



HAILEY HALL SCHOOL

Believe | Strive | Achieve

Hailey Hall School Music Curriculum Map

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 composer 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
<p>Term/Unit: Introducing the Elements of Music</p> <p>Autumn Term 1</p>	<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 context</p> <p>What are some of the important ingredients that make up Music?</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. Pupils will be able to create effective mapping of the elements of music, showing how they structured their piece, which will feature within their composition.</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: Exploring Video game music using the different Musical Elements to help create tension and atmosphere. Romance and Comedy. Creating Leitmotifs, and Ostinatos.</p>
<p>Term/Unit: Autumn Term 2</p> <p>Exploring Effective Keyboard Performance Technique, Treble Clef Staff Notation, Sharps and Flats and Melody and Chords.</p>	<p>This unit is all about effective keyboard performance technique 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>The pupils will establish the importance of correct playing position and 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</p>	<p>Links with Year 9 Project Exploring Film Music and leitmotifs. Developing Chord arrangement. Developing playing the keyboard with both hands.</p> <p>Links with Year 10/11 BTEC Music Developing music compositions.</p>

<p>Spring Term 1</p> <p>Exploring Pulse and Accents</p>	<p>This unit introduces or reintroduces the concept of pulse through a variety of experiences which include pulse games and other rhythmic activities, the creation of patterns, including ostinato and repetitive rhythmic textures – cyclic and polyrhythms, listening activities and the composition and performance of class and group rhythm pieces. Through composing and performing, pupils are introduced to rhythm grids and rhythm grid notation which can be</p>	<p>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> <p>The unit explores how pulse patterns can be grouped into two, three and four-beat patterns forming a basis of time signatures, bars and bar lines and conducting patterns in 2/4, 3/4 and 4/4 times. The characteristic 2/4 pulse pattern can be explored in the genre of the March and the 3/4 pulse pattern in the Waltz.</p>	<p>Year 8 Projects Exploring offbeat, different textural elements that make up a Reggae song: bass line riffs, melodic hooks, offbeat chords, syncopated rhythms and the vocal melody line.</p> <p>Links with Year 9 Projects EXPLORING FILM Music Using effective time signatures</p>
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	extended to include single line rhythm notation using the note values of a semibreve, minim, crotchet, quaver and pair of quavers. r rhythm work.		to create their own leitmotif. Links with Year 9/ 10/11 Projects BTEC MUSIC Developing Compositions using the correct BPM
Spring Term 2 Exploring Instruments of the Orchestra	This unit develops pupils' knowledge and understanding about orchestral instruments and families/sections of orchestral instruments. Pupils learn about the construction, sound production and timbres/sonorities of different orchestral instruments, the layout, grouping and the instruments which belong to each section of a modern symphony orchestra. Key to this unit is pupil's understanding of the terms: TIMBRE AND SONORITY with a general introduction to the orchestra followed by exploring one orchestral section or family per lesson. There is an optional lesson pathway to allow pupils to explore fanfares and the harmonic series when looking at brass and percussion instruments in more detail.	Learn about the layout and structure of the symphony orchestra. Develop an understanding of musical instruments and how they are played, the families/sections, construction, different sound production methods and characteristic timbres/sonorities. Use orchestral tones/voices/sounds from keyboards as part of a 'class orchestra' with an awareness of the experience of 'performing together' as an ensemble and the roles of different instrumental parts and textural layers on the music as a whole. Learn about the origins and uses of fanfares.	Links with Year 8 project Exploring African drumming techniques, African music, identifying characteristic musical features. Links with Year 9 Project The Music Industry. Links with Year 10/11 BTEC Music Developing music compositions.
Term/Unit: Summer Term 1/2	This unit is all about effective keyboard performance technique	Understand how the classroom keyboard is used and played. Practicing pieces	Links from Year 8 to Year 11 throughout all projects.

<p>Exploring Effective Keyboard Performance Technique.</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. Pupils learn about other keyboard instruments such as the Harpsichord, Celesta, Accordion, Organ, Clavichord, Piano (upright and grand) and Synthesisers before establishing the importance of correct playing position and 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</p>	<p>of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm. Understand the importance of “warming up” before playing a keyboard or piano and the concept of piano fingering (1-5). Explore different keyboard instruments from different times and places.</p>	
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	<p>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.</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
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<p>Autumn Term 1 Introduction to Offbeat. Exploring the origins of Reggae and chords in a Caribbean song.</p>	<p>view This unit begins by bring the origins of Reggae from Mento, Ska and Rocksteady and looks at the famous reggae musician, Bob Marley, his influence on a worldwide scene. The unit uses two reggae songs as case studies to explore the musical features of the genre: "Yellow Bird": a Jamaican song, and "Three Little Birds". Pupils learn about the different textural elements that make up a Reggae song: bass line, melodic hooks, offbeat drums, syncopated rhythms and vocal melody line. Pupils develop their harmonic language is extended by developing constructing chords I, II, IV and V in F Major ("Yellow Bird") and chords I, IV and V in A Major ("Three Little Birds"), performing these in the traditional offbeat Reggae style. The unit ends with the option of an extended Reggae arrangement of "Yellow Bird" and a brief exploration into the themes of reggae lyrics with pupils creating their own short set of lyrics using Jamaican speech style on a specific subject e.g., Black Lives Matter, School etc. or by taking a well-known melody or song (of their choice) and researching the chords, chords etc. and creating a reggae arrangement of it using different textural layers explored during the unit.</p>	<p>To recognise the stylistic conventions of Reggae music. How chords contribute to the texture of a song. To recognise the key features of a Reggae bass line. To understand syncopation and how it is used in Reggae music. To identify the different layers that make up Reggae music. Understand the key themes and style of Reggae lyrics</p>	<p>Links to Year 9 Project Exploring Film Music the pupils learn about different musical devices used in popular songs including how the different structural elements are sequenced horizontally to produce the classic form of a popular song.</p> <p>Links with Years 11 BTEC Music Unit 7 Introduction to Garageband Projects Composing and developing more advance techniques within musical styles.</p>
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<p>Autumn Term 2</p> <p>All about the bass, exploring the bass clef notation and bass riffs.</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>Exploring Character themes and development in video game music.</p>	<p>The unit begins by looking at Character Themes in computer and video game music before pupils move on to explore ways in which Character themes can be varied. The characteristic musical features of much computer and video game music: jumping bass lines, staccato articulation, chromatic movement and syncopation are included as musical knowledge through composing and performing tasks. Sound effects are then explored and pupils either perform or create a range of sound effects to match common actions and cues within games. Finally, the unit ends with optional pathways of pupils undertaking a performance project</p>	<p>Understand the various ways in which music is used within a range of computer and video games from different times. Understand, describe and use common compositional and performance features used in computer and video game music. Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios. Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game.</p>	<p>Link with Year 9 Film Music Leitmotif composition.</p> <p>Links with Year 10/11 BTEC Music Developing music compositions.</p>

	based on a computer or video game theme or creating a musical score/soundtrack for a computer or video game creating their own ground theme and sound effects which can be presented in a final "Dragon's Den" style presentation/assessment.		
Spring Term 2 Exploring Repeated Musical Patterns (Hooks, Riffs and Ostinato)	<p>Hooks and Riffs explores music based on repeated musical patterns through the genres of Popular Music (Hooks and Riffs) and Music from the Western Classical Tradition (Ostinatos). The unit aims to combine the inter-related musical strands of Performing: Playing and Singing; Creating - Composing and Improvising and Critical Engagement: Listening and Appraising. The music theory focus of this unit is on treble and bass clef symbols as an indication of pitch and musical repeat markings and symbols. Simple rhythmic and melodic dictation exercises are provided in both graphic and staff notations based on repeated musical patterns.</p> <p>This unit explores the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa.</p>	Understand how music is based on Repeated Musical Patterns. Understand and distinguish between Hooks, Riffs and Ostinatos. Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns 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	Links with Year 10 BTEC Music Unit 4:
Summer Term 1	Pupils explore the different African Drum performance techniques	To recognise, perform and create African music with an understanding of musical	

Exploring African Drumming Techniques	<p>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.</p> <p>Explore instruments used in popular songs and establish what resources are available within the classroom in terms of popular and orchestral instruments, own instruments, and music technology. Pupils could complete an “audit” not only of actual instruments and resources, but to explore what instruments that pupils within their class play and how best to use these resources.</p>	<p>conventions and processes. To explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities. To learn about different African musical instruments and make connections between these sounds and timbres available within the classroom. Listen to a range of different African music, identifying characteristic musical features.</p>	
Summer term: Creating an Arrangement of a Popular Song from a Lead Sheet		<p>Understand and use all elements and terms relating to popular song structure through listening and appraising and performing. Demonstrate an understanding of Lead Sheets by confidently navigating around different sections when performing, arranging, and listening</p>	<p>Links to Year 9: Leitmotif composition, Band Lab/ Garage Band skills. Links to BTEC: Unit 2, 4 and 7.</p>

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
Autumn Term 1 Soundtracks. The Introduction of film music, musical directors and silent film.	The unit begins with an introduction into the purpose of film music and the decisions and challenges a composer of film music faces. Leitmotifs are an important aspect of film music and pupils explore how composers have used these to represent certain characters and situations within films and how, through the manipulation of the elements of music, these can be changed to suit different on-screen situations.	How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. • How timing is a crucial factor in the composition and performance of music for film. • How film music can change the viewer's interpretation of a scene. • How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.	Links to BTEC Unit 2,4 and 7.
Music Industry	Health & safety, security at venues:	Will learn about The Health and Safety at Work Act 1974 and	Links Year 10/11 to BTEC Level 2 Music qualification

	the Noise at Work Regulations 2005. Crowd management, Communication Management	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. Major music publishing and self-publishing.	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
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

	<p>Trade Bodies:</p> <p>Learn about the following trade bodies:</p> <p>MPG (Music Producers Guild) APRS (Association of Professional Recording Services): PLASA (Professional Lighting and Sound Association):</p>	<p>Links Year 10/11 to BTEC Level 2 Music qualification</p> <p>This will aid the pupils within Unit 2. Understanding how to protect their own music</p>
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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:

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
Unit 4: Introducing Music composition	<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 	<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>

		<ul style="list-style-type: none"> • 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> <ul style="list-style-type: none"> • melodic ideas and fragments • 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 	
Unit 1: The Music Industry	<p>Knowing about venues and live performance including health and safety.</p> <p>Knowing about production and promotion companies, service companies and agencies and music unions.</p> <p>Know how these organisations interrelate</p> <p>Know about a range of roles in the industry, why these are needed,</p>	<p>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.</p>	<p>In Line with the Year 11 Exam</p> <p>Being able to take responsibility for your own learning.</p> <p>Using effective revision skills to prepare.</p> <p>Using time management skills</p> <p>Taking notes during lessons to support your</p>

	how to work and how these roles interrelate.		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 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 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 	<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 show, downloadable recordings, podcast, website with audio) • 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</p>	<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>

	<ul style="list-style-type: none"> ● performance work ● compositions, arrangements ● recordings, sequenced music ● listening and responding to direction and instructions 	<p>developed but will usually include:</p> <ul style="list-style-type: none"> ● attending and contributing to and performing or producing at scheduled sessions <ul style="list-style-type: none"> ○ preparations – composing, recording, sequencing music ○ rehearsals ○ 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 software to create music.</p> <p>Know how to use effects to enhance their music.</p>	<p>Learners will investigate the features and purpose of music sequencing techniques through experimentation with and exploration of a music 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 Different methods to add notes to a track:</p>	<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>Using effective skills technics to help develop your own learning.</p> <p>Using time management skills</p>

		<p>adding notes with a mouse</p> <ul style="list-style-type: none"> o playing notes in with a MIDI keyboard o step-time input – adding notes in musical steps o 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"> 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> <ul style="list-style-type: none"> using software instruments 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 basis, e.g., at the end of each session, considering the successes and areas in need of development.</p>	
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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.
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 frequently 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