

Music		Year: 11		
AUTUMN		Spring		SUMMER
Half term 1	Half term 2	Half term 3 and 4	Half term 5	Half term 6
Theme/ topic: Optional Unit Introduction – Instrumental Study/Composing Music/DAW	Theme/ topic: Core Unit Introduction – Musical Knowledge and Development	Theme/ topic: Core Unit - Performance	Theme/ topic: Optional Unit Conclusion – Instrumental Study/Composing Music/DAW	Theme/ topic: Core Unit Conclusion – Musical Knowledge and Development
By the end of this half term pupils will know	By the end of this half term pupils will know	By the end of this term pupils will know	By the end of this half term pupils will know	By the end of this half term pupils will know
<u>Instrumental Study</u> Instrumental Skills Skills for Instrument Maintenance Organisational Skills Analytical Skills <u>Composing Music</u> Contextual Knowledge Composition Skills and Techniques Knowledge of Instrumentation Practical Knowledge of Music Theory	A wide contextual and theoretical knowledge of contemporary music. How to listen to music and identify musical styles, musical elements and characteristics within contemporary music. How to analyse differences in music styles and contexts.	Techniques for learning and retaining repertoire. Techniques for developing and refining personal instrumental and/or vocal part(s) for performance. Techniques for developing skills to effectively undertake and evaluate ‘dry run’ performances. Instrumental/Vocal techniques appropriate to the context of the live performance. How to safely and efficiently set up personal equipment	<u>Instrumental Study</u> Skills for Instrument Maintenance Instrumental Skills Organisational Skills Analytical Skills <u>Composing Music</u> Contextual Knowledge Composition Skills and Techniques Knowledge of Instrumentation Practical Knowledge of Music Theory	A wide contextual and theoretical knowledge of contemporary music. How to listen to music and identify musical styles, musical elements and characteristics within contemporary music. How to analyse differences in music styles and contexts.

<p>Practical Knowledge of Musical Devices</p> <p>Aural Skills</p> <p>Practical Knowledge of Notation</p> <p>Score Production Skills</p> <p><u>DAW</u></p> <p>Music Theory</p> <p>How to use the features available on a DAW</p> <p>How to manipulate sound using a DAW</p> <p>How to set up record/play back using a sequencer</p> <p>Compositional Skills</p> <p>Keyboard Technique</p>		<p>for rehearsal and performance.</p>	<p>Practical Knowledge of Musical Devices</p> <p>Aural Skills</p> <p>Practical Knowledge of Notation</p> <p>Score Production Skills</p> <p><u>DAW</u></p> <p>Music Theory</p> <p>How to use the features available on a DAW</p> <p>How to manipulate sound using a DAW</p> <p>How to set up record/play back using a sequencer</p> <p>Compositional Skills</p> <p>Keyboard Technique</p>	
They will understand:	They will understand:	They will understand:	They will understand:	They will understand:
<p><u>Instrumental Study</u></p> <p>How to maximise their development as an instrumentalist, to recognise success and to encourage improvement in areas which require further work through</p>	<p>The history of the genres and artists studied, including any influences.</p> <p>The social and cultural impact the music has had within popular culture.</p>	<p>The nature of the performance and the performance environment.</p> <p>The relevant personal, musical and peripheral equipment required for performance.</p>	<p><u>Instrumental Study</u></p> <p>How to maximise their development as an instrumentalist, to recognise success and to encourage improvement in areas which require further work through</p>	<p>Listening Skills</p> <p>Analytical Skills</p> <p>Research Skills</p> <p>Communication Skills</p> <p>IT Skills</p>

<p>objective and reflective self-assessment.</p> <p><u>Composing Music</u></p> <p>How to compose music which is reflective (a pastiche) of existing work in the chosen style.</p> <p>How to incorporate a range of composition skills and techniques into their work.</p> <p><u>DAW</u></p> <p>The functions of a DAW and the development of keyboard skills in relation to music sequencing.</p>	<p>The importance of developing and applying listening skills to their chosen music.</p> <p>The importance of developing and applying analytical skills to their chosen music.</p> <p>The importance of developing and applying research skills to their chosen music.</p> <p>Communication Skills</p> <p>IT Skills</p>	<p>Relevant stylistic characteristics in relation to the instrument/voice.</p> <p>Personal Health & Safety considerations in relation to performing with an instrument and/or voice and associated equipment, and in the context of the performance environment generally.</p>	<p>objective and reflective self-assessment.</p> <p><u>Composing Music</u></p> <p>How to compose music which is reflective (a pastiche) of existing work in the chosen style.</p> <p>How to incorporate a range of composition skills and techniques into their work.</p> <p><u>DAW</u></p> <p>The functions of a DAW and the development of keyboard skills in relation to music sequencing.</p>	
<p>They will know how to:</p>	<p>They will know how to:</p>	<p>They will know how to:</p>	<p>They will know how to:</p>	<p>They will know how to:</p>
<p><u>Instrumental Study</u></p> <p>Demonstrate care of the instrument and the instrumentalist</p> <p>Understand how to develop instrument-specific technique appropriate to performance at this level</p> <p>Review progress in instrumental techniques and identify strengths and areas for development</p>	<p>Describe the contributing traits of two contrasting contemporary musical styles through consideration of:</p> <p>The factors that influenced its inception Significant artists/bands/producers Important recordings/performances/events</p>	<p>Describe personal aims in relation to the live performance.</p> <p>Produce a production plan for the Live performance.</p> <p>Produce a rehearsal plan.</p> <p>Describe Health & Safety issues in the context of performing live music.</p>	<p><u>Instrumental Study</u></p> <p>Demonstrate care of the instrument and the instrumentalist</p> <p>Understand how to develop instrument-specific technique appropriate to performance at this level</p> <p>Review progress in instrumental techniques and identify strengths and areas for development</p>	<p>Describe the contributing traits of two contrasting contemporary musical styles through consideration of:</p> <p>The factors that influenced its inception Significant artists/bands/producers Important recordings/performances/events</p> <p>Imagery and fashion associated with the style</p>

<p><u>Composing Music</u></p> <p>Demonstrate skills to create a finished musical work in a defined style</p> <p>Reflect on finished work and consider strengths and areas for development</p> <p><u>DAW</u></p> <p>Describe the operation of Digital Audio Workstation (DAW) software.</p> <p>Demonstrate the skills to use a keyboard to input and edit music.</p> <p>Evaluate their work and consider ways to further enhance their skills</p>	<p>Imagery and fashion associated with the style</p> <p>Listen to a piece (or pieces) of music, recognising and discussing the following musical elements:</p> <p>Tonality</p> <p>Tempo</p> <p>Instrumentation</p> <p>Lyrical content</p> <p>Production Techniques</p>	<p>Undertake the rehearsal process produced in their plan.</p> <p>Make modifications to the set of music through the rehearsal process.</p> <p>Present a performance to a target audience.</p> <p>Review their performance.</p> <p>Suggest ways to improve future performances.</p>	<p><u>Composing Music</u></p> <p>Demonstrate skills to create a finished musical work in a defined style</p> <p>Reflect on finished work and consider strengths and areas for development</p> <p><u>DAW</u></p> <p>Describe the operation of Digital Audio Workstation (DAW) software.</p> <p>Demonstrate the skills to use a keyboard to input and edit music.</p> <p>Evaluate their work and consider ways to further enhance their skills</p>	<p>Listen to a piece (or pieces) of music, recognising and discussing the following musical elements:</p> <p>Tonality</p> <p>Tempo</p> <p>Instrumentation</p> <p>Lyrical content</p> <p>Production Techniques</p>
<p>Link to prior learning</p>	<p>Link to prior learning</p>	<p>Link to prior learning</p>	<p>Link to prior learning</p>	<p>Link to prior learning</p>
<p><u>Year 10-</u></p> <p>Musical elements</p> <p>1-1 peripatetic lessons.</p> <p>Composition, using a DAW, instrumental study.</p>	<p><u>Year 10-</u></p> <p>Music analysis in popular culture.</p>	<p><u>Year 10-</u></p> <p>Rehearsal and Performance Unit</p> <p>Musical elements</p> <p>Instrumental study, 1-1 peripatetic lessons.</p>	<p><u>Year 11 Autumn 1-</u></p> <p>Optional Unit Introduction - Instrumental Study/Composing Music/DAW</p>	<p><u>Year 11 Autumn 2-</u></p> <p>Core Unit Introduction – Musical Knowledge and Development</p>