

## Music – St Joseph's College

### **Subject vision statement**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement.

### **Intent statement**

The Music Curriculum aims to ensure that all pupils from Year 7 onwards perform, listen, and compose using instruments or voice, and understand and explore how music is created.

### **What:**

Pupils should build on their previous knowledge and skills through performing, composing, and listening from KS2.

### **How:**

Pupils should be taught to play and perform confidently in a range of solo and ensemble contexts, using their voice, playing instruments musically, fluently and with accuracy and expression. Improvise and compose and extend and develop musical ideas by drawing on a range of musical structures and styles, genres, and traditions. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres, and traditions. Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. Listen with increasing discrimination to a wide range of music from great composers and musicians. Develop a deepening understanding of the music that they perform and which they listen to, and its history.

### **Why:**

Music lessons can help students learn patience, practice time management, by growing in dedication, understanding the definition of hard work, setting goals and persevering, gaining self-discipline and experience pride and gratification.

Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Elements of Music</b> Learn and understand the 7 Elements of Music: Pitch, Tempo, Dynamics, Duration Texture, Timbre, Silence.	<b>Elements of Music</b> Beginners keyboard skills, class performances and listening skills based on the Elements of Music.	<b>Programme Music</b> Learn what is Programme Music and Famous Composers of that genre of music.	<b>Programme Music</b> Composition skills in groups, develop more keyboard and listening skills. Continue with music theory knowledge of basic notation on the treble clef.	<b>World Music</b> Learn about music from different cultures and countries. How it relates to Western Music Tradition.	<b>World Music</b> Perform, Compose, and listen to Music from Japan, China, India, Brazil, and Ireland.
<b>Building on</b> (knowledge, concepts and skills)	Building on prior knowledge from KS2 where students learn to listen with attention to detail and recall sounds with increasing aural memory.	Building on existing or non-existing instrumental knowledge and experience from KS2. Some students come to Y7 with little to no experience on any musical instrument.	Using existing terminology from Autumn term, building on listening skills through various pieces of programme music. Responding to questions with musical accuracy and language.	Build on instrumental vocabulary, have a solid understanding between the different orchestral instrumental families.	Building on music concepts such as the pentatonic scale, which is used a lot in many other music cultures. Continue to contribute to class performances.	Expose the students to music that might have never been in contact with. From cultures like Japan and China to the Brazilian Samba.
<b>Building towards</b> (knowledge, concepts and skills)	Understanding the elements of music allows students to be able to develop their listening skills and allows them to describe the	Correct hand placement on the keyboard, using the right hand to play melodies. Reading basic staff notation, improving music language for	Performance and composition tasks build towards using Left Hand accompanying notes on the keyboards along with left hand melody.	Learn the melody 'In The Hall Of The Mountain King' as part of the programme music keyboard skills assessment. Understanding	Building techniques to perform and compose music. Continue to contribute to class performances, students encouraged to	Understanding musical formats and rhythmic patterns. Keywords like raga, tala, polyrhythms. Complete a listening task on

	music they listen to accurately.	future units of work.		sharps (#) and flats (b).	use a variety of instruments to perform.	example of music from countries around the world. Recognising the origin of country from the music.
<b>Independent enrichment</b> (wider reading and learning suggestions)			Satchel One online music quizzes.	Satchel One online music quizzes.	Satchel One online music quizzes.	Satchel One online music quizzes.
<b>SMSC</b>		Students have the opportunity to participate in performance at the College's Christmas Carol Concert.	Pupils are required to work as a pair or group and as part of their whole class in larger ensemble.		Students can appreciate how different cultures create music and their instruments.	
<b>Careers</b>			Understanding the role of a composer and a conductor. Being a professional instrumental performer in an orchestra.	Understanding the role of a composer and a conductor. Being a professional instrumental performer in an orchestra.	The job of an ethnomusicologist.	

Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<p><b>Scales and Structures</b> Learn and understand Scales (pentatonic) and structure (Ternary Form) Compose, perform, and listen to music using the C major Scale and Gb pentatonic (Black Keys).</p>	<p><b>Blues Music</b> Origins and introduction to Blues Music (in line with Black History Month), perform the 12 Bar Blues chords sequence and the Walking Bass. Listen and Evaluate Blues Music.</p>	<p><b>Film Music</b> Learn different genres of Film Music. Diegetic, Non-Diegetic, Use of Chromatic notes and understand Dissonance in music.</p>	<p><b>Film Music</b> Perform popular pieces of Film Music as a classroom ensemble or solo. Understand left Hand accompaniment, chords/bass notes. Listen to famous Film Music Themes, and compose Film Music.</p>	<p><b>Ragtime &amp; The Beatles</b> Learn about Ragtime Music and its influence in Jazz and Popular Music (Connection to Beatles after half term). Learn Key Music Terminology: Syncopation, Vamping, Major and Minor tonalities, Question and Answer Sections. Learn to perform the Entertainer on the keyboard.</p>	<p><b>Ragtime &amp; The Beatles</b> Introduction to Beatles via the song When I'm Sixty-Four which was influenced by Ragtime Music. Continue to build on music terminology from Ragtime, listen and perform Beatle songs. Students now work within ensembles to perform in class.</p>
<b>Building on</b> (knowledge, concepts and skills)	In this unit, students develop their individual composition and performance skills by making use of different scales and structures.	Building on knowledge taught already in Year 7 units of work. Notes on the stave, the treble clef, the structure of Ternary Form ABA.	This unit teaches pupils about different aspects of film music. Starter activities require pupils to think about the different uses of film music and listen to short extracts.	Most lessons begin with a listening based activity where pupils recognize film themes and their genre, think about the mood of film music and other features such as use of different	The first part of this unit the students build on the main characteristics of the 'Ragtime' genre. Understand who Scott Joplin was and the main characteristics of this style of music.	Students smoothly transition from Ragtime genre to then learn to play 'When I'm 64' which links the Ragtime style to the music of 'The Beatles'. Students acquire knowledge of this band through

				instruments and 'Elements' of music.		comprehension tasks and video clips.
<b>Building towards</b> (knowledge, concepts and skills)	They revise their knowledge of music notation in order to complete their composition tasks. Use both staff and other forms of music scoring.	Building towards key terminology: Major scale, pentatonic scale, ostinato, drone, rondo form, treble clef, structure, C, F, G and C7 chords, the 12-bar blues, Bb and Eb notes.	Building towards key terminology: Sound, mood, motif, pitch, chromatic, pace, dynamics, duration, attack and decay, structure, timbre.	Building towards concepts such as diegetic and non-diegetic music. Creating a mood from different scales and musical structures. The Leitmotif.	They are given the opportunity to appraise Ragtime music, to perform the popular Ragtime piece, 'The Entertainer' and to create their own composition. Key terminology learnt: Syncopation, vamping, major and minor harmony, question and answer phrasing, chromatic notes, sequence, ternary form.	Students build towards links of older styles of music that have influenced musicians in the contemporary era. Keywords learnt: verse-chorus, pop structure, 4 piece band, chord sequence.
<b>Independent enrichment</b> (wider reading and learning suggestions)	Satchel One online music quizzes.	Satchel One online music quizzes.	Satchel One online music quizzes.	Satchel One online music quizzes.	Satchel One online music quizzes.	Satchel One online music quizzes.
<b>SMSC</b>		Students have the opportunity to participate in performance at the College's Christmas Carol Concert.		Students are encouraged to formulate and articulate their opinions of the work of other people, and	An appreciation of how different cultures have contributed to popular music genres.	

				express these with awareness and sensitivity towards the feelings of others.		
<b>Careers</b>			Film music composer, arranger, film editor, underscoring.			Music band manager, record label executive.

Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<p><b>Dance Music</b> Learn about the Development of Dance Music and the influence of technology. How musicians use electronic devices to create and produce music.</p>	<p><b>Dance Music</b> Perform and listen to electronic Dance Music. Improve keyboard skills (scaffolding methods to using two hands to perform music). Listening exercises and terminology mirror more KS4 listening questions.</p>	<p><b>Brit Pop Music</b> Learn about the Development of Brit Pop and its popularity in the 90s. Understand key terminology such as: common time, triad chords, voice types and sonorities, falsetto.</p>	<p><b>Brit Pop Music</b> Learn to perform accompanying chords sequences using keyboard/ ukelele of the song WonderWall. Evaluate Brit Pop Music via listening tasks. Compose your own chord sequence in A minor.</p>	<p><b>Hip-Hop Music</b> Learn about the birth of Hip-Hop Music. Understand characteristics of the genre how it relates to urban London Music. Perform and create their own rap. Use Drum Bit software to compose their own hip-hop drum rhythms.</p>	<p><b>Rock Music</b> Understand the history and development of Rock Music from the Early 60s to present. Students learn to perform famous Rock pieces: House of The Rising Sun and Seven Nation Army. This Unit of work is in line with AOS4 GCSE Music and is a bridge to KS4.</p>
<b>Building on</b> (knowledge, concepts and skills)	<p>The 'Dance Music' unit allows students to continue to improve their individual performance and aural skills. Keyboard skills and other instruments are explored more thoroughly and at a more difficult level to Years 7 and 8.</p>	<p>Students learn to play different pieces from the Dance genre, 'Truly Madly Deeply', 'Titanium', 'We Found Love', 'Heaven' and 'Dancing On My Own'. Use sequencing program to make electronic beats and music.</p>	<p>The 'Pop Music' unit allows students to continue to improve their individual performance and aural skills. Students learn to play two different pieces namely, 'Every Breath You Take' and 'Wonderwall'.</p>	<p>Pupils are encouraged to add chord sequences to their performance. Key musical terminology is used to evaluate and describe musical extracts. Students develop their literacy skills through a reading test and homework tasks in</p>	<p>The rap music unit allows students to use music technology to create drum beats and perform pieces of music of the two genres on keyboard and/or other classroom instruments. They are encouraged to rap, utilize technology to create music, as</p>	<p>The rock music unit ties in with Area of Study 4 Popular music which is taught at GCSE level. Key musical terminology is used to evaluate and describe musical extracts. Students develop their literacy skills through a reading test and homework tasks in</p>

				preparation for when they take Music at GCSE level.	well as perform within an ensemble.	preparation for when they take Music at KS4
<b>Building towards</b> (knowledge, concepts and skills)	Building towards key terminology: Sequencer, Synthesiser, Drum Machine, MIDI, looping, sampling, segue, DJ, Sound card, mash-ups.	Building towards key terminology: electronic instruments, sound effects, reverb, echo, delay, remix, mixing desk, microphone, music electronic equipment.	Building towards knowledge of vocal sonorities: warm, bright, raw, vibrato, falsetto, soprano, mezzo-soprano, contralto, counter tenor, tenor, baritone, bass.	Building towards more key terminology: Tempo (allegro, andante, adagio, presto, lento, vivace), tonality (major and minor), instrumental timbre, dynamics, textures (homophonic, polyphonic, monophonic) chord sequences, intro, verse, refrain, chorus, bridge, outro.	Building towards more key terminology: turntables, drum machine, toasting, record player, scratching, common time, vocal harmony, amplifier, distortion, vocalisation, spoken word and poetry, word rhyming scheme.	Building towards key terminology: distortion, guitar bridge, tuning pegs, amplifier, echo, distortion pedal, fuzz, gate, reverb, limiter, jack connections, drum set, synthesisers, common time, pop structure.
<b>Independent enrichment</b> (wider reading and learning suggestions)	Satchel One online music quizzes.	Satchel One online music quizzes.	Satchel One online music quizzes.	Satchel One online music quizzes.	Satchel One online music quizzes.	Satchel One online music quizzes.
<b>SMSC</b>		Students have the opportunity to participate in performance at the College's Christmas Carol Concert.	Pupils are required to work as a pair or group and as part of their whole class in larger ensemble.		Students are encouraged to formulate and articulate their opinions of the work of other people, and express these with	



					awareness and sensitivity towards the feelings of others.	
<b>Careers</b>	DJ, music producer, arranger, and composer, radio host.	Music manager, sound engineer, music programmer.	Singer, band manager, instrument coordinator, backing vocalist.		DJ, rapper, producer of hip-hop music, radio host.	

Year 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	AOS 1 Musical Forms & Devices	AOS 1 Badinerie (Bach Set Work)	AOS 2 Music for Ensemble	AOS 2 Music for Ensemble	AOS 3 Film Music	AOS 3 Film Music
<b>Building on</b> (knowledge, concepts and skills)	This term the students will learn about the Western Classical tradition, forms, structures, and compositional devices. Baroque Era, Classical and Romantic Eras. Key musical terminology is learnt, and musical activities gear towards examination questions.	Students will learn in depth the Eduqas set work J. S. Bach's Badinerie from Orchestral Suite No. 2. Musical Analysis of the main components of the piece are explored in preparation for Question 2 of the Listening Examination.	This term students learn about ensembles in chamber music, musical theatre, Jazz and Blues, their sonority, timbre, and texture. Students learn musical language like stanza, homophonic, sonata form, cadenza, overture.	Students perform in their own instrument and/or voice as an ensemble. Sibelius notation software is explored for compositions using specific structures. Preparation of listening exam Questions 3 & 4 using musical key terminology learnt so far.	This term students will learn about music in the movies, the use of musical elements to create different moods and effects in film music. Key terminology learnt augmentation, hemiola, diminution, dotted rhythms, leitmotif, rubato, consonant and dissonant, rallentando.	Students are introduced to Sound Trap music making software to compose Film Music inspired pieces. Solo performance pieces are explored in preparation for first Mock Exam, as well as revise all terminology learnt to sit a past listening paper (except from Question 7 Set Work).
<b>Building towards</b> (knowledge, concepts and skills)	<b>Building towards key terminology:</b> Rondo Form Variation Form Strophic Form Devices Conjunct Disjunct Repetition Anacrusis Imitation Sequence	<b>Building towards key terminology:</b> Badinerie Allegro String quartet B minor F# minor Duple time 2/4 Homophonic Diatonic Dominant key Binary Form	<b>Building towards key terminology:</b> Sonority Timbre Texture Ensemble Chamber Music Chordal Layered Counter melody Colla Voce	<b>Building towards key terminology:</b> Recitative Declamatory writing Pentatonic Improvisation Stanza Cadenza Virtuoso Sonata form Imitation	<b>Building towards key terminology:</b> Diegetic Non diegetic Imperfect cadence Staccato Allegro/Vivace Allegretto Moderato/Andante Adagio/Lento	<b>Building towards key terminology:</b> Rubato 2/4 3/4 4/4 Diatonic Arpeggio Consonant Dissonant Semitone Augmented 4 <sup>th</sup>

	Ostinato Syncopation Drone Pedal Canon Arpeggio Alberti Bass Motifs Modulation	Trill Sequence Transverse flute Basso Continuo Appoggiatura	Students preparing ensemble performances, editing their own individual parts. They contribute to an ensemble performance, maintaining an individual part within an ensemble.	Overture Students develop compositional skills on creating specific structures and instrumentation. For example, string quartet, wind quintet etc.	Ritardando/Rallentando- Crescendo Diminuendo Pause Students working towards understanding concepts like leitmotif, and different rhythmic devices to perform and compose film music pieces.	Diminished 5 <sup>th</sup> Glissando Leitmotif Inversion Pupils prepare one performance piece and once composition to submit for their mock exam in June. They also sit a past listening paper for the first time.
<b>Independent enrichment</b> (wider reading and learning suggestions)	BBC Bitesize Music GCSE Eduqas  WJEC revision and practice material  Satchel One online music quizzes	BBC Bitesize Music GCSE Eduqas  WJEC revision and practice material  Satchel One online music quizzes	BBC Bitesize Music GCSE Eduqas  WJEC revision and practice material  Satchel One online music quizzes	BBC Bitesize Music GCSE Eduqas  WJEC revision and practice material  Satchel One online music quizzes	BBC Bitesize Music GCSE Eduqas  WJEC revision and practice material  Satchel One online music quizzes	BBC Bitesize Music GCSE Eduqas  WJEC revision and practice material  Satchel One online music quizzes
<b>SMSC</b>		Students have the opportunity to participate in performance at the College's Christmas Carol Concert.	Pupils are required to work as a pair or group and as part of their whole class in larger ensemble.	Students take part in a wide variety of different activities which require social skills, the ability to work collaboratively.		
<b>Careers</b>	Musicologist, music theorist, music performer	Musicologist	Ensemble and jazz performer, musical theatre performer	Ensemble and jazz performer, musical theatre performer	Film composer, film critic, music performer	Film composer, film critic, music performer

Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	AOS 4 Popular Music	AOS 4 Toto's Africa (Set work)	AOS 4 Music Fusion (Bhangra Music)	Revision of AOS 1 and 2	Revision of AOS 3 and 4	June Listening Exam (40%)
<b>Building on</b> (knowledge, concepts and skills)	In this term students will learn about musical features of Rock and Pop music and musical fusion. Starting from the 60's till present (link with Y9 term 6). Key terminology learnt: Looping, melisma, MIDI, sampling, delay/reverb, chest voice, head voice, falsetto, vocal riff, disjunct and conjunct.	This term students will learn in depth about the Eduqas set work: Toto's 'Africa'. Understand the song structure and a musical analysis of riffs, key signatures and chord sequences is explored in preparation for Question 7 of the Listening Examination.	This term students will learn about musical features of Bhangra music. Understanding fusion of ethnic music with popular music. Preparation for Mock Exam, as well as a compositional brief is explored set by Eduqas.	Look back at key terminology learnt in Areas of Study 1 & 2. Students practice towards their solo and ensemble performance pieces. First exam takes place (Performance 30%). End of February/beginning of March.	Look back at key terminology learnt in Areas of Study 3 & 4. Students submit their 2 contrasting compositions coursework (30%). End of March/beginning of April. Past listening paper questions are completed for revision and preparation for final Listening exam in June.	
<b>Building towards</b> (knowledge, concepts and skills)	<b>Building towards key terminology:</b> Power chords M.I.D.I. Theremin Mellotron Moog Remixing Panning Delay/Reverb	<b>Building towards key terminology:</b> Rock Band Homophonic Diatonic B major A major Home Key Accented notes Melismatic	<b>Building towards key terminology:</b> Embellishments Microtonal Scratching Chaal Dhol Conjunct Sitar	Students revise Set piece of AOS 1 Bach's Badinerie in preparation for the listening exam in June. Key terminology from Year 10 is explored again and recalled in order to respond	Students build towards answering listening questions accurately from all areas of study. Key terminology learnt through the course is recalled. They prepare for	

	<p>Phrasing          Looping          Chest voice          Falsetto          Head voice          Range          Melisma          Vocal Riff          Parallel movement          Fusion          Students build towards listening skills to answering question 8 on the listening exam.</p>	<p>Tenor          2/2 (simple duple)          Riff          Syncopation          Imperfect Cadence          Moderate          Pentatonic Scale          Students build towards an in depth understanding of Toto's Africa, chord sequence and score analysis.</p>	<p>Call and Response          Dholki or Dholak          Tumbi          Syncopation          Falsetto          Riff          Range          Melisma          Vocal Riff          Fusion          Students build towards their portfolio of compositions and ensemble performances.</p>	<p>to Question 1 of the Listening Exam. Students build towards their portfolio of compositions and ensemble performances.</p>	<p>the listening exam by answering exemplar questions and past papers.</p>	
<p><b>Independent enrichment</b>          (wider reading and learning suggestions)</p>	<p>BBC Bitesize Music GCSE Eduqas           WJEC revision and practice material           Satchel One online music quizzes</p>	<p>BBC Bitesize Music GCSE Eduqas           WJEC revision and practice material           Satchel One online music quizzes</p>	<p>BBC Bitesize Music GCSE Eduqas           WJEC revision and practice material           Satchel One online music quizzes</p>	<p>BBC Bitesize Music GCSE Eduqas           WJEC revision and practice material           Satchel One online music quizzes</p>	<p>BBC Bitesize Music GCSE Eduqas           WJEC revision and practice material           Satchel One online music quizzes</p>	
<p><b>SMSC</b></p>	<p>Pupils are required to work as a pair or group and as part of their whole class in larger ensemble</p>	<p>Students have the opportunity to participate in performance at the College's Christmas Carol Concert</p>	<p>An appreciation of how different cultures have contributed to popular music genres</p>			

<b>Careers</b>	Music performer, artist, music producer	Musicologist, music performer, music producer	Ethnomusicologist			
----------------	---	---	-------------------	--	--	--

Year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<p><b>Unit 1: Practical Music Theory and Harmony</b> Introduction to first compulsory Unit of the course. Students start first assignment: <b>Learning Aim A: Examine the signs and symbols used in musical notation.</b></p>	<p><b>Unit 2: Professional practice in the Music Industry</b> Introduction to externally assessed Unit of the course. Students are taught <b>Learning Aim A: Professional practice for industry success.</b></p>	<p><b>Unit 1: Practical Music Theory and Harmony</b> Students start second assignment: <b>Learning Aim B: Explore the application of melodic composition based on musical elements.</b></p>	<p><b>Unit 2: Professional practice in the Music Industry</b> Students are taught: <b>Learning Aims B and C: Music industry roles, operations and requirements.</b> Students prepare for external assessment for end of May.</p>	<p><b>Unit 1: Practical Music Theory and Harmony</b> Students start third assignment: <b>Learning Aim C: Explore the application of chords and cadences for composition or arrangement.</b> Students sit <b>Unit 2 external assessment</b> end of May.</p>	<p><b>Unit 1: Practical Music Theory and Harmony</b> Students start fourth assignment: <b>Learning Aim D: Produce correct musical notation for performance.</b></p>
<b>Building on</b> (knowledge, concepts and skills)	<p>In this unit, students will develop an understanding of the signs and symbols associated with the notation of pitch, rhythm, tempo, dynamics, and expression. Students will learn how to interpret both traditional and alternate forms of notation</p>	<p>This unit considers the importance of professional practice in the music industry and is designed to enable students to develop the relevant skills, knowledge and understanding needed. Behind the bright lights, costumes, gigs, sessions and festivals, the</p>	<p>Learners will apply secure and thorough knowledge and understanding of a variety of types of chords, using a composition or arrangement. They will apply chords in a manner that shows a high level of skill and proficiency in the use of harmony. cadence.</p>	<p>The unit emphasises the importance of continual self-development in a rapidly changing sector and how essential it is to communicate clearly to give learners the best chance when competing for roles in the industry.</p>	<p>Students will enhance and reflect the original melody in their use of progression and choice of chord positions and extensions. They will demonstrate imagination, creativity, and adept use of cadence.</p>	<p>Through a composition or arrangement, students will gain a secure and thorough understanding of a variety of types of chords and learn to apply them with high levels of skill and proficiency in the use of harmony. They will use this learning to produce a</p>

	with a high degree of accuracy. They will learn how scales are constructed and apply them to compose melodies, and how to use chords and progressions in different ways when making music.	music industry is run by people who are measured by how professional they are in their behaviour. Being professional is not optional in the music industry – it is key – and the industry treats it as highly important.				piece of musical notation that fully articulates your intentions so that they can be efficiently realised and interpreted in a performance situation.
<b>Building towards</b> (knowledge, concepts and skills)	This unit will give students a working knowledge of musical theory and harmony, and the fundamental skills essential for progression to higher education courses, including degrees in music and music for media. It will also prepare them for a variety of careers in the music and media industries.	In this unit, learners will gain an understanding of what is meant by the term 'professional practice' as well as what it means to be a freelancer working in the music industry. They will understand the professional skills that are important in the industry and learn the importance of financial management, effective interpersonal skills	Students will select and deploy various devices to create melodic lines that are creative and convincing. Their melodic writing will show a proficient handling and understanding of scales and keys. They will show a creative and appropriate use of tonality, mood and expression.	Taking a professional approach to working in the industry is as essential as having a good product to market. This unit outlines the qualities that industry professionals expect of people working with them to progress, whether to employment or higher education.	Learners develop knowledge and understanding towards music theory and harmony, and apply their understanding in practical scenarios.	This unit will give students a working knowledge of musical theory and harmony, and the fundamental skills essential for progression to higher education courses, including degrees in music and music for media. It will also prepare students for a variety of careers in the music and media industries.



		and working with others.				
<b>Independent enrichment</b> (wider reading and learning suggestions)	<p><b>Books</b></p> <p>Taylor, E. (2008). The AB guide to music theory. [London]: The Associated Board of the Royal Schools of Music.</p> <p>Alexander, J. (n.d.). The practical guide to modern music theory for guitarists.</p> <p>Rawlins, R., Bahha, N. and Tagliarino, B. (2005). Jazzology. Milwaukee, WI: Hal Leonard.</p> <p>Rockschool Popular Music Theory Guidebook Debut To Grade 5. (2015). [S.L.]: Rockschool.</p>		<p><b>Books</b></p> <p>Wright, P. (2018). The shortcut to melody creation. Independently Published.</p> <p>Goetschius, P. (2016). Exercises in melody-writing. [s.l.]: Forgotten books.</p> <p>Rooksby, R. (2007). Arranging songs. New York, NY: Backbeat Books.</p> <p>Tomaro, M. and Wilson, J. (2009). Instrumental jazz arranging : a comprehensive and practical guide. Milwaukee, WI: Hal Leonard.</p>		<p><b>Websites/Online resources</b></p> <p><a href="http://www.musictheory.net">www.musictheory.net</a></p> <p><a href="https://www.youtube.com/watch?v=Mj36tEcalBs">https://www.youtube.com/watch?v=Mj36tEcalBs</a> (a useful video for guitar theory)</p> <p><a href="https://www.youtube.com/watch?v=4GlfRazbZh8">https://www.youtube.com/watch?v=4GlfRazbZh8</a> (a video for Music Theory on Scales, Chords and Time)</p> <p><b>Websites</b></p> <p><a href="https://www.youtube.com/watch?v=G4UpHaJG_Nk">https://www.youtube.com/watch?v=G4UpHaJG_Nk</a> (how to write chords to a melody - based on guitar)</p> <p><a href="https://www.youtube.com/watch?v=cDuA6RcMDw0">https://www.youtube.com/watch?v=cDuA6RcMDw0</a> (How to write chords to a melody - general)</p>	

					<a href="https://www.youtube.com/watch?v=1CRzIQhDsU&amp;t=21s">https://www.youtube.com/watch?v=1CRzIQhDsU&amp;t=21s</a> (transposing instruments)	
<b>SMSC</b>		Students have the opportunity to participate in performance at the College's Christmas Carol concert.				
<b>Careers</b>	Composer, music arranger, music producer, songwriter	Music manager, music event organiser, A&R, tour manager, health and safety, music lawyer, music engineer, project manager				

Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<p><b>Unit 6: Solo Music Performance</b> Introduction to first optional Unit of the course. Students start first assignment: <b>Learning Aim A: Explore the skills required for a solo performance.</b></p>	<p><b>Unit 3: Ensemble Performance</b> Introduction to externally assessed Unit of the course. Students explore: <b>Learning Aim A: Explore ensemble skills and techniques and Learning Aim B: Response and planning in preparation.</b></p>	<p><b>Unit 6: Solo Music Performance</b> Students start second assignment: <b>Learning Aim B: Develop skills for a solo performance</b> <b>Unit 3: Ensemble Performance</b> Students explore: <b>Learning Aim C: Rehearsal in preparation for June external assessment.</b></p>	<p><b>Unit 3: Ensemble Performance</b> Students explore: <b>Learning Aim D: Performance skills as part of an ensemble in preparation for June external assessment</b> <b>Unit 6: Solo Music Performance</b> <b>Learning Aim C: Carry out a solo performance.</b></p>	<p><b>Unit 3: Ensemble Performance</b> External assessment takes place; work is sent to Pearson digitally.</p>	<p><b>Course completed.</b></p>
<b>Building on</b> (knowledge, concepts and skills)	Learners explore the preparation and performance of music as a soloist before performing in front of an audience.	In this unit, students will become part of a musical group and will develop ensemble skills by taking part in rehearsals. As an ensemble, you will be given a list of songs from which they must choose three.	Learners will produce a comprehensive and discursive article or presentation. There will be discussion of the skills used in a solo performance, using examples of different practitioners and various stagecraft skills.	Students will then learn, rehearse, and perform these songs to an audience. Students will also provide a presentation on how you used different techniques, stylistic and musical elements in the musical parts you performed.	This mandatory unit will be assessed through a task completed under supervised conditions. The supervised assessment period will be completed in two hours for a written activity plus the time stipulated for performance evidence (which totals	

					approximately half an hour to three-quarters of an hour). Centres are free to arrange the supervised assessment period how they wish, provided they take place during period timetabled by Pearson.	
<b>Building towards</b> (knowledge, concepts and skills)	In this unit, learners will explore and practise the specific skills associated with performing as a soloist. These will include: how to engage your audience, stagecraft, as well as musical practice and rehearsal required.	To complete the assessment task within this unit, students will need to select and apply learning from across the programme. It is suggested that students complete the assessment towards the end of the course after having completed learning from the other units.	The technical and vocal exercises given will be evaluated clearly and there will be a justification for favouring one over another, but with an acknowledgement that other exercises are also of benefit in improving the performer.	This unit will help learners to progress to higher education where there are often situations when ensemble skills are required. This unit can also help learners to progress to employment opportunities in music.	The skills and knowledge you gain from these units are invaluable for the music industry and will prepare learners well for progression to further musical study.	
<b>Independent enrichment</b> (wider reading and learning suggestions)	<b>Books</b> Rapson, S. (2000) <i>The Art of the Solo Performer</i> ,		<a href="https://www.youtube.com/watch?v=BHMOmz2S1yo">https://www.youtube.com/watch?v=BHMOmz2S1yo</a>	<b>Books</b> Rapson, S. (2000) <i>The Art of the Solo Performer</i> ,		

	<p>American Success Institute Taylor, L. (2011), <i>Stage Performance</i>, Revised edition CreateSpace Independent Publishing Platform; Buswell, D. (2006). <i>Performance Strategies for Musicians</i>. 1st ed. Stansted Abbotts: MX.</p> <p><b>Websites</b></p> <p><a href="http://blog.sonicbids.com/9-tips-that-will-make-your-solo-acoustic-shows-way-less-boring-to-watch">http://blog.sonicbids.com/9-tips-that-will-make-your-solo-acoustic-shows-way-less-boring-to-watch</a></p> <p><a href="https://www.theguardian.com/music/2009/may/10/tips-stage-performance-singing">https://www.theguardian.com/music/2009/may/10/tips-stage-performance-singing</a></p>		<p><a href="https://www.youtube.com/watch?v=vrvOv6Ud33I">https://www.youtube.com/watch?v=vrvOv6Ud33I</a></p> <p><a href="https://www.youtube.com/watch?v=33rNgjJ7c9Q">https://www.youtube.com/watch?v=33rNgjJ7c9Q</a></p> <p><a href="https://www.youtube.com/watch?v=5PMwHjDfiUI">https://www.youtube.com/watch?v=5PMwHjDfiUI</a></p> <p><a href="https://www.youtube.com/watch?v=8PfovH755Yg">https://www.youtube.com/watch?v=8PfovH755Yg</a></p> <p><a href="https://www.youtube.com/watch?v=MfC6Z4A7DvE">https://www.youtube.com/watch?v=MfC6Z4A7DvE</a></p>	<p>American Success Institute</p> <p>Taylor, L. (2011), <i>Stage Performance</i>, Revised edition CreateSpace Independent Publishing Platform</p> <p>Buswell, D. (2006). <i>Performance Strategies for Musicians</i>. 1st ed. Stansted Abbotts: MX.</p> <p><b>Websites</b></p> <p><a href="http://blog.sonicbids.com/9-tips-that-will-make-your-solo-acoustic-shows-way-less-boring-to-watch">http://blog.sonicbids.com/9-tips-that-will-make-your-solo-acoustic-shows-way-less-boring-to-watch</a></p> <p><a href="https://www.theguardian.com/music/2009/may/10/tips-stage-performance-singing">https://www.theguardian.com/music/2009/may/10/tips-stage-performance-singing</a></p>		
--	---	--	--	--	--	--

	<a href="http://www.vocalist.org.uk/solo_artist.html">http://www.vocalist.org.uk/solo_artist.html</a>  <a href="https://www.youtube.com/watch?v=BUC953B6e5o&amp;list=RDEqKnPHMLnf8&amp;index=2">https://www.youtube.com/watch?v=BUC953B6e5o&amp;list=RDEqKnPHMLnf8&amp;index=2</a>  <a href="https://www.youtube.com/watch?v=dFSiJOgWtOg">https://www.youtube.com/watch?v=dFSiJOgWtOg</a>			<a href="http://www.vocalist.org.uk/solo_artist.html">http://www.vocalist.org.uk/solo_artist.html</a>  <a href="https://www.youtube.com/watch?v=BUC953B6e5o&amp;list=RDEqKnPHMLnf8&amp;index=2">https://www.youtube.com/watch?v=BUC953B6e5o&amp;list=RDEqKnPHMLnf8&amp;index=2</a>  <a href="https://www.youtube.com/watch?v=dFSiJOgWtOg">https://www.youtube.com/watch?v=dFSiJOgWtOg</a>		
<b>SMSC</b>	Students are required to work, solo, as a pair or group and as part of their whole class in larger ensemble	Students have the opportunity to participate in performance at the College's Christmas Carol Concert				
<b>Careers</b>	Music performer, artist, music arranger and organiser, solo performer	Artist scout, performance events organiser				