

Music Department Intent: To develop confident and passionate musicians, using listening, composing and performing music to develop confidence, compassion and creativity in all students.



Mastery at Year 13:

- Confident and articulate when speaking about music.
- Use appropriate musical vocabulary to explain ideas.
- Able to plan, lead and direct rehearsals.
- Research and compare different genre's and styles of music.
- Discuss and devise different playing techniques
- Develop and construct a new piece of music from an existing piece.

- Know the different sectors of the music industry.
- Understand how copyright and royalty laws operate.
- Research and examine different ways of generating a profit for a musical event.
- Develop understanding of how music events work and how they are run.
- Know how to produce a budget for an event.
- Understand the different job roles within the music industry and how they work together.

Mastery at Year 12:

Listening and Analysis:

- Use knowledge of music to examine how music is formed.
- Demonstrate an awareness of how music to communicate music.
- Examine different ways of making music.
- Explore how techniques affect musical development.

Performance:

- Develop a set list of pieces in preparation for a performance.
- Organise and promote a performance.
- Demonstrate showmanship and how to get an audience engaged with a performance.

Composition:

- Use knowledge to demonstrate how music is developed.
- Compose a variety of examples from one source.
- Competently notate and explain how ideas are developed.

Mastery at Year 11:

Listening and Analysis:

- Use the musical elements to examine, analyse and compare different pieces of music.
- Identify changes in pitch and rhythm.
- Identify key signatures, time signatures and key changes in music.
- Explore how effective a technique is in developing music.
- Use specific parts of the music to validate comparisons.

Performance:

- Perform a complete piece of music with expression, ornamentation and dynamics.
- Perform music confidently, fluently and with accuracy.

Composition:

- Compose and develop ideas using a wide range of techniques.
- Compose music that directly reflects a brief.
- Compose music which uses instruments idiomatically to enhance the music.

Mastery at Year 10:

Listening and Analysis:

- Identify different elements of music within the music.
- Use Key signatures and time signatures confidently.
- Compare the similarities and differences between two piece of music.
- Identify and explain examples of techniques used in music.
- Use evidence to explain musical features.
- Competent in score reading.
- Able to identify rhythms and melodies through listening.

Performance:

- Practise independently.
- Maintain consistent practice routine
- Perform a complete piece of music to an audience.
- Suggest improvements on how to develop a performance.
- Develop understanding of expression through performance.

Composition:

- Compose musical ideas using a wide range of techniques.
- Composing short pieces of music using a variety of techniques.
- Compare and contrast the traditional features of a genre in a piece of music.
- Suggest their own improvements on their work and explain their reasoning.

Mastery at Year 9:

Listening and Analysis:

- Identify instrumentation, melody instrument and how individual elements are used in music
- Identify features of different genres of music
- Identify word painting within lyrics.
- Write song lyrics and song stories.
- Confidently use information and examples from previous music topics.
- Recall and incorporate information from other subjects to add to learning and understanding of music.

Performance:

- Perform chord sequences and melodies competently
- Practise and perform cohesively in a group.
- Perform confidently in front of an audience.

Composition:

- Compose structured music.
- Develop an idea using different techniques.
- Explain and justify composed music.

Mastery at Year 8:

Listening and Analysis:

- Confidently identify changes in fundamental elements
- Identify different Genres of music.
- Suggest instrumentation for different genres
- Compare different instruments when listening.
- Confidently write about the features heard in the music.

Performance:

- Read music with syncopated rhythms.
- Practise and perform with independence
- Practise and perform individually or as a group.

Composition:

- Plan and develop a piece of music.
- Choose appropriate instruments/timbres for the intended piece.
- Use fundamental elements to influence their music. Compose music using techniques to progress the music.

Mastery at Year 7:

Listening and Analysis:

- Identify families of instruments.
- Identify instruments from each family.
- Identify Timbres of sounds.
- Can listen to rhythms and clap them back.
- Can hear changes in the core elements
- Listen to music and identify how the music changes.

Performance:

- Practise consistently and independently
- Perform to an audience.
- Develop basic fluency in fingers

Composition:

- Create new ideas.
- Develop confidence in the validity of ideas.
- Develop an idea into a short piece of music.
- Explain ideas and how they formed.
- Write down ideas.

Mastery at Year 6:

Listening and Analysis:

- Identify families of instruments.
- Identify instruments from each family.
- Identify Timbres of sounds.
- Can listen to rhythms and clap them back.
- Can hear changes in the core elements
- Listen to music and identify how the music changes.

Performance:

- Practise consistently and independently
- Perform to an audience.
- Develop basic fluency in fingers

Composition:

- Create new ideas.
- Develop confidence in the validity of ideas.
- Develop an idea into a short piece of music.
- Explain ideas and how they formed.
- Write down ideas.

Mastery at Year 5:

Listening and Analysis:

- Identify families of instruments.
- Identify instruments from each family.
- Identify Timbres of sounds.
- Can listen to rhythms and clap them back.
- Can hear changes in the core elements
- Listen to music and identify how the music changes.

Performance:

- Practise consistently and independently
- Perform to an audience.
- Develop basic fluency in fingers

Composition:

- Create new ideas.
- Develop confidence in the validity of ideas.
- Develop an idea into a short piece of music.
- Explain ideas and how they formed.
- Write down ideas.

Mastery at Year 4:

Listening and Analysis:

- Identify families of instruments.
- Identify instruments from each family.
- Identify Timbres of sounds.
- Can listen to rhythms and clap them back.
- Can hear changes in the core elements
- Listen to music and identify how the music changes.

Performance:

- Practise consistently and independently
- Perform to an audience.
- Develop basic fluency in fingers

Composition:

- Create new ideas.
- Develop confidence in the validity of ideas.
- Develop an idea into a short piece of music.
- Explain ideas and how they formed.
- Write down ideas.

Mastery at Year 3:

Listening and Analysis:

- Identify families of instruments.
- Identify instruments from each family.
- Identify Timbres of sounds.
- Can listen to rhythms and clap them back.
- Can hear changes in the core elements
- Listen to music and identify how the music changes.

Performance:

- Practise consistently and independently
- Perform to an audience.
- Develop basic fluency in fingers

Composition:

- Create new ideas.
- Develop confidence in the validity of ideas.
- Develop an idea into a short piece of music.
- Explain ideas and how they formed.
- Write down ideas.

Mastery at Year 2:

Listening and Analysis:

- Identify families of instruments.
- Identify instruments from each family.
- Identify Timbres of sounds.
- Can listen to rhythms and clap them back.
- Can hear changes in the core elements
- Listen to music and identify how the music changes.

Performance:

- Practise consistently and independently
- Perform to an audience.
- Develop basic fluency in fingers

Composition:

- Create new ideas.
- Develop confidence in the validity of ideas.
- Develop an idea into a short piece of music.
- Explain ideas and how they formed.
- Write down ideas.

Mastery at Year 1:

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- Identify families of instruments.
- Identify instruments from each family.
- Identify Timbres of sounds.
- Can listen to rhythms and clap them back.
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- Listen to music and identify how the music changes.

Performance:

- Practise consistently and independently
- Perform to an audience.
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Composition:

- Create new ideas.
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- Write down ideas.

Mastery at Year 0:

Listening and Analysis:

- Identify families of instruments.
- Identify instruments from each family.
- Identify Timbres of sounds.
- Can listen to rhythms and clap them back.
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- Listen to music and identify how the music changes.

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- Perform to an audience.
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Music Department Intent: To develop confident and compassionate musicians, using listening, composing and performing music to develop confidence, compassion and creativity in all students.



Mastery at Year 12 and 13

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- Use appropriate musical vocabulary to explain ideas.
- Able to plan, lead and direct rehearsals.
- Research and compare different genre's and styles of music.
- Discuss and devise different playing techniques
- Develop and construct a new piece of music from an existing piece.

Listening and Analysis:

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- Use knowledge to demonstrate how music is developed.
- Compose a variety of examples from one source.
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Mastery at Year 11:

Listening and Analysis:

- Use the musical elements to examine, analyse and compare different pieces of music.
- Identify changes in pitch and rhythm.
- Identify key signatures, time signatures and key changes in music.
- Explore how effective a technique is in developing music.
- Use specific parts of the music to validate comparisons.

Performance:

- Perform a complete piece of music with expression, ornamentation and dynamics.
- Perform music confidently, fluently and with accuracy.

Composition:

- Compose and develop ideas using a wide range of techniques.
- Compose music that directly reflects a brief.
- Compose music which uses instruments idiomatically to enhance the music.

Mastery at Year 10

Listening and Analysis:

- Identify different elements of music within the music.
- Use Key signatures and time signatures confidently.
- Compare the similarities and differences between two piece of music.
- Identify and explain examples of techniques used in music.
- Use evidence to explain musical features.
- Competent in score reading.
- Able to identify rhythms and melodies through listening.

Performance:

- Practise independently.
- Maintain consistent practice routine
- Perform a complete piece of music to an audience.
- Suggest improvements on how to develop a performance.
- Develop understanding of expression through performance.

Composition:

- Compose musical ideas using a wide range of techniques.
- Composing short pieces of music using a variety of techniques.
- Compare and contrast the traditional features of a genre in a piece of music.
- Suggest their own improvements on their work and explain their reasoning.

Mastery at Year 9

Listening and Analysis:

- Identify instrumentation, melody instrument and how individual elements are used in music
- Identify features of different genres of music.
- Identify word painting within lyrics.
- Write song lyrics and song stories.
- Confidently use information and examples from previous music topics.
- Recall and incorporate information from other subjects to add to learning and understanding of music.

Performance:

- Perform chord sequences and melodies competently
- Practise and perform cohesively in a group.
- Perform confidently in front of an audience.

Composition:

- Compose structured music.
- Develop an idea using different techniques.
- Explain and justify composed music.

Mastery at Year 8

Listening and Analysis:

- Confidently identify changes in fundamental elements
- Identify different Genres of music.
- Suggest instrumentation for different genres
- Compare different instruments when listening.
- Confidently write about the features heard in the music.

Performance:

- Read music with syncopated rhythms.
- Practise and perform with independence
- Practise and perform individually or as a group.

Composition:

- Plan and develop a piece of music.
- Choose appropriate instruments/timbres for the intended piece.
- Use fundamental elements to influence their music. Compose music using techniques to progress the music.

Mastery at Year 7

Listening and Analysis:

- Identify families of instruments.
- Identify instruments from each family.
- Identify Timbres of sounds.
- Can listen to rhythms and clap them back.
- Can hear changes in the core elements
- Listen to music and identify how the music changes.

Performance:

- Practise consistently and independently
- Perform to an audience.
- Develop basic fluency in fingers

Composition:

- Create new ideas.
- Develop confidence in the validity of ideas.
- Develop an idea into a short piece of music.
- Explain ideas and how they formed.
- Write down ideas.

All students demonstrate that they:

Learned:

- Know the different sectors of the music industry.
- Understand how copyright and royalty laws operate.
- Know the expectations of different musical roles within the industry.

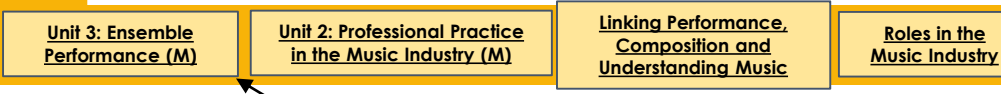
Wise:

- Can Research and examine different ways of generating a profit for a musical event.
- Develop an understanding of how music events work and how to they are run.
- Know how to produce a budget for an event.
- Understand the different job roles within the music industry and how they work together.
- Develop and Arrange pieces of music which are suitable for a performance.
- Produce bookings for equipment, instrumentation, and personel for an event.

Solo Performance: (Optional 1)

Learned: Know the importance of performance technique. Understand what projection is.

Wise: Examine and Produce an article which assess the quality of practise. Demonstrate the results of research by arranging and performing music for a concert.

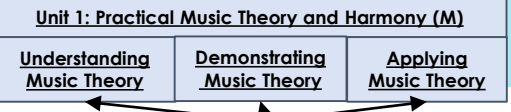


Key Stage 5: BTEC L3 National Extended Certificate in Music Performance

Learned: Review knowledge on constructing an effective practice routine. Know the expectations of performing and presenting music.

Wise: Plan and develop an effective practise routine. Assess and evaluate the techniques used in practise and how they are effective.

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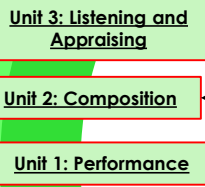
Learned: Know and Understand the musical elements and their functions, different forms of notation and instrumentation.

Wise: Identify and Analyse how music notation functions specifically for different instrumentation and musical genres. Compose and Arrange music using functional melodic, harmonic and structural devices.

Unit 3: Final Exam in June

Unit 2: Composition – Final Submission of all coursework in April

Unit 1: Performance – Final Submission of all coursework in April



Learned: Know different techniques from different genres. Know the musical elements and their command words.

Wise: Plan, compare and examine specific elements within two contrasting pieces of music. Demonstrate knowledge of the musical elements, genres and techniques by providing a detailed analysis and reference specific parts of a score.

Learned: Know different compositional techniques. Know the musical elements and their command words.

Wise: Compose, develop and extend ideas to form a piece of music for an intended purpose

Learned: Perform a piece of music.

Wise: Demonstrate the results of the practice routine by performing a piece of music as an individual and as an ensemble.

Composition: (Optional 1)

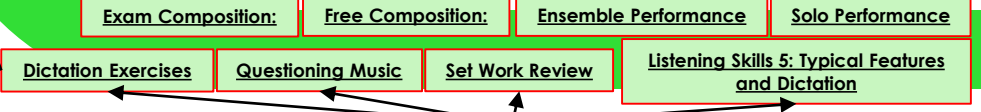
Learned: Review, Know and Understand different techniques used in composing music.

Wise: Develop and Extend musical ideas. Explore and experiment with different techniques to produce different musical outcomes. Compose music and produce the relevant working score.

Listening: Know the key features of the set works. Analyse and compare pieces of music.

Performance: Perform and Record a piece of music.

Composition: Compose and develop ideas.



Learned: Review knowledge of all of the set works studied. Review score reading and understanding pitch. Know the musical elements and their command words.

Wise: Differentiate different sounds confidently. Analyse and Explain which typical features are evident in a piece.

Learned: Review knowledge of typical genres from different continents. Know what fusion music is. Identify areas by listening.

Wise: Isolate which instruments and techniques belong to different genres. Compare how fusions correlate and are adapted into popular music.

Learned: Review knowledge of typical genres from different continents. Know what fusion music is. Identify areas by listening.

Wise: Isolate which instruments and techniques belong to different genres. Compare how fusions correlate and are adapted into popular music.

Learned: Know the criteria for solo performance

Wise: Develop a practice routine to develop skills. Explore a variety of practice skills to enhance independence. Practise regularly and build confidence in Performing

Learned: Know what instrumental music is. Know the key features and styles of instrumental music.

Wise: Examine and analyse different examples of instrumental music. Demonstrate knowledge through writing about music.

Learned: Know the criteria for ensemble performance

Wise: Enhance practice routine to incorporate a group. Explore a variety of practice skills to enhance collaboration. Practise regularly and build confidence in Performing as a group

Learned: Review knowledge of musical theatre. Identify vocal features in musical theatre.

Wise: Explore and compare examples of musical theatre. Examine the different techniques used in musical theatre.

Learned: Review knowledges of the musical elements, families of instruments and genres. Listen to pieces of music and identify different characteristics of them.

Wise: Compare and contrast different song to examine what makes them successful. Compose and perform a song or piece in any style.

Learned: Know the criteria for ensemble performance

Wise: Enhance practice routine to incorporate a group. Explore a variety of practice skills to enhance collaboration. Practise regularly and build confidence in Performing as a group

Learned: Review knowledge of musical theatre. Identify vocal features in musical theatre.

Wise: Explore and compare examples of musical theatre. Examine the different techniques used in musical theatre.

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Listening Skills 4: Reviewing the Musical Elements

Learned: Identify characteristics and elements within music. Know and identify different sounds and effects.

Wise: Examine and critique musical examples. Confidently compare the use of elements used in a piece of music.

Learned: Identify different composing techniques.

Wise: Experiment with different techniques to compose music.

Learned: Identify characteristics and elements within vocal music. Know the different types of voice.

Wise: Explore the different ways voices are used in music. Examine and analyse vocal techniques and word setting.

Learned: Review knowledge from previous work. Know what song writing is and the skills used. Review knowledge of language.

Wise: Compare and contrast different songs to examine what makes them successful. Compose and perform a song or piece in any style.

Learned: Know the key features of Musical Theatre. Understand how the voice works in story telling.

Wise: Examine different techniques and how different styles of music form success for different businesses. Perform and compose music for musical theatre.

Learned: Know the key features of Jazz Music. Identify how Jazz and Soul music developed. Review knowledge of the Blues.

Wise: Discuss and Compare different genres and styles of music. Examine the historical and musical differences between the Blues and Jazz. Perform and Compose music in the style of Jazz and soul

Learned: Know the key features of dance music. Understand time signatures and sub-division of time. Review knowledge of rhythm and syncopation.

Wise: Discuss and examine different forms of dance music. Compose music in the style of Dance music. Develop an understanding of Music Technology

Learned: Review knowledge of music in the media. Know what a leitmotif and jingle are. Understand what soundtracking is.

Wise: Examine different uses for music and sound in media. Compose music for a form of media. Discuss how different techniques are effective in composing music for media

Learned: Review features of music learnt so far. Understand what techniques are and how they are used in music.

Wise: Discuss and Compare different genres and styles of music. Experiment with different elements and techniques to compose music. Explore composition through Minimalism

Learned: Know the musical features of popular music. Identify different styles of Popular Music.

Wise: Explore how structure and harmony form popular music structures. Collaborate and Discuss lyrical writing.

Key Stage 3 Music

Learned: Know what impressionism is. Identify different sounds and moods.

Wise: Explore different musical elements to compose a piece of impressionist music.

Learned: Review knowledge of genres and the musical elements. Identify different instrumental families and features of different genres.

Wise: Examine the differences between different genres. Discuss which features are significant in music. Compose and perform music to emulate different genres.

Learned: Know instances music can be used for in media. Identify tonality and the intended emotional impact of music.

Wise: Discuss what happens in music to make us feel a connection. Explore which musical features create different emotional states.

Learned: Understand the geography of the Caribbean. Identify the key features of Caribbean Music.

Wise: Explore different styles of music that originate from the Caribbean. Examine the similarities and differences between these styles.

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Listening Skills 2: Genre's of Music

Learned: Know the key features of the Blues. Know what a 12 Bar Blues Structure, A Walking Bass and Blues Scale are. Perform Blues Music. Discuss the inspiration and sources of Blues Music, as well as how Racial divides impact the development of music. Examine how Blues music has changed.

Learned: Know what a Theme and Variation of a theme are.

Wise: Explore how using different elements impacts how a theme develops. Compose a theme and variations of a theme.

Learned: Know what a melody is. Identify the instrument playing a melody.

Wise: Practise playing melodies. Compose a melody

Learned: Understand what harmony is in music. Understand what chords and chord sequences are.

Wise: Construct chords. Compose chord sequences.

Learned: Define what dynamics, tempo and pitch are in music. Identify different ways to describe dynamics, tempo and pitch.

Wise: Discuss how changes in tempo, dynamics and pitch take place. Aurally Distinguish between these 3 elements

Learned: Identify the keys of the music keyboard. Locate the notes on the keys in the correct order. Understand and know what flat and sharp notes are.

Wise: Play music using the correct pitches of the keyboard. Discuss how to use fingers correctly on the keyboard.

Learned: Know what texture means in music. Name and identify different types of texture.

Wise: Perform music using different types of texture.

Learned: Know what tonality is in music. Understand Major and Minor

Wise: Demonstrate knowledge of elements so far to compose music using tonality.

Learned: Know what structure is in music. Wise: Explore different types of structure. Discuss how decision making impacts structure.

Learned: Define what rhythm is. Understand what rhythm is in music

Wise: Examine how rhythm is different to tempo

Learned: Know the difference between instruments and timbres. Identify the families of instruments. Describe the timbre of different sounds.

Wise: Select different instruments for their timbres in a piece. Aurally Distinguish between different sounds

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Listening Skills 1: Comparing Different Sounds

Learned: Understand what listening skills are

Wise: Explore the differences between hearing and listening.

Cross Curricular Links: A Summary

English: Poetry and Rhythm, Jekyll and Hyde, Onomatopoeia, Thematic wordplay, Story telling, Lyrics and Tonality

History: Slave trade, Progression of Eras (Renaissance, Baroque, Classical, Romantic, 20th Century etc), Segregation, Racism, Monarchy, Eurovision, Invention of instruments.

Geography: World Map, Continental Traditional music, Folk music, Temperature changes, Eurovision.

Drama: Musical Theatre Yr9 (R&J and West Side Story), Slavery (Work songs),

R.E: Liberation, Music in religion and worship, Story telling, Music and Religion in Film, Choral and Secular music.

Art: Berlin Wall/Graffiti, Motifs and Patterns, Minimalism, Impressionism, Expressionism, Renaissance, Baroque, Graphic Notations.

Business: Planning and Organising events, School events and trips, understanding legislation in events, budgets, schedules, pitches.

Law: Understanding copyright law, rights and ownership of music, royalties, enforcing copyright, contracts and obligations, feedback and discussion groups, comparisons in discussion. Using evidence.

Product Design: Album design, Minimalism, instrument design and repair, effective use of material, Timbres, Invention.

Food technology: Characterisation in advertising, giving food character.

Science: Sound waves, physical sound, acoustic and synthesized sound, understanding time and velocity.

ICT/Computer science: Using technology to create music (google music lab, soundtrap, Sibelius, noteflight, focus on sound.) Understanding how to research venues, equipment hire, surveys.

Media: Film Music, Video game music, giving characteristics to objects and people, the power of a jingle, social media and music.

MFL: Spanish, French, German, Italian, Russian, Gaelic, Indonesian, Singing in different languages, the importance of pronunciation.

Psychology: Understanding emotion, conveying emotion, enforcing emotion in others. Why certain instruments remind us of different songs.

Sociology: Understanding social concepts and behaviours, the impact of racism and discrimination on popular music. Is there such thing as genre?

Health and Social Care: Health and safety regulations when performing. The impact of music on mental health. How does learning music help the cerebral develop of children.

P.E: Motor co-ordination, pivoting position, forward thinking, posture, breathing, learning rules and conventions.

Music programmes of study: key stage 3

National curriculum in England

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Subject content

Key stage 3

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Pupils should be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the 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 discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.