

Music Curriculum

At Moseley Park the Music curriculum across Key Stage 3 and 4 is broad and varied and provides students with the opportunity to study a wide variety of styles and musical knowledge, from classical music to contemporary popular music. We want pupils to enjoy their studies and gain deeper understanding of musical features, cultures and traditions and gain success in their own performances, composition techniques and music appreciation skills as a result. We believe it's important for all pupils to be able to access the curriculum whatever their musical ability and develop as musicians and improve their skills, experiencing the use of music technology in compositions, playing or singing live music whilst enjoying exploring musical skills and having fun along the way! We allow students to bring their own instruments into class lessons and encourage pupils to strive to improving their skills as soloists and when working in an ensemble. We aim for all students to get involved through listening, performing and composing, learning to not only develop a love for music but to appreciate all styles and the to connect us all.

Below are two examples of this in practice:

1.Knowledge: When studying Samba Music, we cover musical key words and traditional features through hands-on experience of instruments in practical, visual and auditory stimuli, pupils are able to name specific instruments used in Samba music and identify typical features heard in this style. Students acquire knowledge about the structure of Samba through performance learning to apply specific techniques for a variety of percussion instruments, such as open and closed sounds on Surdos and playing techniques on the Tambourim, Congas and Clave. Rhythms and notations are studied looking at traditional Latin rhythms like the son calve rhythm used and other more challenging syncopated beats that weave through the music. Pupils look at how cross rhythms and call and response feature in Latin American music alongside practical ensemble skills that are needed, hence broadening students' contextual knowledge and deepening their knowledge of the similarities and differences in music from around the world.

Understanding: Students will understand where Samba originates from and recognise key musical features, they will know the importance of the leader of the bateria who acts as the conductor playing the repinique and apito and how they effectively give oral cues to the ensemble that vary rhythmic patterns and control structures, tempos and dynamics through the band.

Skill: Students will build on their knowledge of how Samba music has role in its society and how other musical styles incorporate similar playing techniques. They will use their voices, auditory recall and practical performance skills to help them learn and play the varied syncopated rhythms sand build up to more complex skills through Samba pieces and opportunities for improvised solos. Their work will end in a convincing Samba Band performance.

2.Knowledge: When studying the 'On the way project' pupils will study the elements of music, focusing on rhythms, pitch, treble clef notations, triad chords and musical terminology, pupils learn to apply skills in reading music through practical sessions. They will identify musical symbols, such as bar lines, bars, repeat marks, pitch, rhythmic note values and chord symbols when working independently to develop performance skills when learning to play with both hands on a piano/keyboard. They will build up their own practice resilience, perseverance and confidence as they develop their performance skills, learning to apply correct fingers and postures along the way. They will develop aural skills when identifying major and minor chords, and when notating pitch and rhythmic dictations.

Understanding: Students will be able to apply correct instrumental playing techniques for their pieces that build up in performance skill levels. They will understand how to read pitch and rhythm and how chords and bass lines add the harmony layer. They will understand how triad chords are built up and how major and minor chords are structured. Pupils will understand the importance of 'good practice' and techniques that further support their keyboard skills looking at scales and finger exercises to build strength and stamina.

Skill: Students will have the opportunity to 'build up' playing techniques starting with simple melodies, to adding bassline harmonies and then adding full triad chords with melodies. Pieces will also build up in length and technical skills to challenge all ability levels.

Homework: As part of the music curriculum, homework is set through projects in order to support learning in the classroom. Projects will allow pupils to explore further and deepen their musical knowledge and understanding. For example; they will study the 'Instruments of the Orchestra' as one of their projects in year 7, focusing on the four sections of the orchestra, naming specific instruments within those families and how they produce sounds. Students will be able to understand how instruments playing techniques differ and also see how these instruments play in other ensembles besides the orchestra. Students will have the opportunity to create a detailed project through a variety of ways. This can be modelling, drawing, writing or presenting.

Music Year 7	Curriculum Intent. At Moseley Park we aim to provide our students with a wide variety of topics and skills from popular and traditional genres. We aspire to create students who will develop and maintain a love of music and who can appreciate the universal language music offers to us all. The Autumn term introduces music terms, notation, keyboard skills and singing, alongside playing other instruments, and learning chord symbols and tab notation skills. The spring term develops composition skill and devices and a deeper knowledge of music from around the world looking at musical from Brazil, Indonesia, and British folk music. The Summer term allows pupils to explore other music styles and playing techniques, looking at ragtime music developing their application of performance and through composition and listening appreciation skills they can create their own advert jingles and song ideas. Homework projects deepen pupils’ knowledge of the orchestra, job roles and musical features used alongside musical terminology and music styles.		
Terms	Autumn Term	Spring Term	Summer Term
Main Topics	‘On the Way Project’ Elements/ notation/ keyboard skills. Guitar skills	‘Film Music Project’ Word Music Project’ Samba. Gamelan, Folk	Ragime Music Advert Jingles
Knowledge	Recognise and notate rhythm and pitch. Identify notes on the stave, know elements/ terms, symbols, and keyboard notes, play keyboard pieces and chords/ identify form and structure. Identify minor/major chords. C major scales Identify parts of a guitar and styles of guitars for varied music genres, Recognize guitar chord grids and tab notation symbols	Know music terminology and compositional techniques for creating spooky and romantic ideas, Garage band tools, know arpeggios discords, note clusters, form and structure and composition devices Know cultures and traditions for Samba, Gamelan, and folk music. Know terminology, instruments from various other world styles notation, call and response, playing techniques, structures used pentatonic scales.	Understand origins of ragtime music and its place in music history, know musical terms such as vamping and the chromatic scale. Know target audience for music products, Know musical structures and how to write persuasive lyrics. Compose chord sequences, basslines and rhythmic ideas and use voice over techniques
Understanding	Singing /playing keyboard pieces with harmony layers, applying rhythm, pulse, and phrasing. Understand terms., ICT Recording techniques. Listening: Fur Elise/ Ode to Joy Beethoven, I’ve got rhythm, Gershwin Understand terms, how to read chord grids and tab notations	Understand how sounds can be combined and used to create film music extracts effectively. Build up layers of sound using techniques, make expressive use of tempo dynamics structure phrasing, texture, and timbres. Listening: Film clips/ Harry Potter/ Carnival of the animals, Rossini William Tell overture finale. Understand music from different places, developing an awareness of musical features, instrumental techniques, and improvisation skills alongside the role of music in society. Various textures and cues. Listening; Samba, Gamlen pieces, Irish jigs & reels, Scottish Marches. Time signatures. simple & compound	Understand features of ragtime music and its influences looking at prolific ragtime composers like Scott Joplin. Understand how to vamp and read notation of ragtime music using chords, melodic phrasing, chromaticism. Listening: Scott Joplin, James Scott and Joseph Lamb . Singing /playing chords on keyboards/ guitars with harmony layers, applying pitch, rhythm, pulse, and phrasing. Understand terms for advert jingles; slogan, brand name, voice overs, underscoring and apply use of inversion chords. identify compositional techniques used in listening extracts. Understand, how to write chord grids and tab notations or chord inversions. Play chords in block, arpeggio, alberti, ripple and other techniques to vary styles IE) skanking in reggae or rocking in ballad.

Skills	<p>Performance: Keyboard skills, creating and notating pitch & rhythm notations, playing triad chords. Play C major scale</p> <p>Composing; creating rhythmic ideas</p> <p><i>Listening:</i> identifying instruments in the orchestra, identify major and minor chordal sounds</p> <p>Develop practical skills in playing keyboard pieces that build in challenge.</p> <p>Perform a range of chord sequences with backings reading rock n roll pieces and film music pieces / read easy tab riffs/ and apply these skills to new pieces to extend skills further to higher graded pieces</p>			<p>Performance: Film keyboard pieces. Arpeggios, chromatic scales.</p> <p>Composing: Spooky & romantic extracts</p> <p><i>Listening:</i> identify and use suitable timbres for film, identify features used in music to create descriptive ideas.</p> <p>Develop practical skills in creating and playing film pieces, recapping notations</p> <p>Performance: Percussion performance techniques in Samba and Gamelan ensemble pieces and Folk keyboard pieces as solos, son clave rhythms. Call and response, interaction between players</p> <p><i>Composing folk & Gamelan melodic ideas using pentatonic scales/ improvisation skills.</i></p> <p><i>Listening,</i> identifying instruments in world music.</p> <p>Develop practical skills in solo /ensemble work</p>			<p>Performance: Keyboard skills, reading vamping patterns and Rag pieces. Performing pieces and chromatic scales</p> <p>Composing; creating ragtime ides for extension tasks</p> <p><i>Listening:</i> identifying instruments used, identifying major minor chords used in vamping and playing these in pieces</p> <p>Develop practical skills in playing keyboard pieces that build in challenge.</p> <p>Composing: Music advert jingles extracts</p> <p>Listening: identify and use suitable timbres for advert jingles, identify features used and create catchy adverts with underscoring, voice overs, lyrical ideas over harmony layers, develop compositional skills in writing lyrics, chord sequences bass lines and read varied symbols/ notation.</p> <p>Performing skills in group work of an advert jingle composition</p>		
Homework	<p>Project on ‘The instruments of the orchestra’.</p> <p>Learn music terms in table.</p> <p>Project ‘Research various styles of guitars from around the world,’ and create a fact sheet on them/ learn to label pictures of guitar parts and learn guitar musical terms.</p>			<p>Learning music terminology x 2</p> <p>Project on job roles in the music industry looking at composers,</p> <p>Project on role music has in its society looking at how these styles are used for recreation or religious roles</p>			<p>Project research on Scott Joplin and ragtime music, and musical terms</p> <p>Learning music terminology</p> <p>research job roles in the music industry such as composer. Project on job roles in the music industry looking at composers, publishers and journalists</p> <p>learn terms for inverted chords</p>		
Interleaved skills M = Main S = Supporting	Performing M	Composing S	Listening & appreciations S	Performing S P	Composing M S	Listening & appreciation S S	Performing M M	Composing S M	Listening & appreciations S S
Assessment	<p>Performances, reading pitch and rhythm on keyboard pieces, adding basslines /chords. Tests on music vocabulary</p> <p>Performances of chord pieces and tab notation pieces/Test on terms and guitar parts.</p>			<p>Composing film pieces. Tests on terms/ listening extracts.</p> <p>Performances of class Samba/ Gamelan pieces/solo folk pieces. Tests on Samba/ Gamelan and folk musical features and terms/ listening extracts.</p>			<p>Performances, reading pitch and rhythm on ragtime pieces use vamping accompaniment. Tests on music vocabulary</p> <p>Test on advert listening skills in starter and plenary</p> <p>Performances of advert jingle in groups</p>		

Year 8 curriculum

Music Year 8	Curriculum Intent. We aim to provide all students with a variety of topics from popular and traditional genres, we aspire to create students who will develop and maintain a love of music and who can appreciate the universal language music offers to us all. The Autumn term explores Blues music and the many other styles influenced, looking at notations, riffs, extended chords, walking bass lines and influential artists. It also investigates how blues developed through rock n roll to other rock styles through guitar skills. The spring term explores compositional devices used in programme music for given stimuli and performance skills used in Reggae, reading chord grids and tab notation yet applying stylistic techniques. The summer term develops ICT music skills through composition skills in arrangements using ‘Pachelbel’s canon’ looking at ground bass, repetition and contrast and variation or rondo forms structures and EDM music styles and develops pupils instrumental skills and band ensemble awareness in performance tasks.		
Terms	Autumn Term	Spring Term	Summer Term
Main Topic	‘Blues project’ Keyboard skill. Rock Anthems music Project’ Guitar skills	Programme Music Reggae Music Project	Arrangements/ variations form/ EDM music Instrumental; skills/ Band skills
Knowledge	<p>Know origins, instruments, terms, and blues musical features, 12 bar structure, call and response, improvisation skills and some main artists from blues.</p> <p>Know and recognise how pop and rock music evolved and the musical features used in sub genres. know tab notation, chord grids and pop / rock structures. Verse chorus. Know instruments, playing styles and music terms for sub genres</p>	<p>Know the purpose of programme music and what motifs and leit motifs are and how they are used in pieces. Know ternary, rondo form structures and popular music structures and music terms. Know compositional devices used to extend and develop musical ideas.</p> <p>Know origins of Reggae music and features heard, how its developed into sub genres. Know instrumentation and techniques used in reggae.</p> <p>know reggae artists, know skanking techniques, bubble chords and ‘one drop’ rhythms and tab notation for syncopation, alongside toasting and patois techniques used.</p>	<p>Know form and structures including ternary variation and rondo form. Know ground bass and how elements of music can be varied to create new styles and variations ideas with a focus on Pachelbel’s canon. Inversion patterns in triad chords, ostinatos. Voicings.</p> <p>Know how to read lead sheet notations in varied pieces apply techniques and features in sub genres. know tab /chord grids and music structures. Verse chorus, know how to communicate in bands. Timing skills and organisation skills</p>
Understanding	<p>Understand what riffs are and play them over chords in the 12 bar blues pattern sequence, Combine varied parts and play blues pieces</p> <p>Improvise melodic ideas over chords, understand straight and swung rhythms.</p> <p>Listening: Blues, Jazz gospel swing and rock n roll extracts/Bessie Smith Miles Davis BB King Glen Miller Elvis Chuck Berry</p> <p>Understand and identify stylistic features of rock music and how styles have influenced each other and developed into new sub genres/ styles.</p> <p>Understand how to read guitar chord grids and tab notation.</p> <p>Listening: Rock and pop extracts from 1960’s to present day</p> <p>High way to Hell ACDC &’ Rockin all over the world’ Status Quo. Boulevard of Broken dreams</p>	<p>Understand how to create leit –motifs for scene stimuli’s exploring timbre, texture, melodic and rhythmic ideas for specific briefs.</p> <p>Understand music terms for programme music looking at various structures, motif ideas layering effects and how ideas in music are developed through sequence, imitation, and augmentation/ diminution.</p> <p>Listening: understand how artists have created moods through music for pictures looking at Mussorgsky’s pictures at an expedition piece.</p> <p>Understand techniques heard in reggae listening extracts and other features heard, in sub genres looking at Ska and reggaetron.. study stylistic features and understand how to perform these with focus on rhythms, syncopation and octave chords, reading notations for reggae pieces</p> <p>Listening Bob Marley, 3 little birds, UB40’s Kingston town and Madness Baggy trousers plus other reggae extracts</p>	<p>Understand techniques used in variation such as chord voicings, note addition and subtraction / augmentation, diminution phrasing techniques.</p> <p>Instrumental playing techniques using block chords, arpeggios 3rds. Octaves, grace notes strumming pattern, tempo and rhythmic patterns for varied styles of music.</p> <p>Listening; Pachelbel’s canon and variations. Paganini Andrew Lloyd Webber.</p> <p>Understand how to work in ensembles, perform stylistically, understand various notations on drums guitar lyrical phrasing and keyboards notations.</p> <p>listen to others in performance and song versions of pieces to evaluate techniques used.</p>

Skills	<p>Performance: Ability to play triad chords in root position and extended 7th chords Follow notations, reading walking bass line and melodic riffs and combine layers, play blues pieces</p> <p>Composing; creating melodic ideas from blues scales for own blues pieces over swung rhythms and 12 bar blues sequences.</p> <p><i>Listening:</i> identifying features heard in blues and Jazz, swing and gospel and name famous artists.</p> <p>Develop skills from yr 7 on notation, keyboard skills and music appreciation awareness.</p> <p>Performance: Ability to play major and minor chord grids for rock pieces and read tab notations perform 'Rocking all over the world' chords' and extension chord sequences. On other rock pieces from AC/DC and Green day's Boulevard of Broken reams</p> <p>Tab sheets stair way to heaven and Sunshine of your love and other graded pieces.</p> <p><i>Listening:</i> identify musical features in rock and pop music and sub genres.</p> <p>Develop practical skills in instrumental skills</p>			<p>Composition skills – Create programme music developing ICT skills and exploring composition devices.</p> <p>Listening – identify instrumentation and musical features heard in programme music looking at 'Ballad of the unhatched chicks' by Mussorgsky and Penderecki's 'Threnody' plus Rossini's 'William Tell Overture'. Develop skills from Yr 7 as this piece links well to film music module skills</p> <p>Performance: Ability to play reggae pieces using varied instrumental skills on bass guitars and keyboards as well as vocal skills and drum techniques</p> <p>Focus piece 3 little birds as group or solo performance pieces.</p> <p>Read tab sheets and treble clef notations.</p> <p>Listening: identify musical features in reggae and apply these features in own performances/ identify genres of reggae.</p>			<p>Performance: Perform chord sequence from Pachelbel's canon, add new layer ideas using bass and melodic ideas</p> <p>Composing creating variation ideas and arrangement styles of given stimuli.</p> <p><i>Listening,</i> identify how music elements have been carried in listening extracts.</p> <p>Develop practical skills in solo /ensemble work on Keyboards, guitars and other instruments, ICT skills.</p> <p>Performance: Ability to play well in an ensemble, to organise selves and be aware of other parts in performance skills</p> <p><i>Listening:</i> identify musical features and apply stylistic techniques and stage presence skills</p> <p>Develop practical skills in instrumental skills</p>		
Homework	<p>Project on 'Blues artists and the influence of blues on other styles like rock n roll jazz and gospel and swing</p> <p>Project on rock bands from 1960s to present day/ features of rock music styles.</p>			<p>Learning musical terms and listening to programme music extracts to identify how motifs are used and the effect they have.</p> <p>Reggae listening extract analyse and revision on terms for reggae music</p>			<p>Project: Find pieces that have been varied and write notes on how music ideas have been altered. For the style.</p> <p>Learn musical vocabulary tables and signs.</p>		
Interleaved skills M = Main S = Supporting	Performing M	Composing S	Listening & appreciations S	Performing S M	Composing M S	Listening & appreciation S S	Performing S M	Composing M /	Listening & appreciations S S
Assessment	<p>Performances of 12 bar chord sequences, melodic riffs and walking bassline layers, combined layers and extension pieces on keyboards. Improvisation skills to create own blues music layers.</p> <p>Tests on blues features, vocab and musical listening extracts</p> <p>Performance skills assessed reading chords and chord sequences, playing in time with backing tracks.</p> <p>Performance skills reading tab notations for various rock pieces</p>			<p>Composition assessment of programme music pieces</p> <p>Tests on musical terminology linked to Btec AOS 1 keywords</p> <p>performance skills on reggae pieces</p> <p>Test on reggae Music and listening extracts.</p>			<p>Practical assessment of variation practical ideas in pieces Practical assessment on EDM Composition ideas based from Pachelbel's canon stimulus layers</p> <p>Instrumental skills, practical assessment on reading notations tabs and ensemble awareness in bands/ communication skills</p> <p>Tests on musical terms</p>		

Yr 9 Curriculum New Tech Award Specification

Music Year 9	Curriculum Intent: We aim to provide our students with a wide variety of topics and skills from popular and traditional genres. We aspire to create students who will develop and maintain a love of music and who can appreciate the universal language music offers to us. In year 9 students study various music styles with deeper analyse looking at instrumental techniques and music theory. Through these studies pupils focus on individual solo techniques, ensemble skills, stage presence and Music ICT learning Sibelius and Garage band programs to explore on. They will study disco, reggae, ballad, synth pop, grime, rock n roll,, dance and descriptive genres and world music as they perform and compose extracts for music products.										
Terms	Autumn Term Understanding Styles of music, playing techniques and composition devices. from 19650s to present day				Spring Term Instrumental / composition studies developed. Setting targets and evaluating progress				Summer Term Band skills and solo performance developed.		
Main Topic	Disco, Samba, Blues/ Rock N Roll and Reggae		Samba continued/Media, Film and Game EDM/ FOLK 1 x Mock PSA task practice		Self -audits /development planning/ Milestones for performance		Composition target setting/ Performance skills. Evaluation		Band skills/ Products composition = song writing/ Arrangements		Band skills /product compositions= World music workshops
Knowledge	Know key musical features of each style, its place in musical history, influences and artists key to that genre/ sub-genre. Instruments, structures, melodic features, timbre, tonality and a range of metre/rhythmic styles, composition techniques for blues. Playing techniques for reggae rock n roll, disco, blues and samba		Know key musical features of each style, its place in musical history, influences and artists key to that genre/ sub- genre. Know composition devices for developing ideas, passing notes, copy and paste, looping, samples, modulations, counter melodies, playing techniques for FOLKS and production skills for EDM/ and descriptive ideas for media/ Game pieces.		AOS2 Know key techniques for instrumental studies with focus areas on strengths and weaknesses in solo performance/ Identify key areas to target to set key goals to achieve. Key skills on ICT and instrumental studies		Know key techniques for instrumental studies with focus areas on strengths and weaknesses in Composition/ Identify key areas to target to set key goals to achieve. Key skills on ICT and instrumental techniques. Know how to advance skills on Sibelius and garage band skills for target setting. Development for/ Blues/ Descriptive melody writing/world music / tango /samba exploration ideas.		Ensemble awareness, timing & stylistic accuracy for genres. Know features/ techniques, identify musical elements in listening. Form and structure of songs/		Ensemble awareness, features, structure instrumentations, playing techniques.
Understanding	Techniques & theory for musical elements used in each style. Ie) harmony textures expressions, features such as walking bass, back beats 12 bar chords, I IV as V, scales used in blues., sub 2/4, metres, , swung beats instrumentation, textures, tonality, rhythm devices, structures and how styles evolved.		Playing techniques on styles. Production effects, textures instrumentations, tonality, harmony textures and tonality, Rhythmic /melodic patterns / discords, time signatures. Other musical features and how styles evolved. Automation skills in EDM. diegetic and non-diegetic sounds in media examples., drones, pentatonic scales and melodic development devices studied.		Understand a logical plan to achieve goals and rehearsal processes to target key skills and how to monitor success. Understand recording evidence to show progression on goals. (milestones)		Tracking processes for composition milestone evidence. Understand progress and evaluation analyse skills on goals set.		Contextual understanding of stylistic accuracy for each ensemble stimulus. Roles in ensemble playing/ products/Form and structure. Lyrical writing skills		Understand form and structure in pieces, alongside stylistic technical playing skills and features. listening skills to create authentic covers in new genres styles for shorter song extracts
Skills	Identify musical features heard and effects used in performance techniques and perform techniques for each style in ensemble and solo skills showing disco, Reggae, Blues and Rock N roll techniques in performance extracts. Composition of extracts for Disco beats, blues and Samba ideas. Listen to all the example styles and be able to analyse features heard./Ensemble skills playing rock n roll band pieces, reggae pieces		Develop solo and ensemble performance techniques for styles of music. Be able to create a folk , media, game and EDM extract. Listening to styles above for stimuli and analyse examples of genres studied.		Be able to perform techniques for individual targets setting. Build repertoire for longer pieces and technical skills mastered in specific focus pieces. Listening to styles studies for performance accuracy		Be able to create own pieces as practice milestones for composition skills and develop a final idea on a free style piece. Composition skills- melodic writing, chord patterns bass lines, counter melodies garage band ICT Free style.		To be able to create verse chorus middle 8 structure in songs. Adapt music pieces in different styles of music. Performance skills ensemble band pieces. Developing performance skills to a variety of genres. Listening sng structures/ band pieces		Be able to create polished versions of pieces in new genres showing detailed performance techniques for chosen styles
Homework	Research on Reggae , Disco Rock N Roll, Delta Blues and analyse links		Research projects on EDM, Pop Punk Gamelan and film.Media		Solo technical studies. Styles of music studied from unit 1 continued		Solo technical studies. Styles of music studied from unit 1 continued		learning parts for arrangements. research on playing styles		research on playing styles. for unit 1, 2 and 3 combined
Interleaved skills. Performances, Composition Listening	Performing Solos, techniques for styles/ ensembles Band skills on rock n roll and reggae pieces		Composing Blues, Samba extracts	Listening to artists for all styles	Performing Solos/ ensembles technical skills	Composing developed	Listening to key artists and pieces for solo work		Perform Solos/ ensembles	Composing Songs /World pieces	Listening to songs and world music styes
Assessment	Solo / ensemble skills, Performance on chosen instrument, Essay analysis of music styles Composition blues Samba extracts		Solo / ensemble skills. Performance on chosen instrument. Essays on music styles Composition EDM. Media, Fold Games		Solo / ensemble skills, Performance on chosen instrument Skills audits/Development target plans actions and milestones evidence performance skills development		Solo / ensemble skills, Performance on chosen instrument Development plan evaluations, evidence of progression for targets set Composition focus skills development		ensemble skills, Performance on chosen instrument. solo techniques for styles explored in song extracts planning steps		Solo / ensemble skills, Performance on chosen instrument extract for performance live. Evaluation of performance skills and reviews

Year 10 Curriculum New Tech Award Specification

Music Year 10	Curriculum Intent: Students will broaden their musical experiences within the three component areas on their course exploring musical context, language, performance, composition listening and appraising. The areas of study provide opportunities to further their own understanding of musical styles from past and present genres and world cultures, our intention is for students to be inspired and motivated and to learn to develop skills and evaluate their own progress identifying strengths and weaknesses. And building up a love of music through performing and composing from given stimuli's, working independently and in groups to accomplish their potential.					
Terms	Term Autumn		Spring Term		Summer Term	
Main Topic	Term 1a AOS1 Exploring Music Products and styles	Term 1b AOS 1 Exploring Music Products and styles	Term 2A AOS 1 Exploring Music Products and styles unit 1 PSA released January)	Term 2b AOS 2 Internal EXAM unit 1 PSA portfolio coursework.	Term 3a AOS 2 Music Skills Development/ solo and ensemble skills	Term 3b AOS 2 Music Skills Development/ solo and ensemble skills
Knowledge	Through listening and music-making activities, learners will explore a variety of musical styles and understand the key features of each style with focus on specific musical elements. Through exploration of content pupils will know five musical styles, with three coming from popular music and two from other styles. Focus areas this year will be Blues, Disco, reggae, Media, Rock N Roll Folk Samba and African analyse. They will analyse musical features through realisation skills and understand the theory in composition skills for various styles, they will also rehearse as ensembles using a range of genres to explore the features and techniques to prepare for unit 2 & 3	Through focused listening and music activities, learners will explore numerous styles in detail and present their own understanding the key features of different styles of music in independent portfolios focusing on key elements for AOS1 exam skills. (Mock practices) They will explore compositional devices and performance techniques through solos and ensemble tasks to understand features playing techniques and develop composition ideas and performance solo and ensemble skills further Focus areas will be student choice in styles studied and composition practice skills in Calypso Game Blues Media links Pop, EDM, FOLK and listening analyse.	Through focused listening and music activities, learners will explore styles and present their own understanding the key features of different styles of music in independent portfolios focusing on key elements for AOS1 exam brief. they will create music for music products such as a live performance, a media composition and an original composition idea and write realisation skills to explain sonic elements and musical features used and explored	Learners will complete their PSA exam portfolio coursework to meet the PSA exam deadline. They will include information of 4 styles of music from a range of decades and 3 music products with realisation notes.	Learners will explore professional techniques for musicians and look at how musicians share their music with others. Learners will participate in workshops and sessions to identify and develop solo and ensemble musical skills, selecting individual musical and professional techniques appropriate to context and style when performing solos and arranging pieces in new genres. They will study playing techniques for varied genres and practice application of skills in varied solo pieces and ensemble band performances. identify and develop appreciation skills, musician ship skills, selecting individual techniques appropriate to context and style	Learners will continue studies on chosen professional techniques in practical settings, identify and developing musical skills, selecting individual musical and professional techniques appropriate to context and style.
Understanding/	Understand at least 5 styles of music and apply stylistic features to performance composition and production tasks	Understand at least 2 composition styles of music and demonstrate stylistic features to performance /composition/ production tasks.	Understand 4 styles of music in total and demonstrate stylistic features to performance /composition/ production tasks	PSA learners will show a portfolio of evidence on their understanding of 4 styles of music and create 3 music products linked to the exam brief.	Learners will Understand and demonstrate professional and commercial skills for the music industry and apply	Learners will continue creating music products, developing ideas for exam brief tasks to refine develop

Skills	Students will learn to create extracts in various music styles using appropriate playing and composing techniques. They will learn to analyse musical features to styles, researching skills and analytical skills through realisation techniques	Students will develop their performance and composition skills in new styles studied and evaluate and analyse key features heard in musical genres. They will develop ensemble awareness and playing techniques for styles studies as bands	Pupils will build their skills through solo practice and exploration in composition, developing a deeper analytical approach to music styles studied and through listening, hone their realisation skills alongside ensemble techniques.	Pupils will be able to create a bespoke exam portfolio to show they understand of a range of styles of music through performance, listening appreciation and composition skills, They will apply their skills to the set exam briefs to create evidence needed	development processes for music skills and techniques They will understand 2 disciplines in detail for creating 2 musical outcomes to develop professional and musical skills focus areas are. Performance composition and production areas Pupils will study playing techniques for styles of music and work in bands to learn pieces and adapt into new styles applying techniques mastered. Pupils will rehearse and refine ideas in group work and develop communication skills to meet intentions for pieces acting as MDs in group scenarios	professional and musical skills They will deepen their theoretical knowledge through creating their own music and through developing stage presence and musical flair in solo performance skills , they will learn to manage time, resources and evaluate plans set out for independent progress on set targets and plan for changes, in order to refine ideas further and problem solve.			
Homework	Weekly HW tasks will research areas alongside other styles and styles covered in class to give students a broad knowledge of musical styles and techniques Solo performance practice skills to build up repertoires	Weekly HW tasks will research areas alongside other styles and styles covered in class to give students a broad knowledge of musical styles and techniques Solo performance practice skills to build up repertoires	Homework for unit 2 research on instrumental skills for self-development on own specific instruments/ Solo performance practice skills to build up repertoires	Homework set for unit 2 research on instrumental skills for self-development on own specific instruments/ Exploration of longer pieces to build up repertoire pieces	Homework Milestone recordings of progress with performance skills and techniques for own targets Skills audits and development plans written	Homework using note flight for compositional exercises to develop theory and compositional skills Milestone recordings on performances/ review points on own targets/ goals			
Interleaved skills. Performances, Composition Listening	Performing Solos/ ensemble skills to expand repertoire and techniques. Focus on key features of music styles for AOS1 in performance styles and composition tasks	Composing -Focus on key features of music styles for AOS1 composition tasks	Listening to music and key artists for numerous styles /sub genres to identify main features	Performing Solos/ ensembles for music exam products AOS2 Technical skills to master goals set in targets for AOS2	Composing devices created for 1 Briefs AOS2 exam	Listening to artists and pieces for techniques and music products	Perform Solos/ ensembles for band pieces	Composing devices created for 1 Briefs AOS2 exam	Listening to arrangements of pieces for AOS3 briefs
Assessment	Essay analysis of at least 5 music styles Aural analysis/ practical demos on musical elements in style of music	Practical portfolios and written portfolios created for 2 styles of Music. Aural analysis, practical demos on musical elements in style of music MOCK PSA 4 styles and comp extract ideas mastered.	Portfolios evidence on understanding 4 styles of Music for exam briefs. Aural analysis, practical demos on musical elements in style of music PSA released / Pupils complete portfolios	PSA exam paper unit 1 continued . 3x Music products to meet exam brief .	Development target plans actions and milestones evidence. Create products for AOS2 Mock assessments. Aural analysis on own key skills for instrumental techniques /compositions Creation of ideas for AOS2 exam briefs set	Create 2 products for AOS2 MOCK exam briefs. Aural analysis on own key skills for instrumental techniques /compositions			

- NB// New Tech Award specification for Year 11 will follow on completing exam PSA 2 (unit 2) term 1 released Sept. Pupils will complete PSA unit 2 for December
- complete PSA unit 3 external exam from Term 2 – term 3 (Jan to Summer deadline set by exam board.)

Year 11

Music Year 11	Curriculum Intent: Students will broaden their musical experiences within the three component areas on their course exploring musical context, language, performance, composition listening and appraising. The areas of study provide opportunities to further their own understanding of musical styles and cultures. Our intention is for students to be inspired and motivated and to learn to develop skills and evaluate their own progress identifying strengths and weaknesses. And building up a love of music through performing and composing, developing skill level through structured practice routines and develop composition skills through milestones and exploration of techniques and ideas, working independently and in groups to accomplish their potential.					
Terms	Term Autumn		Spring Term		Summer Term	
Main Topic	Term 1a AOS 2 Music Skills Development PSA exam	Term 1b AOS 2 Music Skills Development PSA exam	Term 2a AOS 3 responding to a brief PSA	Term 2b AOS 3 responding to a brief PSA	Term 3a AOS 3 responding to a brief PSA	Term 3b AOS 3 responding to a brief PSA
Knowledge	<p>Pupils study performance and composition skills and map out development areas for themselves after looking at strengths and weaknesses, skills audits and create development plans to progress on specific skills.</p> <p>using key targets/ recording evidence or progress on 2 areas through milestones, diary and practice journals for their portfolio evidence.</p> <p>Pupils show good health and safety is followed and commercial and professional skills.</p> <p>ICT skills on garage band and Sibelius programmes for composition skills.</p>	<p>Learners will continue to create 2 music products for the exam brief</p> <p>This is either through performance and composition or production and composition pathways.</p>	<p>PSA unit 3 released.</p> <p>Learners will produce tasks to meet the exam brief.</p> <p>Responding to a brief will allow pupils the opportunity to gain knowledge in professional planning stages using ideas and musical skills through performance production and composition pathways to arrange a piece into a new genre and evaluate strength and weaknesses. They will MD a piece and make it into a new style from exam list choices.</p>	<p>PSA unit 3 continued creating evidence for exam tasks from paper</p>	<p>PSA unit 3 continued creating evidence for exam tasks from paper</p>	
Understanding	<p>Understanding different types of rudiments to develop practical skills, understand composition devices for a range of composition intentions. Understand how to develop skills through Smart targets. Development plans adhering to health and safety. appraise own progress and refine ideas. Study a wide range of techniques to support solo pieces, and composition tasks. Pupils apply numerous Sibelius tools to create pieces, showing good melodic writing and passing notes, harmonies through chord sequences features IE) walking bass lines counter melodies grace notes, repetition and contrast, riffs loops and hooks and how to modulate and refine notations</p>	<p>Pupils will show understanding of brief through measured recorded performance extracts, composition tasks, milestones, and written portfolio work. Videos of performance extracts will be recorded for exam portfolios.</p> <p>composition extracts will be saved in garage band or Sibelius formats.</p>	<p>Pupils will understand how to plan ideas and resources needed and how to work professionally to manage rehearsal skills and composition or production ideas for their chosen piece, they will understand the techniques needed to manipulate the piece into a new style and show evidence of planning stages</p> <p>they will understand how to set targets to achieve results in rehearsal composition ideas and apply management skills. They will refine ideas and manage progression through each stage of the piece development through either live performance composition or production routes</p>			

Interleaved skills. Performances, Composition Listening	Performance M solos & milestones	Composing M composition exam pieces	Listening to music S to support performance evaluation and composition studies of styles of products/ Music	Performance skills for exam recordings M	Composing ideas for production responses for exam brief M	Listening to music products S	Performance skills for exam recordings M	Composing ideas for production responses for exam brief M	Listening to music products S
Assessment	PSA exam unit 2	PSA exam unit 2	PSA exam unit 3	PSA exam unit 3	PSA exam unit 3	PSA exam unit 3	PSA exam unit 3	PSA exam unit 3	PSA exam unit 3

What instruments are taught at Moseley Park

At present, the following instruments are taught here:

Monday Upper strings Violin/Viola lessons - Mrs Barratt
Monday Woodwind lessons Flute/Piccolo Clarinet/Saxophone /oboe -Mrs Adams
Tuesday Acoustic/ Electric Guitar/ Spanish Guitar/ Bass Guitar and Drum kit lessons – Mr Worton
Tuesday Brass lessons trumpet/ cornet horn baritone French horn trombone - Mr Boreland
Wednesday keyboard lessons Mrs Roberts
Thursday Acoustic/ Electric Guitar/ Spanish Guitar/ Bass Guitar. Drum Kit - Mr Worton

Arrangement of lessons

- Instrumental lessons are given during school time on a rota timetable which will be arranged by the Student Services team.
- Students should ensure that they are familiar with their timetable so they are punctual to their weekly instrumental lessons.

Fees

· The school provides free lessons to pupils wishing to learn however if pupils wish to take grade exams the cost of the exam will be charged and this is agreed with parents beforehand. Pupils can learn instruments without taking graded exams if they prefer. Financial support is available for those wishing to apply for it who are taking grade exams if they are already receiving income support. Each application is considered on its merits

Notice

- At least two weeks' notice must be given to the Head of Music for termination of instrumental lessons. So other pupils can be notified of spaces

Missed Lessons. · A register will be kept and parents/carers will receive an email/letter/telephone call, if lessons are repeatedly missed from the instrumental teacher/ Music Teacher. If lessons are missed repeatedly pupil's lessons will be cancelled and given to other pupils on the waiting lists.

- A lesson may be cancelled by the instrumental teacher at any time, yet this lesson will be carried forward.
- (due to adverse weather conditions) the instrumental teacher is under no obligation to make this lesson up, although they may choose to do so.
- It is the parent or carer's responsibility to notify the instrumental teacher of any planned absences at one weeks in advance (e.g. trips, exams, appointments) in order for a lesson to be rescheduled or so the teacher is aware of absence for registers.

Reporting

- Parent/carers will receive a report from the instrumental teacher during the summer term to highlight the progress which your child is making.

Instruments

- Students are allowed to use their own instrument in lessons if they possess their own instrument. Liability for the instrument's insurance remains with the parent/carers.
- Instruments may be loaned from the music hub/ school under a loan scheme. Contact Mrs Russell for any instrument queries.

Ensembles

- We encourage music making with others and a wide variety of ensembles exist to further musical enjoyment in this way. It is expected that students who receive instrumental lessons contribute to at least one musical ensemble when an appropriate standard has been met.