

Year 7

Year 7						Year 7 End Points
HT1	HT2	HT3	HT4	HT5	HT6	
Threshold Concept	Threshold Concept	Threshold Concept	Threshold Concept	Threshold Concept	Threshold Concept	Students will develop their practical skills using a range of instruments individually and as a group. They will extend their musical ideas by developing their composition skills using the elements of music, graphic scores, structures and a tone poem. They will learn the basic musical rhythms and treble cleff notation. They will listen to and discuss a range of music such as 'Dance Macabre', 'Fantasia', 'William Tell Overture', 'In the Hall of the Mountain King' and more recent popular music such as 'Africa'. ?
<i>Elements of music-graphic score</i>	<i>Elements of music and rhythm</i>	<i>Elements of music and instruments</i>	<i>Tone poem- 'Dance Macabre'</i>	<i>Notation and performance</i>	<i>Notation and performance</i>	
Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	
Compose graphic scores using a structure	Perform Rhythms and learn the duration of simple notes	Instruments of the orchestra and keyboard skills	Learn part of 'Dance Macabre' through keyboard skills	Rhythms and pitch combined with pulse	group and individual performance looking at notation and pitch.	
Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	
graphic score, structure, binary, ternary, rondo, tempo, dynamics	duration, rhythm, minim, crotchet, crotchet rest, quaver, 'white notes' on the keyboard	The four families of instruments of the orchestra; percussion, woodwind, brass, strings. Pitch, rhythm, crotchet, quaver, minim, crotchet rest.	sharps, flats, A=G notes, rhythm, tone poem, finger/hand position, pitch, composition ideas, timbre	pitch, group work, pulse, boom whackers, tempo, rhythm, dynamics, duration, percussion, crotchet, crotchet rest, minim, quaver, semibreve, sharp, flat.	stave, pitch, notation, A-G notes, pulse, rhythm, duration, accelerando, crescendo	
Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	
Construct/compose a graphic score	Compose/perform rhythms	Group instruments in 4 different 'families'/categories	Scale/ note/ pitch construction	Scale/ note/ pitch construction	Scale/ note/ pitch construction	

Year 8						
HT1	HT2	HT3	HT4	HT5	HT6	Year 8 End Points
Threshold Concept	Threshold Concept	Threshold Concept	Threshold Concept	Threshold Concept	Threshold Concept	
<i>Film music genre</i>	<i>Keyboard performance-Film music</i>	<i>Blues history and techniques</i>	<i>Blues form and structure</i>	<i>African Music Genre</i>	<i>African music performance technique</i>	<p>Students will play and perform as an individual and as an ensemble using a range of instrument. They will improvise and compose, developing ideas from a range of musical structures, styles, genres and traditions. They will perform from staff notation using different types of scales, including the blues scale. They will listen to a wide range of music from great composers and musicians from different genres and styles. These include John Williams, John Barry, Bessie smith, Stevie Wonder and songs from Africa.</p>
Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	
developing keyboard skills through film music analysis and performance	Developing keyboard skills through film genre performance	to create an individual piece of music and investigate the origins of Blues music.	develop knowledge of the blues structure through performance	describe and perform techniques used in an African village.	group work skills creating an 'African'	
Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	
genre, horror, romantic, action, sci-fi, stab notes, chromatic, tempo, dynamics, pitch, instrumentation.	genre, romantic, action, timbre, bass notes, melody, tempo, instrumentation	Notated pitch (sharps and flats), blues scale, improvisation, swung rhythms	melody, bass, chords, blues scale, 12 bar blues, swung rhythms, structure.	call and response, polyrhythm, djembe, improvisation, culture, third world.	polyrhythms, unison, call and response, composition, form and structure, djembe, boom and cha, timbre	
Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	
Performing music techniques	Performing music techniques	Scale/ note/ pitch construction	Chord construction	group performing music techniques	group composing and performing tec	

Year 9

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Year 9 End Points
Threshold Concept	Threshold Concept	Threshold Concept	Threshold Concept	Threshold Concept	Threshold Concept	
<i>Reggae music</i>	<i>Reggae music</i>	<i>Reggae music</i>	<i>Reggae music</i>	<i>Reggae fusion</i>	<i>Bandlab technology</i>	Students will play and perform as an individual or pair developing their keyboard (or guitar) skills. They will compose using bandlab software and explore ideas from the Reggae genre and Reggae Fusion. They will perform from staff notation and develop their use of hooks, riffs, bass notes and chords. They will listen to a wide range of music from Reggae artists and fusions from more modern composers and musicians. These include Bob Marley and The Police, and a range of pop artists who have had their music fused with Reggae techniques.
Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	
Explore the history and techniques of Ska/Rocksteady/Reggae	Explore the techniques used in Reggae music including the hook.	Explore facts about Bob Marley and develop performance techniques.	Develop listening analysis and practical skills through Reggae performance	Explore Reggae Fusion and compose using Bandlab	Composition and Bandlab software s	
Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	
Melody/tune, hook, chords, bass notes, off beats (2 and 4)	Melody/tune, hook, Reggae skank, chords, bass notes, off beat/syncopation	Melody/tune, hook, Reggae skank, chords, bass notes, off beat/syncopation beats 2 and 4	Hooks, syncopation, chords, bass notes, chords on beats 2 and 4.	Hooks, texture/layers, bass, chord structure, Bandlab techniques	Bandlab, composition, chords, chord structure, notation, rhythm, hook.	
Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	
Analysing music styles	Performing music techniques	Performing music techniques	Analyse music through listening and music techniques	Performing and composing music techniques	Composing on bandlab	

Year 10

Year 10						Year 10 End Points
HT1	HT2	HT3	HT4	HT5	HT6	
Threshold concept	Threshold concept	Threshold concept	Threshold concept	Threshold concept	Threshold concept	Students will develop their understanding of different types of music products and the techniques used to create them. They will explore how musical elements, technology and other resources are used in the creation, production and performance of music. They will also practically explore the key features of different styles of music and music theory and apply their knowledge and understanding to developing their own creative work. They will learn how to use Sibelius and Bandlab software to compose and produce music in a given style.
Component 1: Exploring Music Products and Styles	Component 1: Exploring Music Products and Styles	Component 1: Exploring Music Products and Styles	Component 2: Music Skills Development	Component 2: Music Skills Development	Component 2: Music Skills Development	
		C1 Assessment 12 hours.			Component 3: Responding to a music brief	Students will participate in workshops and classes where they will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout their development, they will review their progress and consider how to make improvements. They will learn how musicians share their work and collaborate with others, and will develop their skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share their work and skills development with others.
Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	
Demonstrate an understanding of styles of music	Demonstrate an understanding of styles of music	Demonstrate an understanding of styles of music	Demonstrate professional and commercial skills for the music industry	Demonstrate professional and commercial skills for the music industry	Demonstrate professional and commercial skills for the music industry	
Apply understanding of the use of techniques to create music.	Apply understanding of the use of techniques to create music.	Apply understanding of the use of techniques to create music.	Apply development processes for music skills and techniques.	Apply development processes for music skills and techniques.	Apply development processes for music skills and techniques.	
Research techniques	Research techniques	Research techniques	Analyse music and targets to improve	Analyse music and targets to improve	Perform 2 pieces/composition/production	
Performance techniques	Performance techniques	Performance techniques	Performance techniques	dress rehearsal	dress rehearsal	
Sibelius composition	Bandlab production	Sibelius/Bandlab	Sibelius/Bandlab	Sibelius/Bandlab	Sibelius/Bandlab	
		C1 Assessment 15 hours.				
Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	
Instrumentation, e.g. instrumental techniques, type of ensemble, alternative instrumentation, sonic features, electronic sounds. Texture- solo, duet, homophonic, polyphonic, unison. Timbre- sonic features, electronic sounds, FX. Tonality- scales and modes, e.g. major scale, blues scale Scales and modes- major scale, minor scales, blues scale Harmony-major and minor triads, 7th chords, chord sequences, Rhythmic techniques- metre, tempo/bpm, syncopation, swing, Structure/ form, e.g. verse/ chorus, 12-bar blues, bridge, intro, outro. Melodic techniques- conjunct, disjunct, diatonic, phrasing, repetition, motifs, riffs, hooks, improvisation.	Instrumentation- instrumental techniques, type of ensemble, alternative instrumentation, sonic features, electronic sounds. Texture- homophonic, polyphonic, unison. Timbre- sonic features, electronic sounds, FX. Tonality, scales and modes- major scale, minor scales pentatonic scale, modes, ragas, exotic scales. Scales and modes- major scale, minor scales, pentatonic scale, modes, ragas, exotic scales. Harmony- major and minor triads, power chords, 7th chords, sus chords, extended chords, suspensions, inversions, chord sequences, arpeggios, broken chords. Rhythmic techniques- metre, tempo/bpm, syncopation, one drop/skanking, polyrhythms, hemiola, phasing. Structure/ form, e.g. verse/ chorus, through-composed, bridge, intro, outro, ABACAD	Instrumentation- instrumental techniques, type of ensemble, alternative instrumentation, sonic features, electronic sounds. Texture- homophonic, polyphonic, unison. Timbre- sonic features, electronic sounds, FX. Tonality, scales and modes- major scale, minor scales pentatonic scale, modes, ragas, exotic scales. Scales and modes- major scale, minor scales, pentatonic scale, modes, ragas, exotic scales. Harmony- major and minor triads, power chords, 7th chords, sus chords, extended chords, suspensions, inversions, chord sequences, arpeggios, broken chords. Rhythmic techniques- metre, tempo/bpm, syncopation, one drop/skanking, polyrhythms, hemiola, phasing. Structure/ form, e.g. verse/ chorus, through-composed, bridge, intro, outro, ABACAD	Digital or traditional portfolios, including studio track sheets, production notes, screenshots, initial mixing a clear and organised approach to communicating, jam sessions, improvisation sessions, mixtapes, demos, sharing samples, remixing and reworking, white label, remote collaboration.	Digital or traditional portfolios, including studio track sheets, production notes, screenshots, initial mixing a clear and organised approach to communicating, jam sessions, improvisation sessions, mixtapes, demos, sharing samples, remixing and reworking, white label, remote collaboration.	Digital or traditional portfolios, including studio track sheets, production notes, screenshots, initial mixing a clear and organised approach to communicating, jam sessions, improvisation sessions, mixtapes, demos, sharing samples, remixing and reworking, white label, remote collaboration. Applying melodic and rhythmic ideas Use of chords and chord progressions, use of textures/sound palettes, musical devices, canon, riffs, imitation, sequences. Musical structures, verse, chorus, middle-eight, AABA, riff-based, use of composition software if appropriate.	
	Style techniques	Organisational skills to a brief	Organisational skills	Organisational skills		
		Communication and analysis skills	Communication and analysis skills	Communication and analysis skills		
Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	
Construct/compose/perform styles	Produce/ construct styles	Construct/compose/produce/perfor m styles	Construct/compose/produce/perform styles	Plan, develop and deliver a product	Plan, develop and deliver a product to a brief	

Year 11					Year 11 End Points
HT1	HT2	HT3	HT4	HT5	
Threshold concept	Threshold concept	Threshold concept	Threshold concept	Threshold concept	
<i>Component 2: Music Skills Development</i>	<i>Component 2: Music Skills Development</i>	<i>Component 3: Responding to a music brief</i>	<i>Component 3: Responding to a music brief</i>		
	C2 Assessment 15 hours		C3 Assessment 3hours		
Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	Substantive Knowledge	
Create notes and development sheets for exam prep.	Demonstrate professional and commercial skills for the music industry	Respond to a music brief as a composer, performer or producer.	Respond to a music brief as a composer, performer or producer.		
Apply development processes for music skills and techniques.	Apply development processes for music skills and techniques.	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	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		
Perform 2 pieces/composition/production	C2 Assessment 15 hours		Assessment 3 hours		
Sibelius/Bandlab					
Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	Core Knowledge	
Digital or traditional portfolios, including studio track sheets, production notes, screenshots, initial mixing a clear and organised approach to communicating, jam sessions, improvisation sessions, demos, sharing samples, remixing and reworking, remote collaboration. Applying melodic and rhythmic ideas. Use of chords and chord progressions, use of textures/sound palettes, musical devices, canon, riffs, imitation, sequences. Musical structures, verse, chorus, middle-eight, AABA, riff-based, use of composition software if appropriate.	Digital or traditional portfolios, including studio track sheets, production notes, screenshots, initial mixing a clear and organised approach to communicating, jam sessions, improvisation sessions, demos, sharing samples, remixing and reworking, remote collaboration. Applying melodic and rhythmic ideas. Use of chords and chord progressions, use of textures/sound palettes, musical devices, canon, riffs, imitation, sequences. Musical structures, verse, chorus, middle-eight, AABA, riff-based, use of composition software if appropriate.	Instrumentation, e.g. instrumental techniques, type of ensemble, alternative instrumentation, sonic features, electronic sounds. Texture- solo, duet, homophonic, polyphonic, unison. Timbre- sonic features, electronic sounds, FX. Tonality- scales and modes, e.g. major scale, blues scale Scales and modes- major scale, minor scales, blues scale Harmony-major and minor triads, 7th chords, chord sequences, Rhythmic techniques- metre, tempo/bpm, syncopation, swing, Structure/ form, e.g. verse/ chorus, 12-bar blues, bridge, intro, outro. Melodic techniques- conjunct, disjunct, diatonic, phrasing, repetition, motifs, riffs, hooks, improvisation	Instrumentation, e.g. instrumental techniques, type of ensemble, alternative instrumentation, sonic features, electronic sounds. Texture- solo, duet, homophonic, polyphonic, unison. Timbre- sonic features, electronic sounds, FX. Tonality- scales and modes, e.g. major scale, blues scale Scales and modes- major scale, minor scales, blues scale Harmony-major and minor triads, 7th chords, chord sequences, Rhythmic techniques- metre, tempo/bpm, syncopation, swing, Structure/ form, e.g. verse/ chorus, 12-bar blues, bridge, intro, outro. Melodic techniques- conjunct, disjunct, diatonic, phrasing, repetition, motifs, riffs, hooks, improvisation		
Written development skills to a brief	Develop composition/production/composition skills (choose 2 out of the three for assessment)	Analytical and research skills	Analytical and research skills		
Compose/performance/production workshops	Structure and form				
Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	Procedural Knowledge	
Compose/produce using technology or/and perform	Compose/produce using technology or/and perform	Research skills	Performance/compose/produce		

Students will work to their streng