

	Music Styles and Music Skills Development	Music Production Skills
<p>Year 7</p> <p>Music</p>	<p>Explore and research music styles. Learn about the History and background, compositional and sonic features.</p> <p>Music styles: Samba and Rock: Listening material: Samba Drumming by PODEROSA AAINJALA 150 DRUMMERS, Belly Ache by Billie Elliish. Street Spirit by Radio Head</p> <p><u>Understand and applying music skills on an instrument</u></p> <p>Begin to develop playing melodies: (notes used, shape and contour), harmonies (major and minor chords), Simple rhythms and patterns(crotchets and quavers) and control dynamics:(quiet and moderately soft)</p> <p>2nd Rotation Further develop knowledge and understanding of music styles and music skills: Reggae and RnB of and extending melodic, rhythmic, harmonic ides</p> <p>Play part of an ensemble or Pop Band: Play with awareness of your own part and how you fit with other parts. Play with awareness of your music skills and awareness tho stylistic and interpretation skills</p>	<p>Use of techniques to create music: compose music for media, such as film, TV, adverts and computer games or original song or composition</p> <p>Focus:</p> <ul style="list-style-type: none"> ● Use appropriate sounds / instrumentation ● how individual parts fit together, e.g. arrangements, ● starting points and stimuli (both musical and non-musical) ● Repetition <p>On Computers develop production and arranging skills</p> <p>Music styles: classical & rock melodic, harmonic and rhythmic features</p> <p>2nd Rotation Further development of and extending melodic, rhythmic, harmonic skills .</p> <p>Music styles: classical, rock, ballads - melodic, harmonic and rhythmic features</p>
<p>Year 8</p> <p>Music</p>	<p>Explore and research music styles. Learn about the History and background, compositional and sonic features.</p> <p>Music styles: Rock and Reggae: Listening material: Heart of Glass by Blondie. Three Little Birds by Bob Marley. A message to you Rudy by The Specials</p> <p><u>Understand and applying music skills on an instrument.</u></p> <p><u>Break out Groups on Instruments:</u> on either / or drum kit, 4st Bass guitar, 6st guitar, keyboards, vocals, woodwind and</p> <p>Recap, develop and secure playing melodies: (notes used, shape and contour), harmonies (playing chord sequences major, minor chords, chord inversions), rhythms and patterns(crotchets, quavers and semiquavers) and control dynamics:(quiet and moderately soft)</p> <p>2nd Rotation Further develop knowledge and understanding of music styles and music skills: Reggae and RnB of and extending melodic, rhythmic, harmonic ides</p> <p>Play part of an ensemble or Pop Band: Play with awareness of your own part and how you fit with other parts. Play with awareness of your music skills and awareness tho stylistic and interpretation skills</p>	<p>Use of techniques to create music: compose music for media, such as film, TV, adverts and computer games or original song or composition</p> <ul style="list-style-type: none"> ● Focus: ● Style and structure ● Instrumentation ● how individual parts fit together, e.g. arrangements, , starting points and stimuli (both musical and non-musical) ● Repetition and contrast ● developing and extending musical ideas. <p>Composition and arranging. Specific to a music style, carefully select and arrange appropriate sounds, instrumental ideas take could form the start of a structured piece of music.</p>
<p>Year 9</p> <p>Music</p>	<p>Explore and research music styles music. Learn about the History and background, compositional and sonic features.</p> <p>Music styles: Blues: Delta blues, Rock n Roll and Rock Listening material: Robert Johnson, C Jam Blues by Duke Ellington, Black in Black by ACDC</p> <p><u>Understand and applying music skills on an instrument.</u></p> <p><u>Break out Groups on Instruments:</u> on either / or drum kit, 4st Bass guitar, 6st guitar, keyboards, vocals, woodwind and</p> <p>Recap, develop and secure and extend skills and techniques playing melodies, riffs and improvisation: (it's shape and contour, notes used (scales: major, blues and minor). Harmonic structures: 12 Bar (playing chord sequences major I IV V) , minor chords, and Dom6th/7th and appropriate chord inversions). Rhythms and patterns (quavers, semiquavers, syncopation, off-beat) and control dynamics:(quiet and moderately soft)</p>	<p>Use of techniques to create music: compose music for media, such as film, TV, adverts and computer games or original song or composition.</p> <ul style="list-style-type: none"> ● Focus: ● Style and structure ● Instrumentation ● how individual parts fit together, e.g. arrangements, , starting points and stimuli (both musical and non-musical) <p>creating music</p> <ul style="list-style-type: none"> ● create original melodic, harmonic and rhythmic ideas ● Repetition and contrast ● developing and extending musical ideas.

KS4	1st Term & 2 nd Term	
Year 10	<p>Component 1: Exploring Music Products and Styles</p> <p>A1 Musical styles: possible Styles: Motown & Soul, Delta Blues, Rock n Roll, Brit-pop, A2 Musical elements, stylistic features and characteristics (music theory)</p> <p>Develop appreciation of styles and genres of music</p> <p>Tasks:</p> <p>Create a set of Portfolios of different styles of music:</p> <ol style="list-style-type: none"> listen to 3 different pieces for each genre, name each song and the artist / band research and write outline of the history and background of music styles and genres Outline composition and sonic features, clearly explaining musical elements used, stylistic features and characteristics (music theory) <p>Explore techniques used to create music products</p> <ul style="list-style-type: none"> Types of music product: <ol style="list-style-type: none"> live performance - perform a solo of band piece composition for media, such as film, TV, adverts and computer games. compose and /or arrange sound and loops create original song or composition - develop melodic, harmonic and rhythmic ideas. Form / arrange ideas to form a desired music structure - from a starting point and extending ideas 	<p>Component 1: Exploring Music Products and Styles</p> <p>B: Apply understanding of the use of techniques to create music.</p> <p>Product's</p> <ul style="list-style-type: none"> Music Performance composition for media, such as film, TV, adverts and computer games o original song or composition <p>Music Performance Tasks:</p> <p>Develop instruments skills. Understanding the instrument, layout, parts and notations</p> <p>Develop knowledge and understanding – name and describe skills and or use of:</p> <ul style="list-style-type: none"> Rhythmic techniques, e.g. metre, tempo/bpm, syncopation, swing, one drop/skanking, phasing. Melodic techniques, e.g. chromatic, diatonic, phrasing, repetition, sequence, , riffs, hooks, head, improvisation Harmony, e.g. major and minor triads, power chords, 7th chords, sus chords, extended chords, suspensions, inversions, chord sequences, arpeggios, broken chords Form & Structure: pop song (e.g. intro, verse, chorus outro,),12-bar blues, , intro, outro, ABACAD Production, selecting appropriate sounds, arranging,, sequencing, automation. <p>composition for media, such as film, TV, adverts and computer games o original song or composition</p>
	<p>Term 3 Component 2: Music Skills Development</p> <p>A Exploring professional and commercial skills for the music industry</p> <p>Tasks</p> <ol style="list-style-type: none"> Develop and refine skills through individual and group classes and workshops Present and review a musical skills development portfolio. <p>Evidence Evidence must fully meet the requirements of the assessment criteria and must include:</p> <ol style="list-style-type: none"> skills-based portfolio of techniques and skills explored videos of workshops teacher observation 	<p>Term 3 Component 2: Music Skills Development</p> <p>B Applying and developing individual musical skills and techniques.</p> <p>Tasks</p> <ol style="list-style-type: none"> Carry out a skills audit to identify areas where musical skills need to be developed. Create and implement a self-development plan, tracking the progress of skills over a period of time. Develop and refine skills through individual and group classes and workshops. Present and review a musical skills development portfolio. <p>Evidence</p> <ol style="list-style-type: none"> Videos of skills development and individual rehearsal/development sessions/workshops. A development plan. Written, audio or video commentary on progress
KS4 Year 11	<p>Component 3 Responding to a Music Brief</p> <p>AO1 Understand how to respond to a music brief AO2 Select and apply musical skills in response to a music brief AO3 Present a final musical product in response to a music brief AO4 Comment on the creative process and outcome in response to a music brief</p> <p>Features explored:</p> <ul style="list-style-type: none"> Performing stylistically accurate cover versions. Creating 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. 	

A Understand how to respond to a music brief

- **A1 Features of a music brief:** Creative intentions and purpose of product: ○ target audience ○ commercial ○ collaborative ○ experimental.
- Aim, purpose and requirements of the brief.
- Nature of the specific area of the industry.
- Understand the target audience.
- Understanding and linking to the company's vision.

A2 Planning to meet the demands of the music brief

- Organisation skills Researching relevant material to support meeting the brief.

A3 Considering constraints and intentions

- Creative constraints: ○ technical requirements of the final response – format, material and purpose ○ available resources ○ feasibility of own ideas ○ standing out from similar work.
- Personal intentions: - personal skills development ○ building on own strengths.

B Select and apply musical skills in response to a music brief

B1 Develop and produce a response to a brief

- Organisation skills
- Prepare for the project and purpose
- Creative constraints:

B2 Refining musical skills for a musical product

Develop and refine their skills in creating a music product by creating original music, performing and using DAW as appropriate, during the creative process- If appropriate

- Create original music
- Perform
- DAW skills

B3 Refining musical material

- Watching/listening back to material for self-analysis.
- Discarding, refining and polishing material and processes.
- Seeking feedback and responding appropriately to criticism.

B4 Personal management

- Being prepared and maximising rehearsal or studio time.
- Working with others.
- Setting goals and monitoring progress.
- Meeting deadlines.
- Adhering to health and safety guidelines and safe working practices.

C Present a final musical product in response to a music brief

C1 Reviewing work based on client needs

C2 Quality of outcome

C3 Presenting own work to a client

C4 Relation of final product to the brief

D Comment on the creative process and outcome in response to a music brief

		<p>D1 Commentary on the creative process</p> <p>D2 Reflect on the outcome of the musical product</p>
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