



Hailey Hall School Music Curriculum Booklet

Music Curriculum Intent

Music is a universal language that embodies one of the highest forms of creativity. Our aim is to engage and inspire our pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

Pupils will perform, listen to, review, and evaluate music across a diverse range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians. They will learn to use their voices, to create and compose music on their own and with others. Individual needs and styles are considered, and we seek to unlock the potential of students from all backgrounds. We create opportunities for pupils to learn musical instruments through the aid of our guitar club program, also keyboard skills within the lessons. We also promote the use of music technology which gives our pupils the chance to progress to the next level of musical excellence. We develop pupil's understanding of how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

Working closely with other departments further develops the pupil's knowledge and underpins how music can be adapted and engaging across different subjects.

The curriculum is aligned to the National Curriculum, which aims to develop individuals holistically and so, to give them the necessary skills, qualification, and experiences to access further education, employment, or training. This goal is underpinned by the need to develop resilience, tolerance, and all-round personal well-being. There is an emphasis on the process of learning, developing a growth mindset and practical hands-on experience.

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths, cultures and beliefs are taught explicitly and reinforced in the way in which the school operates.

Year 7 Music

Why this subject is important

- Music is a unique form of communication that can change the way you feel, think and act. It forms part of your identity and can help develop your competence as a learner.
- Music increases your self-esteem and creates a sense of achievement and self-worth
- Music learning develops your critical skills, your ability to listen, to appreciate a wide variety of music and to make judgments about musical quality.
- Music increases self-discipline and creativity.
- Music helps you understand yourself, relate to others and develop a deeper cultural understanding of home, school, and the wider world.
- Music education helps to develop a sense of group identity and togetherness and develops group work

Intent: What you will learn:

Pupils will be introduced to the skills needed for the new BTEC syllabus through these key topics:

Unit name	Topics	Skills and understanding	Skills: Curriculum Links
Term/Unit: Find Your Voice Autumn Term 1	<p>Can maintain an independent part in a small group when playing or singing (e.g., rhythm, ostinato, drone, simple part singing etc.).</p> <p>Communicates with other players during a performance, adjusting as needed.</p> <p>Can use voice, sounds, technology and instruments in creative ways.</p> <p>Can suggest, follow, and lead simple performance directions.</p> <p>Can sing with mostly accurate tuning.</p>	<p>Pupils will be able to offer comments about own and others' work and ways to improve, plus accept feedback and suggestions from others.</p> <p>Pupils will be able to recognise changes in tempo, texture, and dynamics, with effective use of the correct terminology.</p> <p>Being able to perform as a class, in pairs and individually</p>	<p>This is a baseline unit to ascertain students' prior musical knowledge, understanding and experience. Which they can carry forward and build on in other topics.</p> <p>Links with Year 8 Project</p> <p>World and African Drumming</p> <p>Understanding cyclic and polyrhythms</p>
Term/Unit: Autumn Term 2 Elements of music	<p>Learn about diverse types of sounds</p> <p>Identify sounds as musical and non-musical</p> <p>Develop individual control of a range of sounds placing them into a musical contexts</p> <p>What are some of the important ingredients that make up Music?</p> <p>Pupils will be able to define analyse and apply</p>	<p>understand pulse, meter, duration, and tempo</p> <p>To understand pitch, dynamics, and timbre</p> <p>To understand how music can communicate an idea</p>	<p>Links with Year 8 Project: Exploring Film Music Using the different Musical Elements to help create tension and atmosphere. Romance and Comedy. Creating Leitmotifs, and Ostinatos.</p>

<p>Spring Term 1 Introduction to Garage Band</p>	<p>the key features of Garage Band.</p>	<p>Pupils will be able to create a basic composition using loops.</p> <p>Ability to compose short pieces of music using rhythm, melody, and dynamics.</p> <p>Being confident to perform in front of an audience</p>	<p>Links with Year 8 Projects EXPLORING FILM Music Using sound effects and cluster chords to create atmosphere and tension for a film scene.</p> <p>Year 8 Projects Exploring Reggae Creating Chord arrangements</p> <p>Links with Year 9/ 10/11 Projects BTEC MUSIC Developing Compositions using music technology.</p>
<p>Spring Term 2 Basic Music Theory and Notation</p>	<p>This unit explores the language of music. Developing the pupil's knowledge and understanding which will help to build on their own creativity.</p>	<p>Pupils will learn the different notes, their values and rhythms, allowing them to be able to read and compose music with greater ease</p>	<p>Links with Year 9 Project Exploring Pop Music Developing Chord arrangement. Developing playing the keyboard with both hands.</p> <p>Links with Year 10/11 BTEC Music Developing music compositions.</p>
<p>Term/Unit: Summer Term 1/2 Keyboard Skills</p>	<p>This unit is all about effective keyboard performance technique</p>	<p>The pupils will establish the importance of correct playing position and</p>	<p>Links from Year 8 to Year 11 throughout all projects.</p>

	<p>including basic treble clef staff notation. The unit begins with a general introduction and “Keyboard Treasure Hunt” around a standard classroom keyboard which is a good chance to navigate basic keyboard functions, establish good playing routines and rectify and troubleshoot any potential technical problems.</p>	<p>posture and the importance of keyboard warm-ups. Pupils move on to learn about using keyboard fingering for better playing skills, built through a range of exercises such as scales and simple righthand melodies in the key of C Major. Pupils explore the layout of the keyboard in terms of white and black keys and their note names; sharps and flats as enharmonic equivalents and explore how to “read music” in the form of simple melodies and melodies from popular songs from treble clef staff notation. They then move on to add a second part of basic chords with the left hand. Since this unit is primarily performance based, there are optional pathways to perform and compose either a round for keyboard ensemble or to explore short musical clichés for keyboard. The final lesson(s) have been left as “Independent Practice” where, it is hoped, that through their skills, knowledge and understanding of ‘good keyboard practice and playing technique’, pupils will take responsibility for their own learning of a either a solo, paired or small ensemble keyboard piece which can be performed at the end of the unit.</p>	
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How you will be assessed:

At the end of each unit, you will be assessed on your performance and/or composition, individually, in pairs, small groups or larger ensemble.

At the end of the whole project in May, you will sit a written test based on what you have learned in all three units.

You will receive revision materials in preparation of the test.

A grade is calculated in the following way:

Assessed according to the National Curriculum.

How parents / carers can help:

1. Talk to your child about what they are learning in lessons.
2. Test your child's spelling on musical key words (these can be found in their planner).
3. Encourage your child to listen to music as much as possible at home.
4. If your child is learning a musical instrument inside or outside school, encourage them to attend regularly and practise frequently in their spare time.

Useful website and details of course books

www.youtube.com
http://www.teachingideas.co.uk/music/namethatnote.htm
www.musictheory.net
http://www.musicteachers.co.uk/namethatnote/

Progression routes and career opportunities

Pearson BTEC Level 1/ level 2 First Award (NQF) Music

Who to contact and how if you have a query regarding your child

Name	Position	Email Address	Telephone
Miss Victoria Parperis	Music Teacher	vparperis@haileyhall.herts.sch.uk	01992 465208

Year 8 Music

Why this subject is important:

- Music is a unique form of communication that can change the way you feel, think and act. It forms part of your identity and can help develop your competence as a learner.
- Music increases your self-esteem and creates a sense of achievement and self-worth
- Music learning develops your critical skills, your ability to listen, to appreciate a wide variety of music and to make judgments about musical quality.
- Music increases self-discipline and creativity.
- Music helps you understand yourself, relate to others and develop a deeper cultural understanding of home, school, and the wider world.
- Music education helps to develop a sense of group identity and togetherness and develops group work

Intent: What you will learn:

Pupils will be introduced to the skills needed for the new BTEC syllabus through these key topics:

Unit name	Topics	Skills and understanding	Skills and curriculum links
Autumn Term 1 Saharan	This unit explores the main rhythmic musical features and devices used in African music, particularly the West African drumming tradition.	Pupils explore the different African Drum performance techniques and the effect this has on the timbre and sonority of the sounds produced. They then move on to perform and create, by composing and improvising simple rhythms and, using repetition, turn these into cyclic rhythms. These are then combined and overlapped to create polyrhythms and a polyrhythmic texture: a characteristic of much African music. Pupils explore the effect of syncopation on rhythms learning about its offbeat feel and its emphasis on weaker beats before exploring how call and response is used in African music, again through creating, composing, performing, and improvising their own call and response rhythms and the role of the Master Drummer. Pupils explore African musical instruments and the different timbres and sonorities that these produce before combining their learning of cyclic and polyrhythms, syncopation and call and response into	Links with Years 11 BTEC Music Unit 7 Introduction to Garageband Projects Composing and developing more advanced techniques within music technology.

		<p>an African inspired piece. Single line rhythm notation and note values are revised from prior learning and extended through knowledge of dotted and tied notes.</p>	
<p>Autumn Term 2</p> <p>Soundtrack</p>	<p>This unit aims to give pupils the experience of being “film soundtrack composers” and explores the challenges and musical devices used in film soundtrack composition.</p>	<p>Pupils will compose their own examples of film music to a brief.</p> <p>Pupils will write their own briefs and identify musical features to support these.</p> <p>Identify some film music to diverse types of films Perform the Jaws Leitmotif correctly and with some sense of mood and how this relates to the moving image. Understand that a Leitmotif is a memorable, short musical "snippet" used to represent characters or situations in films.</p>	<p>Links with Years 11 BTEC Music Unit 7 Introduction to Garageband Projects Composing and developing more advanced techniques within music technology.</p>
<p>Spring Term 1</p> <p>Music of the Caribbean</p>	<p>This unit explores reggae music and the culture it comes from.</p> <p>exploring the origins of reggae music as one of a few assorted styles of Caribbean music,</p> <p>Learn about the importance of bass lines in reggae music and how offbeat chords are a key feature of music of this genre.</p>	<p>Understand that reggae music developed from a blend of other styles of Caribbean music Sing as part of a class a Caribbean song Perform the bass line part of a Caribbean song</p> <p>Understand that the first beat of the bar is the strongest Perform a reggae beat clapping on the weak beats with the class</p>	<p>Links to Year 9 Project Exploring Pop Music explore the genre of popular song, learning how different artists and groups have created different musical arrangements of the same song. Pupils learn about different musical devices used in popular songs including how the different structural</p>

	<p>Pupils look at the famous reggae musician, Bob Marley, and his influence on Rastafarianism to a worldwide audience through the lyrics</p>	<p>Take part in a group reggae arrangement of a Caribbean song providing a rhythmic backing which emphasises the offbeats</p> <p>Rehearse and refine arrangement of a reggae song with some awareness of the different textural layers which make up reggae</p> <p>Evaluate other's work</p> <p>Identify different musical instruments in reggae when viewing a live musical performance</p>	<p>elements are sequenced horizontally to produce the classic form of a popular song.</p>
<p>Spring Term 2 Blues/ Rock and Roll Term</p>	<p>This unit develops pupils' understanding of bass lines and chords as a harmonic foundation upon which a melody can be constructed upon and as a foundation for improvisation</p> <p>Pupils begin by learning about the history, origin and development of the Blues and its characteristic 12-bar Blues structure exploring how a walking bass line</p>	<p>Recognise Blues music as distinct from other genres/styles of music and identify some features of Blues music when listening</p> <p>Perform a Bass line using the single notes of C, F & G to the 12-Bar Blues chord sequence.</p> <p>Understand the difference between "straight" and "swing" rhythms clapping an example of each along with the class</p> <p>Improvise using some of the notes of the blues scale</p>	<p>Links with Year 10 BTEC Music Unit 4:</p> <p>discovering a range of compositional techniques and produce contrasting musical ideas to develop your compositional expertise. An idea might take the form of a short melodic motif, a chord progression, or a rhythmic idea.</p>
<p>Summer Term 1/2</p> <p>Pop Music</p>	<p>This unit, pupils explore the genre of popular song, learning how different artists and groups have created different musical arrangements of the same song.</p>	<p>Will be able to identify songs from various times and places.</p> <p>Will be able to identify different musical features in different arrangements of a popular song</p>	<p>Links with Years 10/11 BTEC Music Unit 4 Introduction to Music Composition</p> <p>performing a four-chord pop song.</p>

	Pupils explore hooks and riffs and learn about their function within popular songs	Understand the importance of form and structure in a Popular Song Sing the melody line and perform the bass line textural layers of a Popular Song	Arrangements and pop song structure and be able to add hooks and riffs in the composition
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How you will be assessed:

At the end of each unit, you will be assessed on your performance and/or composition, individually, in pairs, small groups or larger ensemble.

At the end of the whole project in May, you will sit a written test based on what you have learned in all three units.

You will receive revision materials in preparation of the test.

A grade is calculated in the following way:

Your child will be assessed against the National Curriculum.

How parents / carers can help:

1. Talk to your child about what they are learning in lessons.
2. Test your child's spelling on musical key words (these can be found in their planner).
3. Encourage your child to listen to music as much as possible at home.
4. If your child is learning a musical instrument inside or outside school, encourage them to attend regularly and practise frequently in their spare time.

Useful website and details of course books:

www.youtube.com
<http://www.teachingideas.co.uk/music/namethatnote.htm>
 www.musictheory.net
<http://www.musicteachers.co.uk/namethatnote/>

Progression routes and career opportunities:

Pearson BTEC Level 1/ level 2 First Award (NQF) Music

Who to contact and how if you have a query regarding your child:

Name	Position	Email Address	Telephone
Miss Victoria Parperis	Music Teacher	vparperis@haileyhall.herts.sch.uk	01992 465208

Year 9 Music

Why this subject is important:

Music aims to:

- develop candidates' interest and enjoyment of music that will be sustained in later life, so that they are inspired, moved, and changed by studying a broad, coherent, satisfying, and worthwhile course of study
- develop candidates' own musical interests and skills including an understanding of how to make music individually and in groups
- enable candidates to evaluate their own and others' music
- develop understanding and appreciation of a range of diverse kinds of music
- develop broader life-skills and attributes including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence, and self-motivation.
- develop candidates' ability in performing/realising and composing, and to develop their listening and appraising skills

Intent: What you will learn:

BTEC Level 1 Music Unit 1 contains the following studies.

Unit name	Topics	Skills and understanding	Skills curriculum links
Music Industry	Health & safety, security at venues:	Will learn about The Health and Safety at Work Act 1974 and the Noise at Work Regulations 2005. Crowd management, Communication Management	Links Year 10/11 to BTEC Level 2 Music qualification This will aid the pupils with Unit 2 Managing a Music Product. Understanding regulations within the music industry
	Production & promotion:	Major record labels positives and negatives Independent record labels positives and negative.	Links Year 10/11 to BTEC Level 2 Music qualification This will aid the pupils within Unit 2. Understanding how to promote a product paying special attention to target audience.
	Music Publishing:	Will be learning about the value of music publishing.	Links Year 10/11 to BTEC Level 2 Music qualification

	Major music publishing and self-publishing.	This will aid the pupils within Unit 2. Understanding how to protect their own music
Promoters:	To understand the role of a promoter	Links Year 10/11 to BTEC Level 2 Music qualification This will aid the pupils within Unit 2. Understanding how to promote a product paying special attention to target audience.
Marketing & distribution:	To understand the distinct roles in marketing and distribution	Links Year 10/11 to BTEC Level 2 Music qualification This will aid the pupils within Unit 2. Understanding how to promote a product paying special attention to target audience.
Service companies & agencies	Will learn about royalties, licences, public performances, broadcast, live, recorded.	Links Year 10/11 to BTEC Level 2 Music qualification This will aid the pupils within Unit 2. Understanding how to protect their own music
Artists' representation:	Learn how A&R work with artist (band) To promote their career	Links Year 10/11 to BTEC Level 2 Music qualification
Hire companies:	Learning about hire companies for Sound & lighting equipment. Rehearsal & studio space	Links Year 10/11 to BTEC Level 2 Music qualification

		This will aid the pupils within Unit 2. Understanding
Transport companies:	Learning about Transport equipment when on tour Learn how Roadies carry equipment & install	Links Year 10/11 to BTEC Level 2 Music qualification
Unions:	Learn about the following unions MU (Musicians' Union): Equity: BECTU (Broadcast Entertainment Cinematograph Theatre Union):	Links Year 10/11 to BTEC Level 2 Music qualification This will aid the pupils within Unit 2. Understanding trade unions and their role within the music industry
Trade Bodies:	Learn about the following trade bodies: MPG (Music Producers Guild) APRS (Association of Professional Recording Services): PLASA (Professional Lighting and Sound Association):	Links Year 10/11 to BTEC Level 2 Music qualification This will aid the pupils within Unit 2. Understanding how to protect their own music

How you will be assessed:

You will be assessed at the end of every half term. Each assessment uses the exam board grade criteria so that you can be sure about what grade you are working at.

Assessments are a mixture of written and practical with a formal written assessment near the end of the year.

How parents / carers can help:

1. Ensure that your child attends his/her extra-curricular lessons or ensembles.
2. Ensure that you child practises his/her instrument(s) at home.
3. Encourage your child to listen to music as much as possible at home.
4. Support your child by taking an interest in their home learning.

Useful website and details of course books

www.youtube.com
http://www.teachingideas.co.uk/music/namethatnote.htm
www.musictheory.net
http://www.musicteachers.co.uk/namethatnote/

Progression routes and career opportunities:

Pearson BTEC Level 1/ level 2 First Award (NQF) Music

Who to contact and how if you have a query regarding your child:

Name	Position	Email Address	Telephone
Miss Victoria Parperis	Music Teacher	vparperis@haileyhall.herts.sch.uk	01992 465208

Year 10 Music BTEC Levels 1 and 2

Why this subject is important:

- You will learn vocational skills that will enable you to pursue a career in the music industry.
- Music is a unique form of communication that can change the way you feel, think and act. It forms part of your identity and can help develop your competence as a learner.
- Music increases your self-esteem and creates a sense of achievement and self-worth.
- Music learning develops your critical skills: your ability to listen, to appreciate a wide variety of music, and to make judgement about musical quality.
- Music increases self-discipline and creativity.
- Music helps you understand yourself, relate to others and develop a deeper cultural understanding of home, school, and the wider world.
- Music education helps to develop a sense of group identity and togetherness and develops group work skills.
- Music education helps you develop an understanding of history, technology, and future technology.

Intent: What you will learn this year:

BTEC Music course work Units:

Unit Name	Knowledge	Skills and understanding	Skills curriculum links
<p>Unit 4: Introducing Music composition</p>	<p>Knowing how explore creative stimuli to meet a brief.</p> <p>Knowing how to develop, extend and shape music for performances.</p> <p>Knowing how to create a full composition</p>	<p>Understanding how to follow a brief as a starting point for their compositional work.</p> <p>They will be given the skill set to adapted to the following types of briefs</p> <ul style="list-style-type: none"> ● film, e.g., horror, comedy, animation, thriller, action etc ● advertising, e.g., TV, radio, consumer products, corporate etc ● TV, e.g., documentary, theme music, stabs, idents, branding ● computer gaming ● music for a school concert. <p>They will be given the skill set to extend two pieces of music adding one of following techniques</p> <p>melodic ideas and fragments</p> <ul style="list-style-type: none"> ● rhythmic patterns ● chords and chord progressions ● harmonic systems ● textures ● riffs and hooks ● sound palettes ● improvisation and experimentation <p>They will be given the skill set to record, MIDI and audio files</p> <ul style="list-style-type: none"> ● standard notation, e.g., scores, parts ● tab, e.g., guitar, drum, bass etc ● graphic notation ● lead sheet ● chord chart 	<p>In line with the BTEC Music Curriculum:</p> <p>Promoting and creating a music product drawing on previous knowledge from years 7,8 and year 9</p> <p>Being able to take responsibility for your own learning.</p> <p>Regularly practicing of skills learnt.</p>

Unit 1: The Music Industry	Knowing about venues and live performance including health and safety. Knowing about production and promotion companies, service companies and agencies and music unions. Know how these organisations interrelate Know about a range of roles in the industry, why these are needed, how to work and how these roles interrelate.	Understanding of the scope of the music industry with a view to getting work in and using the organisations that exist. Pupils will investigate music organisations to find out about the work they do and how they relate to and rely on one another. Pupils will be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles.	In Line with the Year 11 Exam Being able to take responsibility for your own learning. Using effective revision skills to prepare. Using time management skills Taking notes during lessons to support your Revision.
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How you will be assessed:

Assessment for Unit 2: Managing a Music Product will be assessed internally by the centre (school) and externally verified by Pearson.

Assessment for Unit 1: The Music Industry will be by externally assessed exam.

How parents/carers can help:

1. Talk to your child about what they are learning lessons.
2. Test your child's spelling on musical key words. These can be found in their planner.
3. Encourage your child to complete homework to the best of their ability.
4. Encourage your child to listen to music as much as possible at home.
5. If your child is learning a musical instrument inside or outside, encourage them to attend regularly and practice often in their spare time.

Useful websites:

<http://www.wikihow.com/practice-an-Instrument-Effectively>

<http://www.hopestreemmusicstudio.com/articles/how-to-practice-a-musical-instrument>

<http://www.brainpop.com/artsandmusic/seeall/>

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/music/piano/index.htm
(virtual piano)

Progression routes and career opportunities:

Pearson BTEC Level 1/ level 2 First Award (NQF) Music

Who to contact and how if you have a query regarding your child's Music:

Name	POSITION	EMAIL ADDRESS	TELEPHONE
Miss Victoria Parperis	Subject Leader: MUSIC	vparperis@haileyhall.herts.sch.uk	01992 465208

Year 11 Music BTEC

Why this subject is important:

- You will learn vocational skills that will enable you to pursue a career in the music industry.
- Music is a unique form of communication that can change the way you feel, think and act. It forms part of your identity and can help develop your competence as a learner.
- Music increases your self-esteem and creates a sense of achievement and self-worth.
- Music learning develops your critical skills: your ability to listen, to appreciate a wide variety of music, and to make judgement about musical quality.
- Music increases self-discipline and creativity.
- Music helps you understand yourself, relate to others and develop a deeper cultural understanding of home, school, and the wider world.
- Music education helps to develop a sense of group identity and togetherness and develops group work skills.
- Music education helps you develop an understanding of history, technology, and future technology.

What you will learn this year

Unit Name	Knowledge	Skills and understanding	Skills curriculum links
Autumn Term 1 / 2 Spring Term 1 Unit 2: Managing a Music Product	<p>Knowing how to promote a music product.</p> <p>Knowing how to manage a music product.</p> <p>Planning and development activities</p> <p>Planning and development activities will vary depending on the nature of the product</p> <p>developed but will usually include:</p> <ul style="list-style-type: none"> • attending and contributing to and 	<p>plan the creation of a CD or online product will work collaboratively with a team of peers to prepare to produce the work.</p> <p>Understanding how to produce an online product as well as technical and logistical requirements</p> <p>Able to understand</p> <ul style="list-style-type: none"> • target audience • artistic intention • type of product (CD recordings of live or sequenced music, music video, music-based radio 	<p>In line with the BTEC Music Curriculum:</p> <p>Knowing about personal management skills (time management), Planning, Organisation, Costings Promoting and creating a music product drawing on previous knowledge from years 7,8 and year 9</p>

	<p>performing or producing at scheduled sessions</p> <ul style="list-style-type: none"> o preparations – composing, recording, sequencing music o rehearsals o production meetings • carrying out research or development work in response to ideas that arise out of the planning and production process • developing material • performance work • compositions, arrangements • recordings, sequenced music • listening and responding to direction and instructions 	<p>show, downloadable recordings, podcast, website with audio)</p> <ul style="list-style-type: none"> • Able to organise the following studio/equipment, booking studio time/facilities • availability of performers and other personnel • time constraints (recording, mixing) • awareness of copyright issues. <p>Planning and development activities will vary depending on the nature of the product developed but will usually include:</p> <ul style="list-style-type: none"> • attending and contributing to and performing or producing at scheduled sessions o preparations – composing, recording, sequencing music o rehearsals o production meetings • carrying out research or development work in response to ideas that arise out of the planning and production process • developing material • performance work • compositions, arrangements • recordings, sequenced music • listening and responding to direction and instructions 	
<p>Spring Term 2 Summer Term 1/2 Unit 7: Introducing Music Sequencing</p>	<p>Knowing music sequencing techniques.</p> <p>Knowing how to use music sequencing</p>	<p>Learners will investigate the features and purpose of music sequencing techniques through experimentation with and exploration of a music</p>	<p>In line with the BTEC Music Curriculum:</p> <p>Promoting and creating a music product drawing on previous knowledge</p>

	<p>software to create music.</p> <p>Know how to use effects to enhance their music.</p>	<p>software package. Learners should understand the parameters they are manipulating and the possibilities and limitations of each. Learners should become familiar with the music sequencing software available to them and will demonstrate their understanding through the creation of a log.</p> <p>Note input and editing</p> <ul style="list-style-type: none"> ● Different methods to add notes to a track: <ul style="list-style-type: none"> o adding notes with a mouse o playing notes in with a MIDI keyboard o septime input – adding notes in musical steps o importing MIDI material. ● Editing the properties of note events: <ul style="list-style-type: none"> o duration o note position o pitch o velocity. ● Copying and pasting notes and regions: <ul style="list-style-type: none"> o copy and paste using mouse o copy and paste using keyboard shortcuts. ● Using loops and pre-recorded samples: <ul style="list-style-type: none"> o choosing loops and samples o looping regions. ● Selecting instruments and sounds: <ul style="list-style-type: none"> o using software instruments o selecting present sounds. <p>Effects</p> <p>Learners should explore the use of effects to enhance their music:</p> <ul style="list-style-type: none"> ● software mixer ● digital effects – EQ, chorus, reverb. <p>Learners should monitor their activities on a regular</p>	<p>from years 7,8 and year 9</p> <p>Being able to take responsibility for your own learning.</p> <p>Using effective skills technics to help develop your own learning.</p> <p>Using time management skills</p>
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		basis, e.g., at the end of each session, considering the successes and areas in need of development.	
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How you will be assessed:

Assessment for Unit 4: Introducing Music composition and Unit 7: Introducing Music Sequencing.

Will be assessed internally by the centre (school) and externally verified by Pearson.

How parents/carers can help

1. Talk to your child about what they are learning lessons.
2. Test your child's spelling on musical key words. These can be found in their planner.
3. Encourage your child to complete homework to the best of their ability.
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Progression routes and career opportunities:

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