

KS4 Curriculum Overview Music

Year 1 BTEC Option Subject

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p style="text-align: center;">Component 1 Teaching Element</p> <ul style="list-style-type: none"> • Minimalism Theory • African Music Theory • Introduction to using sampled sounds in Bandlab. • Development of playing skills in your chosen instrument. 	<p>Play and Perform – Pupils learn the correct posture for their chosen instrument. They perform as an ensemble and also as soloists. Developing accuracy.</p> <p>Improvise and compose – Students create their own musical ideas using sampling software.</p> <p>Notation – students learn their pieces by using the appropriate sheet music for their instruments.</p> <p>Listening, Genres and History – Minimalism – Steve Reich, Philip Glass, John Adams, Michael Nyman.</p> <p>Traditional African Music – Instrumentation, sonic features, compositional features.</p> <p>Musical devices – Controlling dynamics while playing. Timing through counting rests. Tone quality.</p> <p>Cross curricular links – Minimalism in Art. Fractions and sub divisions in Maths and Dance. Graphical representations of information linking to science, maths and geography. Key vocabulary and opinions linking to English. Critical thinking.</p>	<p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also introduces World Music, studying African traditions and instrumentation such as the Marimba. This promotes mutual respect and tolerance of other faiths and cultures.</p>

TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p style="text-align: center;">Component 1 Teaching Element</p> <ul style="list-style-type: none"> • Blues Music Theory • Britpop Theory • Development of Band lab skills to include panning, use of FX effects and mixing. • Learning an appropriately selected piece of music on your instrument. • Component 1 mock exam 	<p>Play and Perform – Pupils learn the correct posture for their chosen instrument. They perform as an ensemble and also as soloists. Developing accuracy.</p> <p>Improvise and compose – Students develop their own musical ideas using sampling software.</p> <p>Notation – students learn their pieces by using the appropriate sheet music for their instruments.</p> <p>Listening, Genres and History – Blues Music – Instrumentation, sonic features, compositional features. Britpop – Instrumentation, sonic features, compositional features.</p> <p>Musical devices – Controlling dynamics while playing. Timing through counting rests. Tone quality.</p> <p>Cross curricular links – Fractions and sub divisions in Maths and Dance. Graphical representations of information linking to science, maths and geography. Key vocabulary and opinions linking to English. Critical thinking.</p>	<p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also introduces World Music, studying the origins of Blues Music. This promotes mutual respect and tolerance of other faiths and cultures.</p>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV

<p>Component 1 revision and assessment preparation.</p> <p>Component 1 Assessment Window</p>	<p>Play and Perform – Pupils record their performances for assessment.</p> <p>Improvise and compose – Students submit their Bandlab pieces for assessment</p> <p>Listening, Genres and History – Students produce a PowerPoint for assessment, showing their knowledge of theory topics covered.</p> <p>Musical devices – Controlling dynamics while playing. Timing through counting rests. Tone quality.</p> <p>Cross curricular links – Fractions and sub divisions in Maths and Dance. Graphical representations of information linking to science, maths and geography. Key vocabulary and opinions linking to English. Critical thinking.</p>	<p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also introduces World Music, studying the origins of Blues Music and Traditional African Music. This promotes mutual respect and tolerance of other faiths and cultures.</p>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Component 1 Assessment Window</p>	<p>Play and Perform – Pupils record their performances for assessment.</p> <p>Improvise and compose – Students submit their Bandlab pieces for assessment</p> <p>Listening, Genres and History – Students produce a PowerPoint for assessment, showing their knowledge of theory topics covered.</p>	<p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also introduces World Music, studying the origins of Blues Music and Traditional African Music. This promotes mutual</p>

	<p>Musical devices – Controlling dynamics while playing. Timing through counting rests. Tone quality.</p> <p>Cross curricular links – Fractions and sub divisions in Maths and Dance. Graphical representations of information linking to science, maths and geography. Key vocabulary and opinions linking to English. Critical thinking.</p>	<p>respect and tolerance of other faiths and cultures.</p>
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Component 2 Teaching Element</p> <ul style="list-style-type: none"> • Introduction to musical exercises for playing development appropriate to selected instrument. • Complete a performance skills audit noting reflections on starting points. • Development of Bandlab skills to include inputting notes to create your own loops. • Complete a Bandlab skills audit noting reflections on starting points. 	<p>Play and Perform – Pupils learn to use specific exercises for their chosen instruments. They perform as an ensemble and also as soloists. Developing accuracy and use of dynamics.</p> <p>Improvise and compose – Students develop their own musical ideas creating their own loops.</p> <p>Notation – students learn their pieces by using the appropriate sheet music for their instruments.</p> <p>Musical devices – Controlling dynamics while playing. Timing through counting rests. Tone quality.</p> <p>Cross curricular links – Fractions and sub divisions in Maths and Dance. Graphical representations of</p>	<p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also explores World Music. This promotes mutual respect and tolerance of other faiths and cultures.</p>

	information linking to science, maths and geography. Key vocabulary and opinions linking to English. Critical thinking.	
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Component 2 Teaching Element</p> <ul style="list-style-type: none"> • Development of musical exercises for playing development appropriate to selected instrument. • Maintain a rehearsal diary with recordings of milestones. • Development of Bandlab skills to include inputting notes to create your own loops. • Maintain a Bandlab diary with screen shots to illustrate progress. • Component 2 mock exam. 	<p>Play and Perform – Pupils learn to use specific exercises for their chosen instruments. They perform as an ensemble and also as soloists. Developing accuracy and use of dynamics.</p> <p>Improvise and compose – Students develop their own musical ideas creating their own loops.</p> <p>Notation – students learn their pieces by using the appropriate sheet music for their instruments.</p> <p>Musical devices – Controlling dynamics while playing. Timing through counting rests. Tone quality.</p> <p>Cross curricular links – Fractions and sub divisions in Maths and Dance. Graphical representations of information linking to science, maths and geography. Key vocabulary and opinions linking to English. Critical thinking.</p>	<p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also explores World Music. This promotes mutual respect and tolerance of other faiths and cultures.</p>

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Year 2 BTEC Option Subject

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Component 2 revision and assessment preparation</p> <p>Component 2 Assessment Window</p>	<p>Play and Perform – Pupils record their performances for assessment.</p> <p>Improvise and compose – Students submit their Bandlab pieces for assessment</p> <p>Listening, Genres and History – Students produce a PowerPoint for assessment, showing their knowledge of theory topics covered.</p> <p>Musical devices – Controlling dynamics while playing. Timing through counting rests. Tone quality.</p> <p>Cross curricular links – Fractions and sub divisions in Maths and Dance. Graphical representations of information linking to science, maths and geography. Key vocabulary and opinions linking to English. Critical thinking.</p>	<p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also explores World Music. This promotes mutual respect and tolerance of other faiths and cultures.</p>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Component 2 Assessment Window</p> <p>Component 3 Teaching Element</p> <ul style="list-style-type: none"> • Developing instrumental skills in different styles of music. • Developing Bandlab skills, developing and applying knowledge of different styles of music. 	<p>Play and Perform – Pupils record their performances for assessment.</p> <p>Improvise and compose – Students submit their Bandlab pieces for assessment</p> <p>Listening, Genres and History – Students produce a PowerPoint for assessment, showing their knowledge of theory topics covered.</p> <p>Musical devices – Controlling dynamics while</p>	<p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also explores World Music. This promotes mutual respect and tolerance of other faiths and cultures.</p>

	<p>playing. Timing through counting rests. Tone quality.</p> <p>Cross curricular links – Fractions and sub divisions in Maths and Dance. Graphical representations of information linking to science, maths and geography. Key vocabulary and opinions linking to English. Critical thinking.</p>	
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Component 3 Teaching Element</p> <ul style="list-style-type: none"> Continue to develop instrumental skills in different styles of music. Continue to develop Bandlab skills, developing and applying knowledge of different styles of music. 	<p>Play and Perform – Pupils record their performances for assessment.</p> <p>Improvise and compose – Students submit their Bandlab pieces for assessment</p> <p>Listening, Genres and History – Students produce a PowerPoint for assessment, showing their knowledge of theory topics covered.</p> <p>Musical devices – Controlling dynamics while playing. Timing through counting rests. Tone quality.</p> <p>Cross curricular links – Fractions and sub divisions in Maths and Dance. Graphical representations of information linking to science, maths and geography. Key vocabulary and opinions linking to English. Critical thinking.</p>	<p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also explores World Music. This promotes mutual respect and tolerance of other faiths and cultures.</p>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV

<p>Component 3 Assessment Window</p>	<p>Students select to Play and Perform OR Improvise and compose – Pupils record their performances for assessment. – Students submit their Bandlab pieces for assessment</p> <p>Listening, Genres and History – Students apply knowledge of theory topics covered.</p> <p>Musical devices – Controlling dynamics. Timing through counting rests. Tone quality.</p> <p>Cross curricular links – Fractions and sub divisions in Maths and Dance. Graphical representations of information linking to science, maths and geography. Key vocabulary and opinions linking to English. Critical thinking.</p>	<p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also explores World Music. This promotes mutual respect and tolerance of other faiths and cultures.</p>
<p>TERM 5 TOPIC/s</p>	<p>*Key Skills/Subject Links</p>	<p>*Career links & BV</p>
<p>Component 3 Assessment Window</p>	<p>Students select to Play and Perform OR Improvise and compose – Pupils record their performances for assessment. – Students submit their Bandlab pieces for assessment</p> <p>Listening, Genres and History – Students apply knowledge of theory topics covered.</p> <p>Musical devices – Controlling dynamics. Timing through counting rests. Tone quality.</p> <p>Cross curricular links – Fractions and sub divisions in Maths and Dance.</p>	<p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic also explores World Music. This promotes mutual respect and tolerance of other faiths and cultures.</p>

	Graphical representations of information linking to science, maths and geography. Key vocabulary and opinions linking to English. Critical thinking.	
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
Class performances	<p>Play and Perform – class concert of solo and ensemble pieces. Developing performance confidence and accuracy.</p> <p>GCSE Links – Performance coursework.</p> <p>BTEC Links – Unit 5 performance coursework.</p> <p>Cross curricular links – Performing in public, confidence, evaluation, critical thinking.</p>	<p>Students are encouraged to work in ensembles, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p>