

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
Autumn Half Term 1 and Autumn Half Term 2	<p>Component 1 Preparation and teaching: Exploring music products and styles .</p> <p>“walking talking mock”</p> <p>LAA: Pupils will study the compositional and sonic features of:</p> <ol style="list-style-type: none"> 1. Rock n Roll 2. Jazz 3. Film Music 4. Indie pop/ brit pop <p>Compositional features:</p> <ul style="list-style-type: none"> • melody • harmony • tonality • rhythm • structure <p>Sonic features:</p> <ul style="list-style-type: none"> • instrumentation • texture • timbre • production. <p>LAB: They will produce three ideas for music products 30-60 seconds long.</p> <ol style="list-style-type: none"> 1. A live performance 2. Film music underscore 3. Original song (song writing) 	<p>LAA: Pupils will produce a written portfolio describing the musical features of the four chosen genres.</p> <p>LAB: Their three music products and accompanying commentary will be recorded/ mixed down as an audio track and included in the portfolio for assessment also.</p> <p>This portfolio will be marked in regular intervals (i.e. after each genre has been studied) and written feedback will be given.</p> <p>Regular verbal feedback given</p>	<p>LAA: Pupils study a variety of pop and rock styles and instrumental skills in KS3 – this supports pupils as they must select 2 pop styles minimum for C2. Y8 unit on blues & jazz leads on to C1 jazz study. Y9 unit on film music leads on to C1 film music study.</p> <p>LAB: Pupils create the same 3 music products in Y9 (live performance in Y9 Autumn Term, Film music in Spring term, original song/ composition in Summer term).</p> <p>Knowledge:</p> <p>Declarative: Develop knowledge of the styles/ genre chosen and key musical features</p> <p>Procedural: Developing instrumental skills and creation/ DAW skills.</p> <p>Disciplinary: Analysis of seminal works, evaluating the creation of music products in commentary</p>	<p>Reading:</p> <p>Pupils will research genre key features and social/ historical background through reading articles/ research online.</p> <p>Oracy:</p> <ul style="list-style-type: none"> • Pupils will verbally discuss/ analyse key features of music. • Pupils will verbally reflect and give feedback to each other following performances <p>Literacy:</p> <ul style="list-style-type: none"> • Glossaries given – used in lessons and revised at home • Key words tests • Writing frames given • Written LAA portfolio and LAB commentary.

<p>Spring Half Term 3</p> <p>and</p> <p>Spring Half Term 4</p>	<p>Component 1 PSA WINDOW: Exploring music products and styles .</p> <p>LAA: Pupils will write about the compositional and sonic features of:</p> <ol style="list-style-type: none"> 5. Rock n Roll 6. Jazz 7. Film Music 8. Indie pop/ brit pop <p>Compositional features:</p> <ul style="list-style-type: none"> • melody • harmony • tonality • rhythm • structure <p>Sonic features:</p> <ul style="list-style-type: none"> • instrumentation • texture • timbre • production. <p>LAB: They will produce three ideas for music products 30-60 seconds long.</p> <ol style="list-style-type: none"> 4. A live performance 5. Film music underscore 6. Original song (song writing) 	<p>LAA: Pupils will be assessed on a written portfolio describing the musical features of the four chosen genres.</p> <p>LAB: Their three music products and accompanying commentary will be recorded/ mixed down as an audio track and included in the portfolio for assessment also.</p> <p>This portfolio will be internally marked according to the BTEC criteria, then sent to the exam board for moderation.</p> <p>Feedback will be given in line with BTEC regulations.</p>	<p>Previous term mock will prepare pupils well for this PSA window.</p> <p>LAA: Pupils study a variety of pop and rock styles and instrumental skills in KS3 – this supports pupils as they must select 2 pop styles minimum for C2. Y8 unit on blues & jazz leads on to C1 jazz study. Y9 unit on film music leads on to C1 film music study.</p> <p>LAB: Pupils create the same 3 music products in Y9 (live performance in Y9 Autumn Term, Film music in Spring term, original song/ composition in Summer term).</p> <p><u>Knowledge:</u></p> <p>Declarative: Develop knowledge of the styles/ genre chosen and key musical features</p> <p>Procedural: Developing instrumental skills and creation/ DAW skills.</p> <p>Disciplinary: Analysis of seminal works, evaluating the creation of music products in commentary</p>	<p>Reading: Pupils will research genre key features and social/ historical background through reading articles/ research online.</p> <p>Oracy:</p> <ul style="list-style-type: none"> • Pupils will verbally discuss/ analyse key features of music. • Pupils will verbally reflect and give feedback to each other following performances <p>Literacy:</p> <ul style="list-style-type: none"> • Glossaries given – used in lessons and revised at home • Key words tests • Written LAA portfolio and LAB commentary.
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<p>Summer Half Term 5</p> <p>and</p> <p>Summer Half Term 6</p>	<p>Component 2 preparation and teaching: Music Skills Development</p> <p>“walking talking mock”</p> <p>Pupils will plan and create two musical outcomes based on a theme that will develop their music skills in the two disciplines of:</p> <ul style="list-style-type: none"> • music performance • creating original music <p>They need to document and track their progress through</p> <ul style="list-style-type: none"> • skills audit • individual development routines • technical exercises for development • setting goals <p>monitoring and tracking of progress</p>	<p>LA A: Demonstrate professional and commercial skills for the music industry</p> <p>LA B: Apply development processes for music skills and techniques</p> <p>Pupils will prepare a portfolio that contains a variety of written and audio-visual evidence of their development. This will include milestone performances and a final performance. It will also include regular screenshots and audio clips from composition creation.</p> <p>Pupils will receive regular verbal feedback in lessons, and will receive written feedback on their portfolio.</p>	<p>This builds on the skills developed in C1 – performance/ creation skills. Solo performance unit in Y9 prepares pupils well for this as they explore professional skills such as writing skills audits/ practice diaries/ self-reflections.</p> <p><u>Knowledge:</u></p> <p>Declarative: Develop knowledge of what good rehearsals look like, how to maintain and work with equipment/ instruments safely.</p> <p>Procedural: Developing instrumental skills and creation/ DAW skills. Developing professional skill such as time management.</p> <p>Disciplinary: Ongoing self reflection and evaluation of musical development. Pupils will learn how to devise technical exercises appropriate to their own musical needs and why it helps them.</p>	<p>Reading: Pupils will research case studies/ examples of performers/ producers/ composers through reading articles/ research online.</p> <p>Oracy:</p> <ul style="list-style-type: none"> • Pupils will verbally discuss/ analyse what if effective practice/ what is a safe working environment etc... • Pupils will verbally reflect and give feedback to each other following performances <p>Literacy:</p> <ul style="list-style-type: none"> • Glossaries given – used in lessons and revised at home • Writing frames given • Written diaries/ reflections/ audits produced in portfolio.
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