

LTP – KS4 Music

The intent of Music at NCA is to infect pupils with a love for Music itself, the knowledge within it, its themes and narratives across cultures, whilst simultaneously building core skills in appraisal/analysis, performance and composition. Also to teach pupils to develop the transferable skills, employable critical thinking skills and gain the therapeutic benefits of the discipline. Our progressive and challenging curriculum will allow pupils develop their ability to use musical tools, references, quotation, and compositional devices. Students will be supported in developing knowledge recall and skills building through structured activities, scaffolding, self-assessment tools and knowledge organisers. Students will be supported in their own personal development through a variety of extra-curricular activities (i.e. clubs), as well as discussing social, moral, cultural, linguistic and spiritual concepts found within the music.

Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Gospel/ Blues</p> <ul style="list-style-type: none"> • AO1 Perform a complex or polyrhythmic section, or vocal part of a Gospel or Blues Song • AO2 – to consider the structural forms that would be needed to build a blues or gospel piece. To suggest such ideas on a draft. • AO2 Learn more about the language or ideas of composition in the genres in and around Gospel and Blues. • AO3 Demonstrate and apply musical knowledge around this genre of Blues and Gospel Music • AO4 Use appraising and listening skills, mental analytical skills to begin to separate the elements of Gospel and Blues. To make a few critical and evaluative comments backed up with evidence. 	<p>Latin American Music/Christmas Music/My Music</p> <ul style="list-style-type: none"> • AO1 Perform a more complex set of rhythm, melodic or vocal part of a Latin American Song or My Music Song i.e. reggaeton, Afro-Cuban etc. • AO2 – to compose simple ideas the structural forms that would be needed to build a Latin Music piece or My Music piece. To be able to suggest ideas, implement the ideas and measure wwww and ebi. • AO2 Learn more about the language of composition in the genres in and around Latin American Music/ My music. • AO3 Demonstrate and apply musical knowledge around this genre of Latin American Music. • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of Latin American or Latin Music or the My Music. To make critical and evaluative comments backed up with evidence. 	<p>Folk Song/ Music of the World</p> <ul style="list-style-type: none"> • AO1 Perform a more basic rhythmic and or a melodic part of a famous piece of folk music. • AO2 – to compose and/ or develop beginning ideas the structural forms that would be needed to build a piece of Folk Music. To be able to note and draft ideas. • AO2 Learn more about the language of composition in the genres in and around Folk Music. • AO3 Demonstrate and apply musical knowledge about folk music • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of Folk Music. To make critical and evaluative comments backed up with evidence 	<p>The Concerto</p> <ul style="list-style-type: none"> • AO1 Perform a basic rhythm, melodic or vocal part of a Concerto or classical piece. • AO2 – To compose small parts, sections using the structural forms that would be needed to build a Concerto piece for portfolio. To suggest such ideas and record them using notation and or electronic DAW stations. • AO2 Learn more about the language or ideas of composition in the genres in and around The Concerto • AO3 Demonstrate and apply musical knowledge around this genre of Concerto • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of The Concerto relating to previous musical forms: Renaissance, Baroque, early Classical. To make critical and evaluative comments backed up with evidence based on the concepts/ elements of music. 	<p>Film Music</p> <ul style="list-style-type: none"> • AO1 Perform a basic rhythmic section, or vocal part of a Concerto or classical piece. • AO2 – To compose small parts, sections using the structural forms that would be needed to build a Concerto piece. To suggest such ideas and record them using notation and or electronic DAW stations. • AO2 Learn more about the language or ideas of composition in the genres in and around The Concerto • AO3 Demonstrate and apply musical knowledge around this genre of Concerto • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of The Concerto relating to previous musical forms: Renaissance, Baroque, early Classical. To make critical and evaluative 	<p>Conventions of Pop</p> <ul style="list-style-type: none"> • AO1 Perform a basic rhythmic, melodic or vocal part of a My Music piece. • AO2 – to plan to consider the structural forms that would be needed to build a My Music piece. To suggest such ideas. • AO2 Learn more about the language or ideas of composition in the genres in and around My Music (Urban Music) • AO3 Demonstrate and apply musical knowledge around this genre of My Music (Urban Music) • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of My Music – Urban Music relating to previous musical forms: rap, drill vs. gospel, blues, funk, disco. To make critical and evaluative comments backed up with evidence based on the concepts/ elements of music.

Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center">My Music</p> <ul style="list-style-type: none"> • AO1 Perform with more confidence a polyrhythmic section, or vocal part of a My Music piece (i.e. a piece of student's choosing). • AO2 – to plan to consider the structural forms that would be needed to build a My Music piece. To suggest such ideas in a drafting process. • AO2 Learn more about the language or ideas of composition in the genres in and around My Music (Urban Music) • AO3 Demonstrate and apply musical knowledge around this genre of My Music by beginning to respond to exam questions (Urban Music or other style) • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of My Music – Urban Music relating to previous musical forms: rap, drill vs. gospel, blues, funk, disco. To make some critical and evaluative comments backed up with evidence based on the concepts/ elements of music. 	<p align="center">The Concerto</p> <ul style="list-style-type: none"> • AO1 Perform an instrumentalist's rhythmic section, melodic or vocal part of a Concerto or Classical piece. • AO2 – To compose small parts, sections using the structural forms that would be needed to build a Concerto piece. To suggest such ideas and record them using notation and or electronic DAW stations. • AO2 Learn in more detail about the language or ideas of composition in the genres in and around The Concerto • AO3 Demonstrate and apply musical knowledge around this genre of Concerto using exam based materials • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of The Concerto relating to previous musical forms: Renaissance, Baroque, early Classical. To make critical and evaluative comments backed up with evidence based on the concepts/ elements of music. 	<p align="center">Rhythms of the World</p> <ul style="list-style-type: none"> • AO1 Perform a rhythmic section, or vocal part of Rhythms of the World piece. • AO2 –to consider and begin to apply the structural forms that would be needed to build a Rhythms of the World. To suggest such ideas. • AO2 Learn more about the language or ideas of composition in the genres in and around Rhythms of the World. • AO3 Demonstrate and apply musical knowledge around this genre of Rhythms of the World • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of Rhythms of the World relating to related musical forms: rap, drill, modern cultural pop and folk idioms. To make critical and evaluative comments backed up with evidence based on the concepts/ elements of music. 	<p align="center">Conventions of Pop</p> <ul style="list-style-type: none"> • AO1 Perform a rhythmic section, or melodic solo part or ensemble part in a pop idiom • AO1 Perform in an ensemble a pitched or un-pitched part • AO2 – to build portfolio pieces in this genre. Demonstrating lyrics, chord and draft/ editing phase. • AO2 Learn more about the language or ideas of composition in the genres in and around idioms explored. • AO3 Demonstrate and apply musical knowledge around all genres previously explored. • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of all genres explored and related musical forms: rap, drill vs. gospel, blues, funk, disco. To make critical and evaluative comments backed up with evidence based on the concepts/ elements of music. 	<p align="center">Film Music</p> <ul style="list-style-type: none"> • AO1 Perform a rhythmic section, or vocal part of a piece of film music or classical/pop piece used in a film. • AO2 – To compose small parts, sections using the structural forms that would be needed to build a Concerto piece. To suggest such ideas and record them using notation and or electronic DAW stations. • AO2 Learn more about the language or ideas of composition in the genres in and around The Concerto • AO3 Demonstrate and apply musical knowledge around this genre of Concerto • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of The Concerto relating to previous musical forms: Renaissance, Baroque, early Classical. To make critical and evaluative 	<p align="center">Revision</p> <ul style="list-style-type: none"> • AO1 Perform a rhythmic section, or melodic solo part or ensemble part • AO1 Perform in an ensemble • AO2 – in reserve to consider the structural forms that would be needed to build portfolio pieces. Editing skills. • AO2 Learn more about the language or ideas of composition in the genres in and around idioms explored. • AO3 Demonstrate and apply musical knowledge around all genres previously explored. • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of all genres explored. To make incisive critical and evaluative comments backed up with evidence based on the concepts/ elements of music.

Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Music	The Concerto	Rhythms of the World	Conventions of Pop	Revision	Revision
<ul style="list-style-type: none"> • AO1 Perform a rhythmic section, or vocal part of a My Music piece with accomplishment. • AO2 – to plan solid structural, harmonic and rhythmic forms that would be needed to build a convincing My Music piece of a semi or near professional standard. To suggest such ideas a double or triple draft approach. • AO2 to be confident about the language or ideas of composition in the genres in and around My Music (Urban Music or other chosen style) • AO3 Demonstrate and apply musical knowledge around this genre of My Music in more extended ideas. (Urban Music or other style) • AO4 Use exam ready appraising, listening, mental analytical skills to separate the elements of My Music – Urban Music relating to previous musical forms: rap, drill vs. gospel, blues, funk, disco. To make critical and evaluative comments backed up with evidence based on the concepts/ elements of music. 	<ul style="list-style-type: none"> • AO1 Perform confidently a rhythmic section, melodic part or vocal part of a Concerto or Classical piece. • AO2 – To compose larger parts, more complete sections using the structural forms that would be needed to build a Concerto piece. To suggest such ideas and record them using notation and or electronic DAW stations. • AO2 Learn in much more detail about the language or ideas of composition in the genres in and around The Concerto. The drafting. • AO3 Demonstrate and apply musical knowledge around this genre of Concerto using exam based materials and style questions • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of The Concerto relating to previous musical forms: Renaissance, Baroque, early Classical. To make critical and evaluative comments backed up with evidence based on the concepts/ elements of music. 	<ul style="list-style-type: none"> • AO1 Perform a rhythmic section, or vocal part of Rhythms of the World piece. • AO2 – to consider and more ably apply the structural forms that would be needed to build a Rhythms of the World piece. To suggest such ideas in rapid draft form for portfolio. • AO2 Learn more about the language or ideas of composition in the genres in and around Rhythms of the World. • AO3 Demonstrate and apply musical knowledge around this genre of Rhythms of the World • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of Rhythms of the World relating to related musical forms: rap, drill, modern cultural pop and folk idioms. To make critical and evaluative comments backed up with evidence based on the concepts/ elements of music. 	<ul style="list-style-type: none"> • AO1 Perform more confidently a rhythmic section, or melodic solo part or ensemble part • AO1 Perform in an ensemble • AO2 – in reserve to consider the structural forms that would be needed to build portfolio pieces. Editing skills. • AO2 Learn more about the language or ideas of composition in the genres in and around idioms explored. • AO3 Demonstrate and apply musical knowledge around all genres previously explored. • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of all genres explored and related musical forms: rap, drill vs. gospel, blues, funk, disco. To make critical and evaluative comments backed up with evidence based on the concepts/ elements of music. 	<ul style="list-style-type: none"> • AO1 Perform a rhythmic section, or melodic solo part or ensemble part (AO 1-5) • AO1 Perform in an ensemble • AO2 – in reserve to consider the structural forms that would be needed to build portfolio pieces. Editing skills. • AO2 Learn more about the language or ideas of composition in the genres in and around idioms explored. • AO3 Demonstrate and apply musical knowledge around all genres previously explored. • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of all genres explored and related musical forms: rap, drill vs. gospel, blues, funk, disco. To make critical and evaluative comments backed up with evidence based on the concepts/ elements of music. 	<ul style="list-style-type: none"> • AO1 Perform a rhythmic section, or melodic solo part or ensemble part • AO1 Perform in an ensemble • AO2 – in reserve to consider the structural forms that would be needed to build portfolio pieces. Editing skills. • AO2 Learn more about the language or ideas of composition in the genres in and around idioms explored. • AO3 Demonstrate and apply musical knowledge around all genres previously explored. • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of all genres explored and related musical forms: rap, drill vs. gospel, blues, funk, disco. To make critical and evaluative comments backed up with evidence based on the concepts/ elements of music.