



KS3 Curriculum Content

Music



Year 7	Half Term 1 September – October	Half Term 2 November - December	Half Term 3 January - February
Topic	<p>Topic: Introduction to Music and African Music</p> <p>Knowledge: This unit provides an opportunity for pupils new to the school to demonstrate and develop an understanding of African music traditions and cultures and perform using African Music techniques as well as the basics of music notation and note values.</p> <p>Skills: Developing rhythm techniques and composition skills and working as part of an ensemble as well as solo performance and appraising skills through listening activities.</p> <p>Assessment: Pupils undertake a practical assessment, where they are assessed on performing a group composition. There is also a written assessment which asks pupils to display knowledge of African Music and evaluation of their own and other’s work.</p>	<p>Topic: Music for Film</p> <p>Knowledge: In this unit, students work creatively with the interrelated dimensions of music to compose descriptive music for different genres of film. They will develop an understanding of how music shapes film and how the Inter-related Dimensions of Music and Musical devices are handled. They will also identify and evaluate instrument choice and how timbre can shape Music for Film</p> <p>Skills: introduced to the concept of Major and Minor tonality and reading graphic scores. Keyboards skills are refreshed and learnt. Ensemble skills are developed further through regular performances in groups.</p> <p>Assessment: Pupils undertake practical assessments, as part of an ensemble to demonstrate their understanding of notation and keyboard performance. Pupils also demonstrate their knowledge through questioning and short written assessments.</p>	<p>Topic: Music for Film Continued</p> <p>Knowledge: Pupils continue to work creatively using the interrelated dimensions of music and will learn to play famous motifs. They will identify what a Motif is and how these represent a character/ place successfully.</p> <p>Skills: introduced to the concept of Major and Minor tonality and reading Staff Notation. Solo performance skills on keyboards are developed through regular performances.</p> <p>Assessment: Pupils undertake practical assessments, individually to demonstrate their understanding of notation and keyboard performance. There is also a written assessment which asks pupils to display knowledge of Film Music, music theory and evaluation of their own and other’s work.</p>
Vocabulary Links	Rhythm, Syncopation, Master Drummer, Timing, Tempo, Dynamics, Djembe, Talking Drum, Polyrythm, Unison, Call and Response, Improvisation, Confidence, Expression, Aurally, Tribes, Texture, Repetition.	Crescendo, Ostinato, Major, Minor, Keyboard, Instrumentation, Orchestra, Expression, Glissando, Dissonance, Tempo, Timing, Atmosphere, Audience, Tonality, Notation, Style, Structure, Interrelated Dimensions of Music, genre, Horror, Action, Romantic, Comedy, Thriller	Crescendo, Ostinato, Major, Minor, Keyboard, Instrumentation, Orchestra, Expression, Glissando, Dissonance, Tempo, Timing, Atmosphere, Audience, Tonality, Notation, Style, Structure, Interrelated Dimensions of Music, Motif, Leit-Motif
National Curriculum	<ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts, 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. 	<ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts 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. 	<ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts 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.

	<ul style="list-style-type: none"> • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication. • Listen with increasing discriminations to a wide range of music. • Develop a deepening understanding of the music that pupils perform and to which they listen, and its history. 	<ul style="list-style-type: none"> • Use staff notations appropriately and accurately in a range of musical styles and genres. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devises. • Listen with increasing discriminations to a wide range of music from great composers and musicians. • Develop a deepening understanding of the music that pupils perform and to which they listen, and its history. 	<ul style="list-style-type: none"> • Use staff notations appropriately and accurately in a range of musical styles and genres. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devises. • Listen with increasing discriminations to a wide range of music from great composers and musicians. • Develop a deepening understanding of the music that pupils perform and to which they listen, and its history.
Year 7	Half Term 4 February - March	Half Term 5 April – May	Half Term 6 June - July
Topic	<p>Topic: Popular Music – Ukulele Project</p> <p>Knowledge: This unit builds on and develops pupil’s experiences and understanding of Popular music through playing chords and melodies on Ukuleles and using their voices to perform individually and as part of an ensemble. Pupils also develop a deeper understanding of music notation through chord charts, TAB and chord diagrams.</p> <p>Skills: Reinforces the concept of ensemble playing and composing and reading Chord charts and TAB and appraising skills through listening activities.</p> <p>Assessment: Pupils undertake practical assessments, individually on the ukuleles and on performing a group composition.</p>	<p>Topic: Popular Music continued – structure</p> <p>Knowledge: Pupils continue to develop their understanding of Popular music through performing popular songs form history using keyboards and their voices to perform individually and as part of an ensemble. Pupils also develop a deeper understanding of music notation through staff notation and understanding the treble clef.</p> <p>Skills: Reinforces the concept of ensemble playing and composing and reading staff notation. Appraising skills developed further through listening activities.</p> <p>Assessment: Pupils undertake practical assessments, individually on the keyboards and. There is also a written assessment, which asks pupils to display knowledge of Popular music focusing on the Inter-related Dimensions of Music, music theory and evaluation of their own and other’s work.</p>	<p>Topic: Instruments of the Orchestra</p> <p>Knowledge: Pupils will build on their prior knowledge of instruments of the orchestra and learn about the history of the orchestra and its beginnings targeting the classical genres. They will develop a greater understanding of how the different instruments sound and how they produced their individual timbre and harmonic series.</p> <p>Skills: Pupils develop their presenting and research skills. There is a large emphasis on appraising in this topic with pupils assessed through listening activities. Teamwork and team management developed also.</p> <p>Assessment: Pupils undertake listening assessments and take part in presentations in small groups. There is also a written assessment which asks pupils to display knowledge of the orchestra and the different families of instruments and evaluation of their own and other’s work.</p>
Vocabulary Links	Tuning, melody, Pitch, Tempo, Timing, Treble Clef, Ukulele, Confidence, Notation, Tab, Stave, Chord Charts, Chord Diagram, Strumming Pattern, Chords, Structure, Introduction, Chorus, Middle 8,	Tuning, melody, Pitch, Tempo, Timing, Treble Clef, Ukulele, Confidence, Notation, Tab, Stave, Chord Charts, Chord Diagram, Strumming Pattern, Chords, Structure, Introduction, Chorus, Middle 8,	Tuning, Notation, Bass clef, Treble Clef, Alto Clef, Stave, Instruments, Orchestra, Tonality, Instrument Family, Strings, Percussion, Woodwind, Brass, Harmonic Series, Interrelated Dimensions of Music, Musical periods, classical, Romantic, Baroque

	Instrumental, Vocals, Instrumentation, Ensemble, Solo. Tonality, Scales, Key Signature	Instrumental, Vocals, Instrumentation, Ensemble, Solo. Tonality, Scales, Key Signature	
National Curriculum	<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. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. Listen with increasing discriminations to a wide range of music from great composers and musicians. Develop a deepening understanding of the music that pupils perform and to which they listen, and its history. 	<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. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. Listen with increasing discriminations to a wide range of music from great composers and musicians. Develop a deepening understanding of the music that pupils perform and to which they listen, and its history. 	<ul style="list-style-type: none"> Listen with increasing discriminations 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.

Year 8	Half Term 1 September – October	Half Term 2 November - December	Half Term 3 January - February
Topic	<p>Topic: Reggae</p> <p>Knowledge: Pupils will learn about the background to Reggae music, the cultural importance of Reggae and what influenced the style of music looking at Ska and African influences. They will develop a greater understanding of the key features and artists from Reggae Music.</p> <p>Skills: They will learn to play popular reggae songs using a range of instruments and playing techniques to enhance performance and ensemble skills. Pupils will also develop their music reading skills developing treble and bass clef reading.</p>	<p>Topic: Reggae - Continued</p> <p>Knowledge: Pupils will continue to develop their understanding of Reggae music and what influenced the style of music looking at Ska and African influences. They will identify and evaluate the impact Reggae/Ska had on other popular music genres throughout time.</p> <p>Skills: They will learn to adapt songs to create a 'Reggae' feel using a range of instruments and playing techniques common to Reggae Music. They will continue to enhance their Ensemble skills and performing skills.</p>	<p>Topic: Rock n Roll and Blues</p> <p>Knowledge: Understanding of the cultural and spiritual content of blues looking at the slave trade. Pupils will use musical vocabulary to identify key features of Blues music including the 12 bar Blues chord sequence, the Blues Scale, Improvisation, sharps and flats and dotted notes.</p> <p>Skills: Keyboard skills including chords and melodies syncopation and dotted rhythms. Ensemble and solo performance skills and lyric writing. Pupils will also develop their music reading skills through use of treble and bass clef and using dotted notes.</p>

	<p>Assessment: Pupils undertake a practical assessment as part of an ensemble focusing on timing, syncopation and pitch. They will undergo regular theory/appraisal tasks to identify their knowledge of Reggae and musical theory.</p>	<p>Assessment: Pupils undertake a practical assessment as part of an ensemble focusing on the key features of Reggae Music. There is also a written assessment that asks pupils to display knowledge of Reggae Music and evaluation of their own and other's work.</p>	<p>Assessment: Pupils undertake a practical assessment of their own composed Blues compositions as part of an ensemble showcasing the key features of a Blues song. There is also a written assessment that asks pupils to display knowledge of Blues Music and evaluation of their own and other's work.</p>
Vocabulary Links	Rhythm, Syncopation, Chords, Timing, Tempo, Dynamics, Bassline, Lyrics, Improvisation, Confidence, Expression, Texture, Repetition, Singing, Melody, Riffs, Rastafarian, Interrelated Dimensions of Music, Ska, Jamaica, Sound System, Blues, Jazz	Rhythm, Syncopation, Chords, Timing, Tempo, Dynamics, Bassline, Lyrics, Improvisation, Confidence, Expression, Texture, Repetition, Singing, Melody, Riffs, Rastafarian, Interrelated Dimensions of Music, Ska, Jamaica, Sound System, Blues, Jazz	Slavery, USA, Blues Scale, Sharps, Flats, Stave, Notation, Dotted Notes, Scat, Treble Clef, Bass Clef, Verse, chorus, 12 Bar Blues Sequence, Chords, Improvisation, Lyrics, Voice, Spirituals, Interrelated Dimensions of Music
National Curriculum	<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. • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • Listen with increasing discriminations 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. 	<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. • 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 inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • Listen with increasing discriminations 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. 	<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 notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • Listen with increasing discriminations 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.

Year 8	Half Term 4 February - March	Half Term 5 April – May	Half Term 6 June - July
Topic	<p>Topic: Band Skills</p> <p>Knowledge: Pupils gain an understanding of different instruments and how to play them. They will gain/develop their understanding of tab and other musical notation forms. They will identify. Pupils will identify key techniques within Popular Music performances throughout time evaluating the effectiveness of the performance.</p> <p>Skills: Ensemble skills, instrumental skills, listening and appraising skills. Performing skills. Aural learning. Leadership and time management skills.</p> <p>Assessment: Pupils undertake a number of practical assessments individually, in small groups and as a class on different instruments. There is also on going appraisal tasks asking pupils to show their understanding of Popular Music and Ensemble skills.</p>	<p>Topic: Advanced Band Skills</p> <p>Knowledge: Pupils continue to develop their understanding of “band” instruments but focusing on one in particular. They will gain/develop their understanding of tab, chord charts and chord diagrams suitable to their instrument. They will identify how relationships work within a band setting and how showmanship is a key factor. Pupils will identify key techniques within Popular Music performances throughout time evaluating the effectiveness of the performance.</p> <p>Skills: Ensemble skills, instrumental skills, listening and appraising skills. Performing skills. Aural learning. Leadership and time management skills.</p> <p>Assessment: Pupils work in “Bands” towards a final performance, of their chosen song. There is also a written assessment which asks pupils to display knowledge of Popular Music and music theory as well as evaluation of their own and other’s work.</p>	<p>Topic: RAP/Hip-Hop and Music Sequencing</p> <p>Knowledge: Pupils learn about the history of Hip-Hop with emphasis on the musical structure and elements of the genre. They will look at how the lyrics are an integral aspect and create their own Hip-Hop compositions. Pupils also gain an understanding of Music Technology and sequencing and how this plays an integral part in Hip-Hop Music.</p> <p>Skills: Music technology and production skills developed through use of Cubase, pupils record and produce their own Hip-Hop compositions. Ensemble skills also developed through class performances of their lyrics and developing parts/sections. Time management, Team work and Leadership are also developed to hit a deadline.</p> <p>Assessment: Pupils produce their own Hip-Hop tracks within a group and are assessed on their use of the key features of Hip-Hop. There is also a written assessment which asks pupils to display knowledge of Hip-Hop Music as well as evaluation of their own and other’s work.</p>
Vocabulary Links	Pitch, timing, Tempo, Pop Music, TAB, notation, expression, Ensemble, Texture, Major, Minor, Tonality, Structure, Introduction, Verse, Chorus, Middle 8, Bridge, Interrelated Dimensions of Music, showmanship, Bass guitar, Guitar, Drums, vocalist, PA, Concert, Audience, Album, Management, Agent, Festival, Record Label	Pitch, timing, Tempo, Pop Music, TAB, notation, expression, Ensemble, Texture, Major, Minor, Tonality, Structure, Introduction, Verse, Chorus, Middle 8, Bridge, Interrelated Dimensions of Music, showmanship, Bass guitar, Guitar, Drums, vocalist, PA, Concert, Audience, Album, Management, Agent, Festival, Record Label	Music Technology, DAW, Analogue, Digital, Structure, Lyrics, Community, Rap, Timing, Interrelated Dimensions of Music, MIDI, Bassline, Chords, Drums, Sequencing, Tempo, Verse, Chorus. Instruments, Gangs, Knife Crime, Drugs, Audio, Looping, USA,
National Curriculum	<ul style="list-style-type: none"> Play and perform confidently in a range of 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 	<ul style="list-style-type: none"> Play and perform confidently in a range of 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 	<ul style="list-style-type: none"> Play and perform confidently in an ensemble context using their voice, playing instruments musically, fluently and with accuracy and expression. compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.

	<p>range of musical structures, styles, genres and traditions.</p> <ul style="list-style-type: none"> • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devises. • Listen with increasing discriminations 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. 	<p>of musical structures, styles, genres and traditions.</p> <ul style="list-style-type: none"> • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devises. • Listen with increasing discriminations 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. 	<ul style="list-style-type: none"> • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devises. • Listen with increasing discriminations 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.
Year 9	Half Term 1 September – October	Half Term 2 November - December	Half Term 3 January - February
Topic	<p>Topic: Musical Futures (cover song)</p> <p>Knowledge: Pupils revisit their understanding of typical band instruments. They will further develop their understanding of the Stave, tab and other musical notation forms as well as scales and tonality. Knowledge of varying musical genres will be extended and pupils will review their work from Year 8 to further enhance their skills with them taking a lead role in planning and organising their work.</p> <p>Skills: Ensemble skills, instrumental skills, listening and appraising skills. Performing skills. Aural learning. Leadership and time management skills. Students will also develop their composing and arrangement skills by creating a cover version of a song of their choice.</p>	<p>Topic: Musical Futures (Song Writing)</p> <p>Knowledge: Pupils will continue to identify the key aspects of a successful band and will evaluate the impact these bands have had on the music industry. They will analyse songs identifying the key features that lead to their popularity and success and overall coherence.</p> <p>Skills: Ensemble skills, instrumental skills, listening and appraising skills. Performing skills. Aural learning. Leadership and time management skills. Song writing skills and techniques.</p> <p>Assessment: Pupils will work towards a final performance of their bands composition and are assessed using the GCSE specification. There will also</p>	<p>Topic: Musical Form and Structures</p> <p>Knowledge: This unit develops pupils’ ability to recognise, explore and use different musical structures and understand how they can create different effects. They will learn about the importance of contrast and variety in musical structures. They will learn how to sing a variety of songs and play pieces that demonstrate the various musical structures. They will also develop and greater understanding of when particular forms and structures were used throughout time in various genres.</p> <p>Skills: They create and develop pieces in ternary, rondo, Ground bass and Verse Chorus form, making connections between the structure and its impact to the listener. They will develop their performance and composing skills.</p>

	<p>Assessment: Pupils will work towards a final performance of their chosen 'song' as part of an ensemble and be assessed by using the GCSE specifications. There will also be a theory written assessment addressing their understanding of musical theory.</p>	<p>be a theory written assessment addressing their understanding of musical theory.</p>	<p>Assessment: Pupils will be assessed on a number of performance on instruments and their voice and will undergo a written appraisal assessment.</p>
Vocabulary Links	<p>Pitch, timing, Tempo, Pop Music, TAB, notation, expression, Ensemble, Texture, Major Minor, Tonality, Structure, Introduction, Verse, Chorus, Middle 8, Bridge, Interrelated Dimensions of Music, Structure, Form, Devices, Guitar, Drum Kit, Piano, Bass, Vocalist</p>	<p>Pitch, timing, Tempo, Pop Music, TAB, notation, expression, Ensemble, Texture, Major Minor, Tonality, Structure, Introduction, Verse, Chorus, Middle 8, Bridge, Interrelated Dimensions of Music, Structure, Form, Devices, Guitar, Drum Kit, Piano, Bass, Vocalist, Composition</p>	<p>Form and structure, call and response, verse and chorus, round, ostinato, repetition, binary, ternary, rondo, extended rondo, notation, Romantic, Classical, Popular, Baroque, Instrumentation, Interrelated Dimensions of Music, Ground Bass</p>
National Curriculum	<ul style="list-style-type: none"> • Play and perform confidently in a range of 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 inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • Listen with increasing discriminations 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. 	<ul style="list-style-type: none"> • Play and perform confidently in a range of 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 inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • Listen with increasing discriminations 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. 	<ul style="list-style-type: none"> • Play and perform confidently in an ensemble context using their voice, playing instruments musically, fluently and with accuracy and expression. • 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 inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • Listen with increasing discriminations 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.

Year 9	Half Term 4 February - March	Half Term 5 April – May	Half Term 6 June - July
Topic	<p>Topic: Music in the Media</p> <p>Knowledge: Pupils develop an understanding of how music is adapted and composed for the media including: films, tv shows and gaming. They will identify and explore the interrelated Dimensions of Music within these areas and identify the musical devices and techniques used.</p> <p>Skills: Ensemble skills, instrumental skills, listening and appraising skills. Performing skills. Aural learning. Composing skills developed to portray a certain atmosphere/feeling.</p> <p>Assessment: Pupils undertake a number of performance based assessments on numerous instruments and using their voice. There is also a written assessment which asks pupils to display knowledge of music within the media, as well as evaluation of their own and other’s work.</p>	<p>Topic: Music in the Media (continued)</p> <p>Knowledge: Continuing on Music in the Media pupils further develop their understanding of the importance of music within all media focusing more on Film and TV. Pupils will identify and evaluate the importance of Music within the media and the key features film and TV composers use.</p> <p>Skills: Ensemble skills, instrumental skills, listening and appraising skills. Performing skills. Aural learning. Composing to a brief.</p> <p>Assessment: Pupils work in small groups to compose a final performance based on a set brief challenge. There is also a written assessment which asks pupils to display knowledge of music within the media, as well as evaluation of their own and other’s work.</p>	<p>Topic: Composing and Music Technology</p> <p>Knowledge: Pupils Further develop their knowledge of Music Technology looking at the main benefits and disadvantages. They also learn how to compose to a set Brief and looking at different genres/styles of Music</p> <p>Skills: Music technology and production skills developed through use of Cubase and Sibelius, pupil’s record and produce their own compositions. Time management and planning skills.</p> <p>Assessment: Pupils compose their own compositions in pairs to 1 of 4 set briefs (based on the GCSE spec). There is also a written assessment which assesses pupils on their musical theory knowledge.</p>
Vocabulary Links	Pitch, timing, Tempo , Film Music, Gaming, Motif, Theme tune, Notation, Expression, Ensemble, Texture, Major Minor, Tonality, Structure, Introduction, Verse, Chorus, Middle 8, Bridge, Interrelated Dimensions of Music, Dynamics, Pitch, Rhythm, Emotion, Structure, Form	Pitch, timing, Tempo , Film Music, Gaming, Motif, Theme tune, Notation, Expression, Ensemble, Texture, Major Minor, Tonality, Structure, Introduction, Verse, Chorus, Middle 8, Bridge, Interrelated Dimensions of Music, Dynamics, Pitch, Rhythm, Emotion, Structure, Form	Music Technology, DAW, Analogue, Digital, Structure, Lyrics, Community, Rap, Timing, Interrelated Dimensions of Music, MIDI, Bassline, Chords, Drums, Sequencing, Tempo, Verse, Chorus.
National Curriculum	<ul style="list-style-type: none"> • Play and perform confidently in a range of 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. 	<ul style="list-style-type: none"> • Play and perform confidently in a range of 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. 	<ul style="list-style-type: none"> • Play confidently in an ensemble context using their voice, playing instruments musically, fluently and with accuracy and expression. • 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.

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We also offer an alternative Performing Arts course for pupils who lack confidence in performing to focus on their spoken language skills and develop confidence. There is a focus on appreciation of music and drama and this is run throughout Year 9. Skills developed are similar to those in the topics above and the work produced builds on creating blogs and podcasts to share opinion, debate and creative interests