

Key: ***Bold** writing shows development or progression from previous year. *Underline shows cross-over of key concepts with other end-points

Faculty:		Subject:				
End points	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
<p>An appreciation of the different building blocks that make up music and aspects of the music industry</p> <p>These will be, by their very nature, repeated and built upon. For example, syncopation will appear in all years</p>		<p>Structure:</p> <ul style="list-style-type: none"> • Call and response • Introduction, verse, chorus, outro • Ostinato <p>Melody:</p> <ul style="list-style-type: none"> • Step, leap • Phrasing, Q+A • Tone, semitone • Major, pentatonic scales <p>Harmony:</p> <ul style="list-style-type: none"> • Primary, secondary triads • Major, minor triads • Root note, inversions <p>Texture:</p> <ul style="list-style-type: none"> • Tonic, dominant <p>Texture:</p> <ul style="list-style-type: none"> • Unison • Layered • Melody and accompaniment <p>Rhythm:</p> <ul style="list-style-type: none"> • Pulse • Tempo • Simple time signatures • Syncopation • Duration (semibreve to quaver) <p>Dynamics/Sonority:</p>	<p>Structure:</p> <ul style="list-style-type: none"> • Song form • Middle 8 • Canon <p>Melody:</p> <ul style="list-style-type: none"> • Riffs • Melisma/syllabic • Motif • Passing notes • Minor <p>scales</p> <p>Harmony:</p> <ul style="list-style-type: none"> • Pedal notes • Basslines • Inversions <p>Texture:</p> <ul style="list-style-type: none"> • Polyphonic <p>Rhythm:</p> <ul style="list-style-type: none"> • Polyrhythms • Dotted rhythms • Duration (semiquavers) • BPM • Ritardando • Accelerando <p>Dynamics/Sonority:</p> <ul style="list-style-type: none"> • Basic technology techniques • Accents and sudden changes <p>Orchestral instruments</p>	<p>Personal and professional skills for the music industry</p> <p>explore the expectations and personal skills required to succeed in the industry: time management self-discipline working with others correct and safe use of equipment identifying resources required auditing existing skills and maintaining a development plan.</p> <p>Communicating music skills development</p> <p>Development of technical music skills and techniques</p>	<p>Development of music skills and techniques</p> <p>Developing musical skills appropriate to style and context, such as:</p> <ul style="list-style-type: none"> - timing and phrasing - using rhythm and pitch in the creation or recreation of music - using equipment, instrumentation or software appropriately - expression - combining instruments/sounds - health and safety in the use of equipment and/or instruments. <p>Music performance</p> <ul style="list-style-type: none"> - tuning (if appropriate) - learning repertoire - physical 	<p>Stylistic features and characteristics (music theory)</p> <ul style="list-style-type: none"> • Musical elements in different genres: - instrumentation - scales and modes - harmony, rhythmic techniques, metre - tempo/bpm, syncopation, swing, one drop/skanking, polyrhythms, hemiola, phasing - melodic techniques - pattern and sequence,

		<ul style="list-style-type: none"> • Basic dynamics • Staccato, legato 		<p>Completion of an initial skills audit for both chosen disciplines.</p> <p>Creation of a development plan that: identifies individual development routines identifies technical exercises for development includes set goals includes monitoring and tracking of progress.</p>	<p>preparation and exercises -instrumental or vocal technique -practise routines such as scales etc. -following accompaniment -stage presence.</p> <p>Creating original music -exploring and extending ideas -using structure effectively o using rhythmic and melodic patterns -development of harmony.</p> <p>Music production - using software instruments -using audio and software tools - manipulation techniques -inputting and editing audio -using effects - structuring music</p>	<p>ornamentation, motifs, round/canon, riffs, hooks, head, improvisation</p> <p>-production,.</p>
<p>Skills in improvising, developing and refining ideas and</p>		<ul style="list-style-type: none"> • Improvise from a range of starting points, generating simple rhythmic, melodic and 	<ul style="list-style-type: none"> • Improvise from a range of starting points, generating more complex and musically satisfying 		<p>Features of a commercial music brief</p>	<p>Considering constraints and intentions</p>

<p>giving them musical coherence</p> <p>The main emphasis here is the complexity of the starting points and structures and textures engaged with.</p>		<p>harmonic patterns</p> <ul style="list-style-type: none"> • Develop musical ideas, using musical elements appropriately <p>Successfully handle and structure simple musical ideas with an intended purpose</p>	<p>rhythmic, harmonic and melodic ideas</p> <ul style="list-style-type: none"> • Develop and refine musical ideas, using musical elements effectively <p>Successfully handle and structure musical ideas and resources to meet an intended purpose</p>		<p>Creative intentions and purpose of product:</p> <ul style="list-style-type: none"> -target audience -commercial - collaborative - experimental. <p>Planning to meet the demands of the music brief</p> <p>How investigation and exploration can inform response.</p> <p>Understanding the rationale behind the selection of musical material.</p> <p>Investigating musical styles.</p> <p>Researching relevant material to support meeting the brief.</p> <p>The human and physical resources required. • Proposing structure, version and arrangement.</p>	<p>Creative constraints:</p> <ul style="list-style-type: none"> - technical requirements of the final response – format, material and purpose -available resources o feasibility of own ideas o standing out from similar work. - Personal intentions -personal skills development - building on own strengths.
<p>Technical accuracy, fluency and</p>		<ul style="list-style-type: none"> • Use the voice in a variety of ways • Play an instrument 	<ul style="list-style-type: none"> • Use my voice in a variety of ways with confidence 	<p>Genres of music:</p>	<p>Development of music:</p>	<p>Stylistic features and</p>

<p>control and appropriate use of expression and intention in performances .</p>		<p>with fluency, accuracy and control</p> <ul style="list-style-type: none"> • Play as part of an ensemble to a common pulse with an awareness of other parts and the overall balance <p>Give the performance musical shape and expression</p>	<ul style="list-style-type: none"> • Play an instrument with fluency, accuracy and control with increasing competence • Play as part of an ensemble to a common pulse with an understanding of how parts fit together and the overall balance <p>Give my performances a convincing musical shape through appropriate choices of expression and articulation</p>	<p>Popular music – a minimum of two from each decade:</p> <p>60s to 70s, e.g. British invasion, folk revival, psychedelic, heavy metal, soul, Motown, disco, punk, reggae</p> <p>80s to 90s, e.g. synth pop, post punk, thrash metal, stadium rock, hardcore, grunge, Britpop, hip hop, rave, techno, house, DnB</p> <p>00s to present day, e.g. nu metal, pop punk, EDM, dubstep, K-pop, reggaeton, grime, trap</p>	<p>- Iconic composers, artists, bands and producers who have influenced and impacted musical styles and genres.</p> <p>Impact of technology on musical styles, instruments and genres:</p> <ul style="list-style-type: none"> - techniques such as phasing, scratch techniques, turntablism, fusion of styles, looping, multi-tracking. - development of instrumental techniques - audio recording developments and techniques - sampling and synthesis - distribution and sharing. 	<p>characteristics (music theory)</p> <ul style="list-style-type: none"> • Musical elements in different genres: <ul style="list-style-type: none"> - instrumentation - scales and modes - harmony, - rhythmic techniques, - metre tempo/bpm, syncopation, swing, one drop/skanking, polyrhythms, hemiola, phasing - melodic techniques - pattern and sequence, ornamentation, motifs, round/canon, riffs, hooks, head, improvisation - production,.
<p>Understanding that music is a</p>		<p>Apply a basic knowledge and understanding of the musical</p>	<p>Apply an extended knowledge and understanding of the musical</p>	<p>Genres of music:</p>	<p>Genres of music:</p>	<p>Responding to client briefs-</p>

<p>reflection and often a response to the cultural, social and political environment surrounding it</p>		<p>features and context of the different music engaged with</p>	<p>features and contexts of the music I engage in</p>	<p>World music and fusion.</p> <p>Music for media: film, TV or computer games, e.g. soundscapes, ambient music, e.g. Foley, digetic, non-digetic, motifs and leitmotifs, thematic development.</p> <p>Western classical styles of music, e.g. romantic, orchestral, leitmotif, minimalism.</p> <p>Jazz and blues, e.g. bebop, big band.</p>	<p>World music and fusion.</p> <p>Music for media: film, TV or computer games, e.g. soundscapes, ambient music, e.g. Foley, digetic, non-digetic, motifs and leitmotifs, thematic development.</p> <p>Western classical styles of music, e.g. romantic, orchestral, leitmotif, minimalism.</p> <p>Jazz and blues, e.g. bebop, big band.</p>	<p>Musical needs , taking into account cultural social and political issues surrounding it</p>
<p>Understanding of how the different elements of music work together successfully through critical listening and reflection</p>		<p>Make simple observations and judgements, using simple musical vocabulary, about the different music engaged with</p>	<p>Make observations and judgements with increasing independence, using musical vocabulary, about the music I engage with</p>	<p>Reviewing work based on client needs</p> <p>Quality of outcome</p> <p>Presenting own work to a client</p>	<p>Reviewing work based on client needs</p> <p>Quality of outcome</p> <p>Presenting own work to a client</p>	<p>Commentary on the creative process</p> <p>Reflect on the outcome of the musical product</p>