

<b>Timeline</b>	<b>Topic</b>	<b>Key concepts and knowledge</b>	<b>Skills development</b>	<b>Rationale</b>
<b>Term 1</b>	<b>Art of Sound</b> <b>Abstract listening &amp; analysis</b> <b>(Pitch &amp; Rhythm = music debate, along with change in concept of structure, texture, harmony, melody)</b>	Listening- Recognising <b>musical elements</b> and how they are organised <ul style="list-style-type: none"> <li>• <b>Pitch</b></li> <li>• <b>Rhythm</b></li> <li>• <b>Structure</b></li> <li>• <b>Texture</b></li> </ul> Debating ‘what music?’ Comparing classical and tradition with 20 <sup>th</sup> Century rebellion. <ul style="list-style-type: none"> <li>• Joh Cage</li> <li>• Igor Stravinsky</li> <li>• Philip Glass</li> <li>• Steve Reich</li> </ul> Understanding the concept of abstract composition and the work of key composers.  Developing analysis skills of variety genres and periods.	Furthering student’s <b>analytical listening</b> skills and the ability to recognise the musical elements with a variety of different <b>styles and genres</b> .	In this unit students will develop an understanding of <b>style and genres</b> linked to 20 <sup>th</sup> century composers.  Developing analytically listening skills to develop understanding of different musical elements with different styles and genres.
<b>Term 2</b>	<b>Art of Sound</b> <b>Exploration of compositional devices</b>	Introduction of music technology- Bandlab Introduction to melodic cipher listening and analysis.  Exploring compositional techniques, <ul style="list-style-type: none"> <li>• Rhythmic cipher, pitch, Morse code</li> </ul> To compare the composers Reich and Glass minimalist techniques	To compose a rhythmic cipher Morse code using Bandlab.	This unit is to provide students with the opportunity to use digital software to create music.  To learn how to use different 20 <sup>th</sup> Century Compositional Techniques to create their own piece of experimental music consolidating and developing their skills in using the DAW.
<b>Term 3</b>	<b>Art of Sound</b> <b>Composition and realisation of ideas working to a brief</b>	To Create and compose 30/60 second abstract composition.  Introduction to working to a brief to create a composition.  To document a process using a process journal. Developing understanding of verbalising discussions.	How to submit digital work DA work station using instrument tracks <ul style="list-style-type: none"> <li>• Drum tracks, audio tracks</li> <li>• Samples/loop tracks</li> </ul> Being able to manipulate sound using digital software production.  Developing further compositional skills using all musical elements.	This unit further consolidates the skills learned this year but integrates the knowledge and experience of creating a remix of a song in a different genre ready for the next stage of their learning.  To give students the understanding of in Music technology and producing.