

# **Goldwyn Plus - Music**

## **Subject Statement and Long Term Plan**



## **Music – Statement of Intent**

*“Music is the heart of life”*

The Music Department at Goldwyn Plus takes full advantage of the unique and special quality that comes with such a creative, diverse and universal subject.

The department prides itself on:

- Offering access to a wide range of resources
- Building connections with those who are disengaged with education
- Interacting with those who find it hard to communicate using traditional methods
- Fostering creativity – using ‘sound before symbol’ to prioritise the development of music skills
- Breaking down barriers that can seem daunting, to allow independent creativity and expression through learning
- Continuous professional development to ensure the highest quality of teaching

*“Music begins where the possibilities of language end” – Jean Sibelius*

The curriculum is designed and sequenced to develop a range of skills and knowledge including:

- Listening skills
- Fundamental knowledge & vocabulary
- The history of music
- World music
- Performance
- Composition

Students are given the opportunity to explore new sounds, technology and instruments within a supportive atmosphere. Encouraging confidence alongside knowledge is fundamental throughout all of Goldwyn, but particularly so in music.

Students at KS3 are guided through a curriculum that follows national expectations whilst meeting the specific needs of each individual. KS4 students are given the opportunity to achieve a BTEC qualification that matches their interests alongside the knowledge and course material. The Music Department at Goldwyn Plus is also able to offer an alternative provision that promotes engagement in school, with the goal to improving attendance before focusing on formal academics. In addition, all students are given the chance to achieve AQA Unit Awards throughout their educational music journey at Goldwyn Plus, celebrating and rewarding progress at all levels.

**Music Department: Long Term Plan**

Term	1	2	3	4	5	6
Year 7	<p><b>Elements of Music</b></p> <p>Elements of music provides the first stepping stone into the music curriculum and is crucial for each student at the start of their journey (however the content can always be used or referred back to at any point within the Key Stage 3 Music Curriculum). Baseline assessments help identify prior skills, knowledge and understanding in terms of performing, composing, listening, evaluating and responding to music. Students are then introduced to the different elements of music, and will explore Graphic Notation and Graphic Scores. This unit develops student understanding of the elements of music and</p>	<p><b>Keyboard Skills – Chords and Melodies</b></p> <p>This unit is all about effective keyboard performance technique including basic treble clef staff notation. Students learn about multiple keyboard instruments before establishing the importance of correct playing position and the importance of warm-ups. Students move on to explore the layout of the keyboard in terms of white and black keys and their note names; sharps and flats as enharmonic equivalents and explore how to read music in the form of simple well-known melodies. They then move on to add a second part of basic chords with the left hand. The final lesson(s) have been left as “Independent Practice” where students will take</p>	<p><b>Genre Study – African Rhythms</b></p> <p>This unit explores the main rhythmic musical features and devices used in African music. Students learn to perform different drum strokes/patterns on a drum before composing, performing and improvising simple rhythms, turning these into cyclic rhythms. These are then combined to form a polyrhythmic texture. Students will explore the effect of syncopation on rhythms learning about offbeat feel and its emphasis on weaker beats before exploring how call and response is used in African music</p> <p><u>Skills/Knowledge/Understanding:</u></p> <ul style="list-style-type: none"> <li>Identify African music with an</li> </ul>	<p><b>African Rhythms – Performance/Composition</b></p> <p>Term 4 sees the continuation of African music with a greater emphasis on performance, composition and improvisation. Students will be encouraged to explore a wide range of activities to develop skills, completing a final musical product to be reviewed and evaluated in class.</p> <p>Students will be aiming to improvise, compose and perform their own call and response rhythms. Students look briefly at African musical instruments before combining their learning of cyclic and polyrhythms, syncopation and call and response into an African</p>	<p><b>Music for Film</b></p> <p>The unit begins with an introduction into the purpose of film music and the decisions and challenges a composer of film music faces. Leitmotifs are an important aspect of film music and students explore how composers have used these to represent certain characters and situations within films and how, through the manipulation of the elements of music, these can be changed to suit different on-screen situations. While the focus of this unit is on creating and composing, there are opportunities for students to critically engage with a range of film music through listening and appraising, identifying diegetic and non-diegetic sound.</p>	<p><b>Music for Film Composition</b></p> <p>Term 6 will see students create their own music for a given film clip or trailer. They will have the chance to explore a vast library of sounds and experiment with creativity. However, the contrast to previous terms is that the primary focus will be on composition and to a set brief. Students will have to apply themselves to manipulate set instruments and sounds, working with limitations and restrictions.</p> <p><u>Skills/Knowledge/Understanding:</u></p> <ul style="list-style-type: none"> <li>Demonstrate how to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.</li> </ul>

	<p>listening skills, providing them with a foundation of musical vocabulary for use throughout KS3, and further developed at KS4.</p> <p><b><u>Skills/Knowledge/Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• Understand, recognise and use the elements of music: pitch, tempo, dynamics, duration, texture, timbre, articulation, silence, tonality.</li> <li>• Draw on the elements of music effectively when engaging with short musical activities (listening, composing, performing, improvising).</li> <li>• Demonstrate ability to represent elements of music using graphic notation.</li> <li>• Recognise the elements of music when listening to and appraising music from different</li> </ul>	<p>greater responsibility for their own learning by studying either a solo, paired or small ensemble keyboard piece which can be performed at the end of the unit.</p> <p><b><u>Skills/Knowledge/Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• Understand how a keyboard is used and played</li> <li>• Practicing pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm</li> <li>• Understand the importance of “warming-up” before playing a keyboard or piano and the concept of piano fingering (1-5)</li> <li>• Explore different keyboard instruments from different times and places.</li> </ul>	<p>understanding of musical conventions and processes</p> <ul style="list-style-type: none"> <li>• Explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities</li> <li>• Identify and describe different African musical instruments and make connections between these sounds and timbres available within the classroom</li> <li>• Identify other pieces of music that utilise features of African music</li> </ul> <p><b><u>Key Pupil Asset Criteria:</u></b>  <b>S5</b> - Listen with some attention to detail and begin to recall some sounds using an aural memory.  <b>S5</b> - Begin to appreciate</p>	<p>inspired piece.</p> <p><b><u>Skills/Knowledge/Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response through a variety of practical activities.</li> <li>• Plan, manage and execute a complete musical product based on a set brief.</li> </ul> <p><b><u>Key Pupil Asset Criteria:</u></b>  <b>S5</b> - Listen with some attention to detail and begin to recall some sounds using an aural memory.  <b>S4</b> - In solo or ensemble contexts play music instruments with increasing control and expression.  <b>S3</b> - Begin to compose music using the inter-related dimensions of music.</p>	<p><b><u>Skills/Knowledge/Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• Describe how music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama.</li> <li>• Explain how timing is a crucial factor in the composition and performance of music for film.</li> <li>• Explain and critically analyse how film music can change the viewer’s interpretation of a scene.</li> </ul> <p><b><u>Key Pupil Asset Criteria:</u></b>  <b>S5</b> - Listen with some attention to detail and begin to recall some sounds using an aural memory.  <b>S5</b> - Begin to appreciate and understand a range of high quality live and recorded music drawn from different traditions and from great composers and</p>	<ul style="list-style-type: none"> <li>• Demonstrate how to use musical elements of keyboard skills (prior learning) to create an effective musical narrative or supplement.</li> </ul> <p><b><u>Key Pupil Asset Criteria:</u></b>  <b>S6</b> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  <b>S4</b> - Compose, using the inter-related dimensions of music, with increasing awareness.</p>
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	<p>times and different places</p> <p><b>Key Pupil Asset Criteria:</b>  <b>S4</b> - Listen with increasing concentration and understanding to a range of high quality and live recorded music drawn from different traditions and from great composers and musicians.  <b>S5</b> - Understand and use simple staff and other musical notations.</p>	<p><b>Key Pupil Asset Criteria:</b>  <b>S5</b> - Understand and use simple staff and other musical notations.  <b>S4</b> - In solo or ensemble contexts play music instruments with increasing control and expression.</p>	<p>and understand a range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p><b>S3</b> - Begin to improvise music using the inter-related dimensions of music.</p>	<p>musicians.  <b>S5</b> - Begin to develop an understanding of history music.</p>	
<p><b>Year 8</b></p>	<p><b>History of Music</b></p> <p>Students will develop the knowledge and understanding of how and why music has progressed from 1650 – 1910. Usually known as a ‘dry/heavily academic’ topic within such a free and creative subject, the history of music will answer common misconceptions and give students an even greater ability to analyse music by developing their listening skills with historical understanding. This unit directly links</p>	<p><b>World Music - Latin</b></p> <p>This unit introduces the polyrhythmic style of Latin American Samba and identifies its roots in African and Spanish/Portuguese music. Concepts revised and visited include the importance of a steady beat/pulse as a foundation of rhythmic music, looping rhythms, polyrhythms, call and response and improvisation. Through performing Samba students will learn the sounds and understand</p>	<p><b>Genre Study – Blues</b></p> <p>This unit develops students’ understanding of bass lines and chords as a harmonic foundation upon which a melody can be constructed upon and used as a foundation for improvisation. Students begin by learning about the history, origin and development of the Blues and its characteristic 12-bar Blues structure exploring how a walking bass line is developed from a chord</p>	<p><b>Blues - Performance/Composition</b></p> <p>Term 4 sees the continuation of Blues with a greater emphasis on performance, composition and improvisation. Students will be encouraged to explore a wide range of activities to develop skills, completing a final musical product to be reviewed and evaluated in class.</p> <p>Students will be aiming to improvise, compose</p>	<p><b>Composing for Multimedia</b></p> <p>Developing on from film music, composing for multimedia covers opportunities including TV, radio, video games and apps. There is a wide variety of avenues to explore, and students will be encouraged to create starting points for multiple purposes, before developing and extending one of their creations.</p> <p><b>Skills/Knowledge/Understanding:</b></p>	<p><b>Ensemble Music (Pop)</b></p> <p>Term 6 features an emphasis on group performance and working as a team. Communication, coherence and collaborations will be the main focus that sees a recording or performance of their practical work. In this unit, students explore the genre of Commercial Music (Pop Music), learning how different artists and groups have created different musical</p>

<p>back to studying <i>Elements of Music</i> in Term 1 of Year 1, and is largely based on listening and critical analysis.</p> <p><b><u>Skills/Knowledge/Understanding:</u></b></p> <ul style="list-style-type: none"> <li>Identify, describe and explain key elements of music in a variety of pieces to differentiate between significant periods in music history.</li> <li>Use appropriate terms, instrument names and composers to help evidence answers to musical listening activities.</li> <li>Explore why music developed as it did between 1650 and 1910 and how this enabled musicians and composers to create new music – developments in technology/society (how music is consumed)</li> </ul> <p><b><u>Key Pupil Asset Criteria:</u></b></p>	<p>the roles of each instrument used in Samba and experience the exhilaration and physical impact of percussion ensemble music.</p> <p><b><u>Skills/Knowledge/Understanding:</u></b></p> <ul style="list-style-type: none"> <li>Identify instruments, structures and textures in a piece of percussion ensemble music</li> <li>Demonstrate ability to perform as part of a group in a whole class performance</li> <li>Describe the musical conventions used in Latin-American music</li> <li>Explain or demonstrate rhythmic patterns can be built over a pulse</li> <li>Explore the use of different timbres</li> <li>Explain and demonstrate call and response</li> </ul> <p><b><u>Key Pupil Asset Criteria:</u></b></p> <p>S6 - Listen with attention</p>	<p>progression. Students also explore the effect of adding a melodic improvisation using the Blues scale and the effect which “swung” rhythms have as used in jazz and blues music. Students are introduced to seventh chords and how these are formed and their characteristic sound used in jazz and blues music. Students examine the lyrics of blues songs before composing their own set of lyrics for a performance of their blues song using different textural layers. Finally, students explore Ragtime Music as a type of jazz examining how chords have been used differently in a “vamp” style.</p> <p><b><u>Skills/Knowledge/Understanding:</u></b></p> <ul style="list-style-type: none"> <li>Describe how improvisation is used in Jazz and Blues Music</li> <li>Critically analyse</li> </ul>	<p>and perform their own 12 bar blues. Students look briefly at typical blues instruments before combining their understanding to create a response to a Blues inspired piece.</p> <p><b><u>Skills/Knowledge/Understanding:</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of triads, the 12-bar blues, the blues scale, swing rhythms and seventh chords through a variety of practical activities.</li> <li>Plan, manage and execute a complete musical product based on a set brief.</li> </ul> <p><b><u>Key Pupil Asset Criteria:</u></b></p> <p>S5 - Listen with some attention to detail and begin to recall some sounds using an aural memory.</p> <p>S4 - In solo or ensemble</p>	<ul style="list-style-type: none"> <li>Understand the various ways in which music is used within a range of media from different times.</li> <li>Understand, describe and use common compositional and performance features used in multimedia music.</li> <li>Understand how to vary, adapt and change a melody for different atmospheres/scenarios.</li> <li>Understand the importance of sound effects (sound design) and how these are used at certain cues to enhance multimedia.</li> <li>Plan, manage and execute a complete musical product based on a set brief.</li> </ul> <p><b><u>Key Pupil Asset Criteria:</u></b></p> <p>S5 - Begin to compose music for a range of purposes, using the</p>	<p>arrangements of the same song. Students learn about different musical devices used in popular songs including how the different structural elements are sequenced horizontally to produce the classic form of a popular song, as well as how different textural layers combine vertically showing awareness of the different parts used in a popular song. Students explore hooks and riffs and learn about their function within popular songs.</p> <p><b><u>Skills/Knowledge/Understanding:</u></b></p> <ul style="list-style-type: none"> <li>Identify different types and styles of songs from different times, places and genres</li> <li>Identify and describe how popular songs have been performed in different arrangements by different groups and artists</li> </ul>
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	<p><b>S6</b> - Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>S6</b> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p><b>S6</b> - Develop an increasing understanding of the history music.</p> <p><b>S6</b> - Understand and use more complex staff and other musical notations.</p>	<p>to detail and recall sounds with increasing aural memory.</p> <p><b>S6</b> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p><b>S4</b> - In solo or ensemble contexts play music instruments with increasing control and expression.</p>	<p>what makes an “effective” improvisation</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of triads, the 12-bar blues, the blues scale, swing rhythms and seventh chords</li> <li>• Describe the different textural layers in Jazz and Blues Music</li> <li>• Explore at least 2 different types of Jazz – Blues and Ragtime</li> </ul> <p><b>Key Pupil Asset Criteria:</b></p> <p><b>S6</b> - Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>S6</b> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p><b>S6</b> - Develop an increasing understanding of the history music.</p> <p><b>S6</b> - Understand and use more complex staff and</p>	<p>contexts play music instruments with increasing control and expression.</p> <p><b>S4</b> - Compose, using the inter-related dimensions of music, with increasing awareness.</p> <p>Improvise, using the inter-related dimensions of music, with increasing awareness.</p>	<p>inter-related dimensions of music.</p>	<ul style="list-style-type: none"> <li>• Explore the importance of structure in popular songs</li> <li>• Identify a describe a hook/riff.</li> <li>• Perform as part of an ensemble a pop song that uses structure, instrumentation, lyrics, chords, melody and other features associated to a set genre.</li> </ul> <p><b>Key Pupil Asset Criteria:</b></p> <p><b>S5</b> - In solo or ensemble contexts sing with some accuracy, fluency, control and expression.</p> <p><b>S5</b> - In solo or ensemble contexts play music instruments with some accuracy, fluency, control and expression.</p>
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			other musical notations.			
<b>Year 9</b>	<p><b>World Music – Indian Music</b></p> <p>Students will examine how music is used and performed in a non-Western culture. They will develop an awareness of the cultural and historical background of Indian Music through listening and develop their skills, knowledge and understanding in areas such as scales, improvisation and notation. Students will become aware of the terms <i>raga</i> and <i>tala</i> and know how these are constructed, creating and performing their own. Students will be able to discriminate between Indian and other genres of World Music and learn the names of common Indian Musical Instruments.</p> <p><u>Skills/Knowledge/Under standing:</u></p> <ul style="list-style-type: none"> <li>Identify and describe</li> </ul>	<p><b>Genre Study – Reggae</b></p> <p>This unit explores Reggae music and culture behind its origins. Students will learn about the importance of bass lines in Reggae music and how offbeat chords are a key feature of music in this genre. Students explore the strong and weak beats of the bar, syncopation and the effect that this has on Reggae music before looking at how “fragmented” melodic parts can be used as bass line riffs and melodic hooks. Students look at the famous Reggae musician, Bob Marley and his influence on Rastafarianism to a worldwide audience. Students explore the different textural layers which make up Reggae music before exploring the different themes used in traditional Reggae lyrics.</p>	<p><b>Reggae – Performance/Composition</b></p> <p>Term 3 sees the continuation of Reggae with a greater emphasis on performance, composition and improvisation. Students will be encouraged to explore a wide range of activities to develop skills, completing a final musical product to be reviewed and evaluated in class.</p> <p>Students will be aiming to improvise, compose and perform their own Reggae song. Students will briefly recap knowledge from Term 2 before combining their learning to create a musical product inspired by reggae.</p> <p><u>Skills/Knowledge/Under standing:</u></p> <ul style="list-style-type: none"> <li>Demonstrate the ability to apply reggae techniques</li> </ul>	<p><b>Minimalism</b></p> <p>This unit introduces students to the development and conventions of minimalist music. Students will analyse how minimalist composers use small rhythmic and melodic motifs to build up a bigger piece and learn about “phase shift”. Students will develop theoretical understanding through informal practical activities that focus on composition and performance, as well as using notation. Students will develop an awareness of how parts dropping out and coming back in are key features of minimalist music. Finally, students will be given the chance to evaluate and reflect upon their own and other’s achievements using minimalism.</p>	<p><b>Sampling &amp; Remixes</b></p> <p>Term 5 focuses on one of the most influential aspects of music technology – sampling. Students will explore the origins of sampling and the impact it had on the world of music before looking into the difference between sampling, remixes, arrangements. The theory will be accompanied by practical activities using a DAW to create and manipulate samples for a variety of purposes. The result will be a portfolio of samples with at least 1 developed remix.</p> <p><u>Skills/Knowledge/Under standing:</u></p> <ul style="list-style-type: none"> <li>Explain how developments in music technology has impacted the industry.</li> <li>Demonstrate ability to</li> </ul>	<p><b>Musicals</b></p> <p>This unit explores songs and music from the stage, beginning with an exploration into “What makes up a musical?” Students explore the history and developments of elements of a musical, from their origins in opera to musical theatres and onto film, before exploring the impact of an “opening number” and the structure of a musical and the songs that make it.</p> <p><u>Skills/Knowledge/Under standing:</u></p> <ul style="list-style-type: none"> <li>Learn about the history and development of the modern-day stage musical with its origins in opera</li> <li>Learn about different types of songs used in operas and musicals</li> <li>Learn about the</li> </ul>

	<p>sounds of Indian music and some of its components such as raga, drone and tala.</p> <ul style="list-style-type: none"> <li>• Distinguish the influence of Indian music on a range of Western music.</li> <li>• Explore their own melodic 'ragas' and rhythmic 'talas' through musical activities.</li> <li>• Build on previous experience of improvising and learn to improvise melodically on a raga and rhythmically on a tala.</li> </ul> <p><b>Key Pupil Asset Criteria:</b>  <b>S6</b> - Listen with attention to detail and recall sounds with increasing aural memory.  <b>S6</b> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p><b>Skills/Knowledge/Understanding:</b></p> <ul style="list-style-type: none"> <li>• Identify and recognise the stylistic conventions of reggae music</li> <li>• Describe chords contribute to the texture of a song</li> <li>• Identify the key features of a reggae bass line</li> <li>• Describe syncopation and how it is used in reggae music</li> <li>• Explain the key themes and style of reggae lyrics</li> </ul> <p><b>Key Pupil Asset Criteria:</b>  <b>S6</b> - Listen with attention to detail and recall sounds with increasing aural memory.  <b>S7</b> - When listening begin to identify the use of tonalities, different types of scales and other musical devices.  <b>S6</b> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great</p>	<p>and features to a variety of practical activities.</p> <ul style="list-style-type: none"> <li>• Plan, manage and execute a complete musical product based on a set brief.</li> </ul> <p><b>Key Pupil Asset Criteria:</b>  <b>S6</b> - Listen with attention to detail and recall sounds with increasing aural memory.  <b>S6</b> - In solo or ensemble contexts play music instruments with increasing accuracy, fluency, control and expression.  <b>S6</b> - Compose music for a range of purposes using the inter-related dimensions of music.</p>	<p><b>Skills/Knowledge/Understanding:</b></p> <ul style="list-style-type: none"> <li>• Describe the key musical features of minimalist music and how it is constructed</li> <li>• Explain the use of repetitive and changing rhythmic and melodic motifs in different styles of minimalist music</li> <li>• Demonstrate how to combine and manipulate different motifs when performing and composing a piece of minimalist music</li> </ul> <p><b>Key Pupil Asset Criteria:</b>  <b>S7</b> - Begin to compose using the inter-related dimensions of music, including use of tonalities, different types of scales and other musical devices.  <b>S7</b> - Use staff and other relevant notations appropriately.</p>	<p>operate a DAW.</p> <ul style="list-style-type: none"> <li>• Use simple techniques (cut and paste) to isolate a sample and create an effective loop.</li> <li>• Identify the use of sampling and loops in music.</li> <li>• Critically analyse the effectiveness of using sampling in a variety of music.</li> </ul> <p><b>Key Pupil Asset Criteria:</b>  <b>S6</b> - Develop an increasing understanding of the history music.  <b>S7</b> - Begin to compose using the inter-related dimensions of music, including use of tonalities, different types of scales and other musical devices.</p>	<p>importance of the "opening number" in a musical</p> <ul style="list-style-type: none"> <li>• Explore a range of songs from musicals in class and ensemble performances</li> <li>• Learn about the importance of occasion, style and context when composing and/or performing songs and scenes from a musical</li> </ul> <p><b>Key Pupil Asset Criteria:</b>  <b>S6</b> - Listen with attention to detail and recall sounds with increasing aural memory.  <b>S6</b> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  <b>S6</b> - Develop an increasing understanding of the history music.  <b>S6</b> - In solo or ensemble contexts sing with increasing accuracy,</p>
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	<p><b>S6</b> - Develop an increasing understanding of the history music.</p> <p><b>S7</b> - When listening begin to identify the use of tonalities, different types of scales and other musical devices.</p>	<p>composers and musicians.</p> <p><b>S6</b> - Develop an increasing understanding of the history music.</p>				<p>fluency, control and expression.</p> <p><b>S6</b> - In solo or ensemble contexts play music instruments with increasing accuracy, fluency, control and expression.</p>
Year 10	<p><b>Elements of Music</b></p> <p>KS4 begins with a recap of the fundamental skills, knowledge and understanding required to study music effectively. Elements of music are revised and developed from KS3 to provide reassurance and familiarity before beginning the KS4 musical journey that focuses on developing, stretching and challenging skills, knowledge and understanding. The content of this term is flexible to enable access for all students. Baseline assessments help identify prior skills, knowledge and understanding in terms of performing, composing, listening,</p>	<p><b>Exploring Music Products and Styles</b></p> <p>KS4 Term 2 sees the introduction and formal teaching of the BTEC Tech Award in Music Practice qualification which is carried over multiple terms. The qualification has 3 components.</p> <p>Component 1: <i>“Students will explore techniques used in the creation of different</i></p>	<p><b>Exploring Music Products and Styles (Continued)</b></p> <p>Term 3 continues with component 1, expanding on musical explorations by studying music that predates the term ‘pop’ as well as music which is derived from different countries/cultures around the world. This includes music from the Baroque, Classical and Romantic and 20<sup>th</sup> Century periods, Jazz, African, Latin and Asian music.</p> <p>The delivery of this unit from the course specification is centred around student experience, rather than demanding success and achievement in all areas. Teacher and student</p>	<p><b>Exploring Music Products and Styles (Continued)</b></p> <p>Term 4 sees students apply their skills, knowledge and understanding to the set assessment for the BTEC Tech Award in Music Practice. Students will respond directly to an assignment brief to meet the criteria set out in the qualification. This takes the</p>	<p><b>Music Skills Development</b></p> <p>The second component, which is started in Term 5, centres on development. This includes personal, professional and musical development, with identification of skills and targets, execution and evaluation. While component 1 valued experiences over success, component 2</p>	<p><b>Music Skills Development</b></p> <p>Term 6 sees students continue their personal and technical developments, exploring, completing and evaluating their progress and skills in two specific musical disciplines. Students will be given the chance to gain feedback, and create a plan for how to engage with music over the summer holiday.</p> <p><b>Skills/Knowledge/Understanding:</b> <i>These criteria are taken directly from the BTEC Tech Award Specification and are linked directly to the AO (Assessment Objectives) to meet the qualification.</i></p> <ul style="list-style-type: none"> <li>Exploring</li> </ul>

	<p>evaluating and responding to music. Much in the same way as at KS3, students are then introduced to the different elements of music, and will explore Graphic Notation and Graphic Scores; however, it is important to note the difference at KS4 where development, application and critical analysis of the fundamentals is encouraged.</p> <p><b><u>Skills/Knowledge/Under standing:</u></b></p> <ul style="list-style-type: none"> <li>Understand, recognise and use the elements of music: pitch, tempo, dynamics, duration, texture, timbre, articulation, silence, tonality.</li> <li>Draw on the elements of music effectively when engaging with short musical activities (listening, composing, performing, improvising).</li> </ul>	<p><i>musical products, while developing knowledge of the key features of different musical styles and genres. Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. This first component aims to explore all of this and to develop a foundation of skills and knowledge that informs the rest of the programme. This is not designed as a definitive and in-depth curriculum but rather as an exploration of the music products and styles. Outcomes do not need to be complete. This is all about taking part, making mistakes and enjoying music."</i></p> <p>Term 2 focuses on 'Western Pop Music - 60s, 70s, 80s, 90s, 00s and modern</p>	<p>discretion are also permitted to identify specific areas of study that meets the needs of each class and individual.</p> <p><b><u>Skills/Knowledge/Under standing:</u></b></p> <p><i>These criteria are taken directly from the BTEC Tech Award Specification and are linked directly to the AO (Assessment Objectives) to meet the qualification.</i></p> <ul style="list-style-type: none"> <li>Develop appreciation of styles and genres of music that predate 1960 or are from different cultures.</li> </ul> <ul style="list-style-type: none"> <li>- Identify and define variety of different genres</li> <li>- Explain developments in music and genres (key artists, technology and cultural implications)</li> <li>- Demonstrate ability use to music theory and key vocabulary to accurately identify and describe stylistic features and characteristics.</li> <li>Explore associated</li> </ul>	<p>form of compiling evidence and creating a portfolio of multiple musical experiences and products that have occurred over the previous two terms.</p> <p><b><u>Component 1:</u></b> "Students will explore techniques used in the creation of different musical products, while developing knowledge of the key features of different musical styles and genres. Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. This first component aims to explore all of this and to develop a foundation of skills and knowledge that informs the rest of the</p>	<p>has a greater emphasis on progression in set areas.</p> <p><b><u>Component 2:</u></b> "Students will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement. Identifying the skills, you already have and what you need to develop is an important part of working in the music industry, as professionals are always striving to improve both technically on their instrument or vocals, and in their professional manner. This component aims to give students the opportunity to explore their professional and personal skills. Students will also cover the skills and knowledge to share their work and collaborate with others."</p>	<p>professional and commercial skills for the music industry</p> <ul style="list-style-type: none"> <li>- Identify, describe and explain expectations and personal skills required within the music industry</li> <li>- Demonstrate ability to use appropriate and effective communication</li> <li>Applying and developing individual musical skills and techniques.</li> </ul> <p><i>(Musical Disciplines: Performance, Composition and Production)</i></p> <ul style="list-style-type: none"> <li>- Identify and implement appropriate strategies to develop technical skills and techniques</li> <li>- Identify and implement appropriate strategies to develop musical skills and techniques</li> </ul>
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	<ul style="list-style-type: none"> <li>• Demonstrate ability to manipulate elements of music in practical tasks and activities.</li> <li>• Demonstrate ability to represent elements of music using graphic notation.</li> <li>• Recognise the elements of music when listening to and appraising music, applying critical analysis to form appropriate comments and opinions.</li> </ul>	<p>genres of music.</p> <p><b><u>Skills/Knowledge/Under standing:</u></b>  <i>These criteria are taken directly from the BTEC Tech Award Specification and are linked directly to the AO (Assessment Objectives) to meet the qualification.</i></p> <ul style="list-style-type: none"> <li>• Develop appreciation of styles and genres of music</li> </ul> <p>- Identify and define variety of different genres</p> <p>- Explain developments in music and genres (key artists, technology and cultural implications)</p> <p>- Demonstrate ability use to music theory and key vocabulary to accurately identify and describe stylistic features and characteristics.</p> <ul style="list-style-type: none"> <li>• Explore techniques used to create music products</li> </ul> <p>- Explain how music of different genres might be consumed, identifying appropriate musical products.</p>	<p>techniques, from the studied areas of music, to create music products</p> <p>- Explain how music of different genres might be consumed, identifying appropriate musical products.</p> <p>- Apply performance, composition or production techniques to achieve stylistic features of multiple genres.</p>	<p><i>designed as a definitive and in-depth curriculum but rather as an exploration of the music products and styles. Outcomes do not need to be complete. This is all about taking part, making mistakes and enjoying music.”</i></p> <p><b><u>Skills/Knowledge/Under standing:</u></b>  <i>These criteria are taken directly from the BTEC Tech Award Specification and are linked directly to the AO (Assessment Objectives) to meet the qualification.</i></p> <ul style="list-style-type: none"> <li>• Develop appreciation of styles and genres of music</li> </ul> <p>- Identify and define variety of different genres</p> <p>- Explain developments in music and genres (key artists, technology and cultural implications)</p> <p>- Demonstrate ability use to music theory and key vocabulary to accurately identify and describe</p>	<p><b><u>Skills/Knowledge/Under standing:</u></b>  <i>These criteria are taken directly from the BTEC Tech Award Specification and are linked directly to the AO (Assessment Objectives) to meet the qualification.</i></p> <ul style="list-style-type: none"> <li>• Exploring professional and commercial skills for the music industry</li> </ul> <p>- Identify, describe and explain expectations and personal skills required within the music industry</p> <p>- Demonstrate ability to use appropriate and effective communication</p> <ul style="list-style-type: none"> <li>• Applying and developing individual musical skills and techniques.  <i>(Musical Disciplines: Performance, Composition and Production)</i></li> </ul> <p>- Identify and implement appropriate strategies to develop technical skills and techniques</p> <p>- Identify and implement appropriate strategies to develop musical skills</p>	
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		Apply performance, composition or production techniques to achieve stylistic features of multiple genres.		stylistic features and characteristics. <ul style="list-style-type: none"> <li>Explore techniques used to create music products</li> </ul> - Explain how music of different genres might be consumed, identifying appropriate musical products. Apply performance, composition or production techniques to achieve stylistic features of multiple genres.	and techniques	
<b>Year 11</b>	<b>Music Skills Development</b>  KS4 Year 2 brings students back to review their progress over summer. Music is an extremely personal experience that requires consistent practice, at home and in school. Students will look to the upcoming assessments in Term 2 for the second component of the BTEC Tech Award in Music Practice, and make final preparations to take on the assignment to the	<b>Music Skills Development</b>  Term 2 of Year 11 sees students apply their skills, knowledge and understanding to the set assessment. Students will respond directly to an assignment brief to meet the criteria set out within this qualification.  <u>Skills/Knowledge/Understanding:</u> <i>These criteria are taken directly from the BTEC Tech Award Specification and are linked directly to</i>	<b>Responding to a Commercial Music Brief</b>  Term 3 sees students take on the final component of the BTEC Tech Award in Music Practice. Students learn how to respond to a brief, applying skills, knowledge and understanding to a professional context that simulates real life experiences that would be expected from a career in the music industry. The	<b>Responding to a Commercial Music Brief</b>  Term 4 sees students continue to take on the final component of the BTEC Tech Award in Music Practice. The deadline for the assessment is in May, therefore providing students enough time to fully meet the criteria set out in the assignment.  <u>Skills/Knowledge/Understanding:</u> <i>These criteria are taken directly from the BTEC</i>	<b>Responding to a Commercial Music Brief</b>  Term 5, again, sees students continue to take on the final component of the BTEC Tech Award in Music Practice. The deadline for the assessment is in May, therefore providing students enough time to fully meet the criteria set out in the assignment.  <u>Skills/Knowledge/Understanding:</u> <i>These criteria are taken</i>	<b>Resits / Exams</b>  Due to the nature of students at Goldwyn Plus, it is possible that some may require an opportunity to re-sit part of the course/qualification. Term 6 provides the chance for those who meet the criteria for resitting a component, to do so. Students are only able to re-sit a single component, and can only resit the chosen component once.  Students who do not

	<p>best of their abilities. This will include practice tasks to prepare students for the assignment, as well as real time teacher modelling of professional development.</p> <p><b>Component 2:</b>  <i>“Students will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement. Identifying the skills, you already have and what you need to develop is an important part of working in the music industry, as professionals are always striving to improve both technically on their instrument or vocals, and in their professional manner. This component aims to give students the opportunity to explore their professional and personal skills. Students will also cover the skills</i></p>	<p><i>the AO (Assessment Objectives) to meet the qualification.</i></p> <ul style="list-style-type: none"> <li>• Exploring professional and commercial skills for the music industry</li> </ul> <p>- Identify, describe and explain expectations and personal skills required within the music industry</p> <p>- Demonstrate ability to use appropriate and effective communication</p> <ul style="list-style-type: none"> <li>• Applying and developing individual musical skills and techniques.</li> </ul> <p><i>(Musical Disciplines : Performance, Composition and Production)</i></p> <p>- Identify and implement appropriate strategies to develop technical skills and techniques</p> <p>- Identify and implement appropriate strategies to</p>	<p>component is an external assessment which is set in January of the academic year. Students will spend a large percentage of their time responding to the brief with set levels of tutor support, as well as dedicated independent time.</p> <p><b>Component 3:</b>  <i>“Students will be given the opportunity to develop and present music in response to a given commercial music brief. Students will work to their strengths and interests and apply the skills that they have learned throughout their course in a practical way. They will focus on a particular area of the music industry that excites and appeals to them and respond to a commercial music brief as a composer, performer or producer.”</i></p> <p><b>Skills/Knowledge/Under</b></p>	<p><i>Tech Award Specification and are linked directly to the AO (Assessment Objectives) to meet the qualification.</i></p> <ul style="list-style-type: none"> <li>• Understand how to respond to a commercial music brief</li> </ul> <p>- Features of a commercial music brief</p> <p>- Planning to meet the demands of the music brief</p> <p>- Considering constraints and intentions</p> <ul style="list-style-type: none"> <li>• Select and apply musical skills in response to a commercial music brief</li> </ul> <p>- Develop and produce a response to a client brief</p> <p>- Refining musical skills for a musical product</p> <p>- Refining musical material</p> <p>- Personal management</p> <ul style="list-style-type: none"> <li>• Present a final musical product in response to a commercial music brief</li> </ul> <p>- Reviewing work based on client needs</p> <p>- Quality of outcome</p>	<p><i>directly from the BTEC Tech Award Specification and are linked directly to the AO (Assessment Objectives) to meet the qualification.</i></p> <ul style="list-style-type: none"> <li>• Understand how to respond to a commercial music brief</li> </ul> <p>- Features of a commercial music brief</p> <p>- Planning to meet the demands of the music brief</p> <p>- Considering constraints and intentions</p> <ul style="list-style-type: none"> <li>• Select and apply musical skills in response to a commercial music brief</li> </ul> <p>- Develop and produce a response to a client brief</p> <p>- Refining musical skills for a musical product</p> <p>- Refining musical material</p> <p>- Personal management</p> <ul style="list-style-type: none"> <li>• Present a final musical product in response to a commercial music brief</li> </ul> <p>- Reviewing work based on client needs</p>	<p>need to re-sit any components will be on study leave and taking exams, and therefore will not be accessing this curriculum anymore.</p>
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	<p><i>and knowledge to share their work and collaborate with others.”</i></p> <p><b><u>Skills/Knowledge/Understanding:</u></b>  <i>These criteria are taken directly from the BTEC Tech Award Specification and are linked directly to the AO (Assessment Objectives) to meet the qualification.</i></p> <ul style="list-style-type: none"> <li>• Exploring professional and commercial skills for the music industry</li> <li>- Identify, describe and explain expectations and personal skills required within the music industry</li> <li>- Demonstrate ability to use appropriate and effective communication</li> <li>• Applying and developing individual musical skills and techniques.</li> </ul> <p><i>(Musical Disciplines :  Performance,  Composition)</i></p>	<p>develop musical skills and techniques</p>	<p><b><u>standing:</u></b>  <i>These criteria are taken directly from the BTEC Tech Award Specification and are linked directly to the AO (Assessment Objectives) to meet the qualification.</i></p> <ul style="list-style-type: none"> <li>• Understand how to respond to a commercial music brief</li> </ul> <p>- Features of a commercial music brief  - Planning to meet the demands of the music brief  - Considering constraints and intentions</p> <ul style="list-style-type: none"> <li>• Select and apply musical skills in response to a commercial music brief</li> </ul> <p>- Develop and produce a response to a client brief  - Refining musical skills for a musical product  - Refining musical material  - Personal management</p> <ul style="list-style-type: none"> <li>• Present a final musical product in response to a commercial music brief</li> </ul>	<p>- Presenting own work to a client  - Relation of final product to the brief</p> <ul style="list-style-type: none"> <li>• Comment on the creative process and outcome in response to a commercial music brief</li> </ul> <p>- Commentary on the creative process  Reflect on the outcome of the musical product</p>	<p>- Quality of outcome  - Presenting own work to a client  - Relation of final product to the brief</p> <ul style="list-style-type: none"> <li>• Comment on the creative process and outcome in response to a commercial music brief</li> </ul> <p>- Commentary on the creative process  Reflect on the outcome of the musical product</p>	
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	<p><i>on and Production)</i></p> <ul style="list-style-type: none"> <li>- Identify and implement appropriate strategies to develop technical skills and techniques</li> <li>- Identify and implement appropriate strategies to develop musical skills and techniques</li> </ul>		<ul style="list-style-type: none"> <li>- Reviewing work based on client needs</li> <li>- Quality of outcome</li> <li>- Presenting own work to a client</li> <li>- Relation of final product to the brief             <ul style="list-style-type: none"> <li>• Comment on the creative process and outcome in response to a commercial music brief</li> </ul> </li> <li>- Commentary on the creative process</li> </ul> <p>Reflect on the outcome of the musical product</p>			
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