



Music KS4 - Edexcel

<i>Domains of Knowledge</i>	Rehearsal, Aural, Practical, Analysis, Performance	These domains are built upon the foundation provided by the English National Curriculum and bookended by the assessment criteria used in iGCSE, BTEC and A Level Music. They also extended beyond school to the domains of knowledge used to classify modules taken by students studying music at Conservatoire or University Level.
<i>Concepts</i>	Concepts are adapted and vary from topic to topic but fit within each umbrella domain.	For Example, composing skills (Practical and Aural) : as a concept will be taught in increasing orders from Y7 - Y13 <ol style="list-style-type: none"> 1. Manipulation of pitch 2. Manipulation of tempo 3. Use of scales - major, minor, modal 4. Harmonising 5. Circle of fifths 6. Bach Chorales

Application of 5Cs in Music:

Music provides a powerful platform for teaching and nurturing values such as **community, compassion, creativity, confidence, and challenge**. Through participation in music ensembles, students experience the importance of teamwork and collaboration, fostering a sense of **community** as they work towards a common goal. The emotional expression inherent in music allows students to connect with the feelings and experiences of others, fostering **compassion** and empathy. The **creative** process of composing or improvising music encourages students to think outside the box, explore new ideas, and express themselves artistically. As students tackle complex musical pieces or overcome technical **challenges**, they develop **confidence** in their abilities and gain a sense of accomplishment. The pursuit of

musical excellence and the continuous refinement of skills presents a constant **challenge**, encouraging students to push their boundaries and strive for personal growth. In this way, music education not only develops musical skills but also instils important values that extend beyond the realm of music, nurturing well-rounded individuals.

Assessment in Music is ongoing throughout the year and will focus on the ability and command of the Domains.

Other Opportunities



TBS
Music Academy
Encourage, Empower, Excite

Clubs and 1:1 lessons provided - contact HoF

Music Events throughout the year:
Lunchtime Open mics
Winter Concert
Spring Showcase
One World Gala/ Summer SHowcase
Assembly performances
Other Event Performances

Year 10 BTEC

Year 10 GCSE

Term 1

Key Skills

Cognitive and problem-solving skills – using critical thinking, approaching non-routine problems, applying expert and creative solutions, using systems and technology
Interpersonal skills – communicating, working collaboratively, negotiating and influencing, self-presentation
Intrapersonal skills – self-management, adaptability and resilience, self-monitoring and development.

- Develop awareness of a variety of instruments, styles and approaches to performing and composing
- Develop awareness of music technologies and their use in the creation and presentation of music
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Modifications to adapt to students' needs	<p>22/8/ 22 - Set works 1 (Bach, Brandenburg) and Set Work 4 (Killer Queen Brandenburg and killar queen study in tandem to allow the students to contrast the pieces A range of abilities - pred grades 3- 9. - some additional 1:1 teacher support needed. (one student speaks very kittle english at this stage) 29/8/22 'Musical Futures' approach introduced for killer queen. Supportive study for poor notation readers and provides opportunities for practical exploration of academic study works. 5/9/22 - Musical futures Killer Queen continued.</p>	
Term 2		
Key Skills	<p>Cognitive and problem-solving skills – using critical thinking, approaching non-routine problems, applying expert and creative solutions, using systems and technology Interpersonal skills – communicating, working collaboratively, negotiating and influencing, self-presentation Intrapersonal skills – self-management, adaptability and resilience, self-monitoring and development.</p>	<ul style="list-style-type: none"> ● Develop awareness of a variety of instruments, styles and approaches to performing and composing ● Develop awareness of music technologies and their use in the creation and presentation of music ● Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology

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Unit 1: Introduction to Performing

Unit 3 : Introduction to Recording:

Learning aims

A Select and set up equipment for a recording session

B Produce a multitrack recording.

Component 1: Performing

Component 2: Composing

- Developing musical ideas
- Compositional techniques and strategies
- Ensuring technical control and coherence
- Methods of notating composition scores

Component 3: Context

Content overview

Musical elements, musical contexts and musical language.

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