

Courses	GCSE or BTEC course in Music or Music Tech. University courses in Performing arts or Music.
Careers	Producer, Composer/Songwriter, Solo Performer, Band Performer, Music Journalist, Music Therapist, Music Teacher, Manager, Instrument manufacturer
Skills	Problem solving, collaboration, creativity, communication, independence, resilience, fine motor, concentration and focus
Real World	Working in a group towards a common goal, using creativity, having a hobby which brings you joy and develops you as a person

Cycle 2 Component 3 Exam

- Activity 1: Planning
- Activity 2: Creating a cover
- Activity 3: Reflection

Cycle 3: BTEC Coursework Complete

Cycle 1 Component 2 LA B

- Creating targets
- Developing skills

Year 11

Cycle 3 Component 2 LA B

- Choosing a pathway, either performing, production or creation.
- Writing targets

Cycle 2 Component 1 LA B

- Creating a musical product

Component 2 LA A

- Understanding and application of personal and professional skills.

Cycle 2 Covers

- Band Practise
- Creating an arrangement

Cycle 3 Independent project

- Independent learning
- Choosing a pathway, either performing, production or creation.

Year 10

Cycle 1 Component 1 LA A

- Creating, producing and performing in different styles.

Cycle 1 Riffs

- Band Practise
- Creating a riff
- Creating a dance track

Year 9

Cycle 3 Song writing

- Creating a chord progression
- Creating a melody
- Creating an arrangement

Cycle 2 Reggae

- Band practise
- Creating a chord progression
- Creating a riff

Cycle 2 Three Chord Songs

- Piano practise
- Band practise

Cycle 3 bass and Funk

- bass practise
- Creating a melody using a pentatonic scale.

Year 8

Cycle 1 I, V, vi, IV

- Piano practise
- Band practise

Cycle 1 Instrumental/Vocal Skills

- Vocal practise
- Percussion

Year 7

Year 7 & 8

Year 9

Year 10 & 11

Each unit of work plays a proximal and ultimate role. Topics are bound together by concepts and themes – these bring coherence. Units are sequenced in a deliberate way so knowledge is built over time. New knowledge is attached to schema – this speeds the learning process.

Each unit of work follows the principles outlined for Year 7 & 8, meaning that by the time we reach the end of KS3, students have a deep knowledge of our subject. Their deep knowledge means that they know lots of things (declarative knowledge), and they are able to do lots of things with this information (procedural knowledge).

By the time we introduce GCSE content, we are adding to existing frameworks of knowledge (schema). By re-framing KS3 as the intellectual powerhouse of the school, we can easily teach GCSE content by leaning on what students already know.