

## SUBJECT CURRICULUM OUTLINE

Term	Topic/Unit of work	Knowledge	Skills	Assessment
Autumn Term 1	Mock-mock performing to a brief (202ta)	<ul style="list-style-type: none"> <li>● How to read chord charts, TAB and traditional notation.</li> <li>● Knowing potential health and safety issues with performing and how to prevent/overcome them.</li> <li>● How to interpret a theme and justify it with an articulate response.</li> <li>● A range of artists/bands and songs from a wide range of genres.</li> <li>● VCOPS in order to form a mature response to the question or statement in the brief.</li> <li>● How to design a stage plan.</li> </ul>	<ul style="list-style-type: none"> <li>● Singing or playing an instrument with accurate rhythm and pitch.</li> <li>● Teamwork/ensemble skills in order to perform effectively as a band.</li> <li>● Listening.</li> <li>● Interpreting song lyrics/moods to fit the brief.</li> <li>● Evaluative skills to weigh up the strengths/improvements of performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Task 1 written plan.</li> <li>● Task 2 rehearsal log</li> <li>● Task 3 performance (filmed)</li> <li>● Task 4 evaluation.</li> </ul>
Autumn Term 2	Musical Knowledge 201ta LO1 <ul style="list-style-type: none"> <li>● Genre research 1</li> <li>● Practical band project.</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding of the different music genres from 1920s to the present day and how they developed musically.</li> <li>● Key artists/bands and their impact on the genre.</li> <li>● Iconic producers who influenced the genre e.g. Phil Spector / Berry Gordy.</li> <li>● Fashion styles associated with musical/cultural movements.</li> <li>● VCOPS to articulate a sophisticated response to each LO.</li> <li>● Identifying musical features using aural skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Researching information using a range of sources.</li> <li>● Paraphrasing and interpreting key information to create an informed and detailed research task.</li> <li>● Applying idiomatic musical features into a live music rehearsal and performance.</li> <li>● Ensemble skills in order to work effectively and collaboratively with others.</li> <li>● Performance skills to engage an audience.</li> </ul>	<ul style="list-style-type: none"> <li>● LO1 genre 1</li> <li>● Informal performance in front of the class.</li> </ul>
Spring Term 1	Musical Knowledge 201ta LO1 <ul style="list-style-type: none"> <li>● Genre research 2</li> <li>● Genre-based group composition.</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding of the different music genres from 1920s to the present day and how they developed musically.</li> <li>● Key artists/bands and their impact on the genre.</li> </ul>	<ul style="list-style-type: none"> <li>● Researching information using a range of sources.</li> <li>● Paraphrasing and interpreting key information to create an informed and detailed research task.</li> </ul>	<ul style="list-style-type: none"> <li>● LO1 genre 2</li> <li>● Performance of the short group composition to the class.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Iconic producers who influenced the genre e.g. Phil Spector / Berry Gordy.</li> <li>• Fashion styles associated with musical/cultural movements.</li> <li>• VCOPS to articulate a sophisticated response to each LO.</li> <li>• Identifying musical features using aural skills.</li> <li>• How to create an effective chord progression.</li> <li>• How to compose a melody/hook.</li> <li>• How to structure a song that is idiomatic to the style.</li> </ul>	<ul style="list-style-type: none"> <li>• Applying idiomatic musical features into a live music rehearsal and performance.</li> <li>• Ensemble skills in order to work effectively and collaboratively with others.</li> <li>• Changing between chords with fluency and accuracy.</li> <li>• Writing meaningful lyrics.</li> </ul>	
Spring Term 2	Composing Music (205ta) LO1	<ul style="list-style-type: none"> <li>• How to create an effective chord progression.</li> <li>• How to compose a melody/hook.</li> <li>• How to structure a song that is idiomatic to the style.</li> <li>• Setting up an audio and/or instrument track in Cubase.</li> <li>• Editing midi instruments in Cubase.</li> <li>• Knowledge of microphones, midi keyboards and audio interfaces.</li> <li>• Knowledge of drum editors and programming drum beats.</li> <li>• Knowledge of musical features idiomatic to the chosen style.</li> <li>• Identifying musical features aurally within a range of genres from the 1920s to the present day.</li> <li>• VCOPS to write a detailed analysis of their chosen song.</li> </ul>	<ul style="list-style-type: none"> <li>• Recording a vocal and/or instrumental part with accuracy to a metronome.</li> <li>• Mixing/balancing the volume of instruments and vocals to create an effective piece.</li> <li>• Panning instruments within the stereo field.</li> <li>• Creating a tempo track.</li> <li>• Creating a chord progression that is varied and interesting.</li> <li>• Creating a catchy melody/hook.</li> <li>• Writing a detailed analysis using correct and appropriate musical terminology for a range of different AoS.</li> </ul>	<ul style="list-style-type: none"> <li>• Draft mp3 song recording from Cubase.</li> <li>• LO2 written song analysis.</li> </ul>
Summer Term 1	Musical Knowledge (201ta) LO2			
Summer Term 2	Composing Music (205ta) LO1	<ul style="list-style-type: none"> <li>• How to create an effective chord progression.</li> <li>• How to compose a melody/hook.</li> <li>• How to structure a song that is idiomatic to the style.</li> </ul>	<ul style="list-style-type: none"> <li>• Recording a vocal and/or instrumental part with accuracy to a metronome.</li> </ul>	<ul style="list-style-type: none"> <li>• Draft mp3 song recording from Cubase (Task 1.1)</li> </ul>

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		<ul style="list-style-type: none"><li>• Setting up an audio and/or instrument track in Cubase.</li><li>• Editing midi instruments in Cubase.</li><li>• Knowledge of microphones, midi keyboards and audio interfaces.</li><li>• Knowledge of drum editors and programming drum beats.</li><li>• Knowledge of musical features idiomatic to the chosen style.</li><li>• How to take screenshots of Cubase and write about each instrumental/vocal part using key terminology</li></ul>	<ul style="list-style-type: none"><li>• Mixing/balancing the volume of instruments and vocals to create an effective piece.</li><li>• Panning instruments within the stereo field.</li><li>• Creating a tempo track.</li><li>• Creating a chord progression that is varied and interesting.</li><li>• Creating a catchy melody/hook.</li><li>• Creating a detailed analysis of the composition to support the recording.</li></ul>	<ul style="list-style-type: none"><li>• Written analysis of composition features (Task 1.2)</li></ul>
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