component 3	Component 3	Component 3	Component 3	N/A
Core Knowledge:	<p>LA.A: Exploring professional and commercial skills for the music industry</p> <p>LA.B: Applying and developing individual musical skills and techniques.</p> <p>B1: Development of technical music skills and techniques.</p> <p>B2: Development of music skills and techniques.</p>	<p>AO1: Understand how to respond to a commercial music brief.</p> <p>AO2: Apply musical skills in response to a commercial music brief</p> <p>AO3: Present a final musical product in response to a commercial music brief</p> <p>A1: Features of a commercial music brief.</p> <p>A2: Planning to meet the demands of the music brief.</p> <p>A3: Considering constraints and intentions.</p>	<p>AO1: Understand how to respond to a commercial music brief.</p> <p>AO2: Apply musical skills in response to a commercial music brief</p> <p>AO3: Present a final musical product in response to a commercial music brief</p> <p>A1: Features of a commercial music brief.</p> <p>A2: Planning to meet the demands of the music brief.</p> <p>A3: Considering constraints and intentions.</p>	<p>AO1: Understand how to respond to a commercial music brief.</p> <p>AO2: Apply musical skills in response to a commercial music brief</p> <p>AO3: Present a final musical product in response to a commercial music brief</p> <p>A1: Features of a commercial music brief.</p> <p>A2: Planning to meet the demands of the music brief.</p> <p>A3: Considering constraints and intentions.</p>	<p>AO1: Understand how to respond to a commercial music brief.</p> <p>AO2: Apply musical skills in response to a commercial music brief</p> <p>AO3: Present a final musical product in response to a commercial music brief</p> <p>A1: Features of a commercial music brief.</p> <p>A2: Planning to meet the demands of the music brief.</p> <p>A3: Considering constraints and intentions.</p>	
Core skills:	<p>B1: Development of technical music skills and techniques.</p> <p>B2: Development of music skills and techniques.</p>	<p>B1: Develop and produce a response to a client brief.</p> <p>B2: Refining musical skills for a musical product.</p>	<p>B1: Develop and produce a response to a client brief.</p> <p>B2: Refining musical skills for a musical product.</p>	<p>B1: Develop and produce a response to a client brief.</p> <p>B2: Refining musical skills for a musical product.</p>	<p>B1: Develop and produce a response to a client brief.</p> <p>B2: Refining musical skills for a musical product.</p>	

		<p>B3: Refining musical material.</p> <p>B4: Personal management.</p>	<p>B3: Refining musical material.</p> <p>B4: Personal management.</p>	<p>B3: Refining musical material.</p> <p>B4: Personal management.</p>	<p>B3: Refining musical material.</p> <p>B4: Personal management.</p>	
Coursework pieces to be completed:	<p>Development Plan in action, including: Photographs, Diary of progress, Screenshots, Audio recordings, Teacher observations.</p> <p>Final review of whole development process.</p>	Complete a Mock Commercial Music Brief.	<p>Refinement of completed Mock Commercial Music Brief.</p> <p>Audio/Written accounts of styles of music relevant to Component 3.</p>	Complete Preparatory Work, Activity 1 and start Activity 2 of Commercial Music Brief.	Complete all of the components of the Commercial Music Brief.	
Resources:	<ul style="list-style-type: none"> • Specification • Sample Assessment Materials • Student Workbooks 	<ul style="list-style-type: none"> • Specification • Sample Commercial Music Brief • Student Workbooks 	<ul style="list-style-type: none"> • Sample Commercial Music Brief • Commercial Music Brief • Student Workbooks 	<ul style="list-style-type: none"> • Commercial Music Brief • Student Workbooks 	<ul style="list-style-type: none"> • Commercial Music Brief • Student Workbooks 	
Examinations:					BTEC public examinations	BTEC public examinations