

SUBJECT CURRICULUM OUTLINE

Term	Topic/Unit of work	Knowledge	Skills	Assessment
Autumn Term 1	Composing Music (205ta) LO1 and LO2	<ul style="list-style-type: none"> ● How to create an effective chord progression. ● How to compose a melody/hook. ● How to structure a song that is idiomatic to the style. ● Setting up an audio and/or instrument track in Cubase. ● Editing midi instruments in Cubase. ● Knowledge of microphones, midi keyboards and audio interfaces. ● Knowledge of drum editors and programming drum beats. ● Knowledge of musical features idiomatic to the chosen style. ● How to take screenshots of Cubase and write about each instrumental/vocal part using key terminology. ● How to evaluate effectively. 	<ul style="list-style-type: none"> ● Recording a vocal and/or instrumental part with accuracy to a metronome. ● Mixing/balancing the volume of instruments and vocals to create an effective piece. ● Panning instruments within the stereo field. ● Creating a tempo track. ● Creating a chord progression that is varied and interesting. ● Creating a catchy melody/hook. ● Creating a detailed analysis of the composition to support the recording. ● Create a balanced evaluation that weighs up the strengths and improvements for the composition. 	<ul style="list-style-type: none"> ● Draft mp3 song recording from Cubase (Task 1.1) ● Written analysis of composition features (Task 1.2) ● Written evaluation of the composition (Task 2.1)
Autumn Term 2	Mock assessment performing to a brief (202ta)	<ul style="list-style-type: none"> ● How to read chord charts, TAB and traditional notation. ● Knowing potential health and safety issues with performing and how to prevent/overcome them. ● How to interpret a theme and justify it with an articulate response. ● A range of artists/bands and songs from a wide range of genres. ● VCOPS in order to form a mature response to the question or statement in the brief. ● How to design a stage plan. 	<ul style="list-style-type: none"> ● Singing or playing an instrument with accurate rhythm and pitch. ● Teamwork/ensemble skills in order to perform effectively as a band. ● Listening. ● Interpreting song lyrics/moods to fit the brief. ● Evaluative skills to weigh up the strengths/improvements of performance. 	<ul style="list-style-type: none"> ● Task 1 written plan. ● Task 2 rehearsal log ● Task 3 performance (filmed) ● Task 4 evaluation.
Spring Term 1	FINAL performance assessment:	<ul style="list-style-type: none"> ● How to read chord charts, TAB and traditional notation. 	<ul style="list-style-type: none"> ● Singing or playing an instrument with accurate rhythm and pitch. 	<ul style="list-style-type: none"> ● Task 1 written plan. ● Task 2 rehearsal log

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Spring Term 2	performing to a brief (202ta)	<ul style="list-style-type: none"> ● Knowing potential health and safety issues with performing and how to prevent/overcome them. ● How to interpret a theme and justify it with an articulate response. ● A range of artists/bands and songs from a wide range of genres. ● VCOPS in order to form a mature response to the question or statement in the brief. ● How to design a stage plan. 	<ul style="list-style-type: none"> ● Teamwork/ensemble skills in order to perform effectively as a band. ● Listening. ● Perform and engage an audience. ● Interpreting song lyrics/moods to fit the brief. ● Evaluative skills to weigh up the strengths/improvements of performance. ● Time management skills to ensure all tasks are completed within the recommended allocated time. ● Maintaining an accurate log of rehearsals. 	<ul style="list-style-type: none"> ● Task 3 performance (filmed) ● Task 4 evaluation.
Summer Term 1	Coursework consolidation	As above.	As above.	<p>Musical Knowledge 201ta (LO1 genre research and LO2 song analysis)</p> <p>Composing Music 205ta (LO1 Task 1.1 song, Task 1.2 annotation and LO2 Task 2.1 evaluation)</p>
Summer Term 2				