



Alcester Academy Curriculum Planning: Key Stage 4

Department: Music		Year Group: 9				
Term	Topic/ subject	Assessment Objectives	Knowledge	Skills Include detail of any differentiation	Literacy, numeracy and SMSC opportunities	Final assessment task and title
Autumn 1	Introduction to Music Performance	Learning aim A: Develop your music performance skills and review your own practice Learners should take part in regular rehearsal activities designed to develop their technical music performance techniques in relation to their singing voice or chosen musical instrument.	<ul style="list-style-type: none"> accuracy of pitch/intonation rhythm and timing technical exercises to improve their technique relevant to the voice type or instrument in question, e.g. scales and arpeggios, lip slurs and paradiddles expression and dynamics phrasing range sight reading/singing improvisation breath control vibrato confidence tuning following an accompaniment learning repertoire musical interaction DJ techniques, e.g. beats per minute, pitch control, phrasing, spin backs, button stopping, crossfading, drop-ins, cutting stage presence. 	<ul style="list-style-type: none"> emphasis accurate interpretation and reproduction of style awareness and appreciation of accompaniment physical expression communication in performance – with other musicians and the audience use of timing and rhythm intonation phrasing expression and use of dynamics projection focus musicality/sensitivity stage presence. 	<ul style="list-style-type: none"> Written task, descriptive writing and evaluation Counting beats in a bar and calculating note lengths and rhythms paired/group work, listening to others perform, being an audience, slave trade, MOBO, social & cultural influences 	<ul style="list-style-type: none"> Written evaluation task Rehearsal sessions Performances
Autumn 2	Introduction to Music Performance	Learning aim B: Use your music performance skills within rehearsal and performance Learners should demonstrate their skills in the rehearsal and performance of at least two contrasting pieces.	Learners should know music rehearsal techniques such as: <ul style="list-style-type: none"> warm-ups physical preparation, e.g. relaxation and breathing techniques and technical exercises (as appropriate) learning repertoire rehearsing with accompanist/band (as appropriate) musical interaction with other performers (as appropriate) receiving and giving 	Personal management skills To effectively operate as a musician, learners will be required to demonstrate professional and personal management skills such as: <ul style="list-style-type: none"> independent practice attendance time management (adhering to rehearsal schedules) readiness to work (including bringing correct equipment, if necessary) listening to instruction/direction observing safe working practices willingness to try things out 	<ul style="list-style-type: none"> Key words defined, descriptive writing and evaluation Counting beats in a bar and calculating note lengths and rhythms Paired/group work, listening to others perform, being an audience 	<ul style="list-style-type: none"> Written evaluation task Rehearsal sessions Performances



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			<p>constructive and positive feedback.</p>	<ul style="list-style-type: none">• concentration and focus within the tasks• appropriate interaction with others – trust and cooperation• rehearsal discipline• showing sensitivity towards others. <p>Music skills in rehearsal and performance Learners should develop and demonstrate relevant skills during the rehearsal and performance process. These skills may include:</p> <ul style="list-style-type: none">• accuracy of pitch• rhythm and timing• intonation• expression and dynamics• phrasing• range• sight reading/singing• improvisation• breath control• vibrato• confidence• tuning• following an accompaniment• learning repertoire• musical interaction• stage presence.		
Spring 1	Introduction to Music Sequencing	Learning aim A: Explore music sequencing techniques	<p>Note input and editing Different methods to add notes to a track:</p> <ul style="list-style-type: none">• adding notes with a mouse• playing notes in with a MIDI keyboard• steptime input – adding notes in musical steps• importing MIDI material. <p>Editing the properties of note events:</p> <ul style="list-style-type: none">• duration• note position• pitch• velocity. <p>Copying and pasting notes and regions:</p>	<ul style="list-style-type: none">• Note Input• Editing notes• Copy and Paste regions• Looping• Selecting instruments	<ul style="list-style-type: none">• Key words defined, descriptive writing and evaluation• Counting beats in a bar and calculating note lengths and rhythms• Paired/group work, listening to others perform, being an audience,	<ul style="list-style-type: none">• Written task• Sequenced track



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			<ul style="list-style-type: none"> • copy and paste using mouse • copy and paste using keyboard shortcuts. <p>Using loops and pre-recorded samples:</p> <ul style="list-style-type: none"> • choosing loops and samples • looping regions. <p>Selecting instruments and sounds</p>			
Spring 2	Introduction to Music Sequencing	Learning aim B: Use music sequencing software to create music	<p>Intentions:</p> <ul style="list-style-type: none"> • selecting sounds to fit the brief – software instruments, loops, samples • project settings – tempo, time signature. <p>Recording and editing</p> <ul style="list-style-type: none"> • recording MIDI – real time capture, step recording, clicking in • region editing – looping, copy and paste, resizing and trimming, time-stretching • quantising • event editing – note position, note length, note pitch, note velocity. <p>Mixing</p> <p>The tracks should be mixed together to create a finished product. Some elements of the mixing process naturally occur during the sequencing process. Attention should be given to:</p> <ul style="list-style-type: none"> • volume balance • stereo field – appropriate panning of instruments • effects – using insert effects, e.g. reverb, delay, chorus, distortion • the end product – bouncing down to stereo 	<ul style="list-style-type: none"> • Selecting sounds/instruments • Setting tempo • MIDI • Editing regions • Quantising 	<ul style="list-style-type: none"> • Key words defined, descriptive writing and evaluation, • Counting beats in a bar and calculating note lengths and rhythms • Paired/group work, listening to others perform, being an audience, social & cultural influences 	<ul style="list-style-type: none"> • Written task • Sequenced track
Summer 1	Introduction to recording	Learning aim A: Plan a recording session	<p>Equipment:</p> <p>Learners should specify the equipment required for a multi-tracked audio recording. Equipment may include:</p> <ul style="list-style-type: none"> • computer • mixing desk • microphones suitable for a range of instruments and voices 	<ul style="list-style-type: none"> • Using equipment safely and effectively • Microphone placement • Recording techniques 	<ul style="list-style-type: none"> • Key words defined, descriptive writing and evaluation, • Paired/group work, listening to others perform, being an audience, social and economic influences on instrumentation and music 	<ul style="list-style-type: none"> • Final mix-down • Written evaluation



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			<ul style="list-style-type: none"> • auxiliary equipment, e.g. cables, stands, DI boxes • audio interfaces • monitors and amplifiers • headphones • the recording environment. <p>Sessions</p> <p>Learners should specify how they would plan and organise the recording sessions.</p> <p>This may include:</p> <ul style="list-style-type: none"> • scheduling • availability of equipment that may need to be hired • availability of musicians who may need to be hired (session musicians) • technical resources, cables, mics and stands • space • line of sight if a conductor is being used • headphones 			
Summer 2	Introduction to song writing and composition	Compose a song comprising of: Lyrics, melody, chord sequence, rhythm and structure	<ul style="list-style-type: none"> • Structure of pop songs • Chord sequences • Key signatures • Scales 	<ul style="list-style-type: none"> • Lyric writing • Chord sequence construction • Melody writing • Syllabic and melismatic writing • Writing rhythms 	<ul style="list-style-type: none"> • Key words defined, descriptive writing and evaluation • Counting beats in a bar and calculating note lengths and rhythms • Paired/group work, listening to others perform, being an audience, , social and economic influences on instrumentation and music 	<ul style="list-style-type: none"> • Performance • Written evaluation