



Wanstead High School

Education with Character

Music Curriculum Content 2024 - 25

Key Stage 3 - Year 7, 8 & 9

Key Stage 4 - Year 10 & 11

Key Stage 5 - Year 12 & 13



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Music Year 7

Pupils receive two lessons of Music each fortnight.

Music is a national curriculum foundation subject. It is a distinct academic discipline in its own right but also strongly fosters creativity and teamwork skills, as well as giving pupils an opportunity to express themselves in their performance and composition work.

Music inspires pupils to develop Education with Character by giving them opportunities to create their own music and learn about a wide range of existing music.

Pupils will develop their composition and performance skills, for example keyboard skills and to understand how the treble and bass clefs are used to record music in western staff notation. They will also develop their ability to describe the music that they hear using musical vocabulary.

What is taught	When is it taught (Terms or Half Terms)	Reading list and additional listening	Where the curriculum is ambitious
Musical Foundations	Autumn Half term 1	https://www.wikihow.com/Read-Music	We aim for all pupils to perform material that challenges their current level of facility on the keyboard or piano.
Instruments and Timbre	Autumn Half term 2 - Spring half term 1	https://www.orsymphony.org/learning-community/instruments	Pupils will all be expected to perform more difficult melodic material, involving a wider range of notes and variety of rhythms.
Composition 1: Suspense Scene	Spring half term 2	https://www.youtube.com/watch?v=l2m1h0ALpY4&ab_channel=MrSnoozelBackgroundMusicforVideos	All pupils will be expected to create effective and contrasting textures, with some developing these ideas successfully and using dynamics.
Chords and Chord Sequences	Summer half term 1	https://www.wikihow.com/Play-Major-Chords-on-a-Keyboard https://www.youtube.com/watch?v=CjxugyZCfuw&ab_channel=AtlanticRecords	All pupils will be expected to play 'hands-together' on the keyboard for this assessment. Pupils with more experience playing the piano should learn the more challenging version of the performance and/or learn other sections of the song.
Composition 2: Taking Rhythm Further	Summer half term 2	https://www.youtube.com/watch?v=YbE7jf_Hp5w&list=PL7BU5Full66M2DsF5grHKkxY4uycPNRBr&ab_channel=gd73 https://www.youtube.com/watch?v=mlyJHC4DWU4&ab_channel=PccFreeSpace	Pupils will be expected to read and perform more complicated rhythms and use these in their composition.

How are pupils informally and formally assessed?	Formative assessment takes place continually in music, with pupils receiving regular verbal feedback on their performances and compositions in lessons and how these can be improved. Pupils are also formally assessed on either a performance or piece of composition work at the end of each scheme of work and the level achieved is communicated to pupils.
Developing Independent and Home Learning Skills	Homework is set on Google Classroom. Tasks are a mix of listening questions, practical tasks. Some of these require a keyboard or a piano but all pupils have access to these in school before and after school and during most break and lunchtimes.

	Revision activities on reading the treble and bass clefs.
Useful e-Learning Resources (e.g., web links)	https://www.bbc.co.uk/bitesize/subjects/zmsvr82 https://visionrcl.org.uk/centre/redbridge-music-service/ https://www.suffolkmusichub.co.uk/take-part/online-learning/key-stage-3-resources/ https://www.ism.org/advice/online-learning-resources
Equipment for lessons	Black or blue pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, glue stick. All other equipment is provided in school.
Enrichment activities	These include choirs, jazz band, wind band, string orchestra, steel pan group and choir. The Music Department also regularly stages musicals with the Dance and Drama Department.
Careers curriculum	Links are made to potential careers within the music industry during the key stage. The focus on writing music for moving images is a deliberate one with the additional opportunities for this available via the rise of streaming platforms and other media requiring music.
Head of Department and email contact	Mr I Sweet i.sweet@wansteadhigh.co.uk

Music Year 8

Pupils receive two lessons of Music each fortnight.

Music is a national curriculum foundation subject. It is a distinct academic discipline in its own right but also strongly fosters creativity and teamwork skills, as well as giving pupils an opportunity to express themselves in their performance and composition work.

Music inspires pupils to develop Education with Character by giving them opportunities to create their own music and learn about a wide range of existing music.

Pupils will develop their composition and performance skills, for example keyboard skills and to understand how the treble and bass clefs are used to record music in western staff notation. They will also develop their ability to describe the music that they hear using musical vocabulary.

What is taught	When is it taught (Terms or Half Terms)	Reading list and additional listening	Where the curriculum is ambitious
Blues	Autumn half terms 1 and 2	https://www.youtube.com/watch?v=y1eDeOxq14&list=PLzx2CaScHFM5XG70WX20HZ5toPg0bxqQG	Pupils will be expected to perform independent parts on the keyboard with their two hands. They will be expected to demonstrate good ensemble skills when performing their blues songs.
Composition 3: Minimalism	Autumn half term 2 and Spring half term 1	https://www.youtube.com/watch?v=f1CNNf9iU9Y&list=PLCJ96FurPOpOBITt3UUS1nY2z2mwqvny	Pupils will be expected to demonstrate an ability to combine and develop ideas and vary the texture in their composition.
Ukulele Performance	Spring half term 2	https://learnplayuke.com/first-steps-basics-guide/ https://www.youtube.com/watch?v=-yDM2hp78L4&ab_channel=TEDxTalks	All pupils will be expected to prepare a challenging performance that focuses on melodic or chordal playing or combining both of these.
Reggae Performance	Summer half term 1	https://www.youtube.com/watch?v=7Znh0OM9jiA&ab_channel=RocksteadyFreddie https://www.youtube.com/watch?v=yv5xonFSC4c&ab_channel=BobMarleyVEVO	All pupils will be expected to perform a bass line and syncopated chord part. More complicated versions of the chorus of this song are given. Some pupils will learn additional sections of the song.
Composition 4: Fight Scene	Summer half term 2	https://www.youtube.com/watch?v=K5VsgMRttvQ&ab_channel=EpicMusicChannel%28EMC%29	All pupils will be expected to create a range of rhythmic and melodic ideas that combine effectively to create music suitable for a fight scene.

How are pupils informally and formally assessed?

Formative assessment takes place continually in music, with pupils receiving regular verbal feedback on their performances and compositions in lessons and how these can be improved. Pupils are also formally assessed on either a performance or piece of composition work at the end of each scheme of work and the level achieved is communicated to pupils.

Developing Independent and Home Learning Skills

Homework is set on Google Classroom. Tasks are a mix of listening questions, practical tasks. Some of these require a keyboard or a piano but all pupils have access to these in school before and after school and during most break and lunchtimes. Revision activities on reading the treble and bass clefs.

<p>Useful e-Learning Resources (e.g., web links)</p>	<p>https://www.bbc.co.uk/bitesize/subjects/zmsvr82 https://visionrcl.org.uk/centre/redbridge-music-service/ https://www.suffolkmusiclub.co.uk/take-part/online-learning/key-stage-3-resources/ https://www.ism.org/advice/online-learning-resources</p>
<p>Equipment for lessons</p>	<p>Black or blue pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, glue stick. All other equipment is provided in school.</p>
<p>Enrichment activities</p>	<p>These include choirs, jazz band, wind band, string orchestra, steel pan group and choir. The Music Department also regularly stages musicals with the Dance and Drama Department.</p>
<p>Careers curriculum</p>	<p>Links are made to potential careers within the music industry during the key stage. The focus on writing music for moving images is a deliberate one with the additional opportunities for this available via the rise of streaming platforms and other media requiring music.</p>
<p>Head of Department and email contact</p>	<p>Mr I Sweet i.sweet@wansteadhigh.co.uk</p>

Music Year 9

Pupils receive two lessons of Music each fortnight.

Music is a national curriculum foundation subject. It is a distinct academic discipline in its own right but also strongly fosters creativity and teamwork skills, as well as giving pupils an opportunity to express themselves in their performance and composition work.

Music inspires pupils to develop Education with Character by giving them opportunities to create their own music and learn about a wide range of existing music.

Pupils will develop their composition and performance skills, for example keyboard skills and to understand how the treble and bass clefs are used to record music in western staff notation. They will also develop their ability to describe the music that they hear using musical vocabulary.

What is taught	When is it taught (Terms or Half Terms)	Reading list and additional listening	Where the curriculum is ambitious
Ensemble Project	Autumn half term 1	https://www.youtube.com/watch?v=YVqYB_65kSA&ab_channel=AryHill	Pupils will be expected to demonstrate strong ensemble skills in their group performance of the song. More musically able pupils will be expected to lead and rehearse their group and/or use other instruments that they play in the performance.
Composition 5: Chase Scene	Autumn half term 2	https://www.youtube.com/watch?v=b7lu-WxHxu0&t=75s&ab_channel=Pyramid https://www.youtube.com/watch?v=RNxLYZ0yWq4&ab_channel=GuyMichelmor https://evenant.com/film-scoring-introduction-to-action-cues/	Pupils will be expected to create a contrast in mood and follow the action taking place in the scene. They will be expected to combine and develop ideas effectively and create a strong sense of direction throughout the composition.
Samba	Spring half term 1	https://www.bbc.co.uk/bitesize/guides/zrk9dxs/revision/1	Pupils will be expected to demonstrate excellent ensemble skills, performing a samba arrangement as a whole class.
Composition 6: Beats	Spring half term 2	https://www.iconcollective.edu/how-to-make-a-hip-hop-beat	Pupils will be expected to show an ability to combine rhythmic and pitched ideas effectively in the creation of hip-hop beats and instrumentals.
Extended chords performance	Summer half term 1	https://hellomusictheory.com/learn/extended-chords/ https://www.youtube.com/watch?v=dE413i1eAso&ab_channel=Tyler	Pupils will be expected to perform an example of a keyboard part that makes use of extended chords, co-ordinating independent left and right hands successfully. Some pupils will perform particularly challenging examples of this in difficult keys for the instrument.

Composition 7: Free Brief Composition	Summer half term 2	https://www.ted.com/talks/mark_ronson_how_sampling_transformed_music?language=en	Pupils will write a composition to a free brief, although some potential briefs will be suggested.
How are pupils informally and formally assessed?	Formative assessment takes place continually in music, with pupils receiving regular verbal feedback on their performances and compositions in lessons and how these can be improved. Pupils are also formally assessed on either a performance or piece of composition work at the end of each scheme of work and the level achieved is communicated to pupils.		
Developing Independent and Home Learning Skills	Homework is set on Google Classroom. Tasks are a mix of listening questions, practical tasks. Some of these require a keyboard or a piano but all pupils have access to these in school before and after school and during most break and lunchtimes. Revision activities on reading the treble and bass clefs.		
Useful e-Learning Resources (e.g., web links)	https://www.bbc.co.uk/bitesize/subjects/zmsvr82 https://visionrcl.org.uk/centre/redbridge-music-service/ https://www.suffolkmusic.org.uk/take-part/online-learning/key-stage-3-resources/ https://www.ism.org/advice/online-learning-resources		
Equipment for lessons	Black or blue pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, glue stick. All other equipment is provided in school.		
Enrichment activities	These include choirs, jazz band, wind band, string orchestra, steel pan group and choir. The Music Department also regularly stages musicals with the Dance and Drama Department.		
Careers curriculum	Links are made to potential careers within the music industry during the key stage. The focus on writing music for moving images is a deliberate one with the additional opportunities for this available via the rise of streaming platforms and other media requiring music.		
Head of Department and email contact	Mr I Sweet i.sweet@wansteadhigh.co.uk		

GCSE Music Year 10 and 11

Pupils receive six lessons of Music each fortnight.

Music is a distinct academic discipline in its own right but also strongly fosters creativity and teamwork skills, as well as giving pupils an opportunity to express themselves in their performance and composition work.

Music inspires pupils to develop Education with Character by giving them opportunities to create their own music and learn about a wide range of existing music.

Pupils will continue to develop their composition skills, (focusing on genres of music that interest them) and their performance skills (on specific instruments which can include their voice). They will also develop their ability to describe the music that they hear using a broad and detailed musical vocabulary and their ability to appraise and evaluate unfamiliar music.

What is taught	When is it taught (Terms or Half Terms)	Reading list and additional listening	Where the curriculum is ambitious
<p>Area of Study 2: Vocal Music.</p> <p>Pupils will analyse the two set works from this area of study:</p> <p>Killer Queen (Queen)</p> <p>Music for a While (Purcell)</p> <p>They will also study other examples of vocal music in preparation for the unfamiliar listening question in the examination.</p>	<p>Autumn Term 1 (Year 10)</p>	<p>Material from the Anthology and revision guide associated with the course (both provided to pupils). Those interested in further detail can also borrow the textbook associated with the course.</p> <p>BBC Bitesize has some specific material on this area of study: https://www.bbc.co.uk/bitesize/topics/zknbxyc</p> <p>Listening analytically to other vocal music is strongly recommended. This can be in any style.</p> <p>Pupils also have access to course-specific content on focusonsound.com which they can access via google classroom.</p>	<p>These works include some sophisticated musical features (e.g., modulations to related keys, advanced guitar techniques, suspensions and resolutions) and pupils will need to develop both their musical terminology and their aural ability to identify these musical features through the study of these songs.</p>
<p>Area of Study 3: Music for Stage and Screen</p> <p>Pupils will analyse the two set works from this area of study:</p> <p>Defying Gravity (Schwartz)</p> <p>Main title from 'Star Wars' (Williams)</p> <p>They will also study other examples of music for stage and screen in preparation for the</p>	<p>Autumn Term 2 (Year 10)</p>	<p>Material from the Anthology and revision guide associated with the course (both provided to pupils). Those interested in further detail can also borrow the textbook associated with the course.</p> <p>https://www.bbc.co.uk/bitesize/topics/zjv4pg8</p> <p>BBC Bitesize has some specific material on this area of study:</p> <p>Listening analytically to other examples of film music or other songs from musicals is strongly recommended. These can be in any style.</p> <p>Pupils also have access to course-specific content on focusonsound.com which they can access via google classroom.</p>	<p>These works include some sophisticated musical features (e.g., quartal harmony, changes in tempo, use of tremolo, cross-rhythms) and pupils will need to develop both their musical terminology and their aural ability to identify musical features through the study of these works.</p>

unfamiliar listening question in the examination.			
<p>Area of Study 4: Fusions</p> <p>Pupils will analyse the two set works from this area of study:</p> <p>Release (Afro Celt Sound System)</p> <p>Samba Em Preludio (Spalding)</p> <p>They will also study other examples of music that combine multiple traditions in preparation for the unfamiliar listening question in the examination.</p>	<p>Spring Term 1 (Year 10)</p>	<p>Material from the Anthology and revision guide associated with the course (both provided to pupils). Those interested in further detail can also borrow the textbook associated with the course.</p> <p>BBC Bitesize has some specific material on this area of study: https://www.bbc.co.uk/bitesize/topics/z7bkscw</p> <p>Listening analytically to other music that combines different musical traditions is strongly recommended.</p> <p>Pupils also have access to course-specific content on focusonsound.com which they can access via google classroom.</p>	<p>These works include some sophisticated musical features (e.g., filter sweeps, use of non-western instruments, sophisticated jazz harmony) and pupils will need to develop both their musical terminology and their aural ability to identify these musical features through the study of these songs.</p>
<p>Area of Study 1: Instrumental Music 1700-1820</p> <p>Pupils will analyse the two set works from this area of study:</p> <p>Brandenburg Concerto No.5 in D major: III (J.S. Bach)</p> <p>Sonata Pathetique: I (Beethoven)</p> <p>They will also study other examples of instrumental music from this period in preparation for the unfamiliar listening question in the examination.</p>	<p>Spring Term 2 (Year 10)</p>	<p>Material from the Anthology and revision guide associated with the course (both provided to pupils). Those interested in further detail can also borrow the textbook associated with the course.</p> <p>BBC Bitesize has some specific material on this area of study: https://www.bbc.co.uk/bitesize/topics/zknbxyc</p> <p>Listening analytically to other classical music from this period is strongly recommended.</p> <p>Pupils also have access to course-specific content on focusonsound.com which they can access via google classroom.</p>	<p>These works include some sophisticated musical features (e.g., fugal textures, sonata form, diminished seventh chords) and pupils will need to develop both their musical terminology and their aural ability to identify these musical features through the study of these works.</p>
<p>Revision of all areas of study in preparation for mock exam</p> <p>Free-brief composition</p>	<p>Summer Term (Year 10)</p> <p>Throughout year 10</p>	<p>As above.</p> <p>The marking criteria for compositions can be found from page 41 of the specification</p>	<p>As above.</p> <p>Pupils will need to use the elements of music creatively in their compositions and are</p>

		https://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Pearson Edexcel GCSE 9 to 1 in Music Specification issue4.pdf	encouraged to make sophisticated use of these in their work.
Area of Study 2: Vocal Music and Area of Study 3: Music for Stage and Screen Revision of set works and additional unfamiliar listening.	Autumn Term 1 (Year 11)	Revision Guides (issued to all pupils) Material from focusonsound.com Anthologies	See above. More complicated musical features will be explored in this re-visit to these set works.
Area of Study 4: Fusions and Area of Study 1: Instrumental Music 1700-1820 Revision of set works and additional unfamiliar listening.	Autumn Term 2 (Year 11)	Revision Guides (issued to all pupils) Material from focusonsound.com Anthologies	See above. More complicated musical features will be explored in this re-visit to these set works.
Continued revision of set works and development of analysis skills in preparation for the GCSE listening exam.	Spring and Summer Term (Year 11)	Revision Guides (issued to all pupils) Material from focusonsound.com Anthologies	This is to include further practice of answering comparison (Section B) questions, an area of the examination that pupils find particularly challenging nationally.
Set-brief composition	Throughout year 11	The marking criteria for compositions can be found from page 41 of the specification https://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Pearson Edexcel GCSE 9 to 1 in Music Specification issue4.pdf	Pupils will need to use the elements of music creatively in their compositions and are encouraged to make sophisticated use of these in their work.
Dictation skills (pitch and rhythm)	Throughout GCSE course	www.teoria.com Apps such as 'functional ear trainer'	This is a challenging area of the course and the difficulty of these dictations will increase over the two years.

How are pupils informally and formally assessed?	Formative assessment takes place continually in lessons focusing on composition. Pupils will record performances that will be assessed and they will receive feedback on these. Answers to longer listening questions set for homework will be assessed in writing on google classroom. With shorter-answer listening questions assessment usually takes place during lessons and pupils are given verbal feedback.
Developing Independent and Home Learning Skills	Homework is set on google classroom. Tasks are a mix of short-answer and long-answer listening questions, research on set works and preparing and submitting performances. Pupils are also encouraged to practise their dictation skills using sites such as teoria.com.
Useful e-Learning Resources (e.g., web links)	https://www.bbc.co.uk/bitesize/examspecs/z6chkmn https://www.focusonsound.com/ (requires log-in that pupils have via google classroom)

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>

Equipment for lessons Sometimes pupils will be asked to bring instruments that they may play and sheet music. All other equipment is provided in school.

Enrichment activities These include choirs, jazz band, wind band, string orchestra and a steel pan group. The music department also regularly stages musicals with the dance and drama departments.

Careers curriculum Links are made to potential careers within the music industry during the course. The option for writing music for moving images is a deliberate one with the additional opportunities for this available via the rise of streaming platforms and other media requiring music. Pupils become skilled at using ICT to realise their music, which is important in many areas of the music industry today.

Head of Department and email contact Mr Ian Sweet
i.sweet@wansteadhigh.co.uk

A Level Music - Year 12 and 13

Pupils receive ten lessons of Music each fortnight.

Music is a distinct academic discipline in its own right but also strongly fosters creativity and teamwork skills, as well as giving pupils an opportunity to express themselves in their performance and composition work.

Music inspires pupils to develop Education with Character by giving them opportunities to create their own music and learn about a wide range of existing music.

Pupils will continue to develop their composition skills, (focusing on genres of music that interest them) and their performance skills (on specific instruments which can include their voice). They will also develop their ability to describe the music that they hear using a broad and detailed musical vocabulary and their ability to appraise and evaluate unfamiliar music.

What is taught	When is it taught (Terms or Half Terms)	Reading list	Where the curriculum is ambitious
AOS 1 (Instrumental music of the Classical period) and 2 (Vocal Jazz) set works	Autumn Term (Year 12 and 13)	Rhinegold supplementary guide for this set work	The level of understanding required at A Level is challenging to most pupils, particularly (for example) in the analysis of harmony and tonality within AOS 1. Note that the AOS 1 and 2 set works change each year at A Level.
AOS 1 and 2: Study of further examples of music from these areas of study	Spring Term (Year 12 and 13)	Articles supplied from The New Oxford Companion to Jazz Other materials - distributed via google classroom	
AOS 1 and 2: Revision of set works and further study of other music from these areas of study.	Summer Term (Year 12 and 13)	Other examples of music from this area of study from www.focusonsound.com	
AOS 3 (Instrumental Jazz) Early Jazz, Swing, Be-bop, Hard-bop	Autumn Term (Year 12 and 13)	Articles supplied from The New Oxford Companion to Jazz Listening Guides from specific works - supplied via google classroom	An understanding of jazz harmony is required to analyse and describe these works. Many are also rhythmically complicated. The ability to describe this music in detail, using an extensive musical vocabulary, is also a challenging area of the course.
AOS 3 (Instrumental Jazz) Cuban Jazz, Modal Jazz, Fusion, Free Jazz.	Spring Term (Year 12 and 13)	Rhinegold text book for this course (issued to pupils)	
AOS 3 (Instrumental Jazz) Contemporary Jazz and revision of all jazz set works studied.	Summer Term (Year 12 and 13)	Other materials - distributed via google classroom Other examples of music from this area of study from www.focusonsound.com	
AOS 6 (20th Century Classical Music) Late 19th/Early 20th orchestral works, impressionism, expressionism, serialism, neoclassicism	Autumn Term (Year 12 and 13)	Listening Guides from specific works - supplied via google classroom Rhinegold text book for this course (issued to pupils)	Many of these 20th century works are complicated in terms of their use of tonality and harmony. Reading the scores for these works can be challenging for pupils and the breadth of music

<p>AOS 6 (20th Century Classical Music)</p> <p>Avant-garde and experimental music, minimalism, contemporary music</p>	<p>Spring Term (Year 12 and 13)</p>	<p>Other materials - distributed via google classroom</p> <p>Other examples of music from this area of study from www.focusonsound.com</p>	<p>studied (including some that is likely to be quite distant from the music that pupils are used to) also prevents A Level of challenge.</p>
<p>AOS 6 (20th Century Classical Music)</p> <p>Electronic music, nationalism. Revision of all AOS 6 set works.</p>	<p>Summer Term (Year 12 and 13)</p>		
<p>Free-brief composition</p>	<p>Throughout Year 12</p>	<p>Pupils should listen to a wide range of music to inform these compositions, including music that is in the same style/genre as the music that they are composing is in.</p> <p>The marking criteria for compositions can be found here:</p> <p>https://www.ocr.org.uk/qualifications/as-and-A-Level/music-h143-h543-from-2016/assessment/</p>	<p>Writing music is challenging, as can be the accurate notation of this. A good degree of aural familiarity with the chosen style/genre will be expected.</p> <p>Note that pupils have the option of composing longer compositions and additional composition exercises and for this component to subsequently count for 35% of the overall course.</p>
<p>Set-brief composition</p>	<p>Throughout Year 13</p>		
<p>Recital</p>	<p>Throughout Year 12 and 13</p>	<p>Pupils should listen to a range of recordings of their recital pieces/songs to inform their own interpretation of the music.</p> <p>The marking criteria for performances can be found here:</p> <p>https://www.ocr.org.uk/qualifications/as-and-A-Level/music-h143-h543-from-2016/assessment/</p>	<p>Pupils are expected to perform music of grade 6 standard or above to be able to access the full mark scheme.</p> <p>Note that pupils have the option of performing a longer recital and for this component to subsequently count for 35% of the overall course.</p>

How are pupils informally and formally assessed?

Formative assessment takes place continually in lessons focusing on composition. Pupils will record performances that will be assessed and they will receive feedback on these. Answers to listening questions and research (for example) set for homework will be assessed in writing. With shorter-answer listening questions assessment usually takes place during lessons and pupils are given verbal feedback. Assessments will include Challenge Weeks.

Developing Independent and Home Learning Skills

Homework is set on google classroom. Tasks are a mix of short-answer and long-answer listening questions, research on set works and preparing and submitting performances. Pupils are also encouraged to practice their dictation skills using sites such as teoria.com

<p>Useful e-Learning Resources (e.g., web links)</p>	<p>https://www.focusonsound.com/ (requires log-in that pupils have via google classroom) https://www.ocr.org.uk/qualifications/as-and-A-Level/music-h143-h543-from-2016/</p>
<p>Equipment for lessons</p>	<p>Black or blue pen, green pen, pencil, rubber, ruler, highlighter, glue stick. Sometimes pupils will be asked to bring instruments that they may play and sheet music.</p>
<p>Enrichment activities</p>	<p>These include choirs, jazz band, wind band, string orchestra and a steel pan group. The music department also regularly stages musicals with the dance and drama departments. Year 12 and 13 pupils are also encouraged to develop musical leadership through directing (or assisting with) these ensembles.</p>
<p>Careers curriculum</p>	<p>Links are made to potential careers within the music industry during the course. The option for writing music for moving images is a deliberate one with the additional opportunities for this available via the rise of streaming platforms and other media requiring music. Pupils become skilled at using ICT to realise their music, which is important in many areas of the music industry today.</p>
<p>Head of Department and email contact</p>	<p>Mr I Sweet i.sweet@wansteadhigh.co.uk</p>

A Level Music Technology - Year 12 and 13

Pupils receive 9 or 10 lessons of Music Technology each fortnight.

Music is a distinct academic discipline in its own right but also strongly fosters creativity and teamwork skills, as well as giving pupils an opportunity to express themselves in their performance and composition work.

Music inspires pupils to develop Education with Character by giving them opportunities to create their own music and learn about a wide range of existing music.

Pupils will continue to develop their composition skills, (focusing on genres of music that interest them) and their performance skills (on specific instruments which can include their voice). They will also develop their ability to describe the music that they hear using a broad and detailed musical vocabulary and their ability to appraise and evaluate unfamiliar music.

What is taught	When is it taught (Terms or Half Terms)	Reading list	Where the curriculum is ambitious
<p>Introduction to recording and mixing, including multi-track recording, effects, dynamic processing and EQ. Understanding different types and applications of microphones.</p> <p>The development of multi-track recording.</p> <p>Analogue synthesis.</p> <p>The creative use of reverb, delay and modulation effects.</p>	<p>Autumn term (Year 12 and Year 13)</p>	<p>Relevant chapters of Rhinegold textbook - issued to all pupils.</p> <p>https://support.apple.com/en-gb/guide/logicpro/welcome/mac</p>	<p>Pupils are expected to develop a sophisticated and comprehensive knowledge of Logic Pro X and the software instruments and plug-ins present within this package.</p>
<p>Learning to record a range of instruments.</p> <p>Noise gates and side-chaining.</p> <p>The development of MIDI and synthesisers.</p> <p>The development of domestic formats.</p> <p>More advanced features within synthesisers and effects.</p> <p>The evolution of guitar amplification.</p> <p>Mixing skills to be developed further.</p>	<p>Spring term (Year 12 and Year 13)</p>	<p>Many online resources from YouTube and elsewhere - to be detailed on google classroom.</p>	<p>A detailed historical understanding of the development of these forms of music technology is expected to be understood.</p>

<p>The development of sequencers, drum machines and DAWs. Interpreting graphs and data.</p> <p>MIDI controllers and messages</p>	<p>Summer term (Year 12 and Year 13)</p>		<p>The correct use of terminology is expected used within MIDI.</p>
<p>Exploration of composition briefs and creation of music-technology composition</p>	<p>Throughout Year 12 and Year 13.</p>		<p>Sophisticated use of sampling, effects and synthesis is expected as a major feature of the final composition.</p>
<p>Recording and Mixing Skills and creation of multi-track recording.</p>	<p>Throughout Year 12 and Year 13.</p>		<p>Excellent capture, processing, balancing, blend and use of effects is expected as part of the final multi-track recording.</p>
<p>How are pupils informally and formally assessed?</p>	<p>Formative assessment takes place continually in lessons focusing on composition. Pupils will record performances that will be assessed and they will receive feedback on these. Answers to listening questions set for homework will be assessed in writing via google classroom. With shorter-answer listening questions assessment usually takes place during lessons and pupils are given verbal feedback. Assessments will include Challenge Weeks.</p>		
<p>Developing Independent and Home Learning Skills</p>	<p>Homework is set on google classroom. Tasks are a mix of short-answer and long-answer listening questions, research on set works and preparing and submitting performances. Pupils are also encouraged to practise their dictation skills using sites such as teoria.com</p>		
<p>Useful e-Learning Resources (e.g., web links)</p>	<p>https://qualifications.pearson.com/en/qualifications/edexcel-A Levels/music-technology-2017.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments https://musictechpupil.co.uk/glossary-of-terms/</p>		
<p>Equipment for lessons</p>	<p>Black or blue pen, green pen, pencil, rubber, ruler, highlighter, glue stick. Sometimes pupils will be asked to bring instruments that they may play and sheet music. All other equipment is provided in school, but pupils are free to use other examples of music technology they may have access to in their work.</p>		
<p>Enrichment activities</p>	<p>These include choirs, jazz band, wind band, string orchestra and a steel pan group. The music department also regularly stages musicals with the dance and drama departments.</p>		
<p>Careers curriculum</p>	<p>Links are made to potential careers within the music industry during the course. Visits to professional studios are arranged to enable pupils to see a professional recording environment. Pupils become very skilled at using ICT (and in particular DAW software) to realise their music, which is important in many areas of the music industry today.</p>		
<p>Head of Department and email contact</p>	<p>Mr I Sweet i.sweet@wansteadhigh.co.uk</p>		