

## OCL Music Curriculum: Statement of Intent

### Purpose of study

We begin with the assumption that all children are musical and have a right to learn music. Music is fundamental to being human and all can develop their identity, a sense of belonging and their character through rehearsing, playing, singing, creating, appreciating and listening to music. Through the Oasis Music Curriculum our students will grow into adults who enjoy, appreciate and engage with music throughout their lives.

We value character, competence and community in our curriculum:

- **Character:** Engaging all pupils in musical learning that develops creativity, resilience and the confidence to express feelings and thoughts, experiment with new musical ideas and grow imaginations.
- **Competence:** Developing pupils' ability to make music well so that musical outcomes are excellent and aspirations are raised. Ensuring that all are equipped for further musical study if they choose it.
- **Community:** Inspiring all pupils to develop a lifelong love, appreciation and understanding of a wide range of musical styles and traditions. Ensuring all experience the power of music to include, to draw people together, understand others and facilitate positive connection.



### Core concepts and principles of progression

The Oasis Music curriculum is carefully planned so that core musical skills, knowledge and understanding are developed over time. Knowledge *of* music is developed through 'learning *in* and *through* music, not solely *about* music'\*

- **General musicianship** (sense of pulse, pitch, notation reading, interpretation, musical memory, rehearsal skills) is developed through whole class singing, percussive playing, Kodaly method and explicit teaching of practice techniques which are embedded by returning to these same practices in increasingly challenging contexts throughout KS3
- **Instrumental and vocal skills** develop from a basis of general musicianship, with all children gaining simple skills on a selection of instruments before settling on one which they develop mastery of
- **Ensemble skills** are initially taught through teacher-led modelling and workshopping as well as explicit teaching of rehearsal and musical communication skills. Then ensemble skills (leadership, empathy, collaboration, listening, resilience) are developed through increasingly challenging ensemble singing, playing and performing, large and small groups with increasing independence, playing increasingly complex repertoire.
- **Musical language and contextual understanding of music** begins with simple musical concepts and language then builds and accumulates over time as children learn music from a wide range of genres and traditions, listening, describing and analysing music through speech and writing with increasing discrimination
- **Composition and improvisation** opportunities are integrated throughout the curriculum, incrementally increasing in demand and complexity from short rhythmic patterns to entire song compositions

- **Music technology** understanding and use is introduced gradually, starting with simple loop arrangements and building to a Beethoven sequencing project and song composition.

## Aims/outcomes

Through our carefully sequenced and ambitious curriculum we intend that our students will achieve these aims/outcomes:

1. To equip all students with the knowledge, skills and understanding so that they will know how to make music well, being able to\*\*:
  - Play an instrument alone and with others
  - Sing and use their voices
  - Create their own music, composing and improvising alone and with others
  - Use and understand notation
  - Use music technology to create and reproduce music
  - Describe and analyse music using the musical elements: dynamics, rhythms, instrumentation, pitch, structure, harmony, tempo, articulation, timbre, texture.
2. To induct all students into existing musical traditions and their practices of making-music, through:
  - performing, listening to, reviewing and evaluating music across a range of historical periods, genres, cultures and traditions, including the works of great composers and musicians
  - engaging in extracurricular clubs and enrichment activities that allow them to develop their own musical interests and skills
  - working with professional musicians from a range of musical traditions
  - watching and taking part in live musical performances
3. To enable all students to develop their character, confidence and identity through music, evidenced by:
  - a lifelong love of music and a belief that they can be musicians
  - resilience to rehearse, improve, perform, give and take feedback and reflect effectively
  - empathy, sensitivity, understanding and openness to others
  - confidence, collaboration and leadership skills
  - an understanding of music's role in shaping individuals, culture and community for good

\*description of musical learning taken from: [https://www.ism.org/images/images/ISM\\_The-National-Curriculum-for-Music-booklet\\_KS3\\_2019\\_digital.pdf](https://www.ism.org/images/images/ISM_The-National-Curriculum-for-Music-booklet_KS3_2019_digital.pdf)

\*\*Headings for this section inspired by the writings of John Finney's blog here: <https://jfin107.wordpress.com/2017/11/30/instrumental-skills-v-musical-knowledge/>

## OCL Music Curriculum: Long Term Plan

### Year 7: Engage, enjoy, experience

In Year 7, students arrive with a variety of musical experiences, skills and knowledge. Teachers work closely with students to affirm and acknowledge all prior musical learning and to ensure that those who have previously learned instruments can use them in lesson and are signposted to instrumental lessons and extra curricular ensembles as appropriate.

Classroom music in Year 7 initially aims to immerse all students in high energy, compelling, expressive whole class singing that builds confidence and develops a sense of musicianship in all children. The unit culminates in a performance for parents, raising aspirations and the profile of music making for all children. Next, students learn basic rhythm notation using the Kodaly method and physical body percussion through the STOMP scheme. Students improvise and compose together in small groups, beginning to develop small group ensemble and social skills.

Whole class keyboard skills are taught by ear, using recent pop melodies, bass lines and riffs, before a return to small group work but now with more challenging content, drumming polyrhythms and singing in harmony in the traditional African music scheme.

Students are introduced to music technology through a short loops project, before moving on to learning about and how to play a melody from the Hall of the Mountain King. This is a return to keyboard skills, but now combining the rhythm notation and keyboard skills learned at the beginning of the year with pitch notation on a staff.

*Every student performs to parents: Singing Concert at end of Autumn 1*

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Title</b>	<b>Sing up*</b>	<b>STOMP</b>	<b>Keyboard skills</b>	<b>Traditional West African drumming and singing</b>	<b>Intro to music tech</b>	<b>Hall of the Mountain King – the orchestra</b>
<b>General musicianship</b>	<ul style="list-style-type: none"> <li>Enjoy making music with others</li> <li>Develop internal sense of pitch</li> </ul>	<ul style="list-style-type: none"> <li>Read, write and play crotchets, quavers, rests, triplets and semiquavers using Kodaly method</li> <li>Develop sense of pulse</li> </ul>	<ul style="list-style-type: none"> <li>Internal sense of pulse, musical memory, understanding of pitch and confidence performing solo.</li> </ul>	<ul style="list-style-type: none"> <li>Singing in harmony</li> <li>Singing in tune</li> <li>Sense of pulse</li> </ul>	<ul style="list-style-type: none"> <li>Sense of pulse – playing in time with a metronome</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to pitched staff notation</li> <li>Rehearsal of previously learned rhythm notation</li> </ul>
<b>Instrumental competence and music technology</b>	<ul style="list-style-type: none"> <li>Sing in tune alone and with the whole class</li> </ul>	<ul style="list-style-type: none"> <li>Play rhythms using body and 'STOMP' percussion</li> </ul>	<ul style="list-style-type: none"> <li>Know where notes are on the keyboard</li> <li>Play the riffs, chords, bass lines and melody from a recent popular song on the keyboard.</li> </ul>	<ul style="list-style-type: none"> <li>Singing melodies and harmonies in tune alone, with the whole class and in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Rehearsal of previously learned keyboard skills</li> </ul> <b>Music tech:</b> <ul style="list-style-type: none"> <li>Loops</li> <li>Record chords, bass line, riff.</li> </ul>	<ul style="list-style-type: none"> <li>Use of previously learned keyboard skills to play more challenging parts</li> </ul>

				<ul style="list-style-type: none"> <li>Djembe drumming: two tones, unison and polyrhythms</li> </ul>	<ul style="list-style-type: none"> <li>Edit: trim, copy, paste, quantise, delete.</li> </ul>	<ul style="list-style-type: none"> <li>Play a part from staff notation</li> </ul>
<b>Ensemble skills</b>	<ul style="list-style-type: none"> <li>Rehearse singing as a whole class – teacher led.</li> <li>Following a leader</li> <li>Ensemble sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>Play in time alone and with others</li> <li>Whole class, teacher led rehearsal</li> <li>Arrange and rehearse in small groups</li> <li>Listening to others, sharing ideas, making decisions together</li> </ul>		<ul style="list-style-type: none"> <li>Whole class modelling of effective ensembles</li> <li>Small group rehearsing and arranging</li> <li>Listening to others, sharing ideas, making decisions together</li> </ul>		<ul style="list-style-type: none"> <li>Play an orchestral part (on the keyboard) with others playing different parts</li> </ul>
<b>Musical language and contextual understanding</b>	<ul style="list-style-type: none"> <li>Dynamics, melody and harmony</li> <li>Understand meaning of songs and sing expressively</li> </ul>	<ul style="list-style-type: none"> <li>Rhythms, dynamics and tempo</li> </ul>	<ul style="list-style-type: none"> <li>Riffs, chords, bass lines and melodies.</li> </ul>	<ul style="list-style-type: none"> <li>Context and history of traditional African drumming and songs</li> </ul>	<ul style="list-style-type: none"> <li>Sequencer</li> <li>Loops</li> <li>Riffs, chords, bass lines and melodies.</li> <li>Structure</li> </ul>	<ul style="list-style-type: none"> <li>Orchestra and orchestral instruments</li> <li>Grieg and his context</li> <li>How musical elements are used to convey meaning: pitch, tempo, articulation, rhythm, texture</li> </ul>
<b>Composition and improvisation</b>		<ul style="list-style-type: none"> <li>Compose rhythms and arrange rhythmic pieces with others</li> </ul>		<ul style="list-style-type: none"> <li>Arrange songs and drumming accompaniment in small groups</li> <li>Improvise drum rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Arrange loops into simple ABA piece</li> <li>Compose riff</li> </ul>	
<b>Assessment</b>	Whole year group singing concert performance	<p>Small group rhythm composition</p> <p>Listening test: elements, rhythms, instruments and elements in popular songs</p>	Keyboard performance	Small group performance of arrangement of song	Recording of composition	<p>Perform part with rest of class</p> <p>Listening test: elements, staff notation, Hall of the Mountain King, popular music</p>

## Year 8 Music *Commit, cultivate, create*

By the start of year 8, students have developed general musicianship staying in time with a pulse, singing with a group, playing simple parts on the keyboard and have basic music technology skills. The Year 8 music curriculum is designed to enable students to complete the introduction to popular music instruments and to give them an opportunity to make a choice about which instrument they will commit to, cultivating focus on one instrument that will result in competent performance skills.

Students start by learning the guitar, deepening their understanding of chords and riffs and ensuring that all students can read chord charts and tab. Next, students learn about Haydn and develop their understanding of the orchestra as they develop their music technology skills through the Trumpet Concerto project. When classes work as a band for the first time, students have the opportunity to commit to an instrument they will focus on, utilising the instrumental skills that they have previously developed in singing, keyboard and guitar schemes and cultivating their skills on their chosen instrument. Students cultivate improvisation and composition competence through whole class, then small group improvising and composing in response to short film clips.

Traditional music is the final scheme of the year, introducing students to a new genre of music which they use their instrumental skills to explore. Academies choose a traditional music genre that represents students in their academy and which is not covered elsewhere in the curriculum. Students learn the features of the chosen genre and play as a whole class ensemble then in small ensembles before composing and improvising in the style, all on their chosen instrument, developing their confidence and performance standard as well as their ensemble skills.

*Every student performs to parents: Whole Class Band Concert at end of Spring 1*

YEAR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Title</b>	<ul style="list-style-type: none"> <li>Guitar/ukulele skills</li> </ul>	<ul style="list-style-type: none"> <li>Haydn trumpet concerto – sequencing project</li> </ul>	<ul style="list-style-type: none"> <li>Whole class band*</li> </ul>	<ul style="list-style-type: none"> <li>Film music</li> </ul>	<ul style="list-style-type: none"> <li>Traditional music – academy's own choice. <i>Either local music or music from another culture that reflects Academy's student population not yet covered in the curriculum.</i></li> </ul>	
<b>General musicianship</b>	<ul style="list-style-type: none"> <li>Internal sense of pulse, understanding of pitch and confidence performing solo and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>Read and play dotted crotchets, quavers and rests. Develop reading pitched staff notation.</li> <li>Develop sense of pulse recording in time with metronome.</li> </ul>	<ul style="list-style-type: none"> <li>Playing in time with others. Resilience and commitment in rehearsal.</li> </ul>	<ul style="list-style-type: none"> <li>Develop imagination, creativity, understanding of how meaning connects to sound.</li> <li>Develop use of musical elements to represent meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Apply all previously developed general musicianship strengths to a new style of music in performance and composition.</li> </ul>	
<b>Instrumental competence and music technology</b>	<ul style="list-style-type: none"> <li>Know how to read chord charts.</li> </ul>	<ul style="list-style-type: none"> <li>Development of previously learned keyboard skills</li> </ul>	<ul style="list-style-type: none"> <li>Develop competence on chosen instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Develop competence on chosen instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Develop competence on chosen instrument.</li> </ul>	

<i>Principles of practice in every scheme</i>	<ul style="list-style-type: none"> <li>• Play and compose simple riffs.</li> <li>• Play four chords.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Music tech:</b></li> <li>• Recording multiple parts through midi.</li> <li>• Edit: trim, copy, paste, quantise, delete.</li> </ul>			
<b>Ensemble skills</b>	<ul style="list-style-type: none"> <li>• Play in time alone and with others</li> <li>• Whole class, teacher led rehearsal</li> <li>• Arrange and rehearse in small groups</li> <li>• Listening to others, sharing ideas, making decisions together</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class modelling of and participation in ensemble.</li> <li>• Musical sensitivity.</li> <li>• Listening to others, sharing ideas, making decisions together.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class improvising and composing.</li> <li>• Small group improvising and composing.</li> <li>• Listening to others, sharing ideas, making decisions together.</li> </ul>	<ul style="list-style-type: none"> <li>• Play chosen traditional music in whole class and small group ensembles.</li> </ul>
<b>Musical language and contextual understanding</b>	<ul style="list-style-type: none"> <li>• Frets, riffs, chords, strumming, picking.</li> </ul>	<ul style="list-style-type: none"> <li>• Orchestra and orchestral instruments</li> <li>• Haydn and his context</li> <li>• Concerto.</li> <li>• Chords, bass line, harmony, melody.</li> </ul>	<ul style="list-style-type: none"> <li>• Riffs, chords, bass lines and melodies.</li> <li>• Structure: verse, chorus, stops.</li> <li>• Texture: creating contrast</li> </ul>	<ul style="list-style-type: none"> <li>• John Williams and his context.</li> <li>• How musical elements are used to convey meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Language and contextual understanding related to chosen traditional music.</li> </ul>
<b>Composition and improvisation</b>	<ul style="list-style-type: none"> <li>• Compose a riff.</li> <li>• Arrange a small group performance of a popular song.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Improvising and composing on themes and for short sections of film as a whole class and in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and/or compose in the style of chosen traditional music in small groups and on music technology.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Small group guitar performance of popular song.</li> </ul>	<ul style="list-style-type: none"> <li>• Recording of first 16 bars of 3<sup>rd</sup> mvmt. Listening test: Haydn trumpet concerto, staff notation and elements in popular songs</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class band performance as a part of whole year group performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Recording of small group composition for film clip.</li> </ul>	<ul style="list-style-type: none"> <li>• Recording of composition in the style of chosen traditional music.</li> <li>• Listening test: Film music, chosen traditional music, staff notation and elements in popular songs.</li> </ul>

## Year 9 Music *Stimulate, stretch, secure*

Year 9 students begin the year already confident and competent on their chosen instruments. This year is about securing those instrumental skills and stretching musical understanding to new musical traditions, styles and contexts. Initially students are stimulated by immersing themselves in the music that they already know and love. Having previously worked as a whole class band, this will be their first opportunity to rehearse together in small groups. Students' music technology skills and understanding of orchestral music is stretched next in a sequencing project based on the first movement of Beethoven's 5<sup>th</sup> Symphony. The spring and summer term are dedicated to two long projects, giving time for deep musical learning. Students bring together their prior instrumental, music technology and composing experience to write their own song and explore the power of Jazz and its role in the civil rights movement.

*Every student performs to parents: Jazz performances at end of Spring 2*

YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Making the band</b>	<b>Beethoven Symphony 5 – sequencing project</b>	<b>Jazz/Civil Rights*</b>		<b>Songwriting/protest songs (history curriculum link)</b>	
<b>General musicianship</b>	<ul style="list-style-type: none"> <li>Playing in time with others. Resilience and commitment in rehearsal.</li> <li>Read lead sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Read and play more complex staff notation.</li> <li>Develop sense of pulse recording multiple parts in time with metronome.</li> </ul>	Apply all previously developed general musicianship strengths to a new style of music in performance and composition.		<ul style="list-style-type: none"> <li>Develop imagination, creativity, confidence to express personal feeling and/or meaning through music.</li> <li></li> </ul>	
<b>Instrumental competence and music technology</b> <i>Principles of practice in every scheme</i>	<ul style="list-style-type: none"> <li>Develop competence on chosen instrument.</li> <li>Create contrast within given structure (rhythms, dynamics, articulation).</li> </ul>	<ul style="list-style-type: none"> <li>Development of previously learned keyboard skills</li> <li><b>Music tech:</b></li> <li>Recording multiple parts through midi.</li> <li>Edit: trim, copy, paste, quantise, delete.</li> </ul>	<ul style="list-style-type: none"> <li>Develop competence on chosen instrument through performing new, complex parts and improvising with new scales/rhythms.</li> <li></li> </ul>		<ul style="list-style-type: none"> <li><b>Music tech:</b></li> <li>Recording multiple parts through midi and audio.</li> <li>Edit: trim, copy, paste, quantise, delete.</li> </ul>	
<b>Ensemble skills</b>	<ul style="list-style-type: none"> <li>Play in time alone and with others</li> <li>Arrange and rehearse in small groups</li> <li>Listening to others, sharing ideas, making decisions together.</li> </ul>		<ul style="list-style-type: none"> <li>Play and improvise Jazz in whole class and small group ensembles.</li> </ul>			

<b>Musical language and contextual understanding</b>	<ul style="list-style-type: none"> <li>All language relating to:</li> <li>Pop song structure</li> <li>Parts in pop songs</li> <li>Instrumental techniques</li> <li>Creating contrast</li> </ul>	<ul style="list-style-type: none"> <li>Orchestra and orchestral instruments</li> <li>Beethoven and his context</li> <li>Texture.</li> </ul>	<ul style="list-style-type: none"> <li>Language and contextual understanding related to Jazz, including Jazz's role in the Civil Rights movement.</li> <li>Swung rhythms, syncopation, breaks, walking bass lines.</li> <li>Nina Simone and Billie Holiday.</li> </ul>	<ul style="list-style-type: none"> <li>All language relating to:</li> <li>Pop song structure</li> <li>Parts in pop songs</li> <li>Instrumental techniques</li> <li>Creating contrast</li> <li>Lyric writing</li> </ul>
<b>Composition and improvisation</b>	<ul style="list-style-type: none"> <li>Arrange a small group performance of a popular song.</li> </ul>	<ul style="list-style-type: none"> <li>Compose drum beat and arrange parts to 'remix' first 16 bars of Beethoven 5.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise in 'breaks' in jazz style.</li> </ul>	<ul style="list-style-type: none"> <li>Composing parts on given chord sequences: drum beats, riffs, melodies, bass lines, harmonies.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Small group performance of popular song.</li> </ul>	<ul style="list-style-type: none"> <li>Recording of Beethoven 5 project.</li> <li>Listening test: Beethoven 5, staff notation and elements in popular songs.</li> </ul>	<ul style="list-style-type: none"> <li>Recording of composition in the style of chosen traditional music.</li> <li>Listening test: Film music, chosen traditional music, staff notation and elements in popular songs.</li> </ul>	<ul style="list-style-type: none"> <li>Recording of song</li> </ul>



## Year 10 Music BTEC Music Tech Award: Music Practice

Year 10 of the BTEC Music Tech Awards course engages students in their own music of choice, builds confidence through ongoing rehearsal and performance opportunities and lays foundations in all areas that will later be assessed through formal assignments. Students begin the year playing in a whole class band. The teacher-led project ensures that students experience high quality music making and ensemble practices before moving into smaller groups for the remainder of the course. Students develop music technology skills through a sequencing project of a popular track. Through terms 2-4 students study a range of different musical styles, exploring the techniques used in the creation of different musical products and investigating the key features of different musical styles and genres. Regular informal assessments prepare students for later formal assignments in all upcoming units. In the summer term, students choose four of the styles they have studied to explore and explain in their first formal assignments for Component 1: Exploring Music Products and Styles, alongside band rehearsals and performances in order to ensure that performance and rehearsal skills continue to be developed. The year finishes with an introduction to the Component 2: Music Skills Development unit, ensuring students are developing their skills as performers and composers and documenting their progress in order to plan for further improvement.

YEAR 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2 x hours per week	<b>Making the band (whole class)</b>	<b>Development of popular music: African Drumming, Rock 'n' Roll, Punk</b> <i>Knowledge, performing, composing and listening/writing.</i>	<b>Development of popular music: Jazz, Hip Hop &amp; Grime</b> <i>Knowledge, performing, composing and listening/writing.</i>	<b>Component 1 Exploring Musical Products Task 1 (externally set by Pearson)</b> <b>Component 1 Exploring Musical Products Task 2 (externally set by Pearson)</b>	<b>Music Skills Development: Professional &amp; Commercial Skills for the music industry</b>	<b>Music Skills Development: Professional &amp; Commercial Skills for the music industry</b>
1 x hour per week	<b>Developing sequencing skills</b>				<b>Band rehearsals / developing music performance skills</b>	<b>Band rehearsals / developing music performance skills</b>
<b>General musicianship</b>	<ul style="list-style-type: none"> <li>Sense of pulse, sensitivity to other musicians, creating contrast, rehearsal skills,</li> </ul>	<ul style="list-style-type: none"> <li>Apply all previously developed general musicianship strengths to a new style of music in performance and composition.</li> </ul>			<ul style="list-style-type: none"> <li>Development routines, timing and phrasing, stylistic accuracy, expression, time management, rehearsal technique, using equipment correctly</li> </ul>	<ul style="list-style-type: none"> <li>Development routines, timing and phrasing, stylistic accuracy, expression, time management, rehearsal technique, using equipment correctly</li> </ul>
<b>Instrumental competence</b>	<ul style="list-style-type: none"> <li>Rehearse instrument in whole class band. Develop accuracy and</li> </ul>	<ul style="list-style-type: none"> <li>Instrumental skills develop through rehearsals of rock and punk songs.</li> </ul>	<ul style="list-style-type: none"> <li>Instrumental skills develop through rehearsals of rock and punk songs.</li> </ul>	<ul style="list-style-type: none"> <li>Create musical products (cover performance, performance, composition)</li> </ul>	<ul style="list-style-type: none"> <li>Instrumental skills develop through rehearsals,</li> </ul>	<ul style="list-style-type: none"> <li>Instrumental skills develop through rehearsals,</li> </ul>

<b>and music technology</b>	<p>confidence performing.</p> <ul style="list-style-type: none"> <li>Sequencing project: record, edit, quantize, copy and paste</li> </ul>	<ul style="list-style-type: none"> <li>Simple composition exercises on music tech using a DAW, exploring key features</li> </ul>	<ul style="list-style-type: none"> <li>Music tech: sampling, mixing,</li> </ul>		<p>performances and feedback</p> <p>Rehearsal of all previously learned music technology skills</p>	<p>performances and feedback</p> <ul style="list-style-type: none"> <li>Rehearsal of all previously learned music technology skills</li> </ul>
<b>Ensemble skills</b>	<ul style="list-style-type: none"> <li>Teacher led modelling of ensemble rehearsal strategies</li> <li>Playing in time, sensitivity to others</li> </ul>	<ul style="list-style-type: none"> <li>Small group rehearsals of African drumming, rock 'n' roll and punk songs.</li> <li>Sharing ideas, listening, feeding back.</li> </ul>	<ul style="list-style-type: none"> <li>Small group rehearsals of jazz, grime and hip hop pieces.</li> <li>Sharing ideas, listening, feeding back, improvising.</li> </ul>	<ul style="list-style-type: none"> <li>Small group rehearsals of song of choice</li> <li>Sharing ideas, listening, feeding back, improving</li> </ul>	<ul style="list-style-type: none"> <li>Working with others in a band as part of a band performance</li> </ul>	<ul style="list-style-type: none"> <li>Working with others in a band as part of a band performance</li> </ul>
<b>Musical language and contextual understanding</b>	<ul style="list-style-type: none"> <li>Tempo, tonality, instrumentation, production techniques</li> </ul>	<ul style="list-style-type: none"> <li>Cultural, social and historical context of African drumming, rock 'n' roll and punk music</li> <li>Chord, bass line, riff, scales, melody, harmony, tempo, structure, texture, dynamics, articulation, ostinato, polyrhythm</li> <li>Instrumentation related to African drumming, Rock 'n' roll and Punk</li> </ul>	<ul style="list-style-type: none"> <li>Cultural, social and historical context of jazz and hip hop.</li> <li>Syncopation, improvisation, stabs, breaks, head, scales, rap, rhyme, beatboxing, DJing.</li> <li>Instrumentation related to jazz and hip hop</li> </ul>	<p>Students use prior knowledge to complete RSL assignment comparing two genres of their choice</p>	<ul style="list-style-type: none"> <li>Use of all previously learned language</li> <li>Scores</li> <li>Evaluating own work</li> <li>Improving work following feedback from others</li> <li>Maintaining a development plan</li> </ul>	<ul style="list-style-type: none"> <li>Use of all previously learned language</li> <li>Scores</li> <li>Evaluating own work</li> <li>Improving work following feedback from others</li> <li>Maintaining a development plan</li> </ul>
<b>Composition and improvisation</b>		<ul style="list-style-type: none"> <li>Structured, supported African drumming and rock 'n' roll composition task in small ensembles</li> <li>Punk composition exercises on music tech: bass lines, riffs, lyric writing</li> </ul>	<ul style="list-style-type: none"> <li>Whole class and small ensemble jazz improvisation</li> <li>Hip hop and grime composition exercises on music tech</li> </ul>	<p>Band rehearsals to continue</p>		

<b>Assessment</b>	Whole class band performance	Rock 'n' roll or Punk small band performance (cover version)  Written assignment on Rock 'n' roll and Punk	Jazz or Hip Hop small band performance  Written assignment on Jazz and Hip Hop	Band performance  <b>Musical Knowledge assignments:</b>  <b>1. Create a portfolio of evidence that demonstrates understanding of four musical styles</b>  <b>2. Create three x 60 second examples of ideas for music products related to a theme</b>	Mock composition and solo performance   Mock development plan	Assignment: plan and create 2 musical outcomes in different musical areas in response   Development plan and log
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## Year 11 Music RSL

Year 11 of the RSL is the culmination of music rehearsal, knowledge acquisition, development of mastery of an instrument and well-honed ensemble and group working skills. Students start the year completing a composition for unit 205. They were prepared for this through a structured composition at the end of Year 10 and now work independently on their own piece. Alongside this, instrumental skills continue to be developed through band rehearsals and regular performances with feedback from peers and teachers. When students begin work on the final, externally assessed unit in Year 11 they are well practiced at preparing for performances together. They learn about health and safety and how to prepare for events before starting working in groups on 20 hours of controlled assessment for unit 202. They complete assignments planning, rehearsing for, running and evaluating their live performance. This final unit provides students with an opportunity to showcase all their team working, performance and organisation skills and for the academy community to celebrate all that they have achieved.

YEAR 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
2 x hours per week	Composing Music 205/ Instrumental Study 204	Composing Music 205/ Instrumental Study 204	Live Performance Unit 202 (to include 20 hours of Controlled Assessment)			Resit of 202 if required	
1 x hour per week	Band rehearsals	Band rehearsals/preparation for Unit 202 when brief is released	Resubmission of unit 205 or 204 if Required	Unit 202			
General musicianship	Applying and developing all previously learned musicianship to assessment tasks.						
Instrumental competence and music technology	<ul style="list-style-type: none"> <li>Instrumental skills develop through rehearsals, performances and feedback</li> <li>Use of all previously learned music technology skills</li> </ul>	<ul style="list-style-type: none"> <li>Instrumental skills develop through rehearsals, performances and feedback</li> <li>Use of all previously learned music technology skills</li> </ul>	<ul style="list-style-type: none"> <li>Applying instrumental competence to assessment task. Performance opportunity for showcasing of skills.</li> </ul>				
Ensemble skills	<ul style="list-style-type: none"> <li>Choosing and rehearsing songs to a brief for performance</li> </ul>	<ul style="list-style-type: none"> <li>Choosing and rehearsing songs to a brief for performance</li> </ul>	<ul style="list-style-type: none"> <li>Applying ensemble skills to assessment task.</li> </ul>				
Musical language and	<ul style="list-style-type: none"> <li>Use of all previously learned language</li> </ul>	<ul style="list-style-type: none"> <li>Creation of score for composition</li> <li>Evaluation of success of composition in relation to set criteria</li> </ul>	<ul style="list-style-type: none"> <li>Health and safety</li> <li>How to prepare equipment, spaces and</li> </ul>	<ul style="list-style-type: none"> <li>How to review an event</li> </ul>			

<b>contextual understanding</b>			time in order to be ready for a live event			
<b>Composition and improvisation</b>	<ul style="list-style-type: none"> <li>• Full composition in style of choice</li> </ul>	<ul style="list-style-type: none"> <li>• Full composition in style of choice</li> </ul>				
<b>Assessment</b>	<p>Composing music 205:</p> <ul style="list-style-type: none"> <li>- Partially completed composition</li> </ul> <p><b>Instrumental study assignments 204:</b></p> <ul style="list-style-type: none"> <li>- <b>Maintenance and H+S log</b></li> <li>- <b>Improvement plan</b></li> </ul> <p>Band performance</p>	<p><b>Composing music 205:</b></p> <ul style="list-style-type: none"> <li>- <b>Composition</b></li> <li>- <b>Score</b></li> <li>- <b>Evaluation</b></li> </ul> <p><b>Instrumental study</b></p> <ul style="list-style-type: none"> <li>- <b>Rehearsal log</b></li> <li>- <b>Evaluation</b></li> </ul> <p>Band performance</p>	<p><b>Live music performance 202:</b></p> <ul style="list-style-type: none"> <li>- <b>Plan for a live performance</b></li> </ul> <p>Band performance</p>	<p><b>Live music performance 202:</b></p> <ul style="list-style-type: none"> <li>- <b>Rehearsal log</b></li> <li>- <b>Live Performance</b></li> <li>- <b>Reflection</b></li> </ul>		

Timeline	Content	Activities	Assessment of Learning	Personal Development
<p><b>Term 3-4:</b>  <b>Learning Aim A:</b>  <b>Plan, develop and deliver a music product.</b></p>	<p><b>Activity 1: Introduction to Unit 2.</b>            Students are introduced to Unit 2- Managing a music product. Students will explore the nature of the learning aims and the number of assignments that they will be expected to complete. Students then move on to explore what music products are.</p> <p><b>Activity 2: Planning techniques, factors affecting form and content, Logistical requirements.</b>            learners must find out about their audience.</p> <ul style="list-style-type: none"> <li>● What event would get the largest crowd?</li> <li>● What venue would you use?</li> <li>● What would be the technical, logistical, and artistic issues you would face?</li> </ul> <p><b>Activity 3: Team-working and personal management skills.</b>            Learners address their team-working skills and consider their strengths and areas for improvement, considering their</p>	<p>Students will work in groups discuss and debate the possibilities of what a product could be. Teacher to guide on definitions of what each entail.</p> <p>Learners conduct research to find out what event would generate the largest audience. They then put together a proposal for the show with details of where it would be held, who or what they would present and the technical and logistical issues they expect and how they would overcome them.</p> <p>Teacher will lead a class discussion on the implications that the areas under discussion have in the music industry.</p>	<p>Students demonstrate an understanding on music product through class discussion and individual research. Students must also demonstrate an understanding on the most popular way of promotion a music product now.</p> <p>When exploring the technical and logistical requirements and constraints, students must demonstrate the following:</p> <p>When demonstrating personal and team-working skills, students must show the following:</p> <ol style="list-style-type: none"> <li>1) Respecting the opinions of others</li> <li>2) Supporting colleagues</li> </ol>	<p>Students are encouraged to use creativity and imagination during group work.</p> <p>Explore collective thinking and other opinions in group work.</p> <p>Students reflect on their work through self-evaluation.</p> <p>The unit allows moral education where students are given the opportunities to engage in critical discussion.</p> <p>Students develop respect for others and value their opinions during group work.</p> <p>Students express their own responses and opinions of the work of others with a justification for their view.</p> <p>This unit encourages social development through pupils routinely collaborating in group tasks, as well as being given the opportunity to take responsibility for their own</p>

	<p>experiences on the 'End-of-term gigs' assignment.</p> <p><b>Activity 4: Creating a CD or online product.</b> Students work in groups to choose to plan the creatin of a CD or online product. They will work collaboratively during the planning and preparation of the product.</p>	<p>Students will need to consider the factors that affect the nature of the CD or online product, embedding knowledge from activity 2.</p>	<ol style="list-style-type: none"> <li>3) Timekeeping skills</li> <li>4) Preparedness of work</li> <li>5) Bringing correct equipment</li> <li>6) Agreeing and meeting deadlines</li> <li>7) always Adhering to safe working practises</li> <li>8) Being willing to try new things out of comfort zone.</li> <li>9) Demonstrating rehearsal discipline.</li> <li>10) Demonstrating performance or production skills</li> <li>11) Demonstrating appropriate business etiquette/personal presentation</li> <li>12) Giving and accepting constructive and positive feedback.</li> </ol> <p>Students will need to consider the following factors to create a CD or Online product:</p> <ol style="list-style-type: none"> <li>1) Target audience</li> <li>2) Artistic intentions</li> <li>3) The type of product</li> <li>4) Selection of material</li> </ol>	<p>learning outcomes and progress.</p> <p>Skills to enhance their independence, time management and resilience are encouraged</p> <p>Students are encouraged to address their individual abilities and strengths and then work to collaboratively to build on these.</p> <p>Students are given the opportunity of developing on fundamental British values where they are given opportunities to work independently or within a group to develop musical projects.</p>
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<p><b>Term 5: Learning Aim B: Promote a Music Product.</b></p>	<p><b>Activity 5: Promotional strategies and delivering a music product.</b> Learners must produce a promotion strategy for an artist, which they will present to the artist at a pitch meeting in week 16. The pitch will consist of presenting their ideas to the client and the teacher. The pitch could include ideas for events, promotional materials, social networking, editorial copy, photographs, audio, and video, timelines, and outline budgets where applicable.</p> <p><b>Activity 6: What is promotion? Promotion practice and Promotion Pack.</b> Learners begin to examine what promotion is, introduce the promotional pack, discuss how CDs, concerts and online products are promoted using examples. Students look at a recent CD launch and concert tour, with posters, magazine adverts, social networking, merchandise, etc. seen in the week.</p>	<p>Students work in groups to discuss and debate promotional campaigns learners have seen recently and critically analyse what works or does not work for them.</p> <p>Students will carry out group work and research to consider ways in which each creative suggestion can be promoted. Students will need to consider the purpose of the promotion and a target audience. During learners' presentation class debate, criticism and questions will take place. Students will present their ideas and materials to the class. Students can bring any examples of promotional material that they may have.</p>	<p>Students are required to demonstrate their knowledge from Unit 1 when exploring the activity objective- what is a promotion. Students must demonstrate an understanding on what makes an effective promotional campaign, showing understanding of the target audience they aim to reach.</p> <p>Students demonstrate their understanding on what is a promotion. They will show prior knowledge from Unit 1. Learners must demonstrate the following considerations that might be used to promote their musical products:</p> <ol style="list-style-type: none"> <li>1) What is promotion?</li> <li>2) What is promotion used for and how do they know when it is successful?</li> </ol>	
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	<p><b>Activity 7: Promotion strategies-creative thinking day.</b> Learners to discuss and show the promotion ideas they have seen in the week (set as homework in week 5). Students work in groups and choose one idea from the list and come up with a creative suggestion for how to promote the event.</p> <p>A) Bruno Mars’ new perfume ‘Chimp’ product launch. B) Concert tour by new boy band sensation ‘Feeling Tight’ fresh from their win on Britain’s Talented Teens. C) Gig by classical violin sensation Mimi Cesare (aged 8) and her accompanist brother Carl (aged 10). D) Small-scale UK tour by American metal band ‘Fnaf’ famous for their mix of</p>	<p>Students will work on producing material to include in their promotional pack for their chosen music product. This can include the following:</p> <ol style="list-style-type: none"> <li>1) CD Product- digipack/CD Case magazine advert, press release, radio advert or website.</li> <li>2) Concert- Press release, magazine advert, posters, radio advert, merchandise.</li> <li>3) Online product- website, web-adverts/banners, magazine advert, radio advert, press release.</li> </ol>	<ol style="list-style-type: none"> <li>3) What strategies are being used in the music industry now?</li> <li>4) Why do some promotion strategies succeed whilst others fail?</li> </ol> <p>The presentation students provide must show clear understanding on an effective way of promoting a product to ensure it is successful. Depending on the type of product, students must create suitable materials to fit the brief.</p>	
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	<p>pyrotechnics, power tools and punk.                  E) Relaunch of local club night 'Skank' – 'a tasty blend of urban beats blended with edgy dance and techno energy' – following their rebuild after the gas explosion last Christmas. Students will need then present this to the class, exploring the ideas and material they have produced.</p> <p><b>Activity 8: Practical work: promoting a product (Live event, CD, Launching a band, Launching your venue, promoting your website, launching your studio).</b> Students will work in groups where they are asked to produce a promotional pack for an event, suitably designed for their target market. Learners must work as a team and display their team-working and personal management skills in achieving this real-life task in limited time. Learners must work with the school in ensuring the event is suitably arranged with contingencies allowed for and risks considered.</p>	<p>Students will work in their groups to create a promotional pack suitable for their target market. They must consider the type of event and what promotions resources would be suitable for that event. That must focus on the following:</p> <ol style="list-style-type: none"> <li>1) Artistic intentions.</li> <li>2) Target audience</li> <li>3) Type of product</li> <li>4) Selection of material.</li> </ol>	<p>Students must demonstrate effective team management and personal skills. This will further evidence learning aim A.</p>	
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<p><b>Term 6: Learning Aim C: Review the Management of a music product.</b></p>	<p><b>Activity 9: Campaign review, Self- and peer review, Learning Aim C.</b> Teacher to introduce learning aim C and the concept of critically reviewing and assessing promotion activity.</p> <ul style="list-style-type: none"> <li>● What is the purpose of promotion?</li> <li>● What is a successful promotion and what is unsuccessful?</li> </ul>	<p>Learners to review the promotion work they have seen and collected as examples of good and poor practice. Learners to identify promotion materials in the coming weeks and review its effectiveness noting them comments in a written format. Students must review the following:</p> <ol style="list-style-type: none"> <li>1) Strengths and weakness of the process.</li> <li>2) The effectiveness of planning e.g. sufficient time to prepare.</li> <li>3) The management of professional relationships.</li> <li>4) The use of resources</li> <li>5) Individual and team contributions</li> <li>6) How planning was affected and changed because of the creative process.</li> </ol> <p>Students should also evaluate the musical product in terms of the following:</p> <ol style="list-style-type: none"> <li>1) Artistic merit.</li> <li>2) Strengths and weaknesses of the final product</li> <li>3) Audience/costumer response.</li> </ol>	<p>Students will demonstrate understanding on the purpose of planning and preparation process to successfully review their progress. Students must also show understanding of their achievements in the musical products with focus on areas of strength and development. Learners must show suggesting for improvement and development in terms of future goals.</p>	
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**Assignment and Project.**

During the assignment, teachers should hold regular workshops for the class to use as workspace, interim review sessions, individual learner monitoring, assessment for learning reviews and target setting. Where live events are organised, learners should use this time to ensure they have fully collected and collated their evidence for presentation and verification. Learners should also use the content from the unit to ensure they have a full grasp of the learning required to run and manage successful events and/or launch successful music products.

Year 11 BTEC First Award Music. Unit 5- Introducing Music Performance.

Timeline	Content	Activities	Assessment of Learning	Personal Development
<p><b>Developing personal skills.</b></p>	<p><u>Musical Skills in rehearsal and performance.</u>                      Students begin by looking at what makes a good performance. Students build on this knowledge by considering how these skills can be applied to their own instruments and performances. Students must develop an understanding on relevant skills to make a good performance and a successful musician. They focus on performance skills such as accuracy, intonation, expression stage presence, following an accompaniment, musical interaction and more. As well as performance skills, they look at what skills they need to develop to take forward to their personal management and rehearsal schedules. This includes sight read/singing, breath control, warm-up exercises, confidence and tuning.</p> <p><u>Personal Management</u>                      Students develop their personal management skills by exploring what makes a positive rehearsal schedule. This includes looking at</p>	<p>Learners begin with an informal performance which demonstrates their starting points- What skills they already have on their instruments.</p> <p>Activities include Video activity where students must look at what makes the performance successful. Students must look at whether the performance was accurate? was it the right level of difficulty for the performer? Did the performance show good interpretation? Students will summaries this into a list of bulled points and will share their ideas with their peers.</p> <p>Independent task that allows students to explore what makes an effective rehearsal, exploring effective rehearsal schedules and practise routines.</p> <p>Learners are set a task of producing a practice video diary. Each week for 10 weeks, learners will devote their practice time on their chosen instrument. How students chose to keep a diary is</p>	<p>Learners will be given teacher feedback following an informal performance. Students will need to record feedback given on their first milestone, with areas of strengths and weakness. Using this, students will set themselves a starting target.</p> <p>This activity will assess the students understanding on how performers can develop their musicianship skills to ensure a successful performance.</p> <p>Students will be provided with model examples of both a good and bad rehearsal schedule. Students use this to identify why the rehearsal schedule is bad /or good and how they can ensure they have an effective schedule.</p> <p>Students keep a video/audio or written diary on rehearsal time, demonstrating developing skills and progress.</p>	<p>When discussing about good and bad performers, students will debate the reasons behind their decisions. Students must respect the opinions of their peers.</p> <p>Analysing performances will allow the students to develop their personal musicianship skills, considering how these skills can be applied to their own performances.</p> <p>Time keeping is a personal development that will be required during professional development. Students develop these skills through the activity of planning an effective rehearsal schedule that allows them the opportunity to grow their musicianship skills.</p>

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	<p>independent practice, their attendance to rehearsal lessons, time management and appropriate communication. Students also must develop skills on organisation, observing safe work practices and the willingness to explore and try new things. Needs to include things out of their comfort zone.</p> <p>Students have chosen an instrument of their chose. Students must choose an instrument they feel they are confident and can demonstrate development of both technical and interpretation skills.</p> <p>One lesson a week, learners plan a performance where they show progress and development on skills and targets.</p> <p>Learners work towards a performance which will be given to three classmates of learner's choice.</p>	<p>their choice. This could include mobile phone/laptops or a written diary. Students must review and complete a self-assessment on how they met their targets as well as setting future goals.</p> <p>Learners perform one piece of music on their instruments to three classmates. Feedback will be given on areas of strengths and development. The feedback given will need to be recorded in either written or audio format. All learners must contribute feedback to their peers.</p>	<p>Diary will include students performing various piece with focus on how they are addressing the content of the specification. Students also provide examples of warm-up/exercises relevant to their chosen instrument.</p>	
<p><b>Developing Music Performance skills.</b></p>	<p><u>Technical Skills</u> Students take part in regular rehearsal activities designed to develop their technical music performance. The skills being</p>	<p>Learners' logs must include detailed information on the piece they performed, what skills they were working on, how they</p>	<p>Feedback on performances will be given by both teacher and peers.</p>	<p>Students providing feedback must respect the work of their peers, encouraging positive attitude and enthusiasm on peer performances.</p>

	<p>developed must be appropriate for their singing voice or musical instrument.</p> <p>Students develop technical skills in accuracy on performance (rhythm and pitch), timing (performing with accompaniment or backing track) warm-up techniques that help to improve instrumental techniques, creating character and emotion to their performance through expression and dynamic and improvisation skills. Students must also develop musical interaction.</p> <p>Learners use one lesson a week to plan a performance. Learners are to keep a log of these lessons.</p> <p>Learners work towards a final performance.</p> <p>Final performances will be held at the end of the unit. All learners will perform in a setting of a formal concert, An audience which of peers and teachers will enhance the importance of the event.</p>	<p>met them skills and what target they will set themselves next. Logs can include video/audio or written.</p> <p>Learners will complete a second milestone where they demonstrate how they have developed targets that have been worked on. Learners must keep a record of the feedback given in a log. This may include a video/audio or a written format. The second milestone may be incomplete or under development.</p> <p>Learners will also perform in front of peers, giving the opportunity for learners to listen to each other and gain further confidence in performing to an audience. Learners must document their progress and feedback given when working towards a final performance.</p> <p>Final performances will be presents in a formal concert setting where students perform in front of their peers and teaching staff.</p>	<p>Logs will evidence clear understanding on the technical skills required to develop their musicianship skills.</p> <p>Peer feedback will be provided demonstrating both peer knowledge on good performance skills and an understanding on how skills can be further developed.</p> <p>Final performances will be recorded using either an audio or video technology.</p>	<p>Students must value the work of their own also.</p> <p>Students develop personal confidence when performing in front of peers.</p> <p>Students set achievable and actional goals that allow them to develop both musician skills and an understanding on setting achievable goals in life. This means that students must value their own work, develop confidence and a growing mindset.</p>
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