

**Subject Area:** *Music*

Year	Term 1A Knowledge, skills and key concepts	Term 1B Knowledge, skills and key concepts	Terms 2A Knowledge, skills and key concepts	Term 2B Knowledge, skills and key concepts	Term 3A Knowledge, skills and key concepts	Term 3B Knowledge, skills and key concepts
7	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <ul style="list-style-type: none"> <li>• The different vocal ranges (registers) of soprano, alto, tenor and bass.</li> <li>• How to warm up their voice and prepare to sing.</li> <li>• Basic singing techniques that allow them to maximise their singing range and hit pitches accurately. How to follow a piece of music and sing along in a group.</li> <li>• Start to understand some of the interrelated dimensions of music.</li> <li>• Basic understanding of Treble Clef Notation.</li> <li>• Have some confidence in performing in an ensemble.</li> </ul>		<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the notes on a keyboard.</li> <li>• Be able to work in a group performing on multiple instruments.</li> <li>• Notate music written by artists in the treble clef. Understand the difference between treble and bass clef.</li> <li>• Analyse music using the interrelated dimensions.</li> <li>• Communicate and listen to others</li> <li>• Perform as a class/ensemble as part of further development in a musical futures style.</li> </ul>		<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <ul style="list-style-type: none"> <li>• How culture in Trinidad and Tobago was used to impact music.</li> <li>• How to use Bamboo Tamboo</li> <li>• How to compose and perform a piece of Percussive music.</li> <li>• Perform as a class percussion ensemble.</li> <li>• Perform using a variety of musical conventions.</li> <li>• Compose using the Bamboo Tamboo sticks using musical conventions</li> <li>• Work together as a small ensemble and lead each other in composing ideas.</li> <li>• Perform and appraise work.</li> </ul>	
8	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <ul style="list-style-type: none"> <li>• How to identify, explore and perform music from different genres</li> <li>• How to use their voices and classroom ensemble instruments, with some understanding of conventions, structures and musical elements.</li> <li>• How to identify, explore and perform Blues music.</li> <li>• Use some conventions, instruments and structures to compose their own music in the Blues style, further</li> </ul>		<p><b>At the end of this Scheme of Learning, students will know / understand / be able to:</b></p> <ul style="list-style-type: none"> <li>• What an arrangement is and how it works and how to arrange.</li> <li>• Develop knowledge of instrumental groups and how previous composers have arranged for certain groups.</li> <li>• What a composition is, how it works and how to arrange.</li> <li>• How Form is used in music and understand different forms e.g. binary, ternary, rondo.</li> </ul>		<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand other cultures and music in Brazil, Samba.</li> <li>• How Samba effects the Brazilian Culture.</li> <li>• How Samba music is made.</li> <li>• How to perform in a class ensemble using conventions such as canon, call and response.</li> <li>• Compose a piece of Samba Music as a small ensemble</li> <li>• Identify Key Instruments from Samba.</li> <li>• Analyse and prepare for performance.</li> </ul>	

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	<p>extending their compositional skills by composing using the 12-bar blues structure and creating melodies using the blues scale.</p> <ul style="list-style-type: none"> <li>• Perform reggae songs as an ensemble, using the correct Reggae conventions such as ‘The Skank’ and Syncopation.</li> <li>• Use their understanding of this style of music to create their own musical ideas in composition.</li> <li>• Gain confidence in performing in a class setting.</li> </ul>		<ul style="list-style-type: none"> <li>• Develop knowledge of standard notation and be able to identify treble clef notes.</li> <li>• Develop knowledge of instrumental groups and how previous composers have composed for certain groups.</li> <li>• Rehearse and perform an arrangement of a pop song.</li> <li>• Analyse and assess peers to improve.</li> <li>• Compose a pop song as a group, writing the lyrics, chords sequences and lyrics.</li> </ul>			
9	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <ul style="list-style-type: none"> <li>• How culture and society influenced music in the decades.</li> <li>• How musical conventions changed music and enhanced them</li> <li>• Rehearse and perform music from the 1950s, 1960s and 1970s</li> <li>• Rehearse and perform music from the 1980s, 1970s and 2000s</li> <li>• How music changed throughout the decades and how this impacted the world.</li> </ul>		<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <ul style="list-style-type: none"> <li>• The origins of EDM</li> <li>• To know what a DAW is and how it works.</li> <li>• Use a DAW to arrange a piece of EDM Music</li> <li>• How technology developed through music technology from the 80s.</li> <li>• How EDM Music has developed over the years.</li> <li>• What key features are in EDM and add them to the arrangement.</li> <li>• Understand the origins of Hip-Hop</li> <li>• What a loop is.</li> <li>• Use effects and DAW cutting to enhance an arrangement.</li> </ul>		<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <ul style="list-style-type: none"> <li>• What is a Leitmotif</li> <li>• Who is John Williams and why is his film music so popular.</li> <li>• How film music creates tension</li> <li>• Be able to describe the different interrelated dimensions and conventions used to build tension in Films.</li> <li>• Analyse Horror film clips and their choice of music.</li> <li>• Understand what Foley is.</li> <li>• Compose a piece of horror Music using the different features.</li> </ul>	

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10	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <p><b><u>Component 1 Teaching</u></b></p> <ul style="list-style-type: none"> <li>Develop your understanding of different types of music products and the techniques used to create them.</li> <li>Explore how musical elements, technology and other resources are used in the creation, production and performance of music.</li> <li>Practically explore the key features of different styles of music and music theory</li> <li>Apply knowledge and understanding to developing own creative work</li> <li>Focused listening and music-making activities</li> <li>Explore a variety of musical styles and understand the key features of different styles of music and their use of musical elements including: Britpop, Motown, EDM, Reggae, The Delta Blues, West African Djembe Drumming</li> <li>Experiment with how music from a variety of styles is performed, created and produced in order to produce their own products</li> </ul> <p><b>Identify Sonic and Compositional Features</b></p> <ul style="list-style-type: none"> <li><b>Identify</b> Iconic composers, artists, bands and producers who have influenced and impacted musical styles</li> <li>Instrumentation, e.g. instrumental techniques, type of ensemble, alternative</li> </ul>		<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <p><b><u>Component 1 Set Assessment Period January – May</u></b></p> <p><b><u>Learning Aim A</u></b></p> <ul style="list-style-type: none"> <li>Produce a Powerpoint detailing 4 genres of music. This will have Comprehensive knowledge and understanding of how musical elements have been used to create compositional and sonic features that typify the styles of music. There will be minor errors that do not detract from being able to demonstrate secure explanations of almost all concepts. All point should be backed up with relevant examples.</li> </ul> <p><b><u>Learning Aim B</u></b></p> <ul style="list-style-type: none"> <li>Create 3 products that show effective creative choices based on in-depth understanding of the techniques used to create music and use of perceptive appreciation skills.</li> <li>A thoroughly considered and holistic use of pertinent musical elements in the creation of music.</li> <li>Effective application of experimental techniques and processes used in the realisation of music in response to the brief.</li> <li>Perceptive exploration of creative opportunities.</li> <li>Perceptively developed ideas based on secure application of musical realisation techniques and resources in response to the brief.</li> <li>Ideas for music products show cohesive use of pertinent elements of music that thoroughly fulfil intentions.</li> </ul>			<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <p><b><u>Component 2 and 3 Preparation</u></b></p> <ul style="list-style-type: none"> <li>Continually develop your skills and techniques in order to be successful</li> <li>Participate in workshops and classes where they will develop technical, practical, personal and professional skills.</li> <li>Developing musical skills and techniques will enable them to consider their aptitude and enjoyment for music, helping to make informed decisions.</li> <li>Explore the expectations and professional skills required to succeed in the industry:             <ul style="list-style-type: none"> <li>o time management</li> <li>o self-discipline</li> <li>o working with others</li> <li>o correct and safe use of equipment</li> <li>o identifying resources required</li> <li>o auditing existing skills and maintaining a development plan</li> </ul> </li> <li>Learn how to review progress and consider how to make improvements.</li> <li>Develop knowledge of different notation in music</li> </ul>

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	<p>instrumentation, sonic features, electronic sounds.</p> <ul style="list-style-type: none"> <li>• Texture, e.g. solo, duet, homophonic, polyphonic, unison</li> <li>• Timbre, e.g. sonic features, electronic sounds, FX</li> <li>• Tonality, scales and modes, e.g. major scale, minor scales, blues scale, pentatonic scale, modes, ragas, exotic scales.</li> <li>• Scales and modes, e.g. major scale, minor scales, blues scale, pentatonic scale.</li> <li>• Harmony, e.g. major and minor triads, power chords, 7th chords, sus chords, extended chords, suspensions, inversions, chord sequences, arpeggios, broken chords.</li> <li>• Rhythmic techniques, e.g. metre, tempo/bpm, syncopation, swing, one drop/skanking, polyrhythms, hemiola, phasing</li> <li>• Structure/ form, e.g. verse/ chorus, 12-bar blues, through-composed, bridge, intro, outro, ABACAD</li> <li>• Melodic techniques, e.g. conjunct, disjunct, chromatic, diatonic, phrasing, repetition, sequence, ornamentation, motifs, round/canon, riffs, hooks, head, improvisation</li> <li>• Production, e.g. microphone use, recording styles, sampling, FX, looping, controllerism, turntablism, quantisation, sequencing, automation.</li> </ul>					<ul style="list-style-type: none"> <li>• How to use effectively use effects</li> <li>• How to change styles of music.</li> <li>• How to perform as a class ensemble.</li> <li>• How to develop in different disciplines.</li> <li>• Use tier 3 language effectively in evaluation.</li> </ul>

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11	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <p><b><u>Component 2 Internal Set Assignment</u></b> <b><u>September – May</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate professional and commercial skills for the music industry</li> <li>• Apply development processes for music skills and techniques.</li> <li>• Planning and communicating music skills development</li> </ul> <p><b>Planning development processes.</b></p> <ul style="list-style-type: none"> <li>• Strategies for skills development.</li> <li>• Managing equipment and resources.</li> <li>• Methods of capturing musical development.</li> </ul> <p><b>Clear and organised approach to communicating:</b></p> <ul style="list-style-type: none"> <li>• key points in the process are referenced and in a logical order.</li> </ul> <p><b><u>Development of music skills and techniques</u></b></p> <ul style="list-style-type: none"> <li>• <b>Developing musical skills appropriate to style and context, such as:</b> <ul style="list-style-type: none"> <li>o timing and phrasing</li> <li>o using rhythm and pitch in the creation or recreation of music</li> <li>o using equipment, instrumentation or software appropriately</li> <li>o expression</li> <li>o combining instruments/sounds</li> </ul> </li> </ul>		<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <p><b><u>External Component 3 Assessment release January – May</u></b></p> <ul style="list-style-type: none"> <li>• Respond to the brief either as a music creator and producer or as a music creator and performer.</li> <li>• Respond to a scenario that will include a list of 10 pieces of music from a range of styles that the learners have covered in Component 1.</li> </ul> <p><b>A1 Features of a music brief</b></p> <ul style="list-style-type: none"> <li>• Creative intentions and purpose of product: <ul style="list-style-type: none"> <li>o target audience</li> <li>o commercial</li> <li>o collaborative</li> <li>o experimental.</li> </ul> </li> <li>• Aim, purpose and requirements of the brief.</li> <li>• Nature of the specific area of the industry.</li> <li>• Understand the target audience.</li> <li>• Understanding and linking to the company’s vision.</li> </ul> <p><b>A2 Planning to meet the demands of the music brief</b></p> <ul style="list-style-type: none"> <li>• How investigation and exploration can inform response.</li> <li>• Understanding the rationale behind the selection of musical material.</li> <li>• Investigating musical styles.</li> <li>• Researching relevant material to support meeting the brief.</li> <li>• The human and physical resources required.</li> <li>• Proposing structure, version and arrangement.</li> </ul> <p><b>A3 Considering constraints and intentions</b></p> <ul style="list-style-type: none"> <li>• Creative constraints: <ul style="list-style-type: none"> <li>o technical requirements of the final response – format, material and purpose</li> <li>o available resources</li> <li>o feasibility of own ideas</li> <li>o standing out from similar work.</li> </ul> </li> <li>• Personal intentions:</li> </ul>			<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p>

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	<p>o health and safety in the use of equipment and/or instruments.</p> <ul style="list-style-type: none"> <li>● <b>Applying skills development to the creation of content/material:</b> <ul style="list-style-type: none"> <li>o creative intentions</li> <li>o skills needed</li> <li>o stylistic accuracy</li> <li>o creation of content/material.</li> </ul> </li> <li>● <b>Music performance:</b> <ul style="list-style-type: none"> <li>o tuning (if appropriate)</li> <li>o learning repertoire</li> <li>o physical preparation and exercises</li> <li>o instrumental or vocal technique</li> <li>o practise routines such as scales, etc.</li> <li>o following accompaniment</li> <li>o stage presence.</li> </ul> </li> <li>● <b>Creating original music:</b> <ul style="list-style-type: none"> <li>o exploring and extending ideas</li> <li>o using structure effectively</li> <li>o using rhythmic and melodic patterns</li> <li>o development of harmony</li> </ul> </li> <li>● <b>Music production:</b> <ul style="list-style-type: none"> <li>o using software instruments</li> <li>o using audio and software tools</li> <li>o manipulation techniques</li> <li>o inputting and editing audio</li> <li>o using effects</li> <li>o structuring music</li> </ul> </li> </ul>		<p>o personal skills development o building on own strengths</p> <p><b>B1 Develop and produce a response to a brief</b></p> <ul style="list-style-type: none"> <li>● Working with and interpreting the brief.</li> <li>● Organisation skills: o identifying priorities</li> <li>● Prepare for a project: o health and safety</li> <li>● Consider constraints of the brief by: <ul style="list-style-type: none"> <li>o working within the constraints of the brief</li> <li>o using suitable materials and techniques for the audience</li> <li>o addressing quality issues – technical, finish and function</li> </ul> </li> </ul> <p><b>B2 Refining musical skills for a musical product</b></p> <ul style="list-style-type: none"> <li>o apply skills in a creative process</li> <li>o apply industry approaches relevant to a project</li> <li>o refine musical skills and techniques for a musical product in relation to a chosen context or style.</li> </ul> <p>Present a final musical product in response to a music brief</p> <p><b>C Reviewing work based on client needs</b></p> <ul style="list-style-type: none"> <li>● Review: <ul style="list-style-type: none"> <li>o fitness for purpose</li> <li>o clarity of message, ease of use, accessibility, appropriateness</li> <li>o audience expectation – what the audience expects in comparison to the quality of the actual work</li> <li>o how well work relates to the audience – materials, techniques and processes.</li> </ul> </li> </ul> <p><b>D Comment on the creative process and outcome in response to a music brief</b></p> <ul style="list-style-type: none"> <li>● Commenting on the development of the musical product, including: <ul style="list-style-type: none"> <li>o skills and techniques used</li> <li>o explanation of thought processes</li> <li>o reasons for creative choices</li> <li>o use and management of resource</li> </ul> </li> </ul>			