

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 9

Curriculum Content Overview 2018-19

| Music – Year 9 | | | | |
|---|--|---|--|---|
| 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 as an individual or group • Refine performances to a good standard • Compose a developed piece of music • Compose to a personal brief • Compose to a set brief • Understand a wider range of musical terminology • Read music to the point of broader understanding • Notate music to a basic level • Describe music aurally and link to other features | <p>Reading</p> <ul style="list-style-type: none"> • Success Criteria on academy template every lesson. • Feedback from teacher and peers. • Knowledge organisers <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 a term as a minimum. This includes a listening paper, a performance, and a composition piece. • Each are given marks based on the exam board's criteria and graded • Medal and missions are given with all feedback. • Performance and composition are continual practices so must be acted on immediately in practice. | <ul style="list-style-type: none"> • The advance elements unit prepares students in the skills needed to complete the three broad skill sets: listening, performance, and composition. • Composition: group composing tasks & use of Sibelius work • Performance: group and solo performances • Listening: music theory and rudimentary listening practice. • Area of Study 5 is unit. We teach this |



| | | | | |
|--|---|---|--|------------------------------|
| | <ul style="list-style-type: none">• Use of key word development, and paragraph skills, in completion of homework diaries and listening question practices• Student discussion and feedback• Responses to questions. | <ul style="list-style-type: none">• Students self-assess listening tasks in relation to knowledge organiser revision• Medals and missions in any listening diary tasks set | | using all three disciplines. |
|--|---|---|--|------------------------------|



Assessment Skills, Knowledge and Concepts Map

| Music– Year 9 | | |
|---|--|---|
| Key Learning Questions | Assessment 1 – Advanced Elements | Reading |
| <ul style="list-style-type: none"> • What is music theory and how do I apply it to work? • How do I approach GCSE style questions? • What does a GCSE style performance and composition look and sound like? | <p><u>Objectives: students will learn...</u></p> <ul style="list-style-type: none"> - ...how to securely read music - ...how to draw and read chords at a high level - ...how to approach GCSE style questions - ...how to compose and perform to a higher level <p><u>Skills Gained and Assessment of skills</u></p> <ul style="list-style-type: none"> - Students will have developed compositional skills - They will be able to read music for music analysis - They will be able to answer basic GCSE style questions - The assessment consists of three checks: a solo performance, a small composition on Sibelius, and a listening question based around film music (AoS4) - Outcomes in performance & composition are limited only by student development – more can be added to reach higher levels to all pieces. - Completion will be judged via the OCR marking criteria for performance and composition. The listening paper shall follow a mark scheme primarily judging aural ability against terminological understanding. - Practical work is marked subjectively by the staff member following their professional judgement, holistically viewing the assessment criteria. Listening work is marked by staff following clear mark schemes. | <ul style="list-style-type: none"> - Assessment criteria - Tasks set on the board - Notation and instructions within the music books for elements - Knowledge Organisers - Revision work |



| Key Learning Questions | Assessment 2 – Rock ‘n’ Roll / Rock Anthems | Oracy and Literacy |
|---|---|--|
| <ul style="list-style-type: none"> • What are the key tenants of rock ‘n’ roll music? • What specific vocal and instrumental features relate to it? • How can I continue to develop my composition and performance skills? | <p><u>Objectives: students will learn...</u></p> <ul style="list-style-type: none"> - ...to understand elements relating to Rock ‘n’ Roll in a listening context - ...to prepare a composition in line with a set topic - ...to perform in the given style <p><u>Skills Gained and Assessment of skills</u></p> <ul style="list-style-type: none"> - Continued development of listening skills, this time within AoS5 - Continued development of performance work - Continued development of compositional understanding - The assessment consists of three checks: a group Rock Anthem performance, a group Rock ‘n’ Roll composition, and a listening question based around film music and Rock ‘n’ Roll - Outcomes in performance & composition are limited only by student development – more can be added to reach higher levels to all pieces. - Completion will be judged via the OCR marking criteria for performance and composition. The listening paper shall follow a mark scheme primarily judging aural ability against terminological understanding. - Practical work is marked subjectively by the staff member following their professional judgement, holistically viewing the assessment criteria. Listening work is marked by staff following clear mark schemes. | <p>Literacy</p> <ul style="list-style-type: none"> • Listening tasks completion • Analysis of answers <hr/> <p>Oracy</p> <ul style="list-style-type: none"> • Discussion of elements of music • Learning conversations around practical work |



| Key Learning Questions | Assessment 3 – Advanced Chords | Numeracy |
|---|--|---|
| <ul style="list-style-type: none"> • What are the key tenants of Popular Music (including Rock ‘n’ roll, Rock Anthems, Pop Ballads, and music by current Solo Artists)? • What specific vocal and instrumental features relate to it? • How can I continue to develop my composition and performance skills? | <p><u>Objectives: students will learn...</u></p> <ul style="list-style-type: none"> - ...to understand elements relating to the whole Popular Music unit (AoS5) in a listening context - ...to prepare a composition in line with a set topic - ...to perform in the given style <p><u>Skills Gained and Assessment of skills</u></p> <ul style="list-style-type: none"> - Continued development of listening skills, this time within AoS5 - Continued development of performance work - Continued development of compositional understanding - The assessment consists of three checks: a class ‘Solo Artist’ performance, a group Ballads composition, and a listening question based around AoS4 and AoS5 - Outcomes in performance & composition are limited only by student development – more can be added to reach higher levels to all pieces. - Completion will be judged via the OCR marking criteria for performance and composition. The listening paper shall follow a mark scheme primarily judging aural ability against terminological understanding. - Practical work is marked subjectively by the staff member following their professional judgement, holistically viewing the assessment criteria. Listening work is marked by staff following clear mark schemes. | <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 |