



MUSIC DEPARTMENT

Curriculum Overview



The curriculum at West Derby School reflects the aspirations we have for all students. It is designed to be as ambitious as the National Curriculum, offering a first-class education that is rich in knowledge and skills, whilst also being broad and balanced throughout the key stages. In Music we aim to develop confident and skilful musicians who are able to express themselves through performance.

Music Departmental Overview

Students receive their curriculum Music lessons in rooms equipped with a range of equipment and resources such as iMac computers, Logic Pro X & Ableton Live sequencing and editing software, Ableton Push 2 controllers, MIDI keyboards, West African djembes, tuned percussion, ukuleles, electric guitars, drums and amplifiers. In addition to this, students benefit from lunchtime and after school access to six music practice rooms and two large rehearsal spaces. A team of visiting peripatetic staff provide weekly one to one/group instrument lessons on violin, woodwind, brass, guitar, piano, drums and voice. Many of our students take part in extra-curricular activities such as supervised practice clubs, vocal group and rock bands. We give two public performances a year to parents, pupils and staff.

The Music curriculum and department is accessible for students of all abilities and backgrounds.

Departmental Staff

Miss K Ellison	Head of Department
Mrs E Vanlint	Classroom Music Teacher
Ms C Jones	SLT Line Manager

Year 7 Music (KS3)

Key Stage 3 Music Aims

- To induct students into the routines & expectations of the Music Department
- To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- To understand and explore how music is created, produced and communicated (musical elements of melody, articulation, harmony, instrumentation, pitch, rhythm & duration, dynamics, tempo, tonality, timbre & sonority, texture & structure)

Curriculum Overview

Half-term 1

Unit 1 Introduction to Music - Pulse & Rhythm:

Students learn how to play in time with a steady pulse, how to read rhythm notation and how to play simple rhythms on a percussion instrument. Students take part in whole class ensemble performances on West African djembe drums and compose and perform their own call and response piece using polyrhythms.

Half-term 2

Unit 2 Vocal Skills & Whole Class Rock Band:

Students develop their ability to sing in tune and with good technique by performing the melody to We Will Rock You by Queen in unison. They will learn to present themselves well with good posture, enhancing their vocal performance through the use of dynamics and articulation. Students also build upon skills and knowledge learnt in the previous unit (playing in time and reading and performing rhythm notation) by learning how to perform a basic rhythm on the drum kit. In addition, students acquire new skills by learning how to play a basic open string bass line on the acoustic guitar using treble clef notation. The unit culminates in a whole class ensemble performance of We Will Rock You.

Half-terms 3 & 4

Unit 3 Beginner Keyboard Skills:

Students begin by learning a simple right-hand melody from Ode to Joy by one of the great composers Beethoven. They will then progress to a more difficult piece requiring the use of both hands - a left-hand bass line and right-hand melody (7 Years by Lukas Graham). This allows them to extend their knowledge of musical notation (both treble clef and introducing bass clef), further develop their co-ordination skills and play with expression by using dynamics and articulation.

Half-terms 4 & 5

Unit 4 Violins:

Students build upon their treble clef notation reading skills from units 1-3 in the context of playing the violin as part of a whole class ensemble. They learn the basic skills of how to hold a violin and bow correctly, and where to position their left-hand fingers. Students learn how to pluck (pizzicato) and bow (arco) the strings. Works from a range of different composers and styles are used throughout the unit, in particular Peer Gynt Suite No. 1 ("In the Hall of the Mountain King") by Grieg.

Half-term 6

Unit 5 Ukuleles:

Through a simple ukulele arrangement of Vivaldi's Mandolin Concerto in C major, students will learn how to play a simple bass line. They will then progress onto the more difficult skill of playing chords (harmony) by learning the four chords to a well-known pop song. This unit further develops students' co-ordination, dexterity and sense of musicianship, as well as introducing them to major and minor chords (harmony & tonality) for the first time.

New Knowledge (What we would like students to know and understand by the end of Year 7)

To be able to...

- Know how to practise a musical instrument on their own and with others
- To understand the importance of correct technique
- Know, understand and experience (in a practical sense) subject specific vocabulary
- Verbally give constructive feedback on their own & others' work
- Engage with music from great composers (Antonio Vivaldi, Ludwig van Beethoven & Edvard Grieg)

New Skills

To be able to...

- Play a basic drum beat on the drum kit
- Play a basic guitar part using open strings
- Use their singing voice with good intonation and confidence
- Play a keyboard part using both hands
- Play a bass line and chords on the ukulele
- Play a simple melody on the violin
- Use music technology to record, arrange and edit their work
- Read basic music notation (rhythm & staff) & ukulele chord symbols
- Perform in front of others

Disciplinary Vocabulary

Melody – Articulation – Dynamics – Tempo – Texture – Structure – Harmony – Rhythm - Notation – Crotchet – Quaver – Rest – Time Signature – Tuning - Stave – Accompaniment – Solo – Ensemble – Duet – Chords – Bass Line – Fret – Clip – Loop – Sample – Remix – Quantizing – Hook - Technique – Articulation - Legato – Staccato – Expression – Pizzicato – Bow

Prior Learning and Recall

Year 7 students come to West Derby School with a wide range of prior musical experiences. Some students have played a musical instrument before, many have not. A baseline assessment during the first two lessons of Year 7, enables us to tailor the curriculum to the needs of our new students.

Examinations/Key Assessments

Following a baseline assessment at the start of the year, regular formative verbal teacher feedback is given during lessons in order to help students improve their work. Students complete a progress task at the end of each unit of work.

Homework

This is set once a half-term and is designed to support the work done during lessons. The task will be detailed on *Satchel One*, so that pupils and their parents can easily access the work and deadlines. Students are encouraged to use the Music Practice rooms during Tuesday lunchtime to prepare for assessments.

How Parents can Help

- Please encourage your son to listen to a wide variety of music outside school
- If your son has an instrument at home, please encourage him to practise it
- If your son has a keen interest in Music, please encourage him to attend the extra-curricular Music activities we have on offer
- Get in touch with Miss Ellison if you would like your son to start instrument lessons in school

- Check *Satchel One* regularly and ensure all homework is completed to a good standard.

Here are some useful websites that can help parents to help their child with KS3 Music:

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/music>

<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>

Year 8 Music (KS3)

Key Stage 3 Music Aims

- To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- To understand and explore how music is created, produced and communicated (musical elements of melody, articulation, harmony, instrumentation, pitch, rhythm & duration, dynamics, tempo, tonality, timbre & sonority, texture & structure)

Curriculum Overview

Half-term 1

Unit 1 Beginner Guitar Skills (Miss Ellison HT 1, Mrs Vanlint HT 2):

Students learn how to play a simple piece on the acoustic guitar. They will revisit knowledge gained in Year 7 when learning the ukulele (frets, plucking strings, hand position, technique, chords) and develop their skills further by learning how to play a more complex bass line, syncopated riff and simplified guitar chords. The guitar is a more difficult instrument to learn than the ukulele as there are more strings to contend with and it is larger. This means students will be required to further develop their grip, hand position, dexterity and plucking technique. Students will also build upon their vocal skills by singing the melody and lyrics.

Unit 1 Keyboard Skills 2 & Film Music (Mrs Vanlint):

Students build upon the keyboard skills they acquired in Year 7 by learning a more advanced piece - the Jurassic Park Theme by John Williams. Using a score, the piece requires them to perform right hand treble clef notes, left hand bass clef notes, accidentals, wider finger stretches and hand position changes. Students engage with the wider orchestral film music of John Williams, learning how he uses the musical elements (dynamics, instrumentation, texture, articulation and tonality) to create a specific mood and atmosphere. Students are shown how John Williams' music links to the works of Richard Wagner and Gustav Holst.

Half-term 2

Unit 2 Film Music & Logic Pro:

Students build upon the group composition skills they gained in Year 7 by creating their own orchestral soundtrack to a scene from the Christmas film *The Grinch*. This involves learning how to play, compose and record chord sequences using major and minor triads on the keyboard. Students learn how different keys (major and minor tonalities) and different chords (major and minor chords) can affect the mood of a piece of music and how this relates to the action on screen. Students also compose simple percussion rhythms and a catchy melody to fit with their chords. In order to compose a melody, students learn how to play a major scale and improvise using the notes. Students engage with the orchestral film music of John Williams, learning how he uses the musical elements (dynamics, instrumentation, texture, articulation and tonality) to create a specific mood and atmosphere. Students are shown how John Williams' music links to the works of Richard Wagner and Gustav Holst.

Half-terms 3 & 4

Unit 3 Beginner Drum Kit Skills:

Students further develop their sense of coordination and ability to perform in time to a steady pulse by learning how to play a Grade 1 piece on the drum kit. The piece of music they will learn will be much more challenging than the basic drum beat they learnt at the beginning of Year 7, as it requires students to move their limbs much more independently. In addition, the rhythms are more varied and complex, and the piece has an extended structure. Students will also acquire new skills - how to play drum fills and how to perform in time with a backing track. Students will continue to build upon their vocal skills by singing the melody and lyrics.

Half-term 5:

Unit 4 The Blues (Miss Ellison HT 5, Mrs Vanlint HT 6):

Students will study the history of how blues music originated. Practically, they will learn how to play a 12-bar blues chord sequence (major triads) and a walking bass line on the keyboard. They will also learn how to improvise using the blues scale and compose and record their own blues piece in pairs using Logic Pro. Students will have experienced playing major triads in Y8 Unit 2. This unit will push their ability to play chords further by requiring a higher level of fluency and rhythmic variation.

Half-terms 6:

Unit 5 Ableton Push 2 and Ableton Live Skills II (Miss Ellison HT 6, Mrs Vanlint HT 5):

Students further develop the music sequencing and arranging skills gained in Years 7 & 8. They will use the Ableton Push 2 controller and Live software to create an arrangement using piano samples from works by some of the great Romantic and 20th Century composers – Schumann, Mendelssohn, Grieg, Mahler and Debussy. Students will learn how to audition samples and loops, populate tracks with samples and loops, edit samples and loops, create and insert scenes, adjust balance and volume to avoid clipping, structure their work in a musical way, record an arrangement, edit in the arrangement view, apply production techniques such as panning, apply dynamics (crescendo and diminuendo), reverse audio, duplicate/delete/paste time and export audio.

New Knowledge (What we would like students to know and understand by the end of Year 8)

To be able to...

- Know how to practise a musical instrument with developing technique
- Know, understand and experience (in a practical sense) additional subject specific vocabulary
- Understand how the musical elements can be used to create a mood & atmosphere
- Give articulate & constructive feedback on their own & others' work
- Understand the historical origins of blues music
- Engage with music from great composers (John Williams, Richard Wagner, Gustav Holt, Robert Schumann, Felix Mendelssohn, Edvard Grieg, Gustav Mahler and Claude Debussy)

New Skills

To be able to...

- Play a simple guitar part with fretted notes
- Play an extended piece of music on the drum kit along to a backing track
- Play chords & improvise a simple melody on the keyboard
- Use music technology to compose, record, arrange and edit their work
- Read basic music notation (rhythm & staff), guitar TAB & drum TAB
- Perform in front of others with increasing levels of confidence

Disciplinary Vocabulary

Melody – Metre - Articulation – Dynamics – Tempo – Texture – Structure – Harmony – Instrumentation - Rhythm – Tonality - Key – Scale - Notation – Crotchet – Quaver – Rest – Minim – Semibreve - Time Signature – Tuning - Stave – Accompaniment – Solo – Ensemble – Duet – Chords – Bass Line – Fret – Riff - TAB - Clip – Loop – Sample – Remix – Quantizing - Mode

Prior Learning and Recall

Year 8 students will be expected to use their knowledge of the ukulele to help them learn the guitar. They will build upon the basic skills they learnt on the keyboard and drums in Year 7 in order to play more challenging repertoire. Students will delve deeper into the capabilities of the music technology they were introduced to in Year 7.

Examinations/Key Assessments

Following a baseline assessment at the start of the year, regular formative verbal teacher feedback is given during lessons in order to help students improve their work. Students complete a progress task at the end of each unit of work.

Homework

This is set once a half-term and is designed to support the work done during lessons. The task will be detailed on *Satchel One*, so that pupils and their parents can easily access the work and deadlines. Students are encouraged to use the Music Practice rooms to prepare for assessments during Tuesday lunchtime.

How Parents can Help

- Please encourage your son to listen to a wide variety of music outside school
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- If your son has a keen interest in Music, please encourage him to attend the extra-curricular Music activities we have on offer
- Get in touch with Miss Ellison if you would like your son to start instrument lessons in school
- Check *Satchel One* regularly and ensure all homework is completed to a good standard.

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<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>

Year 9 Music (KS3)

Key Stage 3 Music Aims

- To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- To understand and explore how music is created, produced and communicated (musical elements of melody, articulation, harmony, instrumentation, pitch, rhythm & duration, dynamics, tempo, tonality, timbre & sonority, texture & structure)

Curriculum Overview

Half-terms 1 & 2

Unit 1 Intermediate Keyboard Skills:

Students learn how to play a more advanced solo piece (Bohemian Rhapsody) on the keyboard using both hands. They will continue to extend their knowledge of musical notation, further develop their co-ordination skills and perform with expression and musicality (phrasing, dynamics and articulation). Students will continue to build upon their vocal skills by singing the melody and lyrics. Students are shown how Freddie Mercury's piano playing was influenced by Chopin, as well as how some of the piano accompaniment techniques used in Bohemian Rhapsody (e.g. broken chords) have their roots in the keyboard music of Bach and Beethoven.

Unit 2 Intermediate Drum Kit Skills:

Students will build upon the drum kit skills they acquired in Year 8 by either learning a more difficult Grade 1 piece or a Grade 3 piece. These pieces will challenge students by requiring a greater degree of hand and foot co-ordination, greater stick dexterity, more complex fills and demanding rhythms. Students will continue to build upon their vocal skills by singing the melody and lyrics.

Half-terms 3 - 6

Unit 3 Ableton Push 2 and Ableton Live Skills III (Miss Ellison HT 3 & 4, Mrs Vanlint HT 5 & 6):

Students will compose and perform their own electronic music - step sequenced drum loops and fills, chord sequences within a chosen tonality and key, bass lines & melodies) using the Ableton Push 2 controller and Ableton Live software (DAW). They will record, quantize, edit and structure their work. Students first learnt how to use this equipment and software in Y7. Students will acquire new and more complex skills for this unit – e.g. step sequencing is more difficult than recording a single drum loop. Students will be expected to use extended chords (major 7ths/minor 7ths) as opposed to basic triads and learn new scales such as modes.

Unit 4 Rock & Pop Band Skills (Mrs Vanlint HT 3 & 4, Miss Ellison HT 4 & 5):

Students prepare a performance of a chosen rock or pop song in groups. They will build upon the instrumental skills they have acquired so far on the keyboard, drum kit, guitar and vocals. They will develop and hone new and existing skills – group rehearsal and cooperation, chords (full chord shapes on the guitar, extended chords on the keyboard), bass lines (more complex rhythms and plucking techniques using either a plectrum or rest strokes), drum beats (including fills), solo vocal melody lines and how to set up and use electrical equipment safely.

Unit 5 Video Game Music:

Students compose their own soundtrack to a scene from a video game. They use their knowledge of tonality, rhythm, chord sequences (harmony), bass lines & melody to create an extended piece of music that fits the action onscreen. Students look at the work of famous Japanese video game music composers such as Yoko Shimomura and Nobuo Uematsu (dubbed the Beethoven of video game music), and how their classical music training inspired their work.

New Knowledge (What we would like students to know and understand by the end of Year 9)

To be able to...

- Know how to rehearse effectively as part of a band
- Use their individual rehearsal time well and with increasing levels of independence
- Know, understand and experience (in a practical sense) additional subject specific vocabulary
- Understand how the musical elements can be used to create a mood & atmosphere with increasing levels of sophistication
- Engage with music from great composers (Frederic Chopin, Johann Sebastian Bach, Ludwig van Beethoven, Yoko Shimomura & Nobuo Uematsu)

New Skills

To be able to...

- Play an extended piece of music on the keyboard along to a backing track
- Use music technology to compose, record, arrange and edit their work with increasing levels of sophistication
- Read from music notation (rhythm & staff), guitar TAB & drum TAB with confidence
- Rehearse an instrument as part of a band
- Perform in front of others with high levels of confidence

Disciplinary Vocabulary

Melody – Metre - Articulation – Dynamics – Tempo – Texture – Structure – Harmony – Instrumentation - Rhythm – Tonality - Notation – Crotchet – Quaver – Rest – Minim – Semibreve - Time Signature – Broken chord - Tuning - Stave – Accompaniment – Solo – Ensemble – Duet – Chords – Bass Line – Fret – TAB - Clip – Loop – Sample – Remix – Quantizing - Filter – EQ – Panning – Reverb – Echo/delay - Automation

Prior Learning and Recall

Year 9 students will be expected to use their prior knowledge of the guitar, keyboard and drums to help them rehearse and perform a piece of music as a band. Their experiences of music technology in Year 7 & 8 will help prepare them for level of sophistication expected of them in Year 9. By the end of KS3, students should have gained enough skills and knowledge to prepare them for further musical study at KS4 should they choose to do so.

Examinations/Key Assessments

Following a baseline assessment at the start of the year, regular formative verbal teacher feedback is given during lessons in order to help students improve their work. Students complete a progress task at the end of each unit of work.

Homework

This is set once a half-term and is designed to support the work done during lessons. The task will be detailed on *Satchel One*, so that pupils and their parents can easily access the work and deadlines. Students are encouraged to use the Music Practice rooms to prepare for assessments during Tuesday lunchtime.

How Parents can Help

- Please encourage your son to listen to a wide variety of music outside school
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- If your son has a keen interest in Music, please encourage him to attend the extra-curricular Music activities we have on offer
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<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>

Year 10 Music (KS4)

Examination/Specification Board

Pearson BTEC Level 1/Level 2 Tech Award in Music Practice

Curriculum Overview

This qualification is for learners who want to acquire sector-specific applied knowledge and technical skills through realistic vocational contexts (e.g. responding to a music industry brief). The qualification enables learners to develop skills such as understanding, recognising and using musical elements, music creation, performance and music. Students will develop personal skills such as self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment. The course gives students the opportunity to apply knowledge and skills in a practical way through exploration and development of techniques and styles.

Components:

Pearson BTEC Level 1/Level 2 Tech Award in Music Practice				
Component number	Component title	GLH	Level	How assessed
1	Exploring Music Products and Styles	36	1/2	Internal
2	Music Skills Development	36	1/2	Internal
3	Responding to a Music Brief	48	1/2	External synoptic

Component 1 Exploring Music Products and Styles: Explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.

Component 2 Music Skills Development: Develop two musical disciplines through engagement in practical tasks, while documenting progress and planning for further improvement.

Component 3 Responding to a Music Brief: Develop and present music in response to a given music brief.

Students receive weekly instrument lessons from a visiting peripatetic teacher in order to prepare them for their performance-based tasks and assessments. These are timetabled on a half-termly rota and will either take place during lesson time, at lunchtime and before or after school.

New Knowledge (What we would like students to know and understand by the end of KS4)

- application of the conceptual knowledge underpinning the music sector through realistic tasks and activities
- the development of core knowledge and understanding of musical techniques used in a range of music styles, and how to respond to a music brief
- demonstrate an understanding of styles of music
- understand how to respond to a music brief
- apply understanding of the use of techniques to create music

New Skills

- the development and application of skills such as practical and interpretative, musical rehearsal and performance through workshops and classes
- reflective practice through the development of skills and techniques that allow learners to think about the development of their idea from the initial plan to the final musical product.
- apply musical skills and techniques in response to a brief to produce a music product
- identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way
- demonstrate professional and commercial skills for the music industry
- apply development processes for music skills and techniques
- perform stylistically accurate cover versions
- create original music using existing stylistic frameworks and traits
- stylistic use of a DAW and associated hardware to create an original piece of music from a given starting point
- select and apply musical skills in response to a music brief
- present a final musical product in response to a music brief
- comment on the creative process and outcome in response to a music brief

Disciplinary Vocabulary

Melody – Metre - Articulation – Dynamics – Tempo/BPM – Texture – Structure – Harmony – Instrumentation - Rhythm – Tonality – Atonality - Production Techniques – EQ – Compression – Panning - Echo – Delay – Quantizing – Chords – Bass Line – Accompaniment – TAB – Notation – Timbre – Chromatic – Diatonic – Tone – Semitone – Scale - Pentatonic scale - Blues scale – Modal – Homophonic – Polyphonic – Monophonic – Chord – Triad - Power Chord - 7th chords - Suspended (sus) Chords - Chord inversion - Extended chords meaning - Chord sequence/ progression - Broken chords – Arpeggios – Motif – Riff – Hook – Metre – Syncopation – Swing – Polyrhythm - 12-bar blues – Verse – Chorus – Bridge - Intro/ Outro – Conject – Disjunct – Ostinato – Ornamentation – Improvisation - Stop Time

Prior Learning and Recall

KS4 students will build upon the instrumental skills & knowledge they have gained in KS3 in order to perform live. Their prior knowledge of music technology will help prepare them for the composition tasks.

Examinations/Key Assessments

There are two internally assessed components and one externally assessed component. The externally assessed component is completed under supervised conditions. The supervised assessment period is 3 hours and will take place during the summer exam season. For internally assessed units, Initial deadlines for submission will be given to students at the start of each unit. They will then be given an opportunity to refine their work before final submission. All work that students produce will count towards their final overall grade.

Homework

KS4 students will be expected to:

- Practise their instrument on a daily basis (at least 20 minutes) in preparation for their weekly instrument lesson and performance-based tasks
- Complete all homework in preparation for assessments
- Attend after school catch-up/intervention sessions in order to prepare for assessments
- Attend lunchtime/after school extra-curricular activities so as to develop performance skills

How Parents can Help

- Please encourage your son to listen to a wide variety of music outside school
- Please encourage your son to practise his instrument on a daily basis
- Be fully supportive of and encourage good attendance at weekly instrument lessons/extracurricular activities/concerts/catch-up and intervention sessions
- Check *Satchel One* regularly and ensure all homework is completed to a good standard

Here are some useful websites that can help parents to help their child with KS4 Music:

<https://musicmap.info/>

<https://www.bbc.co.uk/bitesize/subjects/zpf3cdm>

<https://www.bbc.co.uk/iplayer/categories/arts/featured>

<https://www.sky.com/watch/channel/sky-arts>

Year 11 Music (KS4)

Examination/Specification Board

RSL Level 2 Certificate in Performance for Music Practitioners

Curriculum Overview

This qualification provides a vocationally relevant course in popular music which allows for progression into a higher level of study and/or the industry. The aim is to provide students with the knowledge and range of skills needed to be able to operate successfully as performing musicians and producers/composers. Students will learn how to: demonstrate knowledge of theoretical and contextual issues relating to music style, audience and the music industry; perform effectively on their instrument/voice; rehearse and display musicianship skills in a number of professional scenarios; initiate and develop repertoire; understand relevant aspects of music technology. A level 2 RSL certificate is equivalent to a GCSE/Btec.

The qualifications consist of three types of unit: a core (compulsory) internally assessed unit, a core externally assessed unit, and an optional unit. See below:

Music Knowledge & Development	Internally assessed CORE UNIT
Live Music Performance	Externally assessed CORE UNIT
Composing Music	Internally assessed

Students receive weekly instrument lessons from a visiting peripatetic teacher in order to prepare them for their final live performance units (controlled assessment). These are timetabled on a half-termly rota and will either take place during lesson time, at lunchtime and before or after school.

New Knowledge (What we would like students to know and understand by the end of KS4)

To be able to...

- Understand the social, political & economic factors that influence the inception of a musical genre
- Understand how to manipulate the musical elements when composing in a chosen genre
- Understand how to prepare effectively for a live performance

New Skills

To be able to...

- Research and analyse different musical genres & pieces of music

- Write clearly and comprehensively about factors that influence the inception of musical genres
- Compose a highly engaging piece of music reflective of a chosen genre
- Rehearse effectively for a live performance, making original and progressive modifications to the musical set during the rehearsal process
- Present an engaging performance to a live audience
- Evaluate the success of their practical work (composing & performing)

Disciplinary Vocabulary

Melody – Metre - Articulation – Dynamics – Tempo – Texture – Structure – Harmony – Instrumentation - Rhythm – Tonality – Production Techniques – EQ – Compression – Panning - Echo – Delay – Quantizing – Chords – Bass Line – Accompaniment – TAB – Notation

Prior Learning and Recall

KS4 students will build upon the instrumental skills & knowledge they have gained in KS3 in order to present a live performance in front of an audience. Their prior knowledge of music technology will help prepare them for the composition unit.

Examinations/Key Assessments

The qualification is 40% externally assessed and 60% internally assessed. The externally assessed core unit takes the form of a timed assessment under controlled conditions based on an assignment set and marked by RSL (exam board). The remaining units are internally assessed. All work that students produce will count to their final overall grade. Initial deadlines for submission will be given to students at the start of each unit. They will then be given an opportunity to refine their work before final submission.

Homework

KS4 students will be expected to:

- Practise their instrument on a daily basis (at least 20 minutes) in preparation for their weekly instrument lesson and controlled assessments
- Complete all homework in preparation for assessments
- Attend after school catch-up sessions in order to prepare for controlled assessments
- Attend lunchtime/after school extra-curricular activities so as to develop ensemble performance skills

How Parents can Help

- Please encourage your son to listen to a wide variety of music outside school
- Please encourage your son to practise his instrument on a daily basis
- Be fully supportive of and encourage good attendance at weekly instrument lessons/extracurricular activities/concerts/catch-up and intervention sessions
- Check *Satchel One* regularly and ensure all homework is completed to a good standard

Here are some useful websites that can help parents to help their child with KS4 Music:

<https://musicmap.info/>

<https://www.bbc.co.uk/bitesize/subjects/zpf3cdm>

<https://www.bbc.co.uk/iplayer/categories/arts/featured>

<https://www.sky.com/watch/channel/sky-arts>