

| Threshold concept | Key Concept | 7 | | | 8 | | | 9 | | | 10 | 11 |
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| | | <u>Indie Rock Music of Sunderland</u> | <u>Instruments of the Orchestra</u> | <u>African Music</u> | <u>Hooks & Riffs</u> | <u>Music for Media</u> | <u>Indian music</u> | <u>Jazz & Blues</u> | <u>Latin American Music</u> | <u>Music Production</u> | <u>GCSE</u> | |
| Singing | Rhythm Melody Harmony Form Timbre Texture Dynamics Notation | Sing together as part of a larger ensemble Sing melodies and be aware of form Sing using dynamics to give expression to the music | Sing with increasing confidence and expression Sing vocal harmonies as part of a group | Sing vocal harmony within a group with increasing confidence and expression | Sing contemporary dance songs with expression Sing using harmony, texture and form | Sing songs from films, shows and TV Sing with increasing confidence in harmony | Sing songs which reflect the Indian culture including Bhangra and Bollywood Sing with expression pertinent to the genre | Sing songs from a range of Jazz & Blues Use expression, timbre and harmony appropriate for the context | Sing Latin American influenced songs Sing with expression and harmony appropriate for the context | Sing Hip Hop based songs Rap Hip Hop based music | Opportunity to sing building on knowledge gained in KS3 | Opportunity to plan a project to improve an aspect of singing Have an understanding of the healthy and safe use of the voice |
| Listening | Rhythm Melody Harmony Form Timbre Texture Dynamics Notation | Listen to and discriminate between timbres, genres Discriminate different tonalities Maj/Min Be able to identify rhythms | Listen to Western classical music Demonstrate understanding of the key concepts | Listen to music of a different culture Demonstrate understanding of repetition/Ostinato Demonstrate understanding of layering | Listen to dance music across time including from Renaissance to present club scene Demonstrate understanding of texture and form/structure | Listen to a range of music from film, TV, gaming Demonstrate an understanding of the intention of the music through application of the musical elements Able to identify genre of the medium | Listen to a range of traditional Indian classical music and contemporary fusion with western styles Demonstrate understanding of form in Indian music | Listen to a range of music and able to identify playing styles and techniques Listen to sonic features of iconic composers, performers and producers | Listen to a range of Latin American influenced music including from Brazil, Mexico, Cuba Listen to stylistic features of music including instrumentation, syncopation | Listen to a range of Hip Hop music Listen to and identify features of hip hop over time Listen to a range of British based artists including from grime, trap and rap | Listen to music across time and place including Westerns Classical tradition, pop music, World music and Jazz & Blues Identify the sonic and stylistic features of the four areas of study | Listen to their own and others' performance and be able to critically communicate potential improvements Listen to a variety of music increasing in complexity and comment on sonic features from the areas of study |
| Composing | Rhythm Melody Harmony Form Timbre Texture Dynamics Notation | Use music software to create a beat Create a chord progression | Compose a melody using DAW, or musical instrument | Compose using traditional African instruments Using voice to create a simple chant Use of DAW to layer sounds | Use DAW to layer instrumental sounds to create a dance beat/groove | Apply knowledge of the musical elements to create an effective piece of music for film | Apply knowledge of scales, rhythms and form | Use an instrument or DAW to compose a 12 bar blues | Use a DAW to reproduce a Latin American mix | Compose a rap Compose a backing track for a rap | Compose short pieces of music to demonstrate understanding of genre Begin work on a free composition | Compose a piece of music to a brief set by the exam board. Finish free composition |

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| Performing | Rhythm Melody Harmony Form Timbre Texture Dynamics Notation | Play instruments of Indie rock Guitar/Bass/Keyboards | Performing key melodies from the classical cannon on keyboard or another instrument | Keep a steady beat in a larger djembe ensemble Ability to respond to on the spot instructions Ability to perform with expression especially dynamics | Perform melodies of well know dance tracks on keyboard or another instrument | Perform well known musical pieces from film using keyboard or another instrument | Improvise on keyboards or another instrument Apply knowledge of scales and form | Opportunity to play guitars, keyboards and drums | Opportunity to play Samba instruments, and rock based instruments | Opportunity to play guitars, keyboards and drums | Perform solo pieces on first study instrument with increasing difficulty | Opportunity to plan a project to improve their performance skills Final preparation of solo piece Working within an ensemble context Have an understanding of the healthy and safe use of equipment during performing |
| Producing | Rhythm Melody Harmony Form Timbre Texture Dynamics Notation | Use a DAW to create beat, chord progression | Use a DAW to create a melody | Use a DAW to create layered ostinati | Use a DAW to Investigate arranging skills to create a dance remix | Use music software to put sounds to pictures | Use DAW to create a "tal" for an Indian composition | Use a DAW to aid arranging a 12 bar blues | Use a DAW to aid arranging a Latin American Chorus | Use a DAW to aid composing a backing for a rap | Produce short excerpts of music using a DAW to demonstrate musical understanding of genre | Opportunity to plan a project to improve their production skills Have an understanding of the healthy and safe use of equipment during production |