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| **SUBJECT KNOWLEDGE AUDIT & TRACKER**  **Music KS3,5&5**  **2022-23** |  | Secondary  PGCE |

**Purpose of the Audit**

Your indications of specialist subject knowledge strengths and areas for development are used as a basis for discussion during your PGCE training.

At the start of the course, the audit will also be used to inform planning for the development of key ‘gap’ areas of subject knowledge, and then in subsequent school placements alongside your School Based Mentor to identify areas of curriculum about which you have less security of knowledge/which need revision. In terms of a tracker, you are able to chart the progression of both your knowledge and application of knowledge over the training year.

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| **Colour & date** | **Pre-course** | **End-SE1** | **End-SE2** | **End-SE3** |
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| **Content** | | **I don’t know this** | **SK insecure** | **SK secure** | **I can teach this** | **I know several ways to teach this** |
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| **Performance KS3** | Singing as a group |  |  |  |  |  |
| Piano Ability |  |  |  |  |  |
| Other accompanying Instruments (Guitar/Ukulele) |  |  |  |  |  |
| Basic knowledge of Guitar/Bass/Drums |  |  |  |  |  |
| Rhythmical Skills |  |  |  |  |  |
| Group rehearsals (4 or 5 people) |  |  |  |  |  |
| Running an ensemble (up to 20 people) |  |  |  |  |  |
| **Performance KS4&5** | Knowledge of the GCSE and A level Performance requirements |  |  |  |  |  |
| Experience of different performance instruments |  |  |  |  |  |
| Knowledge of appropriate repertoire for GCSE standard |  |  |  |  |  |
| Ability to accompany students up to grade 8 standard |  |  |  |  |  |
| **Composition KS3** | Writing basic rhythm/melodies in treble and bass clef |  |  |  |  |  |
| Experience of ICT music software (Garage band, Cubase, Logic Studio etc.) |  |  |  |  |  |
| 4 part harmony composition |  |  |  |  |  |
| Knowledge of style of music through time |  |  |  |  |  |
| Composing a pop song |  |  |  |  |  |
| Composing for and using the techniques of film music |  |  |  |  |  |
| Creating a score from a composition |  |  |  |  |  |
| **Composition KS4&5** | Advanced level composition |  |  |  |  |  |
| Composition forms – minimalism, ternary, variation, strophic |  |  |  |  |  |
| Composing to a set brief |  |  |  |  |  |
| Knowledge of the GCSE and A level composition standard |  |  |  |  |  |
| Composing and creating a score using Logic Studio, Cubase etc. |  |  |  |  |  |
| **Musical Theory KS3** | Reading from different types of notation (Treble, Bass, Tab, Drum Tab etc) |  |  |  |  |  |
| Musical Theory including Chords and chord structures |  |  |  |  |  |
| Knowledge of World Music History |  |  |  |  |  |
| Musical History from 1600 – Present day |  |  |  |  |  |
| **Musical Theory KS4&5** | Detailed knowledge of world music instruments and styles |  |  |  |  |  |
| Popular Music knowledge |  |  |  |  |  |
| Classical Music knowledge |  |  |  |  |  |
| Ability to analyse and annotate printed music to A level standard |  |  |  |  |  |
| Knowledge of current set works at GCSE and A level |  |  |  |  |  |
| Experience of Multitrack recording and mixing |  |  |  |  |  |
| Skills in Aural perception up to A level standard |  |  |  |  |  |
| Keys, Chords and Cadences recognition |  |  |  |  |  |
| 4-part harmony (Chorales, String Quartets) |  |  |  |  |  |
| **Additional notes:** | | | | | | |