

## MUSIC

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	<b>Stomp Out Loud</b>	<b>Just Play - Ukulele Orchestra</b>	<b>Instruments of the Orchestra - Ode to Joy</b>	<b>AABA Form and Structure</b>	<b>Band Skills 1 - RipTide</b>	<b>Band Skills 2 – You are in the Band</b>
	Enquiry Question	What are the fundamental elements required in a collaborative performance?	What is harmony and how can I use it to create depth in a collaborative performance?	How do I perform melodic ideas from traditional notation in an effective solo performance?	How can I use technology to compose and develop a structured composition?	How can I use the inter-related dimensions of music to produce an effective band performance?	How do you perform a piece to an audience successfully?
	Key Knowledge and skills	<ul style="list-style-type: none"> <li>Listening with attention to detail, recalling sounds with increasing aural memory</li> <li>Understand how music is made up of elements and learn how to use them when performing music as a musician.</li> <li>Compose and perform rhythms from notation using crotchets, quavers, and equivalent rests.</li> <li>To perform as part of an ensemble, keeping a beat and performing in time to a pulse</li> <li>To control dynamics within a performance and produce a balanced performance.</li> </ul>	<ul style="list-style-type: none"> <li>The knowledge of a wide range of high quality live and recorded music drawn from different traditions, composers, and musicians.</li> <li>Listening with attention to detail and recalling sounds with increasing aural memory</li> <li>The skills and disciplines needed to rehearse effectively and collaboratively to realise ideas and produce a final product for live performance.</li> <li>Performing from a range of musical notations</li> <li>The skills of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>The skill of performing in solo and ensemble contexts, using their voices, and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Listening with attention to detail, recalling sounds with increasing aural memory</li> <li>To identify the different instrument families of the orchestra and key features of these families</li> <li>To understand the position of the keys on the keyboard including naturals, sharps and flats</li> <li>To perform using correct keyboard fingering and understanding basic keyboard instrument technique</li> <li>To perform with accuracy of rhythm and pitch from notation in time to a pulse.</li> </ul>	<ul style="list-style-type: none"> <li>To perform syncopated melodies on the keyboard</li> <li>To improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>To understand how musical ideas are developed within musical structures including Binary, Ternary and Rondo Form</li> <li>To understand how composers can plan, refine and edit musical work using music technology to structure and develop ideas.</li> <li>The skill of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how music is made up of elements and learn how to use them when performing music as a musician.</li> <li>Performing from a range of musical notations</li> <li>To perform chord progressions on the keyboard and understand how chords are constructed.</li> <li>Listening with attention to detail, recalling sounds with increasing aural memory</li> <li>Structure a band performance in rehearsal</li> <li>The skills of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>To perform hooks from popular songs and understand how songs can use a hook to engage the listener.</li> <li>Listening with attention to detail, recalling sounds with increasing aural memory</li> <li>To perform chord progressions to syncopated rhythms</li> <li>To develop and refine performance skills specific to different band instruments to ensure a successful performance.</li> <li>RH/LH coordination</li> <li>Control of tone and dynamics</li> <li>The skills of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>
	End Point	<p>Pupils will be able to compose, rehearse, perform, and evaluate a rhythmic stomp composition which demonstrates control of rhythm, tempo, dynamics, structure and texture as part of an ensemble.</p> <p>Pupils will be able to explain how they have used the elements of music in their piece.</p>	Pupils will be able to arrange, rehearse, perform, and evaluate a performance using a set chord sequence as part of an ensemble.	Pupils will be able to arrange, rehearse, perform, and evaluate a performance on keyboards using specific instrument techniques	Pupils will compose, rehearse, perform, and evaluate a composition using BandLab controlling melody, rhythm, and harmony in binary, ternary or rondo form	Pupils will be able to arrange, rehearse, perform, and evaluate a performance of Riptide as part of an ensemble.	Pupils will be able to arrange, rehearse, perform, and evaluate a performance to a live audience as part of an ensemble.
Year 8	Topic	<b>Samba Music</b>	<b>4 Chords</b>	<b>The Grime Line Part 1</b>	<b>The Grime Line Part 2</b>	<b>The Blues</b>	<b>Band Skills 3 - New Chords</b>
	Enquiry Question	How can I create music for a carnival?	How can 4 chords influence a composition?	What melodic features are developed in Grime music?	How has technology influenced and shaped 21 <sup>st</sup> century composition?	How can history influence music and how the Blues influenced jazz, rock, soul, and popular music?	How do you perform an arrangement of a song to an audience successfully?
	Key Knowledge and skills	<ul style="list-style-type: none"> <li>Samba Batucada music from South America and the importance of rhythm in music from around the world.</li> <li>Students will compose using the interrelated dimensions of music.</li> <li>Polyrhythm, call and response to create music in the style of Samba Batucada for carnival.</li> <li>How improvisation can be used in performance and to develop ideas in composition.</li> </ul>	<ul style="list-style-type: none"> <li>A knowledge of the interrelated dimensions of music.</li> <li>A knowledge of how chords are constructed and can be performed in different ways.</li> <li>A knowledge of staff and other musical notations.</li> <li>The skill of performing in solo and ensemble contexts, using their voices, and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>A knowledge of the historical context of songs and a consideration of how this was impacted by events of the time, musically and historically.</li> <li>A knowledge of the interrelated dimensions of music.</li> <li>A knowledge of staff and other musical notations.</li> <li>A knowledge of listening with attention to detail and recall sounds with increasing aural memory.</li> <li>The skill of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>A knowledge of the historical context of songs and a consideration of how this was impacted by events of the time, musically and historically.</li> <li>A knowledge of the interrelated dimensions of music.</li> <li>A knowledge of staff and other musical notations.</li> <li>A knowledge of listening with attention to detail and recall sounds with increasing aural memory.</li> <li>The skill to improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>A knowledge of the historical context of songs and a consideration of how this was impacted by events of the time, musically and historically.</li> <li>A knowledge of the interrelated dimensions of music.</li> <li>A knowledge of staff and other musical notations.</li> <li>A knowledge of listening with attention to detail and recall sounds with increasing aural memory.</li> <li>The skill of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>A knowledge of the historical context of songs and a consideration of how this was impacted by events of the time, musically and historically.</li> <li>A knowledge of the interrelated dimensions of music.</li> <li>A knowledge of staff and other musical notations.</li> <li>A knowledge of listening with attention to detail and recall sounds with increasing aural memory.</li> <li>The skill of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>

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	<b>End Point</b>	Pupils will be able to compose, rehearse, perform, and evaluate a rhythmic samba composition which demonstrates control of rhythm, tempo, dynamics, structure and texture as part of an ensemble.  Pupils will be able to explain how they have used the elements of music in their piece.	Pupils will be able to compose, rehearse, perform, and evaluate an arrangement of the 4 chord songs as part of an ensemble.  Pupils will be able to explain how they have used the elements of music in their piece and perform chord sequences in a variety of ways to demonstrate contrast.	Pupils will be able to rehearse, perform a piece of grime music as part of an ensemble.  Pupils will be able to explain how they have used the key features of grime music to ensure they create an accurate performance.	Pupils will be able to collaborate with peers to compose and evaluate a grime composition which demonstrates understanding of the features of the style.  Pupils will ensure they have an appropriate tempo, lyrics, bassline, and riff using Bandlab for Education.	Pupils will be able to rehearse, perform and evaluate a performance as part of an ensemble which is influenced by Blues music.  Pupils will be able to explain how they have used the fundamental elements of Blues music in their piece.	Pupils will be able to rehearse, perform and evaluate a performance as part of an ensemble using more complex chords in new keys.  Pupils will be able to explain how they have used the fundamental elements of music in their piece.
Year 9	<b>Topic</b>	<b>Film Music - The Leitmotif</b>	<b>Scary Mary</b>	<b>Reggae Music</b>	<b>Dance Music</b>	<b>Live Lounge - Britpop</b>	<b>Live Lounge Part 2</b>
	<b>Enquiry Question</b>	How are the interrelated dimensions of music used in Film music to create a mood or atmosphere?	How can I use the interrelated dimensions of music and a range of devices to create tension and atmosphere in horror music?	How are the interrelated dimensions of music used in Reggae music?	How can home recording software be used to create a dance hit?	What was Britpop and what place does it have in popular music?	How can I create a final outcome which realises intentions?
	<b>Key Knowledge and skills</b>	<ul style="list-style-type: none"> <li>How the fundamental elements of music MAD T SHIRT have been used by composers in film music to enhance the moving image and shape the action in a scene.</li> <li>A knowledge of staff and musical notation.</li> <li>The skills of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>A knowledge of the history of music in film including how leitmotifs are developed to reflect the actions of a character and how composers use mickey mousing and music spotting when composing music for film.</li> </ul>	<ul style="list-style-type: none"> <li>How the fundamental elements of music MAD T SHIRT have been used by composers in film music to enhance the moving image and shape the action in a scene.</li> <li>A knowledge of staff and musical notation – accidentals.</li> <li>The skills of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>The skill to improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>Explore the devices used to create tension and atmosphere in horror music.</li> </ul>	<ul style="list-style-type: none"> <li>A knowledge of the historical context of songs and a consideration of how music is affected by time and place.</li> <li>Listening with attention to detail and recalling sounds with increasing aural memory.</li> <li>A knowledge of instrumentation in various styles.</li> <li>A knowledge of staff and musical notation – accidentals.</li> <li>The skills of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of dance drum rhythms how to input drum rhythms.</li> <li>Describe what a chord progression is using roman numerals.</li> <li>Describe how to explore and input a chord progression via mouse and MIDI.</li> <li>Develop an effective bassline and compose loops and catchy riffs.</li> <li>Explain the purpose of effects - show an understanding of how to explore space and depth in a mix.</li> <li>Learning how use volume and pan controls effectively.</li> </ul>	<ul style="list-style-type: none"> <li>A knowledge of the historical context of songs and a consideration of how music is affected by time and place, describing the factors that influenced Britpop musicians and culture.</li> <li>Listening with attention to detail and recalling sounds with increasing aural memory to perform new chord progressions with confidence.</li> <li>The skills of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>The knowledge of a wide range of high quality live and recorded music drawn from different traditions, composers, and musicians.</li> <li>Listening with attention to detail and recalling sounds with increasing aural memory.</li> <li>The skills and disciplines needed to rehearse effectively and collaboratively to realise ideas and produce a final product for live performance.</li> <li>The skills of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Performing from a range of musical notations.</li> </ul>
	<b>End Point</b>	Pupils will perform Leitmotifs from notation, manipulating themes to match the mood of the music.  They will spot music in film and add sound effects to appropriate moments in time using music technology.	Pupils will be able to compose a piece of film music in response to a brief demonstrating knowledge and understanding of the compositional devices used in horror music to create effect.	Pupils will perform an arrangement of Three Little Birds by Bob Marley with accurate use of off -beat rhythms, syncopation, bass riffs, hooks, and melody.	To understand and demonstrate how to use a DAW to create an EDM inspired sketch using basic and some intermediate functions.  Using a combination of loops, programmed patterns and digital instrumentation to create a unique piece inspired by electronic dance practitioners.	Pupils will rehearse, perform, and evaluate a performance of a Britpop piece as part of an ensemble.  Pupils will be able to identify and describe key features of the style.	Pupils will arrange, rehearse and perform a cover version of a song of their choice as part of an ensemble.
Year 10 GCSE	<b>Topic</b>	<b>Introduction to Performance, Composition and Theory</b>	<b>AoS 4: Popular Music</b>	<b>AoS 1: Musical Forms and Devices</b>	<b>AoS 1: Musical Forms and Devices</b>	<b>AoS 2: Music For Ensembles</b>	<b>AoS 3: Music For Film</b>
	<b>Enquiry Question</b>	What key skills do I need to develop as a performer, composer, and appraiser of music?	How can the work of other composers support me in composing and developing my own music?	How can the work of Baroque composers support me in composing and developing my own music?	How can the work of Baroque composers support me in composing and developing my own music?	How do composers use different sonorities and textures in a range of musical ensembles?	How do composers use musical elements appropriately to respond to a specific commission?
	<b>Key Knowledge and skills</b>	<ul style="list-style-type: none"> <li>A knowledge of how the music elements (MAD T SHIRT) have influenced styles such as pop, rock and classical.</li> <li>A knowledge of staff and musical notation.</li> <li>The skills of performing in solo and ensemble contexts, using their voices, and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>To sequence ideas using music technology</li> <li>The ability to identify the interrelated dimensions of music (MAD T SHIRT) using analytical skills.</li> </ul>	<ul style="list-style-type: none"> <li>A knowledge of how the music elements (MAD T SHIRT) have influenced styles such as rock, pop and the Blues.</li> <li>A knowledge of staff and musical notation.</li> <li>The skills of performing in solo and ensemble contexts, using their voices, and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>To sequence ideas using music technology</li> <li>The ability to compare and contrast genres using analytical skills.</li> <li>The ability to identify the interrelated dimensions of music (MAD T SHIRT) using analytical skills.</li> </ul>	<ul style="list-style-type: none"> <li>A knowledge of how the music elements (MAD T SHIRT) have influenced Baroque music.</li> <li>A knowledge of staff and musical notation.</li> <li>The skills of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>To compose harmonic and melodic ideas using music technology</li> <li>The ability to compare and contrast genres using analytical skills.</li> <li>The ability to identify the interrelated dimensions of music (MAD T SHIRT) using analytical skills.</li> </ul>	<ul style="list-style-type: none"> <li>A knowledge of how the music elements (MAD T SHIRT) have influenced Baroque music.</li> <li>A knowledge of staff and musical notation.</li> <li>The skills of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>To compose harmonic and melodic ideas using music technology</li> <li>The ability to compare and contrast genres using analytical skills.</li> <li>The ability to identify the interrelated dimensions of music (MAD T SHIRT) using analytical skills.</li> </ul>	<ul style="list-style-type: none"> <li>A knowledge of how the music elements (MAD T SHIRT) have influenced Blues, Jazz and Musical Theatre.</li> <li>A knowledge of staff and musical notation.</li> <li>The skills of performing in solo and ensemble contexts, using their voices, and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>To compose appropriate harmonic and melodic ideas in a jazz style using music technology</li> <li>The ability to improvise over a chord sequence.</li> <li>The ability to identify the interrelated dimensions of music (MAD T SHIRT) using analytical skills.</li> </ul>	<ul style="list-style-type: none"> <li>A knowledge of how the music elements (MAD T SHIRT) have influenced film composers.</li> <li>A knowledge of staff and musical notation.</li> <li>The skills of performing in solo and ensemble contexts, using their voices, and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>The ability to identify the interrelated dimensions of music (MAD T SHIRT) using analytical skills.</li> <li>A knowledge of the features and techniques contained within DAW software (automation, fx, looping, duplication, midi roll input).</li> <li>A verbal and written demonstration of how to improve work, highlighting areas that need adjustment.</li> </ul>

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	End Point	Pupils will have sequenced a popular music piece and performed as part of an ensemble.	Pupils will have a portfolio of both written and practical work demonstrating their understanding of how to perform, sequence and compose in different popular musical styles.	Pupils will have a portfolio of both written and practical work demonstrating their understanding of how to perform and compose within given structures in a Baroque style.	Pupils will have a portfolio of both written and practical work demonstrating their understanding of the elements of music and how to perform and compose using the forms and devices explored in popular and classical areas of study.	Pupils will have a portfolio of both written and practical work demonstrating their understanding of the elements of music and how to perform and compose using the textures and elements explored in Musical Ensemble areas of study.	Pupils will have a portfolio of both written and practical work demonstrating their understanding of the elements of music and how to perform and compose using the elements of music explored in the film music areas of study areas of study.
Year 11 GCSE	Topic	AoS 3: Music For Film and Free Composition Completion	Set Works Revisited: Exploring AoS1 and AoS 4 in more detail Beginning the Set Brief Composition	AoS2 Revisited: Music For Ensemble	AoS4: Popular Music: Musical Fusions	All the Areas of Study: Bringing it all Together Again	
	Enquiry Question	How do composers use musical elements appropriately to respond to a specific commission?	How can the work of other composers support me in composing and developing my own music?	What key skills do I want to further refine as either a composer or performer?	What key skills do I want to further refine as either a composer or performer?	How are the interrelated dimensions of music used in a range of styles and genres?	
	Key Knowledge and skills	<ul style="list-style-type: none"><li>A knowledge of how the music elements (MAD T SHIRT) have influenced film composers.</li><li>A knowledge of staff and musical notation.</li><li>The skills of performing in solo and ensemble contexts, using their voices, and playing musical instruments with increasing accuracy, fluency, control, and expression.</li><li>The ability to identify the interrelated dimensions of music (MAD T SHIRT) using analytical skills.</li><li>A knowledge of the features and techniques contained within DAW software (automation, fx, looping, duplication, midi roll input).</li><li>A verbal and written demonstration of how to improve work, highlighting areas that need adjustment.</li></ul>	<ul style="list-style-type: none"><li>A knowledge of how the music elements (MAD T SHIRT) have influenced styles such as rock, pop and the Blues.</li><li>A knowledge of staff and musical notation.</li><li>The skills of performing in solo and ensemble contexts, using their voices, and playing musical instruments with increasing accuracy, fluency, control and expression.</li><li>To sequence ideas using music technology</li><li>The ability to compare and contrast genres using analytical skills.</li><li>The ability to identify the interrelated dimensions of music (MAD T SHIRT) using analytical skills.</li></ul>	<ul style="list-style-type: none"><li>A knowledge of how the music elements (MAD T SHIRT) have influenced Baroque music.</li><li>A knowledge of staff and musical notation.</li><li>The skills of performing in solo and ensemble contexts, using their voices, and playing musical instruments with increasing accuracy, fluency, control, and expression.</li><li>To compose harmonic and melodic ideas using music technology</li><li>The ability to compare and contrast genres using analytical skills.</li><li>The ability to identify the interrelated dimensions of music (MAD T SHIRT) using analytical skills.</li></ul>	<ul style="list-style-type: none"><li>The skills of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li><li>Performance technique such as a sense of pulse, stage presence, tuning, instrumental technique, and physical preparation (vocal warm-ups/scales/dexterity).</li><li>To compose harmonic and melodic ideas using music technology</li><li>A knowledge of how the music elements (MAD T SHIRT) have influenced a range of music genres and styles.</li><li>A knowledge of staff and musical notation.</li><li>The ability to compare and contrast genres using analytical skills.</li><li>The ability to identify the interrelated dimensions of music (MAD T SHIRT) using analytical skills.</li></ul>	<ul style="list-style-type: none"><li>A knowledge of the features and techniques contained within DAW software (automation, fx, looping, duplication, midi roll input).</li></ul>	
	End Point	Pupils will have a completed free composition linked to one of the following Areas of study: AoS1: Forms and Devices AoS2: Musical Ensembles AoS3: Music for Film AoS4: Popular Music	Pupils will have a 4-minute performance portfolio consisting of a minimum 1-minute ensemble performance.  Pupils will have a starting point for their set brief composition showing their understanding of how to respond to a brief in a specific genre.	Pupils will have a 4-minute performance portfolio consisting of a minimum 1-minute ensemble performance.  Pupils will have a portfolio of both written and practical work including a completed free composition in response to their own brief and a developed set brief composition.	Pupils will have a 4-minute performance portfolio consisting of a minimum 1-minute ensemble performance.  Pupils will have a completed composition portfolio consisting of: Set Brief Composition Free Composition	Pupils will complete a range of exam paper questions on all Areas of Study.	
	Topic	Music of the early to mid 20 <sup>th</sup> century	Music of the late 20 <sup>th</sup> century	Skills building and development part 1	Skills building and development part 2	Extended project preparation and workshops part 1	Extended project preparation and workshops part 2
Year 10 BTEC	Enquiry Question	What are the key elements of Jazz, minimalism and British Invasion and what impact have they had on contemporary music styles?	How can I use my subject knowledge to create a portfolio of music guided and inspired by music of the late 20 <sup>th</sup> and early 21 <sup>st</sup> century?	How can I show progress over time as an artist as well as develop the key skills needed to succeed in the industry (within my chosen discipline)?	How can I effectively communicate the progress I am/will continue to make as an artist?	What key skills do I want to further refine as either a composer or performer?	How can I present an effective rough cut of the skills I have developed throughout my KS4 journey so far?
	Key Knowledge and skills	<ul style="list-style-type: none"><li>A knowledge of how the music elements (MAD T SHIRT) have influenced styles such as jazz, minimalism, and British Invasion</li><li>A knowledge of staff and musical notation.</li><li>The skills of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li><li>The ability to compare and contrast genres using analytical skills.</li></ul>	<ul style="list-style-type: none"><li>A knowledge of how the music elements (MAD T SHIRT) have influenced styles such as house, film music and trap.</li><li>A knowledge of staff and musical notation.</li><li>The skills of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li><li>The ability to compare and contrast genres using analytical skills.</li><li>The ability to articulate ideas effectively in relation to their compositional methods and performance technique</li></ul>	<ul style="list-style-type: none"><li>Extra-musical skills such as self-discipline, online collaboration, responding to feedback, tracking progress, and working well with others.</li><li>How to sequence music in time and to a beat.</li><li>How to use effects to manipulate pre-existing pieces.</li><li>How to perform with a sense of pulse.</li><li>Explore elements such as rhythm and dynamics.</li></ul>	<ul style="list-style-type: none"><li>Extra-musical skills such as self-discipline, online collaboration, responding to feedback, tracking progress, and working well with others.</li><li>How to sequence music in time and to a beat.</li><li>How to use effects to manipulate pre-existing pieces.</li><li>How to perform with a sense of pulse.</li><li>Explore elements such as rhythm and dynamics.</li><li>Use analytical language to reflect on progress and development.</li></ul>	<ul style="list-style-type: none"><li>A knowledge of the features and techniques contained within DAW software (automation, fx, looping, duplication, midi roll input).</li><li>Performance technique such as a sense of pulse, stage presence, tuning, instrumental technique, and physical preparation (vocal warm-ups/scales/dexterity).</li></ul>	<ul style="list-style-type: none"><li>A knowledge of the features and techniques contained within DAW software (automation, fx, looping, duplication, midi roll input).</li><li>Performance technique such as a sense of pulse, stage presence, tuning, instrumental technique, and physical preparation (vocal warm-ups/scales/dexterity).</li><li>A verbal and written demonstration of how to improve work, highlighting areas that need adjustment.</li></ul>
	End Point	Pupils will have a written portfolio of work showing their understanding of styles of music from the early to mid-20 <sup>th</sup> century.	Pupils will have a portfolio of both written and practical work demonstrating their understanding of how to perform, remix and compose in four varying styles.	Pupils will have an online diary log showing progress in one of two areas of discipline.	Pupils will have an online diary log showing progress in two areas of discipline.	Pupils will have engaged in a series of workshops and received the knowledge needed to perform and/or compose in a set style.	Pupils will have a mock component 3 submission showing their understanding of how to respond to a brief in a specific genre.

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Year 11 BTEC	Topic	Developing and refining a major project	(Expected) Release and response to a set brief	Responding to a brief	Responding to a brief	Finalising project	
	Enquiry Question	How can I make effective and meaningful adjustments to a small project based on teacher, self, and peer feedback?	How can I use my subject knowledge I have developed to effectively respond to a set brief?	How can I start a musical project that effectively responds to a brief?	How can I develop a musical project that effectively responds to a brief?	How can I finalise a musical project that effectively responds to a brief?	
	Key Knowledge and skills	<ul style="list-style-type: none"><li>Being able to respond to feedback and verbally demonstrate where positive changes have been made in work.</li><li></li><li>Use a log to annotate work and show how progress has been made.</li><li></li><li>Present findings/development to teacher and peers.</li><li></li><li>Further develop understanding of core compositional and performance devices and techniques.</li></ul>	<ul style="list-style-type: none"><li>Work independently to mind-map.</li><li>How to create a project template with the software instruments needed.</li><li>How to prepare/create scores and other relevant parts.</li><li>Extra-musical skills such as self-discipline, Online collaboration, responding to feedback, tracking progress, and working well with others.</li><li>How to sequence music in time and to a beat.</li><li>How to use effects to manipulate pre-existing pieces</li><li>How to perform with a sense of pulse.</li><li>Explore elements such as rhythm and dynamics.</li><li>Use analytical language to reflect on progress and development.</li></ul>	<ul style="list-style-type: none"><li>A knowledge of the features and techniques contained within DAW software (automation, fx, looping, duplication, midi roll input).</li><li>Performance technique such as a sense of pulse, stage presence, tuning, instrumental technique, and physical preparation (vocal warm-ups/scales/dexterity).</li><li>A verbal and written demonstration of how to improve work, highlighting areas that need adjustment.</li></ul>	<ul style="list-style-type: none"><li>A knowledge of the features and techniques contained within DAW software (automation, fx, looping, duplication, midi roll input).</li><li>Performance technique such as a sense of pulse, stage presence, tuning, instrumental technique, and physical preparation (vocal warm-ups/scales/dexterity).</li><li>A verbal and written demonstration of how to improve work, highlighting areas that need adjustment.</li></ul>	<ul style="list-style-type: none"><li>A knowledge of the features and techniques contained within DAW software (automation, fx, looping, duplication, midi roll input).</li><li>Performance technique such as a sense of pulse, stage presence, tuning, instrumental technique, and physical preparation (vocal warm-ups/scales/dexterity).</li><li>A verbal and written demonstration of how to improve work, highlighting areas that need adjustment.</li></ul>	
	End Point	Pupils will have developed their mock sketch based on feedback from others.	Pupils will have a short section (16-32 bars) completed of their music product with clear areas of development.	Pupils will have a short section (60-90 seconds) completed of their music product with sections/parts that are complete and clear areas of development.	Pupils will have a large section (2 mins) completed of their music product with sections/parts that are complete and clear areas of development.	A completed music product with a duration of 3-3:30 minutes.	

