

Curriculum Overview			
Year Group	Term	Unit of Work	Assessment Content
7	1	<p>Unit title: Rhythm & Pulse (transition unit). This unit of work gradually builds security with rhythm and pulse. Content is presented through a variety of genres, from drum kit grooves to samba rhythms and contemporary British music</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> The difference between rhythm and pulse and the names and duration of notated rhythms: <p>Understand</p> <ul style="list-style-type: none"> The importance of pulse in music Basic rhythmic notation (quaver rest, dotted notes, ties, triplets) Metre (time signatures), conducting patterns Syncopation (accents and offbeat) Dynamics and simple musical structures <p>Be able to:</p> <ul style="list-style-type: none"> Demonstrate fluency and accuracy of rhythm on various percussion/body percussion Demonstrate ensemble listening skills in a group task Develop and extend musical ideas and patterns effectively Identify and comment on rhythms used Recognise musical symbols and rhythmic notation and demonstrate an ability to use these in performance 	Baseline listening test 1
	2	<p>Unit title: Rhythm & Pulse (transition unit) - continued</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> The difference between rhythm and pulse and the names and duration of notated rhythms <p>Understand</p> <ul style="list-style-type: none"> The importance of pulse in music Basic rhythmic notation (quaver rest, dotted notes, ties, triplets) Metre (time signatures), conducting patterns Syncopation (accents and offbeat) 	Baseline listening test 2 Whole class performance of rhythmic piece

	<ul style="list-style-type: none"> Dynamics and simple musical structures <p>Be able to</p> <ul style="list-style-type: none"> Demonstrate fluency and accuracy of rhythm on various percussion/body percussion Demonstrate ensemble listening skills in a group task Develop and extend musical ideas and patterns effectively Identify and comment on rhythms used Recognise musical symbols and rhythmic notation and demonstrate an ability to use these in performance 	
3	<p>Unit title: Singing and the Elements</p> <p>This unit of work is a foundation unit for KS3 Music, where students review the elements (interrelated dimensions) both through aural analysis and singing in context. Content is presented through a variety of genres of vocal music.</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> The difference between rhythm and pulse and the names and duration of notated rhythms <p>Understand</p> <ul style="list-style-type: none"> The importance of pulse in music Basic rhythmic notation (quaver rest, dotted notes, ties, triplets) Metre (time signatures), conducting patterns Syncopation (accents and offbeat) Dynamics and simple musical structures <p>Be able to</p> <ul style="list-style-type: none"> Demonstrate fluency and accuracy of rhythm on various percussion/body percussion Demonstrate ensemble listening skills in a group task Develop and extend musical ideas and patterns effectively Identify and comment on rhythms used Recognise musical symbols and rhythmic notation and demonstrate an ability to use these in performance 	
4	<p>Unit title: Singing and the Elements - continued</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> The difference between rhythm and pulse and the names and duration of notated rhythms 	Performance, improvisation, composition, evaluation, listening

		<p>Understand</p> <ul style="list-style-type: none"> • The importance of pulse in music • Basic rhythmic notation (quaver rest, dotted notes, ties, triplets) • Metre (time signatures), conducting patterns • Syncopation (accents and offbeat) • Dynamics and simple musical structures <p>Be able to</p> <ul style="list-style-type: none"> • Demonstrate fluency and accuracy of rhythm on various percussion/body percussion • Demonstrate ensemble listening skills in a group task • Develop and extend musical ideas and patterns effectively • Identify and comment on rhythms used • Recognise musical symbols and rhythmic notation and demonstrate an ability to use these in performance 	
	5	<p>Unit title: Melody Pitch and Patterns</p> <p>This unit of work builds on prior skill development, encouraging students to develop individual performance skills on a melodic instrument.</p> <p>Content is presented through the study of the set work - 'O Fortuna' from Carmina Burana by Karl Orff.</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • The orchestral families and the basics of musical notation <p>Understand</p> <ul style="list-style-type: none"> • How to notate pitch • How to practice using the correct keyboard technique • The concept of texture in music <p>Be able to</p> <ul style="list-style-type: none"> • Use appropriate musical notation when playing • Develop and extend musical ideas and patterns effectively • Identify a variety of different instrument sounds and families • Identify and comment on musical devices • Recognise musical symbols and staff notation and demonstrate an ability to use these in performance 	

	6	<p>Unit title: Melody Pitch and Patterns - continued</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • The orchestral families and the basics of musical notation <p>Understand</p> <ul style="list-style-type: none"> • How to notate pitch • How to practice using the correct keyboard technique • The concept of texture in music <p>Be able to</p> <ul style="list-style-type: none"> • Use appropriate musical notation when playing • Develop and extend musical ideas and patterns effectively • Identify a variety of different instrument sounds and families • Identify and comment on musical devices • Recognise musical symbols and staff notation and demonstrate an ability to use these in performance 	Extended task that brings together learning of curriculum content in year7: Performance and Composition
8	1	<p>Unit title: Hooks and Riffs</p> <p>This unit explores music based on repeated musical patterns. It builds on knowledge of pitch. Content is presented through the study of through the genres of Popular Music (Hooks and Riffs) and Music from the Western Classical Tradition (Ostinatos).</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Treble and bass clef symbols as an indication of pitch • Musical repeat markings and symbols • What Hooks, Riffs and Ostinatos and how to distinguish and differentiate between them when listening and performing. • Know what effect using repeated musical patterns in a piece of music has on the listener <p>Understand</p> <ul style="list-style-type: none"> • How music is based on Repeated Musical Patterns. • The difference between Hooks, Riffs and Ostinatos. <p>Be able to</p> <ul style="list-style-type: none"> • Identify, perform and create hooks, riffs and ostinatos within a musical structure. • Recognise their own contributions to group performances taking a solo part. 	

		<ul style="list-style-type: none"> Evaluate how purpose can affect the way music is used. 	
	2	<p>Unit title: Hooks and Riffs - continued</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> Treble and bass clef symbols as an indication of pitch Musical repeat markings and symbols What Hooks, Riffs and Ostinatos and how to distinguish and differentiate between them when listening and performing. Know what effect using repeated musical patterns in a piece of music has on the listener <p>Understand</p> <ul style="list-style-type: none"> How music is based on Repeated Musical Patterns. The difference between Hooks, Riffs and Ostinatos. <p>Be able to</p> <ul style="list-style-type: none"> Identify, perform and create hooks, riffs and ostinatos within a musical structure. Recognise their own contributions to group performances taking a solo part. Evaluate how purpose can affect the way music is used. 	Performance, improvisation, composition, evaluation, listening
	3	<p>Unit title: Solo Musician - Tonality and Structure</p> <p>This unit of work builds on prior instrumental skill development, encouraging students to refine and improve individual performances and compositions.</p> <p>Content is presented through the study of two 'set work' performance pieces: 'In the Hall of the Mountain King' by Grieg and 'New World Symphony' by Dvorak.</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> Scales: major, minor, chromatic and pentatonic Structure: binary, ternary and variation form performance directions. <p>Understand</p> <ul style="list-style-type: none"> The difference between a major and minor scale Binary form Chromatic notes in a melody Melodic development and the use of scales <p>Be able to</p> <ul style="list-style-type: none"> Include solos or moments of musical leadership in performance 	

		<ul style="list-style-type: none"> • Make adjustments to facilitate musical interpretation and sensitive ensemble performance • Create music evidencing melodic development and rhythmic interest • Refine ideas effectively, through improvisation, mutual evaluation and discussion • Identify, comment on and make links between musical devices • Read staff notation with increasing ease 	
	4	<p>Unit title: Solo Musician - Tonality and Structure - continued</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Scales: major, minor, chromatic and pentatonic • Structure: binary, ternary and variation form performance directions. <p>Understand</p> <ul style="list-style-type: none"> • The difference between a major and minor scale • Binary form • Chromatic notes in a melody • Melodic development and the use of scales <p>Be able to</p> <ul style="list-style-type: none"> • Include solos or moments of musical leadership in performance • Make adjustments to facilitate musical interpretation and sensitive ensemble performance • Create music evidencing melodic development and rhythmic interest • Refine ideas effectively, through improvisation, mutual evaluation and discussion • Identify, comment on and make links between musical devices • Read staff notation with increasing ease 	Performance, improvisation, composition, evaluation, listening
	5	<p>Unit title: The Ensemble Musician - Offbeat</p> <p>This unit of work builds on prior instrumental skill development, encouraging students to refine and improve ensemble performances.</p> <p>Content is presented through the study of a variety of popular song styles, starting with music from Jamaica (mento, ska and reggae) and then moving into contemporary songs</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Major, minor chords • Primary chords, root position and inversion and harmonic rhythm • The development of Jamaican music from mento through to reggae 	

		<p>Understand</p> <ul style="list-style-type: none"> • How to read tab • How major and minor chords are constructed • The rhythmic devices of syncopation, 'swung' rhythms, and riff <p>Be able to</p> <ul style="list-style-type: none"> • Co-ordinate their musical role with other performer(s), considering timing and balance • Include solos or moments of musical leadership in performance • Make adjustments to facilitate musical interpretation and sensitive ensemble performance • Identify, comment on and make links between musical devices studied in previous topics 	
	6	<p>Unit title: The Ensemble Musician – Offbeat - continued</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Major, minor chords • Primary chords, root position and inversion and harmonic rhythm • The development of Jamaican music from mento through to reggae <p>Understand</p> <ul style="list-style-type: none"> • How to read tab • How major and minor chords are constructed • The rhythmic devices of syncopation, 'swung' rhythms, and riff <p>Be able to</p> <ul style="list-style-type: none"> • To-ordinate their musical role with other performer(s), considering timing and balance • Include solos or moments of musical leadership in performance • Make adjustments to facilitate musical interpretation and sensitive ensemble performance • Identify, comment on and make links between musical devices studied in previous topics 	Extended task that brings together learning of curriculum content of years 7 & 8
9	1	<p>Unit title: What Makes a Good Song?</p> <p>This unit of work builds on work covered in year 8 where students are taught to:</p> <ul style="list-style-type: none"> • Recognise binary, ternary and song forms • Identify major and minor scales • Perform on an instrument with increasing control and expression • Knowledge of typical ensembles, chords and melody 	

	<p>Content is presented through popular songs from 1960s to 2020</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Typical song structures • Chords and cadences • A variety of textures and intervals • Concords and discords <p>Understand</p> <ul style="list-style-type: none"> • How hooks, riffs and motifs are used in songs • How to analyse a song and plan their own cover version of an existing song <p>Be able to</p> <ul style="list-style-type: none"> • Compose music in a popular genre which makes controlled use of musical features and devices. • Discuss and analyse music in detail, using key words and musical terms 	
2	<p>Unit title: What Makes a Good Song? - continued</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Typical song structures • Chords and cadences • A variety of textures and intervals • Concords and discords <p>Understand</p> <ul style="list-style-type: none"> • How hooks, riffs and motifs are used in songs • How to analyse a song and plan their own cover version of an existing song <p>Be able to</p> <ul style="list-style-type: none"> • Compose music in a popular genre which makes controlled use of musical features and devices. • Discuss and analyse music in detail, using key words and musical terms 	Composition of a song
3	<p>Unit title: Music for Film (Programme Music)</p> <p>This unit builds on previous knowledge of the elements of music with a focus on the subtle manipulation of these to suit different on-screen situations. It builds on previous knowledge of texture and chords.</p>	

	<p>Content is presented through the study of several genres of film music</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • How Film Music originated and developed • How “Classical Music” has been used in films • How knowledge of how a film music composer creates a soundtrack allows them to create effective film soundtracks. • A variety of textures and intervals • Concorde and discords <p>Understand:</p> <ul style="list-style-type: none"> • How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. • How timing is a crucial factor in the composition and performance of music for film. • How film music can change the viewer’s interpretation of a scene. • How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect. <p>Be able to</p> <ul style="list-style-type: none"> • aurally identify a range of different types of film music referring to the elements of music to justify their choices. • Perform more complex leitmotifs and themes from a range of film soundtracks accuracy of pitch and rhythm. • Use storyboards and/or cue sheets to plan an effective film music soundtrack revising and refining ideas through rehearsal. • Discriminate between diegetic and non-diegetic film music when watching/listening. • Compose an effective musical narrative for a film scene, using appropriate techniques to create an intended effect. 	
4	<p>Unit title: Music for Film (Programme Music) - continued</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • How Film Music originated and developed • How “Classical Music” has been used in films 	Composition of a soundtrack

		<ul style="list-style-type: none"> • How knowledge of how a film music composer creates a soundtrack allows them to create effective film soundtracks. • A variety of textures and intervals • Concorde and discords <p>Understand</p> <ul style="list-style-type: none"> • How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. • How timing is a crucial factor in the composition and performance of music for film. • How film music can change the viewer's interpretation of a scene. • How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect. <p>Be able to</p> <ul style="list-style-type: none"> • Aurally identify a range of different types of film music referring to the elements of music to justify their choices. • Perform more complex leitmotifs and themes from a range of film soundtracks accuracy of pitch and rhythm. • Use storyboards and/or cue sheets to plan an effective film music soundtrack revising and refining ideas through rehearsal. • Discriminate between diegetic and non-diegetic film music when watching/listening. • Compose an effective musical narrative for a film scene, using appropriate techniques to create an intended effect. 	
	5	<p>Unit title: New Directions</p> <p>This unit of work takes an in-depth exploration of two of the many various styles, movements and genres of twentieth century music: minimalism and expressionism.</p> <p>Content is delivered through a "minimalism pathway", focusing on the compositional rhythmic and melodic devices and conventions of minimalist composers and their work.</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • About common trends in twentieth century music such as the use of different tonalities, chromaticism, dissonance and extremes of pitch and dynamics • How composers use unusual and experimental timbres, sonorities, sounds and instruments within their work. 	

		<p>Understand</p> <ul style="list-style-type: none"> • How composers develop compositions from small starting points: motifs/cells or note/tone rows, • How these can be extended, developed and varied using musical devices such as augmentation, diminution, retrograde, inversion and retrograde inversion. <p>Be able to</p> <ul style="list-style-type: none"> • Explore and use minimalist musical devices in their own performances, improvisations and compositions • Compose a structured composition in a 'minimalist' style. 	
	6	<p>Unit title: New Directions – continued</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • About common trends in twentieth century music such as the use of different tonalities, chromaticism, dissonance and extremes of pitch and dynamics • How composers use unusual and experimental timbres, sonorities, sounds and instruments within their work. <p>Understand</p> <ul style="list-style-type: none"> • How composers develop compositions from small starting points: motifs/cells or note/tone rows, • How these can be extended, developed and varied using musical devices such as augmentation, diminution, retrograde, inversion and retrograde inversion. <p>Be able to</p> <ul style="list-style-type: none"> • Explore and use minimalist musical devices in their own performances, improvisations and compositions • Compose a structured composition in a 'minimalist' style. 	Extended task that brings together learning of curriculum content in year 7 – 9: Performance Composition & Improvisation
10	1	<p>Unit title: Unit 1 Performance Introduction</p> <p>This unit develops students understanding of the music industry with a view to getting work in and using the organisations that exist. They learn about the various business practices within the industry and the range of job opportunities that exist. They need to understand how the industry operates for the individual entrepreneurs, sole traders, partnerships and small organisations that predominate.</p> <p>Students will:</p>	Short and Long answer questions on topics studied to date

	<ul style="list-style-type: none"> • Know about purpose, impact, space, resources, audience etc. as well as undertaking background research on the selected performance repertoire, covering the original creator, the style/genre, the social/historical context, themes etc. • know about health and safety in the workplace and the responsibility of venues to ensure the health and safety of the audience • Understand how different briefs could affect the outcome – what would make a good/bad response to a brief in terms of content? Why? • Understand the sort of research needed before deciding on the repertoire they will perform? • • Be able to make links with other jobs and organisations in the music industry and apply their knowledge to different musical scenarios <p>Unit title: Unit 2 Composition Introduction</p> <p>Students will:</p> <ul style="list-style-type: none"> • Know how to develop their technical music performance techniques in relation to their singing voice or chosen musical instrument. • Understand interpretive skills and stylistic qualities relevant to the music material, so that they can use them to improve their technique. Understand how to warm up and rehearse effectively, demonstrating personal management skills • Be able to apply the skills they have explored and developed to the rehearsal of an ensemble piece of music. They must review their own practice, identifying their strengths and areas for development 	
2	<p>Unit title: The Music Industry</p> <p>Students will:</p> <ul style="list-style-type: none"> • Know about production and promotion companies in the music industry and the type of work each undertakes • Understand the organisations within production and promotion in terms of who does what, why it is done and when it is done for new music products. • Be able to make links between production and promotion, know how each activity is a crucial part in the process and apply their knowledge to different musical scenarios 	Mock Exam 1

	<p>Unit title: Introducing Music Performance - Ensemble 1 Students will:</p> <ul style="list-style-type: none"> • Know how to develop their technical music performance techniques in relation to their singing voice or chosen musical instrument. • Understand interpretive skills and stylistic qualities relevant to the music material, so that they can use them to improve their technique. Understand how to warm up and rehearse effectively, demonstrating personal management skills • Be able to apply the skills they have explored and developed to a performance of an ensemble piece of music. They must review their own practice, identifying their strengths and areas for development 	BTEC Music Unit 5, Ensemble Performance 1
3	<p>Unit title: The Music Industry Students will:</p> <ul style="list-style-type: none"> • Know about different service companies and agencies in the music industry and the type of work each undertakes • Understand how their products support the music industry and why they are important and the pros and cons for musicians of working with agencies. • Understand the issues that unions are skilled in resolving and supporting. • Be able to make links with other jobs and organisations in the music industry and apply their knowledge to different musical scenarios <p>Unit title: Introducing Music Performance - Solo Students will:</p> <ul style="list-style-type: none"> • Know how to develop their technical music performance techniques in relation to their singing voice or chosen musical instrument. • Understand interpretive skills and stylistic qualities relevant to the music material, so that they can use them to improve their technique. Understand how to warm up and rehearse effectively, demonstrating personal management skills • Be able to apply the skills they have explored and developed to the rehearsal of a solo piece of music. They must review their own practice, identifying their strengths and areas for development 	Mock Exam 2
4	<p>Unit title Music Industry: Unions/service companies/ Agencies/professional organisations Students will:</p>	Mock Exam 3

	<ul style="list-style-type: none"> • Know how organisations interrelate and why these relationships are important • Understand the wider range of personnel within the music industry in terms of who they are, what their areas of interest is, why their organisations exist and when they might be needed by others working in the music industry. • Be able to make links with other jobs and organisations in the music industry and apply their knowledge to different musical scenarios <p>Unit title: Introducing Music Performance - Solo Students will:</p> <ul style="list-style-type: none"> • Know how to develop their technical music performance techniques in relation to their singing voice or chosen musical instrument. • Understand interpretive skills and stylistic qualities relevant to the music material, so that they can use them to improve their technique. Understand how to warm up and rehearse effectively, demonstrating personal management skills • Be able to apply the skills they have explored and developed to the rehearsal of a solo piece of music. They must review their own practice, identifying their strengths and areas for development 	
5	<p>Unit title: The Music industry Students will:</p> <ul style="list-style-type: none"> • Know performance/creative roles, management and promotion roles, recording roles, media and other roles, how and why workers are employed in the industry • Understand Job roles from different areas of the music industry and the responsibilities of each role - who is responsible for what activity, why and how are things done and what are the advantages and disadvantages of relying on individuals for individual services in relation to the key stages of the production timeline. • Be able to make links with other jobs and organisations in the music industry and apply their knowledge to different musical scenarios <p>Unit title: Introducing Music Performance - Solo Students will:</p> <ul style="list-style-type: none"> • Know how to develop their technical music performance techniques in relation to their singing voice or chosen musical instrument. 	BTEC Music: Unit 1 Music Industry Externally Moderated Exam

		<ul style="list-style-type: none"> Understand interpretive skills and stylistic qualities relevant to the music material, so that they can use them to improve their technique. Understand how to warm up and rehearse effectively, demonstrating personal management skills Be able to apply the skills they have explored and developed to the performance of a solo piece of music. They must review their own practice, identifying their strengths and areas for development 	BTEC Music Unit 5, Solo Performance 2
	6	<p>Unit title: Managing a Music Product - Introduction</p> <p>Students will:</p> <ul style="list-style-type: none"> Know how to plan a musical product. Understand the music industry requires teamwork at all levels of operation and they must support others to achieve to their full potential. Be able to demonstrate the necessary skills for the planning of a live concert, CD, or other music product. <p>Unit title: Introducing Music Performance - Ensemble 2</p> <p>Students will:</p> <ul style="list-style-type: none"> Know how to develop their technical music performance techniques in relation to their singing voice or chosen musical instrument. Understand interpretive skills and stylistic qualities relevant to the music material, so that they can use them to improve their technique. Understand how to warm up and rehearse effectively, demonstrating personal management skills Be able to apply the skills they have explored and developed to the rehearsal of a contrasting ensemble piece of music. They must review their own practice, identifying their strengths and areas for development 	
11	1	<p>Unit title: Managing a Music Product - Planning</p> <p>Students will:</p> <ul style="list-style-type: none"> Know how to plan and promote a musical product and the importance of team-working skills and personal management Understand their defined role and apply the specialist skills, knowledge and understanding required for the aspect of the work for which they are responsible. The music industry requires teamwork at all levels of operation and they must support others to achieve to their full potential. 	BTEC Music Unit 2, assignment 2: Assessment of promotion for the musical product

	<ul style="list-style-type: none"> • Be able to demonstrate the necessary skills for the planning and promotion of a live concert, CD, or other music product. <p>Unit title: Introducing Music Performance - Ensemble 2 Students will:</p> <ul style="list-style-type: none"> • Know how to develop their technical music performance techniques in relation to their singing voice or chosen musical instrument. • Understand interpretive skills and stylistic qualities relevant to the music material, so that they can use them to improve their technique. Understand how to warm up and rehearse effectively, demonstrating personal management skills • Be able to apply the skills they have explored and developed to the rehearsal of a contrasting ensemble piece of music. They must review their own practice, identifying their strengths and areas for development <p>Unit title: Composition: Assignment 1 - 4 musical extracts Students will:</p> <ul style="list-style-type: none"> • Know a range of compositional techniques and produce contrasting musical ideas to develop their compositional expertise. • Understand that a musical idea might take the form of a short melodic motif, a chord progression or a rhythmic idea and the different ways in which these ideas could form the basis for a complete piece of music. • Be able to explore creative stimuli to meet a brief and compose four musical extracts 	
2	<p>Unit title: Managing a Music Product - completion Students will:</p> <ul style="list-style-type: none"> • Know how to plan, deliver, promote and evaluate a musical product. • Understand their defined role and apply the specialist skills, knowledge and understanding required for the aspect of the work for which they are responsible. The music industry requires teamwork at all levels of operation, and they must support others to achieve to their full potential. • Be able to demonstrate the necessary skills for the delivery and evaluation of a live concert, CD, or other music product. 	BTEC Music Unit 2, assignment 1,3,4: Assessment of Music Product

		<p>Unit title: Introducing Music Performance - Ensemble 2 Students will:</p> <ul style="list-style-type: none"> • Know how to develop their technical music performance techniques in relation to their singing voice or chosen musical instrument. • Understand interpretive skills and stylistic qualities relevant to the music material, so that they can use them to improve their technique. Understand how to warm up and rehearse effectively, demonstrating personal management skills • Be able to apply the skills they have explored and developed to the performance of a contrasting ensemble piece of music. They must review their own practice, identifying their strengths and areas for development <p>Unit title: Composition: Assignment 1 - 4 musical extracts Students will:</p> <ul style="list-style-type: none"> • Know a range of compositional techniques and produce contrasting musical ideas to develop their compositional expertise. • Understand that a musical idea might take the form of a short melodic motif, a chord progression or a rhythmic idea and the different ways in which these ideas could form the basis for a complete piece of music. • Be able to explore creative stimuli to meet a brief and compose four musical extracts 	<p>BTEC Music Unit 5, Ensemble Performance 2</p> <p>BTEC Music Unit 4, assignment 1</p>
	3	<p>Unit title: Composition Assignment 2 - Development of 2 musical extracts Students will:</p> <ul style="list-style-type: none"> • Know a range of compositional techniques and produce contrasting musical ideas to develop their compositional expertise. • Understand how to use compositional techniques such as: repetition, sequence, decoration, variation, modulation, changing tonality, transposition, use of contrast, transformations, cut and paste techniques, instrumentation, textures, chord voicings/inversions • Be able to take ideas further than experimentation and exploration, extending and developing two of their musical ideas showing use of compositional techniques. 	<p>BTEC Music Unit 4, assignment 2</p>

	4	<p>Unit title: Composition Assignment 3 - Final Composition</p> <p>Students will:</p> <ul style="list-style-type: none">• Know techniques commonly used to shape musical ideas into full compositions.• Understand block structures (binary, ternary, rondo, arch, ground bass), style, introductions, codas, song structures, effective use of repetition and contrast, pace, contrasts, balancing repetition and change.• Be able to develop one of their extended musical ideas into a fully completed composition. <p>Unit title: Composition Assignment 4 - Presentation of Final Composition</p> <p>Students will:</p> <ul style="list-style-type: none">• Know how to present their compositions using an appropriate format to ensure clarity and support communication of musical ideas to others.• Understand and use as appropriate any of the following:<ul style="list-style-type: none">➤ conventions of particular styles, genres (recordings, MIDI and audio files)➤ Standard notation, e.g. scores, parts➤ tab, e.g. guitar, drum, bass etc➤ graphic notation➤ lead sheet➤ chord chart➤ accepted graphic notations➤ technological solutions such as online and apps.• Be able to record and present their composition in the appropriate format with clarity and accuracy	<p>BTEC Music Unit 4, assignment 3</p> <p>BTEC Music Unit 4, assignment 4</p>
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