

Progression map: breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum.

Key Concepts	Year 7	Year 8	Year 9	Year 10	Year 11
Performing	T1 - Ensemble Skills T2 - The Planets T3 - The Orchestra T3 - Reggae	T1 - Ukulele T2 - Keyboard Skills T3 - Samba T3 - Variations	T2 - Music for Film T2 - Minimalism T2 - Keyboard Skills T3 - Blues & Jazz	T3 - Mock Performance	T2 - Performing Live Music (External)
Composing	T2 - Elements of Music T3 - The Orchestra	T1 - Storytelling through the Romantic Era T2 - Grime T3 - Variations	T1 - Dance Music T2 - Music for Film T3 - Blues & Jazz T3 - Songwriting	T2 - Mock Composition	T1 - Composing Music (Internal)
Listening/Appraising	T2 - Elements of Music T2 - The Planets T3 - The Orchestra T3 - Reggae	T1 - Storytelling through the Romantic Era T2 - Grime T3 - Samba	T1 - Song Writing T2 - Music for Film T2 - Minimalism T3 - Blues & Jazz	T1 - Musical knowledge T2 - Mock Composition	T2 - Performing Live Music (External)
Improvising	T2 - Elements of Music	T1 - Storytelling through the Romantic Era T3 - Samba T3 - Variations	T3 - Blues & Jazz	T3 - Mock Performance	T1 - Composing Music (Internal)
Evaluating	T1 - Ensemble Skills T3 - The Orchestra T3 - Reggae	T1 - Ukulele T2 - Keyboard Skills T3 - Samba	T1 - Dance Music T2 - Keyboard Skills T2 - Music for Film T3 - Blues & Jazz	T2 - Mock Composition T3 - Mock Performance	T1 - Composing Music (Internal) T2 - Performing Live Music (External)

Long-term plan: organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

Year 7									
Autumn Term		Spring Term		Spring Term		Summer Term		Summer Term	
Unit Title: Music Theory & Ensemble Skills	Unit length: 16 hours	Unit Title: Elements of Music	Unit length: 8 hours	Unit Title: The Planets	Unit length: 8 hours	Unit Title: The Orchestra	Unit length: 7 hours	Unit Title: Reggae	Unit length: 7 hours
Domains of Knowledge: ● Rhythm/Metre/Tempo - <i>rhythm notation, rests,</i>		Domains of Knowledge: ● Rhythm/Metre/Tempo - <i>dotted rhythms, Italian</i>		Domains of Knowledge:		Domains of Knowledge:		Domains of Knowledge: ● Musical Styles, Genre and Tradition - <i>Reggae,</i>	

<p><i>Italian terms, basic time signatures, Notation (Semibreve, Minim, Quaver, Semiquaver, Crotchet).</i></p> <ul style="list-style-type: none"> ● Melody - <i>steps, leaps, key signatures.</i> ● Harmony - <i>heterophonic textures, basic chords, major and minor tonality.</i> 	<p><i>terms, accelerando and ritardando.</i></p> <ul style="list-style-type: none"> ● Texture - <i>chords, monophonic, heterophonic, polyphonic and homophonic.</i> ● Dynamics - <i>Italian terms, expressions.</i> ● Notation - <i>Stave, Sight reading, Fluency, Treble/Bass clef.</i> ● Melody - <i>Pitch, Steps/Leaps.</i> ● Sonority - <i>Instrumentation, Orchestration (strings, woodwind, percussion and brass), Techniques (arco, pizzicato, vibrato), Solo, unison and ensemble.</i> 	<ul style="list-style-type: none"> ● Musical Styles, Genre and Tradition - <i>Classical, Orchestral.</i> ● Rhythm/Metre/Tempo - <i>dotted rhythms, Italian terms, accelerando and ritardando.</i> ● Notation - <i>Stave, Sight reading</i> 	<ul style="list-style-type: none"> ● Musical Styles, Genre and Tradition - <i>Classical, Film Music.</i> ● Melody - <i>Ostinato/Ostinati, Improvisation, Phrases.</i> ● Rhythm/Metre/Tempo - <i>Beat, Pulse, Polyrythms.</i> ● Sonority - <i>Register, Range, Voice, Character, Techniques (arco, pizzicato, vibrato), Orchestration (strings, woodwind, percussion and brass).</i> 	<p><i>Political, Social, Economic.</i></p> <ul style="list-style-type: none"> ● Rhythm/Metre/Tempo - <i>Syncopation, Fluency, Beat, Pulse.</i> ● Technology - <i>Loops, Layering, Mixing.</i>
<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> ● Performing ● Evaluating 	<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Composing ● Listening/Appraising ● Improvising 	<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Performing ● Listening/Appraising ● Improvising 	<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Composing ● Performing ● Listening/Appraising ● Improvising 	<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Performing ● Listening/Appraising
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Perform basic rhythms as an ensemble/solo ● Simply define each element of music ● Sing and play with some accuracy, fluency, control and expression 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Basic understanding of tempo, pitch and dynamics ● Know where the notes are on a keyboard ● Basic instrument skills (keyboard, ukulele, 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Understanding of the elements of music ● Ensemble skills ● Performing in front of an audience ● Italian terms for dynamics and tempo 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Understanding of the elements of music ● Computer/ICT skills ● Ensemble skills ● Performing in front of an audience ● Italian terms for dynamics and tempo 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Read simple notation/treble clef ● Can play with both hands on a piano ● Can play C, F and G chords on a piano/ukulele ● Ensemble skills

<ul style="list-style-type: none"> Improvise and compose music for a range of purposes 	<ul style="list-style-type: none"> violin, recorder, percussion) Reading simple notation Awareness of composers and musicians from different traditions 			<ul style="list-style-type: none"> Performing in front of an audience Italian terms for dynamics and tempo
<p>Assessment end-points:</p> <ul style="list-style-type: none"> Identify notes on a staff (treble clef) Understand basic staff and musical notation Perform as an ensemble, in time and with some accuracy Sing in unison with polyphonic textures (rounds) 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> Secure knowledge of all the elements of music Using Italian terms when appraising Play piano with correct fingering, identify notes and read simple notation from a staff Understand the difference between treble and bass clef 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> Perform as an ensemble, in time and with some accuracy Understand that different elements convey and link to emotions, time and places Sing in unison 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> Using Italian terms to appraise music Understand that different elements convey and link to emotions, time and places Describe and perform an ostinato/ostinati 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> Understand that genres are influenced and incepted through social, political and economic factors Perform as an ensemble, in time and with some accuracy Describe and perform a syncopated rhythm

Year 8									
Autumn Term				Spring Term		Spring Term		Summer Term	
Unit Title: Storytelling through the Romantic Era	Unit length: 7 hours	Unit Title: Ukulele	Unit Length: 7 hours	Unit Title: Keyboard Skills	Unit length: 12 hours	Unit Title: Grime	Unit length: 7 hours	Unit Title: Variations	Unit length: 6 hours
<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> Musical Styles, Genre and Tradition - <i>Composers (Shubert, Tchaikovsky, Beethoven, Musicians, Lyrics, Romantic Era.</i> 		<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> Notation - <i>Stave, Sight reading, Tablature, Chord Diagrams, Fluency.</i> Harmony - <i>Chord, Progression, Tonality,</i> 		<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> Notation - <i>Sight reading, Expression, Fluency, Treble/Bass clef, Music Notes, Sharps and Flats, Minor / major.</i> 		<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> Technology - <i>Sequencing, Loops, Layering, Mixing, Panning, Automation, MIDI, Software Synths, DAW, Audio Effects,</i> 		<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> Rhythm/Metre/Tempo - <i>dotted rhythms, Italian terms, accelerando and ritardando.</i> Texture - <i>chords, monophonic,</i> 	

<ul style="list-style-type: none"> ● Harmony - <i>Chord, Progression, Tonality, Major/Minor, Triad.</i> 	<p><i>Major/Minor.</i></p>	<ul style="list-style-type: none"> ● Harmony - <i>Chord, Progression, Tonality, Major/Minor.</i> ● Melody - <i>Scales, Phrase, Pitch.</i> 	<p><i>Exporting.</i></p> <ul style="list-style-type: none"> ● Musical Styles, Genre and Tradition - <i>Sub-genre, Social, Economical, Grime, Lyrics.</i> 	<p><i>heterophonic, polyphonic and homophonic.</i></p> <ul style="list-style-type: none"> ● Dynamics - <i>Italian terms, expressions.</i> ● Notation - <i>Stave, Sight reading, Fluency, Treble/Bass clef.</i> ● Melody - <i>Pitch, Steps/Leaps.</i> ● Sonority - <i>Instrumentation, Orchestration (strings, woodwind, percussion and brass), Techniques (arco, pizzicato, vibrato), Solo, unison and ensemble.</i>
<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Composing ● Listening/Appraising ● Evaluating 	<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Performing ● Evaluating 	<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Performing ● Evaluating 	<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Composing ● Listening/Appraising 	<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Performing ● Listening/Appraising ● Improvising ● Composing
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Basic understanding of the musical elements ● Some knowledge of composers from the 18th/19th century ● Keyboard skills- can play simple chords and melodies ● Can name some orchestral instruments by ear 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Have experience of playing an instrument (keyboard, piano, percussion) ● Can read simple notation ● Can play in time to a beat/pulse. 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Have experience of playing an instrument (keyboard, piano, percussion) ● Can read simple notation ● Can play in time to a beat/pulse. ● Can read notes from the treble/bass clef ● Understanding of dynamic and tempo 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Experience of using a DAW ● Basic keyboard skills ● Improvisational skills ● Understand basic musical terminology e.g. melody, bass line, kick drum etc. ● Grime is a popular genre of music with young people. 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Have experience of playing an instrument (keyboard, piano, percussion) ● Can read simple notation ● Can play in time to a beat/pulse. ● Can read notes from the treble/bass clef ● Understanding of dynamic and tempo

		<p>instructions on sheet music</p> <ul style="list-style-type: none"> ● Experience of performing in front of an audience. 		<p>instructions on sheet music</p> <ul style="list-style-type: none"> ● Experience of performing in front of an audience.
<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Can link pieces of music to a time and place ● Understand and infer the meaning of songs through analysing of lyrics ● Make links between what a piece of music is trying to convey and how its instrumentation reflects that ● Form simple chord progressions linked to a theme, event or emotion 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Can read ukulele tablature and chord diagrams ● Understand the basic anatomy of a ukulele and its origins ● Play as a solo and ensemble ● Perform confidently in front of a small audience ● Play with some degree of accuracy and fluency. 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Can perform a C major scale ● Sight read simple notation from the treble clef ● Play with two hands on the piano with some accuracy ● Work out major/minor triad chords using semitones/tones and the root, third and fifth notes. ● Understand what sharps and flats are and accurately identify them on a piano/keyboard. 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Can use a DAW effectively and confidently to compose and produce a piece of music which sounds finished, professional and accurate of the Grime genre. ● Compose lyrics in the style of a genre (Grime) and to a theme. ● Understand the basics of how the music industry works for Grime/EDM producers and what they could do next with their composition. 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Perform a variation of a famous theme ● Use variation techniques such as augmentation, diminution and counter melody. ● Perform confidently in front of a small audience

Year 9											
Autumn Term		Autumn Term		Spring Term		Spring Term		Summer Term		Summer Term	
Unit Title: Dance Music	Unit length: 7 hours	Unit Title: Soundtracks	Unit length: 6 hours	Unit Title: Music for Film and Moving Image	Unit length: 7 hours	Unit Title: Songwriting	Unit length: 7 hours	Unit Title: Blues & Jazz	Unit length: 6 hours	Unit Title: Samba	Unit length: 7 hours
Domains of Knowledge: <ul style="list-style-type: none"> • Musical Styles, Genre and Tradition - EDM, Sub-genre. • Technology - Sequencing, Loops, Layering, Mixing, Panning, Automation, MIDI, Software Synths, DAW, Audio Effects, Exporting. • Structure - Drop, Breakdown, Build-up. • Rhythm/Metre/Tempo - BPM, Bars, Syncopation. 		Domains of Knowledge: <ul style="list-style-type: none"> • Notation - Sight reading, Score, Fluency, Treble/Bass clef, Sharps and Flats. • Musical Styles, Genre and Tradition - Film Music Composers (John Williams, Hans Zimmer) • Melody - Leitmotifs, Phrase, Pitch, Theme, Ostinato/Ostinati. 		Domains of Knowledge: <ul style="list-style-type: none"> • Musical Styles, Genre and Tradition - Film Music Composers (John Williams, Hans Zimmer) • Technology - Sequencing, Layering, Recording Techniques, Foley. • Melody - Leitmotifs, Phrase, Pitch, Theme, Ostinato/Ostinati 		Domains of Knowledge: <ul style="list-style-type: none"> • Melody - Improvisation, Scales, Riffs, Imitation, Call and response. • Harmony - Chord, Progression, Tonality, Major/Minor, Key. 		Domains of Knowledge: <ul style="list-style-type: none"> • Melody - Improvisation, Scales, Riffs, Imitation, Call and response. • Harmony - Chord, Progression, Tonality, Major/Minor, Key. • Rhythm/Metre/Tempo - Syncopation (off-beats), Time Signatures, Beat, Pulse, Bars, Dotted Rhythms, Rests, Downbeat, Staccato. 		Domains of Knowledge: <ul style="list-style-type: none"> • Rhythm/Metre/Tempo - Beat, Pulse, Bars, Syncopation (off-beats), Polyrhythms, Rests, Dotted Rhythms, Circle rhythms, Ostinato. • Sonority/Timbre - Register, Voice, Solo, unison and ensemble, Character. 	
Key Concepts: <ul style="list-style-type: none"> • Composing • Evaluating 		Key Concepts: <ul style="list-style-type: none"> • Performing • Listening/Appraising 		Key Concepts: <ul style="list-style-type: none"> • Composing • Listening/Appraising 		Key Concepts: <ul style="list-style-type: none"> • Composing • Performing 		Key Concepts: <ul style="list-style-type: none"> • Performing • Improvising 		Key Concepts: <ul style="list-style-type: none"> • Performing • Improvising 	

<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Students will have had access to VIP studios in the Grime unit ● Explored a sub-genre of EDM music in the form of Grime. ● Can perform simple chord progressions on the keyboard 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Understands the elements of music and has the musical vocabulary to articularly appraise pieces. ● Has used music technology (Garageband, Logic and VIP Studios). ● Experience of sight reading notation using the keyboard/ukulele. ● Has experienced ostinato/ostinati in The Orchestra unit. 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Understands the elements of music and has the musical vocabulary to articularly appraise pieces. ● Has used music technology (Garageband, Logic and VIP Studios). ● Experience of sight reading notation using the keyboard/ukulele ● Has experienced ostinato/ostinati in The Orchestra unit. 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Has used music technology (Garageband, Logic and VIP Studios). ● Experience of sight reading notation using the keyboard/ukulele. ● Knowledge of the C major scale ● Knowledge on how to build a chord using the root note, 3rd and 5th. 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Keyboard and ukulele skills are at an appropriate standard to play the 12 bar blues. ● Knowledge of the C major scale ● Knowledge on how to build a chord using the root note, 3rd and 5th. ● Will have explored the slave trade in History (Y8). ● Experience of playing in ensembles in Y7 and understand the importance of togetherness when performing. 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Performed as an ensemble ● Clapped basic rhythms from a rhythm stave ● Explored Reggae in a previous unit which shares some characteristic with Samba ● Understand polyrhythms, syncopation and rounds.
<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Produce a piece of music using either Garageband, Logic or VIP studios that 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Can perform at least one piece of famous film music on an instrument. 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Compose a piece of music to a moving image using music technology. ● Create accurate foley sounds to a brief. 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Compose a piece of music using four chords. ● Use an instrument of choice, music technology or a manuscript to compose the music. 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Perform the 12 Bar Blues using either the keyboard or ukulele. ● Improvise the C major 7th scale over the 12 Bar Blues. ● Understand the inception of 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Perform polyrhythms as part of an ensemble ● Hold a rhythm part in a group piece and follow instructions from a conductor

<p>is representative of a sub-genre of EDM music.</p> <ul style="list-style-type: none"> • Understand how the music industry works and what careers are available. 	<ul style="list-style-type: none"> • Understand and use key musical terms associated with film music e.g. leitmotif, ostinato. • Know who the famous film music composers are and how they have contributed to film music. 	<ul style="list-style-type: none"> • Understand and use key musical terms associated with film music e.g. leitmotif, ostinato. • Know who the famous film music composers are and how they have contributed to film music. 	<ul style="list-style-type: none"> • Understand the basic concept of the circle of fifths. 	<p>Blues/Jazz music and how it links/has led to the inception of other genres such as R&B.</p> <ul style="list-style-type: none"> • Can create lyrics in the theme and style of the Blues. • Understand key terminology around Blues and Jazz music. • Understand specific instrumental techniques to achieve the Blues sound. 	<ul style="list-style-type: none"> • Understand the key components to Samba music and where it originated • Use Italian and musical key terms when discussing and exploring musical pieces.
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Year 10					
Autumn Term		Spring Term		Summer Term	
Musical Styles [Internal]	Unit length: 32 hours	Unit Title: Composition Skills & Mock	Unit length: 32 hours	Unit Title: Mock Performance Skills & Mock	Unit length: 32 hours
<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> • Musical Styles, Genre and Tradition - <i>Sub-genre, Social, Economical, Political, Musicians, Lyrics.</i> • Harmony - <i>Chord, Progression, Key, Tonality, Atonality, Modal, Cadences, Triad, Major/Minor.</i> • Melody - <i>Drone, Descant/Triple melody, Countermelody, Octaves, Imitation, Call and response, Disjunct, Conjunct.</i> • Rhythm/Metre/Tempo - <i>BPM, Time Signatures, Allegro, Moderato, Lento, Ritardando, Accelerando, Triplets, Staccato, Bars, Pulse, Beat.</i> • Sonority/Timbre - <i>Instrumentation, Voice,</i> 		<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> • Notation - <i>Tablature, Chord Diagrams, Expression, Treble/Bass clef, Score, Music Notes, Time Signatures, Key Signatures, Minor / major, Graphic Scores.</i> • Technology - <i>Sequencing, Loops, Layering, Mixing, Panning, Automation, MIDI, Software Synths, DAW, Audio Effects.</i> • Harmony - <i>Chord, Progression, Key, Tonality, Atonality, Modal, Cadences, Triad, Major/Minor.</i> • Melody - <i>Drone, Descant/Triple melody, Countermelody, Octaves, Imitation, Call and</i> 		<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> • Notation - <i>Sight reading, Expression, Fluency, Treble/Bass clef, Music Notes, Sharps and Flats, Minor / major.</i> • Rhythm/Metre/Tempo - <i>BPM, Time Signatures, Allegro, Moderato, Lento, Ritardando, Accelerando, Triplets, Staccato, Bars, Pulse, Beat.</i> • Sonority/Timbre - <i>Instrumentation, Voice, Techniques (arco, pizzicato, vibrato), Character.</i> • Dynamics - <i>Italian terms, expression. Forte, mezzo forte, fortissimo.</i> 	

<p><i>Techniques (arco, pizzicato, vibrato), Character.</i></p>	<p><i>response, Disjunct, Conjunct.</i></p> <ul style="list-style-type: none"> ● Rhythm/Metre/Tempo - <i>BPM, Time Signatures, Allegro, Moderato, Lento, Ritardando, Accelerando, Triplets, Staccato, Bars, Pulse, Beat.</i> ● Structure - <i>Pop Form, Rondo, Chorus, Verse, Middle 8, Bridge, Lyrics, Development, Drop, Breakdown Build-up.</i> 	
<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Listening/Appraising ● Evaluating 	<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Composing ● Evaluating ● Listening/Appraising 	<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Performing ● Evaluating ● Listening/Appraising
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Explored various genres and styles at KS3. ● Elements of Music explored in detail in Year 7 and continually revised during every unit. ● Students have experience of using music technology so that they can produce their podcast. 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Composed music of different genres in previous units. ● Listened and appraised music from different genres, styles and cultures. ● Music theory knowledge ● Understanding of how chords are constructed and pieced together to create emotions. 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Experience of solo, duet and ensemble performances to small and larger audiences. ● Regular WWW/EBI and peer assessment of performances during KS3 allows for thorough reflection and evaluation. ● Experience of sight reading notation for the stave and tablature. ● 1-1 private tuition from Y10 to engage in a discipline on either piano, vocals, guitar, drums or stringed instruments.
<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Produce a presentation which compares two contrasting musical styles/genres looking at the inception, economical, social and political factors, key artists and songs, fashion and imagery associated with the style. ● Produce a podcast which analyses a song from one of the styles researched in task 1. The analysis will include tempo, tonality, instrumentation, lyrical content and production techniques. 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Compose a piece of music to a brief and of a specific genre ensuring that it has all the characteristics of that musical style. ● Annotate the piece using notation, graphic diagrams or screen shots. ● Evaluate the composition and specify WWW/EBI and what you would do differently next time to make improvements/set targets. 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Can engage an audience using body language and stage presence. ● Deliver a performance as an ensemble to an audience. ● Deliver a solo performance to an audience. ● Self and peer-assess performances and evaluate effectively.

Year 11			
Autumn Term		Spring Term	
Unit Title: Composing/Performing Music [Internal]	Unit length: 32 hours	Unit Title: Performing Live Music/Technology [External]	Unit length: 40 hours
<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> ● Notation - <i>Tablature, Chord Diagrams, Expression, Treble/Bass clef, Score, Music Notes, Time Signatures, Key Signatures, Minor / major, Graphic Scores.</i> ● Technology - <i>Sequencing, Loops, Layering, Mixing, Panning, Automation, MIDI, Software Synths, DAW, Audio Effects.</i> ● Harmony - <i>Chord, Progression, Key, Tonality, Atonality, Modal, Cadences, Triad, Major/Minor.</i> ● Melody - <i>Drone, Descant/Triple melody, Countermelody, Octaves, Imitation, Call and response, Disjunct, Conjunct.</i> ● Rhythm/Metre/Tempo - <i>BPM, Time Signatures, Allegro, Moderato, Lento, Ritardando, Accelerando, Triplets, Staccato, Bars, Pulse, Beat.</i> ● Structure - <i>Pop Form, Rondo, Chorus, Verse, Middle 8, Bridge, Lyrics, Development, Drop, Breakdown Build-up.</i> 		<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> ● Notation - <i>Sight reading, Expression, Fluency, Treble/Bass clef, Music Notes, Sharps and Flats, Minor / major.</i> ● Rhythm/Metre/Tempo - <i>BPM, Time Signatures, Allegro, Moderato, Lento, Ritardando, Accelerando, Triplets, Staccato, Bars, Pulse, Beat.</i> ● Sonority/Timbre - <i>Instrumentation, Voice, Techniques (arco, pizzicato, vibrato), Character.</i> ● Dynamics - <i>Italian terms, expression. Forte, mezzo forte, fortissimo.</i> 	
<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Composing ● Evaluating ● Listening/Appraising 		<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Performing ● Evaluating ● Listening/Appraising 	
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Composed music of different genres in previous units. ● Listened and appraised music from different genres, styles and cultures. ● Music theory knowledge ● Understanding of how chords are constructed and pieced together to create emotions. 		<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Experience of solo, duet and ensemble performances to small and larger audiences. ● Regular WWW/EBI and peer assessment of performances during KS3 allows for thorough reflection and evaluation. ● Experience of sight reading notation for the stave and tablature. ● 1-1 private tuition from Y10 to engage in a discipline on either piano, vocals, guitar, drums or stringed instruments. 	
<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Compose a piece of music to a brief and of a specific genre ensuring that it has all the characteristics of that musical style. ● Annotate the piece using notation, graphic diagrams or screen shots. 		<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Can engage an audience using body language and stage presence. ● Deliver a performance as an ensemble to an audience. ● Deliver a solo performance to an audience. ● Self and peer-assess performances and evaluate effectively. 	

- Evaluate the composition and specify WWW/EBI and what you would do differently next time to make improvements/set targets.