

Music

Academic Overview 2018-19

Music						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.1
Year 7	Elements of Music: <i>Covering musical rudiments such as time keeping, keyboard skills, and group composition</i>	Elements of Music: <i>Covering musical rudiments such as time keeping, keyboard skills, and group composition</i>	World Music: <i>Rhythms and forms from different cultures (Africa, India, Brazil, and Indonesia)</i>	World Music: <i>Rhythms and forms from different cultures (Africa, India, Brazil, and Indonesia)</i>	Chords: <i>Popular chord and harmonic structures through composition and pop performance</i>	Chords: <i>Popular chord and harmonic structures through composition and pop performance</i>
Year 8	TV Music: <i>Composing to a brief, specifically jingles and ad music</i>	TV Music: <i>Composing to a brief, specifically themes for programmes</i>	Music & Mood: <i>Composing to a stimulus, linking with GCSE</i>	Music & Mood: <i>Composing to a stimulus, linking with GCSE</i>	Advanced Chords: <i>More developed chord sequences, keys, and harmonic structures through pop</i>	Advanced Chords: <i>More developed chord sequences, keys, and harmonic structures through pop</i>
Year 9	Advanced Elements: <i>Covering high level music theory, compositional skills, foundations of solo performance, and use of Sibelius</i>	Advanced Elements: <i>Covering high level music theory, compositional skills, foundations of solo performance, and use of Sibelius</i>	AoS5 – Conventions of Pop: <i>Rock and Roll of the 1950s and 1960s</i>	AoS5 – Conventions of Pop: <i>Rock Anthems of the 1970s and 1980s</i>	AoS5 – Conventions of Pop: <i>Pop Ballads of the 1970s, 1980s, and 1990s</i>	AoS5 – Conventions of Pop: <i>Solo Artists from 1990 to the present day</i>
Year 10	Compositional Coursework Practice: <i>A dummy run, with support, at a compositional task</i>	AoS2 – The Concerto Through Time: <i>Baroque Solo Concerto & Baroque Concerto Grosso</i>	AoS2 – The Concerto Through Time: <i>Classical Concerto</i>	AoS2 – The Concerto Through Time: <i>Romantic Concerto</i>	AoS3 – Rhythms of the World: <i>Samba, Calypso, African music, Indian Classical Music, Bhangra, Greek Folk, Israeli Folk, Palestinian Folk</i>	Compositional Coursework: <i>Beginning of the first composition, an open choice piece</i>
Year 11	Coursework: <i>Finishing the first composition and focusing rehearsals on two performances</i>	Coursework: <i>Beginning the second composition, written to a stimulus, and recording the first performance</i>	Coursework: <i>Finishing the second composition and recording the second, ensemble, performance</i>	Revision: <i>Completing practice questions related to the listening paper (covering AoS2-5)</i>	Revision & Exam: <i>Completing practice questions related to the listening paper (covering AoS2-5) before the final 1 ½ hour exam</i>	N/A

Year 7

Curriculum Content Overview 2018-19

Music – Year 7				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> Perform in time Perform in solo and ensemble situations Perform set music and compositions Perform from basic notation, graphic scores, or from memory Sing in time, in tune, and collectively Perform music from our culture and others Compose simple pieces of music following guidelines Develop compositions as a group Compose for percussion and keyboard settings Compose with a rhythmically and melodically Develop an understanding of basic chord sequences and harmony Identify elements within music aurally Transfer those skills into a practical environment Assess successes in their own and others music, understanding the use of practice and development 	<p>Reading</p> <ul style="list-style-type: none"> Success Criteria on academy template every lesson. Feedback from teacher and peers. <p>Numeracy</p> <ul style="list-style-type: none"> Working on timing and counting Following music and understanding metrical divisions Understanding of metre Counting in harmonic chord building <p>Oracy and Literacy (including key words for practical subjects)</p> <ul style="list-style-type: none"> Language for learning- key terminology: the elements of music underpin all discussions 	<ul style="list-style-type: none"> Live feedback on all practical work. Staff move between students, whether individuals or groups, to provide feedback on work as it is being created. This guides the creation and learning process. Peer assessments of recordings made of all work. Students are guided to develop critical thinking through analysis of each other's work, using key element terminology as a guide. 	<ul style="list-style-type: none"> Students are assessed three times in the academic year. Each occurs at the end of a term upon completion of a unit. The units draw towards a final performance or composition. They are worked on across multiple lessons before being finally recorded for summative assessment. Work is graded via the mastery level analysis from subjective 	<p>Musical skills, whether aural or practical, begin with fundamental musical practical skills and a grasp of key words.</p> <p>Directly from there, the links are as follows:</p> <ul style="list-style-type: none"> Performance links to skills needed for performance coursework (30% of GCSE) Composition links to skills needed for composition coursework (30% of GCSE) The homework diaries emulate paired down versions of



	<ul style="list-style-type: none">• Use of key word development, and paragraph skills, in completion of homework diaries• Student discussion and feedback• Responses to questions.	<ul style="list-style-type: none">• Medal and missions are provided at the midpoint of a project to provide students key targets ahead of a summative assessment.• Medal and missions of termly homework listening diaries.	<p>completion of the musical outcomes required.</p> <ul style="list-style-type: none">• Students' progress against their mid-point missions is checked to ensure progress is being maintained.	<p>listening test (40% of GCSE) questions with key elements being a vital aspect of this.</p> <ul style="list-style-type: none">• The world unit is a basis for the 'Rhythms of the World' unit at GCSE• The chord unit is a basis for the 'Conventions of Pop' unit at GCSE
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Assessment Skills, Knowledge and Concepts Map

Music– Year 7		
Key Learning Questions	Assessment 1 – Elements of Music	Reading
<ul style="list-style-type: none"> • What makes a good performance? • How do I create a performance from notation? • How do I maintain a piece with another person and/or backing beat? 	<p><u>Objectives: students will learn...</u></p> <ul style="list-style-type: none"> - ...to read basic notation - ...how to perform to a pulse (either as an individual or in a pair) - ...to utilise basic keyboard skills - ...to prepare a performance for assessment <p><u>Skills Gained and Assessment of skills</u></p> <ul style="list-style-type: none"> - Students will have improved primary performance skills - They will be able to play in time with a beat and each other - They will be able to use settings on a keyboard and, as such, demonstrate how to create an effective performance piece - They will have basic notation reading skills - They will be able to explain different basic notes used in music making - The assessment consists of a performance of a prepared keyboard piece, typically worked on in a pair - The students will have a choice of ranged pieces. There is no upper limit and but there is a lower expectation. - Completion will be judged in terms of timing, fluency, finger work, use of settings, and difficulty of piece. - Work is marked subjectively by the staff member following their professional judgement, holistically viewing the assessment criteria. 	<ul style="list-style-type: none"> - Assessment criteria - Tasks set on the board - Notation and instructions within the music books for elements



Key Learning Questions	Assessment 2 – World Music	Oracy and Literacy
<ul style="list-style-type: none"> • How do I create music that follows basic ideas from different cultures? • How can I combine different rhythmic ideas? • How can I structure my work? 	<p><u>Objectives: students will learn...</u></p> <ul style="list-style-type: none"> - ...to understand basic musical styles from other cultures - ...be able to perform from a-typical performance material - ...to combine instruments effectively - ...to prepare a composition for assessment <p><u>Skills Gained and Assessment of skills</u></p> <ul style="list-style-type: none"> - Students will be able to play confidently in a group situation to assessment standards - Students will be able to compose as a group, understanding different roles people may play - They will be able to compose in different styles and idioms on a basic level - They will involve some element of rhythmical control within their pieces - They will have learnt about structure and be able to create pieces with simple structures - The assessment consists of a performance of a composed piece, either in the style of Gamelan music or Indian Classical Music - Outcomes are limited only by student development – more can be added to reach higher levels to all piece. - Completion will be judged in terms of timing, use of melodic ideas, combination of rhythms and patterns, structure, and how it fits in with the genre. - Work is marked subjectively by the staff member following their professional judgement, holistically viewing the assessment criteria. 	<p>Literacy</p> <ul style="list-style-type: none"> • Listening tasks in homework diaries (separate to final assessments) <p>Oracy</p> <ul style="list-style-type: none"> • Discussion of elements in terms of peer assessing work • Discussion of elements in verbal medal and mission, and during feedback conversations



Key Learning Questions	Assessment 3 – Chords	Numeracy
<ul style="list-style-type: none"> • What makes pop pieces successful? • How do I combine chords? • How can I guarantee a tune and chord sequence that work together? 	<p><u>Objectives: students will learn...</u></p> <ul style="list-style-type: none"> - ...to create chords and play them - ...combine chords into simple chord sequences - ...write a simple melody that fits a chord sequence - ...layer and structure a piece in a simplified popular fashion <p><u>Skills Gained and Assessment of skills</u></p> <ul style="list-style-type: none"> - Students will be able to combine layers within music, creating melody, chords, bass, and rhythm - Students will have a basic understanding of the formation of successful chord sequences - Students will know how to build chords - Students will develop their ideas of structure via melodic ideas - The assessment consists of a performance of a prepared group piece, focused around a keyboard performance with a rhythmic accompaniment - Outcomes are limited only by student development – more can be added to reach higher levels to all piece. - Completion will be judged in terms of timing, harmonic structure, performance of chords, suitability and creativeness of melody, and structure. - Work is marked subjectively by the staff member following their professional judgement, holistically viewing the assessment criteria. 	<p>Numeracy</p> <ul style="list-style-type: none"> • Working on timing and counting • Following music and understanding metrical divisions • Understanding of metre • Counting in harmonic chord building