

	Week 1	Week 2	Week 3	la Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	1b Week 11	Week 12 W	eek 13 We	eek 14	Week 15 Week 16	Week 17 W	2a eek 18	Week 19	Week 20 V	/eek 21	Week 22 Week	23 Iw	2b feek 24	Week 25	Week 26 Week 27	Week 28	Week 29	3a Week 30	Week 31	Week 32	Week 33	Week 34	3b Week 35 Week 36	Week 37	Week 38
	Charles	Week 2																																	
	Singing -How to s	ing in unison		oarts and g own part when armony	vocal compo	oice to create a osition	Perform and appraise each others work	Rhythm and recognising i performing t Clock'	Pulse, rhythms and the 'Rhythmic	Recognise and difficult rhythm knowledge into composition as drum kit	s and apply a group	Create a rhythmic composition		rform and praise work	What is a ground bass and develop knowledge of the great composers.	Work as a group t and perform a pie featuring a groun	ce of music	Compose a pie around a grour		erform and ppraise ork.	Develop a skill on one following instrument rehearse and perform - Keyboard - Ukulele - Guitar/bass guitar - drum pad - voice	s to de n: foll reh - K - U - G	wap instrumen evelop a skill or Illowing instrur hearse and pe (eyboard Jkulele Guitar/bass gui drum pad	n one of the ments to form: r	Swap instruments and develop a skill on one of it following instruments to rehearse and perform: - Keyboard - Ukulele - Guitar/bass guitar - drum pad	he from Trini and perfo	nowledge of music dad and Tobago rm a 3 part riff as a g Bamboo Tamboo	to develop a cl		Develop knowledge of other elements to enhance the class piece and lead the class in a performance.	parts.	nposition in 3	Develop a composition i parts.	n 3 Perform, app evaluate	yaise and
Year 7	Fuglis will know. Another objective and perform music using their voices, what some of the musical conventions are and how to use them. Pupils will be able to: gain confidence in singing as an ensemble. -perform as a class ensemble using their voices, -create a vocal composition as a small group using some of the musical conventions.						Pupils will know: - how to identify, explore and perform different rhythms - what puble is and how to fit rhythms into the puble - Pupils will be able to and into a fit of the puble - Islaten to, understand and notate different rhythms - recognise time agriculture - create their own rhythmic composition.					Ground Bass Pupils will know What a ground bass is and how composers have used them leatures of music from classical composers Pupils will be able beneform a piece of music - Develop reheartal skills to perform as an ensemble Compose a piece of music with a ground bass.					Build a Band Pupils will know: - how to rehease on a range of instruments how to work as a team to develop peer teaching Port who have the same to develop peer teaching - perform pop songs on a range of instruments developing their performance skills.					Pupils wil • how cult • how to u Pupils wil • perform • Perform	World Music Pupils will know: -how cutture in Trinidad and Tobago was used to impact musichow cutture in Brinidad and Tobago was used to impact musicpupils will be able to: - perform as a class percussion ensemble Perform using a variety of musical conventions				World Music Pupils will know. how to compose and perform a piece of Percussive music.								
	Usten to and perform '3 Little Listen to and perform No Defired by Bob Mariley as a class ensemble, developing different instrumental skills. Developing different instrumental skills.					and perform by John Lee ensemble	al and social ne Blues, listen to "Boom Boom" Hooker as a class	Structure of the 12 bar blues Improvise melodies over the and the chord sequence and 12 bar blues chord sequence using the blues scale			es over the Pe sequence apparent	rform and praise work	Music from musicals and its musical features	Rehearse a piece from a musical	of music	Rehearse a pie from a musical		erform and ppraise work	West African Djembe Drumming	e We	lest African Dje rumming	embe \	West African Djembe Drumming	arrangem		Rehearse an a a pop song	irrangement of	rehearse and perform a pop song as a group	compositions		Compose a pop song	Compose an song.	nd perform a pop		
Year 8	Fuglis will know: - How to identify, explore and perform music from the Caribbean - How to dentify, explore and perform music from the Caribbean - How to dentify, explore and performed instruments, with some understanding of conventions, furniture and musical elements - Puglis will be able to: - Perform regigae song as an ensemble - Perform regigae song as an ensemble - Cain confidence in performing in a class setting.							Pupils will know. - how to identify, explore and perform Blues music - some conventions, instruments and structures used in Blues music - pupils will be able used perform Blues music as a whole class ensemble - recognise the structure used in Blues music - further and estend their compositional skills by composing using the 12 bar blues structure and creating methodies using the blues scale.					Musicals Pupils will know. -The history of musicals and how they have developed -How to perform musicals in a band setting. Pupils will be able to:					World Music Pupils will know the history and culture of West African Music Pupils will be able to: - rehearts and perform using the musical conventions taking influence from west African musical culture.					Pupils wil · what an · develop have arrai Pupils wil · rehearse	Arranging pop songs pulps will more -what an arrangement is and how it works and how to arrange. -develop knowledge of instrumental groups and how previous composers have arranged for certain groups. -rehears and perform an arrangement of a pop song. - Analyse and assess peers to improve.				Composing pop songs what a composition is and how it works and how to arrange. develop knowledge of instrumental groups and how previous composers have composed for certain groups. Pupils will be able to. Pupils will be able to. Less the 4 chord trigs to a group, writing the lyrics. Less the 4 chord trigs to a group writing the lyrics. Analyse and assess peers to improve.							
	John Willi Music	lams and Film	Western Fi	m Music	Horror Film	Music	Perform and appraise each others work	What is EDM	4	Develop the dri	m pattern	Develop a bass lin	e De me	evelop a elody.	Samba	Samba		Samba	S	amba	Rap	Hip	ір Нор	ļ	RnB	1950s		1960s		1970s	1980s		1990s	2000s	
Year 9	Explis will know: - how different genres of film music use different musical conventions. - how does perform in a class setting in a range of Film genres. - Pupils will be able to: - Develop their performance skills on instruments. - Develop their performance skills on instruments. - Compose an original piece of horror music from stimuli. - Analyse Film music undestanding how tension, action and other atmospheres is created in a range of genres through musical tensions.						EDM Pupils will know - the origins of music - how to use music technology and compose a piece of music - how to use music technology and compose a piece of music - Pupils will be able to: - create a drum rhythm in a pair and create a bass line - create a bless of the pair and create a bass line - create a bless down and know what one is.						Samba Puplis Will know the origins of Samba Music - the instruments featured is Samba - Puplis Will be able to Samba bett - to perform as a class Samba band - compose and perform a piece of Samba music						Raph*lip Hop RnB Pupils will know. The origins of Rap, Hip Hop and RnB and how culture has impacted these genres. -famous artists from these genres and how they have influenced the music. Pupils will be able to Rnb and Hip-hop - compose a piece of rap music.					 how cult how mu Pupils wil 	Decades Pupils will know: - how culture and society influenced music in the decades. - how musical conventions changed music and enhanced them Pupils will be able for music from the 1950s, 1960s and 1970s - rehearse and perform music from the 1950s, 1960s and 1970s				Decades Pupils will know how culture and society influenced music in the decades how musical conventions changed music and enhanced them Pupils will be able to: - rehearse and perform music from the 1980s, 1970s and 2000s						
	Course overview venues	Health and Safety	Record Companies and Publishers	Promoters	Broadcastin and employmen patterns	g Marketing and Royalties t	Unions	Job Roles	Job Roles	Job Roles	lob Roles	Responsibiliti Ta es Ni	x, Pay and Mo	ock Exam	Developing Developing Techniques Techniques	Developing De Techniques Te	eveloping chniques	Developing Techniques	Developing E Techniques T	eveloping echniques	Developing Devel Techniques Techn	loping Ov niques reh dia Lea B	wn Choice hearsal and ary earning Aim	Own Choice rehearsal and diary cearning Aim I	Own Choice rehearsal and diary Learning Aim B Own Cho rehearsal diary Learning B	Own Choi rehearsal diary Learning B	diary	Own Choice rehearsal and diary Learning Aim B	Own Choice rehearsal and diary Learning Aim B	Own Choice rehearsal and diary Learning Aim B	Own Choice rehearsal and diary Learning Aim B	Own Choice rehearsal and diary Learning Aim B	Performance Performi Exam exam	nce Unit 2	Unit 2
Year 10	 how difference be able to the pupils will a second to the pupils will be able to the pupils will be abl	Ropis will know. - how different organisations use their roles in the music industry. - be able to use their knowledge of organisations to answer exam style questions for the unit 1 exam. - Pupils will be able to - identify how venues and organisations work together to create concerts and material - how to risk assess and ensure health and safety is met at all times from relevant organisations - answer exam style questions as part of a mock paper to develop their knowledge of the unit 1 exam.						Further will know. what give holes are in the music industry what these job roles do and how they interrelate. Pupils will be able to - analyse job roles and how they link with organisations - complete exam style questions - to complete as mock exam.					Pupils will know: - how to develop techniques for their own instrument how to set goals for short and long term targets - how to set goals for short and long term targets - to develop skills and techniques for their Instrument improve on these skills to then perform pieces of music set goals and work towards these in preparation for their performance						Pupils will know. - how to use skills to choose repertoire to develop their rehearsals and performances - how to use skills to choose repertoire to develop their rehearsals and performances - Pupils will be also did. - rehearse their solo pieces work towards their goals by analysing and assessing themselves and their peers.					• how to v Pupils wil • rehearse	Pupils will know. - how to use skills to choose repertoire to develop their rehearsals and - how to work towards their long term goals to improve - Pupils will be able to: - rehearse their solo pieces work towards their goals by analysing and assessing themselves and their peers.				Inplis will know. how to use stills to choose repertoire to develop their rehearsals and performances how to work towards their long term goals to improve Pupils will be able to: -rehearse their solo piecesvehearse their solo pieces, work towards their goals by analysing and assessing themselves and their peersperform mock performances to improveto use their rehearsals and stills and perform in an exam.						
	Unit 2 overview assessme criteria an exam	ent in organising	Planning i requireme in a musici t event	Health and safety at a musical even	Creating a risk assessment for a musica event	Holding a successful team il meeting and taking minutes	Planning a whole-class performance	Rehearsal and organisation for a Music Performance	Rehearsal and organisation for a Music Performance	Rehearsal and organisation for a Music Performance	Rehearsal and organisation for a Music Performance		thearsal d ani ganisation org r a Music for reformance Per	hearsal d ganisation a Music rformance	Dress Prehearsal for Concert the concert	performance liv	esearch ow to record e music om a variety sources	Recording a solo musician	Recording multi-tracked li instrumentali ests	ecording ve nsembles	a rang instru	oility for equal of a.c	sing T uxiliary e quipment, e. cables, ands, DI oxes	The recording S environment I	Scheduling a In the stu live recording recording	Mixing us a DAW	Audio editing e.g. trimming take selection	g, The stereo g, field and n adding this to your recording	Using EQ	Adding effects to finalise the recording					
Year 11	• the legal •The healt Pupils wil • assess po • create th	pils will know. le legal documentation required for holding a musical event in school be health and safety requirements of a live music event. pils will be able to: sesses potential dangers and risks in the college half for holding a musical event there event en their own risk assessment for their event of as a class to plan their own musical event.					Pupils will know. 1-Now to contribute to a full class ensemble 1-Now to prepare a performance for a live audience Pupils will be able to: 1-act upon advice to improve their performance 1-Work together collaboratively to prepare a song for performance 1-Work together collaboratively to prepare as ong for performance 1-Work together collaboratives to improve practical work							Pupils will knot: - How to confidently perform in a musical concert - How to confidently perform in a musical concert - How to recognise different equipment used in a recording studio Pupils will be able to: - Perform in their own musical event - Evaluate their musical event - Evaluate their musical event - Recognise some off the key technology used in a recording studio						Pupils will know: - How to use a DAW to record a variety of instruments and voice - How to create and plan for a successful recording in a studio Pupils will be able to: - Place and select the appropriate microphone to record - Set up a DAW using correct cables, equipment and DI boxes - Record both instruments and voice in the studio					How to a Pupils wil Place tra Edit aud	Pupils will know: - How to successfully mix live recorded tracks of music - How to successfully mix live recorded tracks of music - How to add deflects and mix down a final bounce of a recorded song Pupils will be able to: - Place tracks within the stereo field - Edit audio tracks using the snip tool - Add EQ and effects to their tracks									
	Rhythmic Notation including dotted no and tied		Bass Clef Notation	Flats and Sharps	Time Signatures	Scales	Scales and Key Signatures	Alternative Notation	Alternative Notation	Tempo and Dynamics	Tempo and Dynamics	Learning Aim Le A A Presentation Pr	arning Aim Les A esentation Pre	arning Aim esentation	Constructing Constructin Scales Scales	g Melodic Me Construction Co and an Development De	elodic onstruction id evelopment	Rhythmic Devices	Rhythmic L Devices E	earning Aim	Learning Aim Learn B	ing Aim Ap Ch Ha	oplication of A nordal (armony I	Application of A Chordal of Harmony p	Application of Application of chord chord progressions	n of Learning C	Aim Learning Aim C	n Learning Aim C	Appropriate forms of notation	Transposition	Notation Production	Learning Aim D	Learning Aim D	Aim Learning Air	n Learning Aim D
Year 12	how to re Understa Pupils wil Use nota Analyse	otes. Upplis will know. Upplie was contained and create short compositions. Understand the difference between the two clefs. Use notation to compose short melody lines using an appropriate time signature and accidentals nanayes the difference between compone and and simple time. Read the notation of treble and bass clef.						Pupils will know. - different types of rotation for different instruments. - different types of rotation for different instruments. - pupils will be able to the companies of							Pupils will know: - how to construct a scale correctly how to construct melodies and use rhythmic devices how to construct scales using the appropriate forms how to construct scales using the appropriate forms apply rhythmic devices to scales to create melodies - create a melody for Learning Alm B.						Pupils will know. - Pupils will know. - Pupils will know an experience over sets of chords. - Pupils will be able to: - compose melodies using techniques of melodic conventions and rhythmic devices. - learn how to apply chords to melodic lines.					 how to a and augn Pupils wil create 3 	Pupils will know. - how to apply choosed to meledies, using extended chords such as 7ths, 9ths explication and deminished chords. - pupils will be able to: - create 3 chord patterns for Learning Alm C. - transpose music into different key signatures.					Pupils will know: - strange music from a plano score use trange music from a plano score use trangeopain instruments to arrange a piece of music apply devices taken from the score transpose a score into a different key.			
Year 12	Unit 2 overview assessme criteria an exam	ent competencie	Short, medium a long term plans	Troubleshoot ng and problem solving at a Music Event	ti Documenta on required for organisir a musical event	ti Differences in musical ig contracts	Professional unions and trade bodiles in the music industry	Different organisation - arts agencies, art bodies, councils, charities, commercial organisation Individuals	Documentati on and presentation plans, schedules, action plans, priorities and lists. Realistic and achievable project plan	Daily scheduling, action plans for self and others when working as a team Planning for constraints, e. g. costs, resources, space, personnel	Carefully considered contingency plans for putcomes other than the expected Exploring mitigation, solutions and resolutions to identified and unexpected risks		ock Exam Mc	ock Exam	Unit 2 exam Period Period	Unit 2 exam period en m sk	ersonal isemble anagement ills	Personal organisation of instruments, equipment and music	How to successfully complete personal practice between rehearsals	nsemble erformance kills	Balancing own part in the ensemble instru- and d	iction pro	ontributing eas and problem alving.	Choosing Spieces with an awareness of strumental esources	Sourcing and Trying our writing parts and for the sharemble sharingen	Analysing progress, identifying problems solutions inform progressic	and peers and	Leading rehearsals and taking on the role of musical director	Identifying problems and inaccuracies while maintaining own part	Monitoring progress and planning next session	Complete performance	Review and reflect on the use of musical elements and techniques	Review and reflect on the reflect on the effectiveness effective of the process	d Solo the Performance ess research	Solo Performance research
	Pupils will know. I how to recommend and justify activities, resources and recommendations that are specific and relevant, demonstrating a thorough undestraing of interelationships between all areas of the music industry. I how to produce a set of presistant, accurate documents that demonstrate knowledge and undestanding of the music industry - communicate the professional behaviours required when organising a music event - recognise the differences in organisations that commission work – arts agencies, arts bodies, councils, charities and commercial organisations such as record companies and festival organisers - set a realistic and achievable project plan for a music event					Pupils will know. -how to create documentation that demonstrates a basic knowledge and understanding of the music industry in relation to a given scenario. -to vou can recommend and just yis activities, resources and recommendations that are specific and relevant to the task. to the task make able to: -communicate their ideas fluently -Demonstrate their ideas fluently -Use legal terminology to support their plans						Pupils will know. - How to recognise what makes a successful ensemble performance - How to demonstrate knowledge and understanding of the skills needed for rehearsals and ensemble performance - Rupils will be able to: - Rupils will be able to: - Rupils will be able to: - Recognise effective ensemble rehearsal techniques and use them to improve their chosen piece - Learn their own part for the ensemble independently					rce	Pupils will know. - How to interpret an original musical piece - How to apply skills and techniques when contributing to an ensemble during rehearsal and performance. Pupils will be able to: Pupils will be able to: - Pupils will be a					Pupils wil	Pupils will know. - How to work together effectively as a musical ensemble - How to contribute towards a performance as part of an ensemble - Pupils will be able to provide the result of the contribute towards - recognise areas of improvement in their conn and others work - recognise areas of improvement in their conn and others work - takes a lead of the organizing and unkning the enhanced - evaluating successes and planning for further improvements				Pupils will know. - How to perform confidently - How to review and appraise their performance - Pupils will be able to the techniques they have learnt in the reheatsal process - Perform utilizing the the techniques they have learnt in the reheatsal process - Perform utilizing the Deformance and identify strengths and areas for improvement - Set themselves targets for future performances							
	Arranging		Arranging	Learning Ain B	n Learning Air B	m Learning Aim B	Learning Aim C	Learning Ain C	n Learning Aim C	Learning Aim D	Learning Aim D	Learning Aim Le D D	arning Aim Lea	arning Aim																					
Year 13	Puplis will know: - how to compose and arrange for a variety of instruments. - how to be arrange a composition from a piano reduction of a score. - low to loarrange a composition from a piano reduction of a score. - use noteflight effectively, providing a detailed score that can be transposed for a range of instruments. - Take these skills and create an arrangement from a given melody. - use their knowledge to apply arranging techniques to given melodies and chords						nstruments.	Pupils will know. I how to compose and arrange for a variety of instruments. Those to a manage a composition from a piano reduction of a score. I we noted in the fresh with privilegal and a detailed score that can be transposed for a range of instruments. "Take these skills and create an arrangement from a given melody. use their knowledge to apply arranging techniques to given melodies and chords.						ALJ and US Teach together											_										
Voca 17	Overview unit 6 and assessme criteria	of How to d develop	Selecting appropriat music for a solo performan		Using physical warm ups to prepare for performance	rehearsing	Case studies of professional performers and how they use performance techniques in their live work	Awareness of posture, physical positioning, body alignment for singing, correct grip	Mappropriate relaxation and concentration exercises before practice/performance	arranging techt To improve tone production, intonation and pitching, scales, harmonies	iques to given improve speed, fluency, dexterity and develop muscle memory	melodies and choi Improve In accuracy, timing and rhythm ex (working with a metronome, sight reading, playing with others, and so on)	prove Ha ntrol of sut namics and pression.	and in final bmission of swerPoint	Prepare and rehearse for solo performance	Prepare and rehearse for solo solo performance	epare and hearse for lo erformance	Prepare and rehearse for solo performance	Prepare and Frehearse for solo sperformance p	repare and shearse for olo erformance	Complete performance exam Complete performance exam	olete Co rmance Pe exa	omplete reformance ream r	Review and Freflect on the ruse of emusical elements and echniques	Review and reflect on the reflect on the reflect on the reflect when the reflect on the reflect when the reflect on the re		Giving and n taking instruction and direction	Contributing ideas and problem solving.	Choosing pieces with an awareness of instrumental resources	Sourcing and writing parts for the ensemble					
Year 13	Pupils will know. Pupils will know. Pupils will know. - strategies and schniques to improve their own solo performance pieces. - strategies and schniques to improve their own solo performance pieces. Pupils will be able to: - identify strengths and weaknesses and areas for development in their performance skills. - use specific rehearial schniques to develop their own performance. - recognise and reflect on the development made in their performance.						•	Pupils will letow: what makes a successful solo performance visit amiles a successful solo performance - strategies and techniques to improve their own solo performance pieces Pupils will be able to success and areas for development in their performance skills - identify strengths and weaknesses and areas for development in their performance skills - use specific rehearate techniques to develop their own performance - recognise and reflect on the development made in their performance							Dupils will know. I show to successfully perform a solo recital - Use strategies learnt over the course to improve recital Pupils will be able to:e register to expense to the course to improve recital - Recognise their own strengths and weakiness on their instrument/voice - Recognise their own strengths and weakiness on their instrument/voice - Cetaet development plans using SMART targets to improve their performance - Act upon Development plans to improve practical work						Pupils will know. How to perform confidently How to perform confidently Pupils will be all papers to their performance Pupils will be all pupils the performance Pupils will be all the pupils the performance Perform utilising the the techniques they have learnt in the rehearsal process Perfect on their own performance and identify strengths and areas for improvement Set themselves targets for future performances					How to it How to a rehearsal Pupils wil contribu recognis their versi	Dusits tell ferom- to- the tell design and original musical piace 1 flow to apply skills and techniques when contributing to an ensemble during rehearsal and performance Pupils will be able to: contribute their diesas to the improvement of an ensemble piace contribute their diesas to the improvement of an ensemble piace contribute their diesas to the improvement of an ensemble piace contribute their diesas to the improvement of an ensemble piace contribute their diesas to the improvement of an ensemble piace contribute their diesas to the improvement of an ensemble piace contribute their diesas to the improvement of an ensemble piace contribute their diesas to the improvement of an ensemble piace contribute their diesas to the improvement of an ensemble piace contribute their diesas to the improvement of an ensemble piace their version of a song contribute their diesas to the improvement of an ensemble piace their version of a song contribute their diesas to the improvement of an ensemble piace their version of a song contribute their diesas to the improvement of an ensemble piace their version of a song contribute their diesas to the improvement of an ensemble piace their version of a song contribute their diesas to the improvement of an ensemble piace their version of a song contribute their diesas to the improvement of an ensemble piace their version of a song contribute their version of a song contribute their diesas to the improvement of an ensemble piace their version of a song contribute their diesas to the improvement of an ensemble piace their version of a song contribute their diesas to the improvement of an ensemble piace their version of a song contribute their diesas to the improvement of an ensemble piace their version of a song contribute their diesas to the improvement of an ensemble piace their version of a song contribute their diesas to the improvement of an ensemble piace their version of a song contribute their diesas to the improvement of an ensemble								