

	Autumn 1								Autumn 2							Spring 1						Spring 2						Summer 1						Summer 2					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
<b>11</b>	<b>RSL Course</b> <b>Mock assessment No 2 (from summer 2020)</b> – solo & group performances Solo planning of performances in given styles – everything should be considered and planned for, from pieces chosen to clothing worn								Hand out 2022a - Live Music Performance – <b>externally assessed unit.</b>							Deadline March 26 <sup>th</sup> for recording of final assessments.						n/a						n/a						Resubmission deadline 7 <sup>th</sup> June					
<b>10</b>	<b>RSL Course</b> Musical Knowledge Unit –task 1 focus – individual research on 2 styles of music of their own choice. Discuss exemplars in detail.  Group performance – piece 1  Instrumental Skills Unit – task 1 focus (self-assessment) – Individual practise on instrument of their choice (or vocals) – keep practise logs <b>OR</b> Using a DAW unit – what is a DAW? – task 1 focus - create 8 bars of quaver-based drum-kit patterns. 2 in ¾ and 2 in 4/4 time signatures.								Musical Knowledge Unit – completion of task 1 & task 2 focus  Group performance – piece 2  Instrumental Skills Unit – ongoing individual practise of piece <b>OR</b> Using a DAW unit – create at least 2, 8 bar bass lines to accompany 2 of the drum-kit patterns. For one of the bass lines, create and record in a chord progression (with inversions)							24/01 – deadline for musical knowledge unit submissions  Group performance – piece 3  Instrumental Skills Unit – ongoing individual practise of piece <b>OR</b> Using a DAW unit – Using a DAW unit – create at least 2, 8 bar bass lines to accompany 2 of the drum-kit patterns. For one of the bass lines, create and record in a chord progression (with inversions)						Re-submissions of musical knowledge unit  Visit by EV beginning of March  Group performance – piece 4  Instrumental Skills Unit – ongoing individual practise of piece <b>OR</b> Using a DAW unit – Quantize work and get rid of incorrect notes. Evaluate success of the process.						05/06 – deadline for instrumental skills and DAW unit submissions  Introduction to music as a live performance and music as an industry  Group performance – piece 5						Preparation for music live performance unit – planning a concert and live performance skills  <b>Mock assessment No.1 (from summer 2019)</b>  Solo planning of performances in given styles – everything should be considered and planned for, from pieces chosen to clothing worn					
<b>9</b>	<b>Introduction to RSL course and 2/3 units</b>  How to research effectively  What is plagiarism? – how to re-write in your own words  Instrumental skills – self-chosen piece for practise and teacher assessment. Why practise? What makes a good practise routine?  Composition – introduction to iMacs and Logic. Arrangement tasks.								<b>Style focus – reggae</b>  What makes it so popular? Key features? Artists? Famous pieces?  Instrumental skills – individual practise with logs (possible group performance opportunity)  Composition skills – create a reggae bass line with off-beat chords in Logic in a given key							<b>Style Focus – Blues &amp; Jazz</b> What makes them so popular? Differences between them? Key features? Artists? Famous pieces?  Instrumental skills – individual practise with logs & improvise melodies above a walking bass line (perform as a group where everyone performs bass line and take in turns to improvise) Composition skills – create a syncopated melody using the blues scale to fit above a walking bass line						<b>Style focus: Electronic Dance Music</b> What makes it so popular? Key features? Artists? Famous pieces?  Instrumental skills – individual practise logs  Composition – create 6, 2 or 4 bar patterns that can be looped. Using an ABA structure, loop them.						<b>Style focus: Rock</b> What makes it so popular? Sub-genres? Key features? Artists? Famous pieces?  Instrumental skills – group performance of chosen piece (learnt as individuals first)  Composition – create a 4-beat drum-kit pattern, with a separate track for each part of the drum-kit. Create a contrasting pattern for the chorus. Record a live vocalist or guitarist to add to the mix.						<b>Style focus: R&amp;B</b> What makes it so popular? Influences of other genres? Key features? Artists? Famous pieces?  Instrumental skills – group performance of chosen piece (learnt as individuals first) – Doo wop by Lauryn Hill  Composition – create a chorus section for an R&B song using appropriate instrument choices and features.					
<b>8</b>	<b>Blues &amp; Jazz</b> <ul style="list-style-type: none"> <li>• Links to Slave Trade</li> <li>• Walking bass line &amp; 12 bar blues</li> <li>• Head melody</li> <li>• Riffs</li> </ul>								<b>Reggae</b> <ul style="list-style-type: none"> <li>• Syncopation</li> <li>• Bass line</li> <li>• Riffs</li> <li>• Instrumental development</li> </ul>							<b>Film &amp; Game Music</b> (interchangeable with Spring 2) <ul style="list-style-type: none"> <li>• Leitmotif</li> <li>• Use of ostinato</li> <li>• Foley</li> </ul>						<b>World Rhythms- Gamelan &amp; West African</b> (interchangeable with Spring 1) <ul style="list-style-type: none"> <li>• Ostinato</li> <li>• Polyrhythm</li> </ul>						<b>Music &amp; Space</b> <ul style="list-style-type: none"> <li>• Links to film music, John Williams and BBC 10 pieces (Mars)</li> </ul>						<b>EDM &amp; Minimalism</b> <ul style="list-style-type: none"> <li>• Links to Art</li> <li>• Layering</li> <li>• Texture</li> <li>• Motives</li> </ul>					

	<ul style="list-style-type: none"> <li>• Boogie-woogie</li> <li>• Improvisation</li> <li>• Swung rhythms</li> <li>• Vamp &amp; 7<sup>th</sup> chords</li> </ul> <p>Performance: individual skill development on choice of instrument or vocals, group performance of different parts combined</p>	<p>Performance: intro to bass guitar as individuals, individually learn parts – vocals / ukuleles / keyboards leading to group performance of all parts</p>	<ul style="list-style-type: none"> <li>• Atmospheric creation</li> <li>• Key focus of timing</li> </ul> <p>Performance: technology based and individual creation of sound effects</p>	<ul style="list-style-type: none"> <li>• Cross-rhythms</li> </ul> <p>Performance: Individual and group performances using djembes, vocals, xylophones and glockenspiels</p>	<ul style="list-style-type: none"> <li>• Development of ideas from film music previously studied</li> </ul> <p>Performance: Own choice of instrument for group performance</p>	<ul style="list-style-type: none"> <li>• Note addition</li> <li>• Phase shifting</li> <li>• Breakdown</li> </ul> <p>Performance: Group performance of 'In C', paired performance of 'clapping music', individual performance of a part from tubular bells with final class performance.</p>
<b>7</b>	<p><b>STOMP</b></p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Pulse</li> <li>• Percussion instruments</li> <li>• Chair drumming</li> </ul> <p>Performance: Vocal sounds and individual pulse keeping</p>	<p><b>Scary Music</b></p> <ul style="list-style-type: none"> <li>• Understanding the elements of Music</li> <li>• Musical Devices</li> <li>• Atmospheric creation</li> </ul> <p>Performance: individual creation, group planning and group performance using hand percussion, keyboards and vocal sounds.</p>	<p><b>Musical Futures</b></p> <ul style="list-style-type: none"> <li>• Keyboard and ukulele skills</li> <li>• Treble clef &amp; TAB notation</li> <li>• Chords and progressions</li> <li>• Scales &amp; keys</li> <li>• Verse-chorus structure</li> <li>• Ensemble skills</li> </ul> <p>Performance: Individual skills on vocals, keyboards and ukuleles. Performing with others in time with a pulse.</p>	<p><b>BBC 10 Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruments of the orchestra</li> <li>• Note lengths</li> <li>• Musical analysis</li> <li>• Ensemble skills</li> </ul> <p>Performance: individual keyboard on different parts, class performance as orchestra</p>	<p><b>Arrangements</b></p> <ul style="list-style-type: none"> <li>• Texture</li> <li>• Canon</li> <li>• Development of instrumental skills</li> </ul> <p>Performance: pupils' own choice of instrument or vocals, individual on part and final group performance</p>	