## MUSIC Humanities, MFL and Music Faculty



## Vision

To provide all students with a high-quality music education which engages and inspires them to develop a life-long love of music, increases their self-confidence, creativity and imagination, and provides opportunities for self-expression and a sense of personal achievement. Modelled on the National Curriculum, we offer opportunities for students to develop their talents in all aspects of music including composition, singing and performing and appreciation.

## Context

Students will build upon the skills they have learnt in KS2 through a range of listening, performing and composing activities. Students will also be exposed to a wide range of musical genres and their context within society. Those students who have 1:1 instrumental lessons will have the opportunity to continue to receive instrument tuition and develop their performance skills both within the classroom and during whole school and community events.

### **Disciplinary Knowledge**

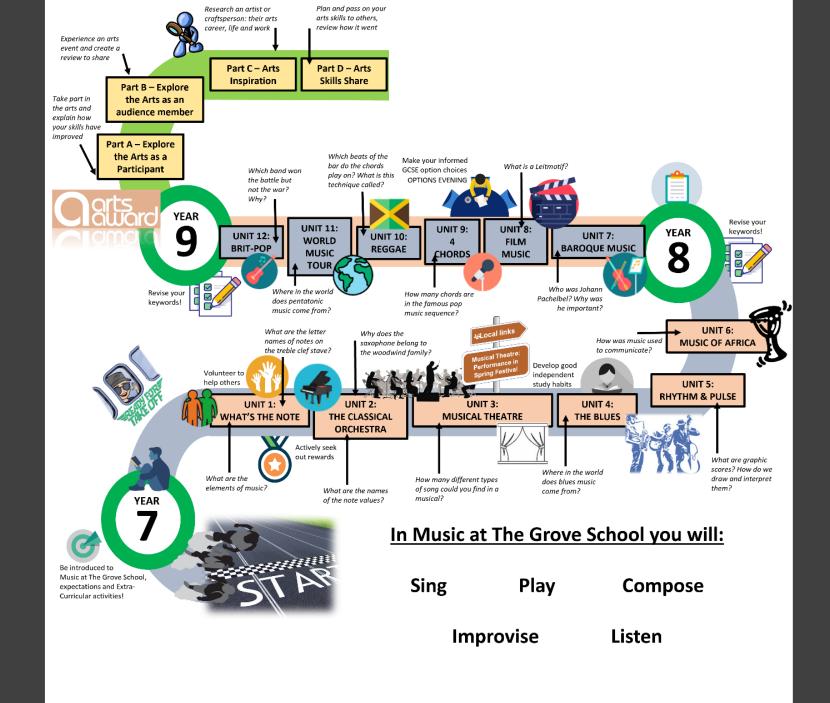
A wide range of musical genres and opportunities are included in the curriculum offer at KS3 allowing enough time for instrumental skills to be embedded, whilst keeping students curiosity and interest through discovering a range of musical styles. Taking guidance from the Model Music Curriculum, within musical genres studied students are also introduced to key composers/songwriters of the time and study their work. Instrumental/vocal skills are naturally developed through content of each unit/style of music. At KS4 students follow the AQA GCSE Music course as it follows suitably from skills and knowledge gained at KS3. They will build on their capabilities and as a performer and composer by completing coursework. Theoretical/contextual knowledge of music and styles is covered across four areas of study. These include music from western classical traditions, as well as pop music and music from around the world. Areas of Study are taught out of numerical sequence for unit 1, to allow students to be taught the setworks for each unit at the same time as the area of study they are related to.

### Supra Curriculum

All students will be provided with a range of wider listening and reading activities to allow them to further explore and broaden their knowledge and understanding of musical genres, styles and artists/composers introduced throughout the curriculum. Students will be provided with activities to allow them to stretch, challenge and hone their listening skills should they wish to, as well as being provided with reading and research tasks with articles from online/magazines/newspapers, ideas of places to visit, written and creative tasks.

# Key Stage 3 Music





#### Year 7

Year 7 begins with learning to understand the fundamental building blocks needed to talk about, create and play music, with a particular focus on note reading. Putting these skills into practice leads to an introduction to Wolfgang Amadeus Mozart and what he has to do with one of the first songs we ever learn. From this, we then move on to learning about the families of instruments, and how they look and sound in the setting of a classical orchestra with the help of composer Benjamin Britten. Next we explore Musical theatre and begin to understand how storytelling comes alive on the stage and the important part music has to play in this. From Broadway to Mississippi we look at a different type of storytelling in Blues music. Learning about its roots and how it became 'the Blues', B.B. King shows us the way as we start to create our very own 12 bar Blues song. Finally, its all about rhythm, writing our very own pulse pieces and exploring the importance of drumming and call and response in the music of Africa.

#### Year 8

Year 8 begins by travelling back in time to revisit the Western Classical Tradition, this time meeting Johann Pachelbel and understanding his importance in the Baroque era. We use his work to continue to build on keyboard/note reading skills learned throughout year 7. Then it's on to film music. No one writes musical motifs quite like John Williams, making characters instantly recognisable before you even see them, this unit of work lets us understand why and as well as performing the work of others, gives us the opportunity to create our very own. Next in year 8 it's Pop music. We hear it everywhere; on the radio, in our cars, walking around the supermarket... So, it's more important than ever to understand it and play it ourselves. The tried and tested '4 chord sequence' shows us the writing of hundreds of songs and give us the tools to write our own. From here it's off to Jamaica and it's all about Reggae music. Bob Marley is synonymous with Reggae so his work becomes our focus here, using it to further develop our instrumental and performing skills. Our world music tour then takes us to Japan and China, working to understand their musical traditions and ways of composing. Finally, we end up back in Britain. Oasis vs Blur are the two main protagonists in our Brit-Pop battle, which band won the battle but not the war?

The Big Picture: In year 7, students create a foundation of understanding through studying units of work centered around the Subject: MUSIC elements of music. The focus primarily is reading notes on the treble clef and reading and notating rhythms.

Year Group: 7

Intent					<u>.</u>	
Торіс	Skills & Kno	owledge			Prior knowledge	Future extensions
What's the Note?		v of treble clef music. Notation in rela ling of the elements rhythm, pitch an	Little to no prior	Students will continue to develop and use their ability		
Conventions of the Classica Orchestra Musical Theatre The History and Musical Conventions of the Blues	to the Orch Developing songs and v Understand	the Orchestra and its instruments th estra. Develops understanding and a knowledge of musical theatre and its oices typical to this style. Cross-curri- ling and performing 12 bar blues stru rds/structure.	bility to recognise different ti s origins, focussing on the dif cular opportunities with Drar	mbres. ferent types of na.	knowledge from KS2. Some Local primaries focus on singing and wider ops instrumental	to read notation through performance and compositional tasks throughout the whole of KS3. It is important that studen have a basic understanding
Rhythm & Pulse	Learning ho graphic sco	w different rhythms are created, and res and key features such as polyrhyt tion to world music through tradition	hms.		teaching in their curriculum	have a basic understanding of chords, as during Year 8 this is studied and demonstrated in far greater
	response.	cion to world music through tradition	nar Arrican drumming. Introd			depth.
Implementation	-			Consider your	Autumn	[erm
Unit What's the Note? Conventions of the	When Autumn Term – HT 1 Autumn	SMSC Students will develop an appreciation of how different cultures have contributed to popular musical genres today is encouraged. Students' cultural	Homework/Revision ✓ Set of keywords given relating to each unit of work.	Identify where the following will take place	•	2x keyword tests per half term based on home learning tasks. Peer assessment at lesson 3 of un to develop targets before end of unit key assessment.
Classical Orchestra Classical Orchestra Musical Theatre – HT 1 The History and Musical Conventions of the Blues – HT 2		experiences are broadened and strengthened using world music resources. Students are encouraged to formulate and articulate their opinions of	Students tested on this twice during unit to	Key assessments Low stakes testing Deep marking point	Spring Te	rm 2x keyword tests per half term based on home learning tasks. Peer assessment at lesson 3 of ur
		their own work, and the work of other people, and to express these with	show progress.	Home learning Examinations		to develop targets before end of unit key assessment.
Rhythm & Pulse	Summer Term – HT 1	awareness and sensitivity towards the feelings of others. Students take part in a		Conferencing/DIRT Moderation	Summer	Term 2x keyword tests per half term based on home learning tasks.
African & Caribbean Music	Summer Term – HT 2	wide variety of different activities which require the ability to work collaboratively as part of a pair or group.			•	Peer assessment at lesson 3 of u to develop targets before end of unit key assessment.

#### Impact

What is it that you want students to know/be able to do by the end of this year of study?

By the end of year 7, students should be able to confidently name pitches found on the treble clef stave. Students should also understand how chords are constructed and how to play these in a blues style structure. Students should sing confidently as part of a class performance, using correct pitches. Students should be able to perform and compose using polyrhythms and call & response techniques. They should also have gained a basic understanding of other elements of music such as dynamics and tempo through general listening activities.

What are the next steps? How can the knowledge/skills from this year be extended next year?

Students will continue to develop and use their ability to read notation through performance and compositional tasks throughout the whole of KS3.

It is important that students have a basic understanding of chords, as during Year 8 this is studied and demonstrated in far depth.

The Big Picture: In year 8, students begin to develop their contextual knowledge of areas of music in preparation for those who opt to take GCSE. The year goes through a timeline of music, exploring each unit of work through listening, composing and performing tasks.

Subject: MUSIC Year Group: 8

ntent						
Торіс	Skills & Kno	-			Prior knowledge	
The Baroque Period –	Discovering	the Baroque period while learning a	bout ground bass. Students	will learn	Prior to their lea	s ror mose mile op
History & Ground Bass	specifically	about the instrumentation (strings, h	arpsichord) and structure.		in year 8, studen will have a sound	and ocoe maste,
Film Music	Study of lei	tmotifs and what these represent lea	ding to the creation of stude	ents' own film	understanding of	fthe Wuy in which the
	trailer musi	c. Students will focus on the way that	t music can portray mood us	ing timbre and	elements of mus	I USE COMEXIUM
	tonality.				and how these c	on be will be used to
Ensemble Performance Skil	ls Performing	as a group using a typical 4 chord po	pular structure. This allows s	tudents to explore	used to describe music when liste	17-1-1
		ures of pop music through listening a			Students will also	ang.
The History and Musical		he characteristics of Reggae. Student		-	able to recognize	
Conventions of Reggae		asons for it's music and typical feature			pitches on a treb	composition
World Music Tour	An in depth	look at music from other countries a	Il over the world. Starts in A	sia, ends in UK.	clef stave and be to construct choi	
	Students de	evelop knowledge of scales and how t	they are used to compose.		to construct choi	wiii jorni 60% oj
Brit Pop: Oasis vs Blur!	Understand	ling Brit Pop and its history and impo	rtance. Performing in a band	set up.		final grade.
Brit Pop: Oasis vs Blur!	Understand	ling Brit Pop and its history and impo	rtance. Performing in a band	set up.		jinai grade.
Brit Pop: Oasis vs Blur! mplementation	Understand	ling Brit Pop and its history and impo	rtance. Performing in a band		Autumn Ter	
·	Understand When	ling Brit Pop and its history and impo	rtance. Performing in a band Homework/Revision	Consider your	• 2	m tx keyword tests per half term
mplementation		SMSC Students will develop an appreciation of	-		s • 2	m tx keyword tests per half term based on home learning tasks.
mplementation Unit	When	SMSC Students will develop an appreciation of how different cultures have contributed	Homework/Revision	Consider your assessment Marker Identify where the	s • 2 b • F	m tx keyword tests per half term vased on home learning tasks. Peer assessment at lesson 3 of 1 o develop targets before end o
mplementation Unit The Baroque Period –	When Autumn	SMSC Students will develop an appreciation of how different cultures have contributed to popular musical genres today is	Homework/Revision ✓ Set of keywords	Consider your assessment Marker	s • 2 b • F	m tx keyword tests per half term vased on home learning tasks. Peer assessment at lesson 3 of 0
mplementation Unit The Baroque Period – History & Ground Bass Film Music	When Autumn Term – HT 1	SMSC Students will develop an appreciation of how different cultures have contributed	Homework/Revision ✓ Set of keywords given relating to	Consider your assessment Marker Identify where the following will take place	s • 2 b F t te; u Spring Term	m Ex keyword tests per half term based on home learning tasks. Reer assessment at lesson 3 of u o develop targets before end o unit key assessment.
mplementation Unit The Baroque Period – History & Ground Bass	When Autumn Term – HT 1 Autumn	SMSC Students will develop an appreciation of how different cultures have contributed to popular musical genres today is encouraged. Students' cultural experiences are broadened and strengthened using world music	Homework/Revision ✓ Set of keywords given relating to each unit of work. Students tested on this twice	Consider your assessment Marker Identify where the following will take plac Key assessments	s • 2 t t t t t t t t t t t t t t t t t t t	m Ex keyword tests per half term based on home learning tasks. Peer assessment at lesson 3 of 0 o develop targets before end o unit key assessment.
mplementation Unit The Baroque Period – History & Ground Bass Film Music Ensemble Performance Skills	When Autumn Term – HT 1 Autumn Term – HT 2	SMSC Students will develop an appreciation of how different cultures have contributed to popular musical genres today is encouraged. Students' cultural experiences are broadened and strengthened using world music resources. Students are encouraged to	Homework/Revision ✓ Set of keywords given relating to each unit of work. Students tested on this twice during unit to	Consider your assessment Marker Identify where the following will take place	s • 2 t t t t t t spring Term • 2 t	m Ex keyword tests per half term based on home learning tasks. Peer assessment at lesson 3 of 0 o develop targets before end o unit key assessment. A Ex keyword tests per half term based on home learning tasks.
mplementation Unit The Baroque Period – History & Ground Bass Film Music Ensemble Performance	When Autumn Term – HT 1 Autumn Term – HT 2 Spring Term	SMSC Students will develop an appreciation of how different cultures have contributed to popular musical genres today is encouraged. Students' cultural experiences are broadened and strengthened using world music	Homework/Revision ✓ Set of keywords given relating to each unit of work. Students tested on this twice	Consider your assessment Marker Identify where the following will take plac Key assessments Low stakes testing	s • 2 t • F t t spring Term • 2 t t s • F	m tx keyword tests per half term vased on home learning tasks. ver assessment at lesson 3 of u o develop targets before end o unit key assessment. tx keyword tests per half term vased on home learning tasks. ver assessment at lesson 3 of u o develop targets before end o
mplementation Unit The Baroque Period – History & Ground Bass Film Music Ensemble Performance Skills	When Autumn Term – HT 1 Autumn Term – HT 2 Spring Term – HT 1	SMSC Students will develop an appreciation of how different cultures have contributed to popular musical genres today is encouraged. Students' cultural experiences are broadened and strengthened using world music resources. Students are encouraged to formulate and articulate their opinions of their own work, and the work of other people, and to express these with	Homework/Revision ✓ Set of keywords given relating to each unit of work. Students tested on this twice during unit to	Consider your assessment Marker Identify where the following will take place Key assessments Low stakes testing Deep marking point Home learning Examinations	s • 2 t • F t t spring Term • 2 t t s • F	m Ex keyword tests per half term based on home learning tasks. Peer assessment at lesson 3 of u o develop targets before end o unit key assessment.
mplementation Unit The Baroque Period – History & Ground Bass Film Music Ensemble Performance Skills The History and Musical	When Autumn Term – HT 1 Autumn Term – HT 2 Spring Term – HT 1 Spring Term	SMSC Students will develop an appreciation of how different cultures have contributed to popular musical genres today is encouraged. Students' cultural experiences are broadened and strengthened using world music resources. Students are encouraged to formulate and articulate their opinions of their own work, and the work of other people, and to express these with awareness and sensitivity towards the	Homework/Revision ✓ Set of keywords given relating to each unit of work. Students tested on this twice during unit to	Consider your assessment Marker Identify where the following will take place Key assessments Low stakes testing Deep marking point Home learning Examinations Conferencing/DIRT	s • 2 te; Spring Term • 2 ts • F t Summer Term	m Ex keyword tests per half term based on home learning tasks. Peer assessment at lesson 3 of u o develop targets before end o unit key assessment. Ex keyword tests per half term based on home learning tasks. Neer assessment at lesson 3 of u o develop targets before end o unit key assessment. Com
mplementation Unit The Baroque Period – History & Ground Bass Film Music Ensemble Performance Skills The History and Musical Conventions of Reggae	When Autumn Term – HT 1 Autumn Term – HT 2 Spring Term – HT 1 Spring Term – HT 2	SMSC Students will develop an appreciation of how different cultures have contributed to popular musical genres today is encouraged. Students' cultural experiences are broadened and strengthened using world music resources. Students are encouraged to formulate and articulate their opinions of their own work, and the work of other people, and to express these with awareness and sensitivity towards the feelings of others. Students take part in a	Homework/Revision ✓ Set of keywords given relating to each unit of work. Students tested on this twice during unit to	Consider your assessment Marker Identify where the following will take place Key assessments Low stakes testing Deep marking point Home learning Examinations	s • 2 t t t s s s s s s s s s s s s s	m Ex keyword tests per half term based on home learning tasks. Peer assessment at lesson 3 of 0 o develop targets before end o unit key assessment. Ex keyword tests per half term based on home learning tasks. Peer assessment at lesson 3 of 0 o develop targets before end o unit key assessment. m Ex keyword tests per half term
mplementation Unit The Baroque Period – History & Ground Bass Film Music Ensemble Performance Skills The History and Musical Conventions of Reggae	When Autumn Term – HT 1 Autumn Term – HT 2 Spring Term – HT 1 Spring Term – HT 2 Summer	SMSC Students will develop an appreciation of how different cultures have contributed to popular musical genres today is encouraged. Students' cultural experiences are broadened and strengthened using world music resources. Students are encouraged to formulate and articulate their opinions of their own work, and the work of other people, and to express these with awareness and sensitivity towards the	Homework/Revision ✓ Set of keywords given relating to each unit of work. Students tested on this twice during unit to	Consider your assessment Marker Identify where the following will take place Key assessments Low stakes testing Deep marking point Home learning Examinations Conferencing/DIRT	s • 2 t t t t t t s spring Term • 2 t t s spring Term • 2 t t t s spring Term • 2 t t t s s t t t t t t t t t t t t t t	m Ex keyword tests per half term based on home learning tasks. Peer assessment at lesson 3 of u o develop targets before end o unit key assessment. Ex keyword tests per half term based on home learning tasks. Neer assessment at lesson 3 of u o develop targets before end o unit key assessment. Com

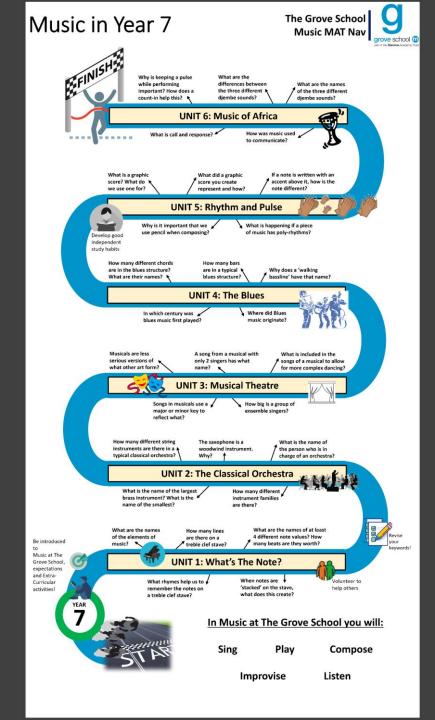
#### Impact

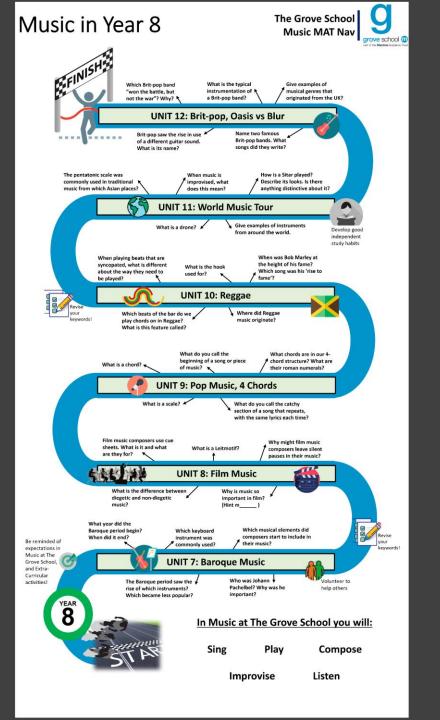
What is it that you want students to know/be able to do by the end of this year of study?

By the end of year 8, students should be able to answer listening style questions using their contextual knowledge surrounding the focus of each unit of work e.g. Reggae. Students will develop their understanding of chord structures and how they are built and be able to perform confidently using this. Students will have a sound understand of music from other parts of the world, and how scales are used to compose in this style.

What are the next steps? How can the knowledge/skills from this year be extended next year?

For those who opt to take GCSE music, the way in which they use contextual knowledge gained will be used to answer listening and appraising questions. Performance and composition techniques developed will form 60% of their final grade.





### Year 9 – Bronze Arts Award at The Grove School

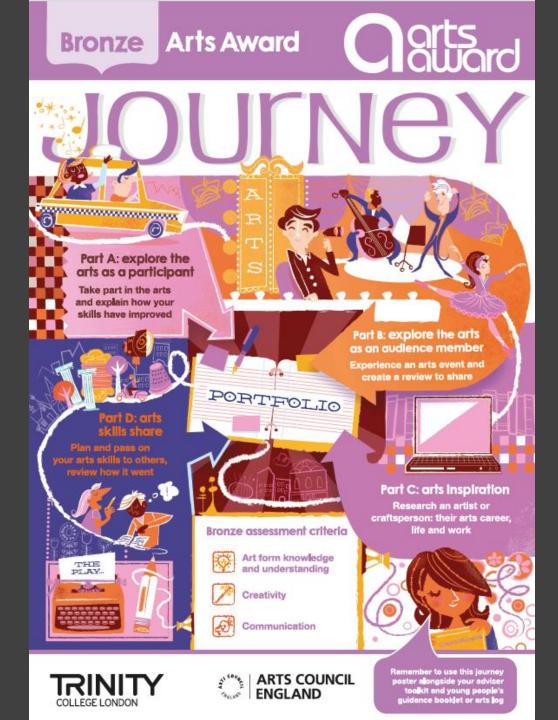
Year 9 becomes a transition year with purpose and qualification potential across Music, Drama and Art. It is unique in i approach and is a culmination of all the skills learned throughout year 7 and 8 across the three subjects, using them to complete the Bronze Arts Award which is a nationally recognised course offered by Trinity College London. At The Grove School, the arts are highly valued, and we are committed to ensuring that every student is given the opportunity to develop their interests further as part of a broad and balanced curriculum and therefore continue their studies of th arts throughout year 9.

With Music in partnership with Art and Drama, following the Bronze Arts Award means we have the opportunity to tal part in the arts as a participant, an audience member and taking a closer look at artists whose work and career interest us most.

In Music, this gives us the opportunity to further develop practical skills on instruments we particularly liked in previou years of study and to share these with others. Become a theatre reviewer in Drama, by forming your own critical opinions of a performance you have the opportunity to watch and discuss with others. Which artists inspire you the most? Take a closer look at their career, what did they need to do to get to where they are now? What are your opinion of their work?

Fill in your logbook as you go, collect your evidence and this will earn you your Bronze Arts Award at The Grove Schoo

### Year 9 – Bronze Arts Award at The Grove School



The Big Picture: In year 9, students will continue to develop their contextual knowledge and understanding of the arts through various disciplines. They will spend time in each department (Music, Drama, Art, D&T) completing the Bronze Arts Award. Bronze Arts Award enables students to develop a basic understanding of arts practice and some knowledge of arts provision in the community. Students commit to taking part in creative activities and demonstrate a basic understanding of effective communication and an ability to convey information. Bronze Arts Award is equivalent to a Level 1 qualification.

Subject: Year MUSIC/DRAMA/ Group: 9 ART/D&T

Topic	Skills	Knowledg	ie	Prior knowledge building	Future extensio
the arts as a pro- participant models for the arts as an audience member ref Part C: Arts Even inspiration approximation approxi	provement in personal arts actice. Demonstrate and apply usical knowledge. ming an apinian about the arts ents/experiences. Communicating flective views effectively. idencing research and showin preciation of an artist and the ork. issing on arts skills to others. idence and reflection.	Develop knowledge, understanding and skills needed     Develop awareness of a variety of instruments, styles     Develop awareness of music technologies and their u     Develop understanding of live performance and meas     Demonstrating knowledge of different art styles and	Building on the skills and context developed in year 7 and 8 in each arts subject, students can develop their understanding of these subjects further in a real-world context whilst researching areas that are important to them.	After Branze Arts Aw students may wish ta pragress onto Silver/ Arts Awards. Trinity ( examining board) oks offers qualifications f students wanting to specialize in developi skills in Drama, communication skills, musical theatre and classical, jazz and roc and pop performance	
Implementation	When	SMSC		Autumn Term	
Unit Part A: Explore the arts as a participant Part B: Explore the arts as an audience member Part C: Arts inspiration	EBR - Music L Side = 1 <sup>st</sup> Term and ½ R Side = 2 <sup>st</sup> Term and ½ GCL - Drama L Side = 1 <sup>st</sup> Term and ½ R Side = 2 <sup>st</sup> Term and ½ ERO - Art R Side = 1 <sup>st</sup> Term and ½	Students will develop an appreciation of how different cultures have contributed to popular musical genres today is encouraged.     Students are encouraged to formulate and articulate their opinions of their own work, and the work of other people, and to express these with awareness and sensitivity towards the feelings of others.     Students take part in a wide variety of different activities	Homework/Revision ✓ Research tasks/projects in each subject. ✓ Reflection Blogs. ✓ Write ups/evaluations of arts skills throughout units.	lagbook) to exam Students will gather required throughout. Spring Term Independent Work (IW) task logbooks for each unit throu ✓ Teacher check i	ghaut: π (formative feedback - are progress is up to de I evidence in portfolios s to be completed in ur
Part D: Arts skills share	L Side = 2 <sup>nd</sup> Term and ½ EBR - Music L Side = 1 <sup>nd</sup> Term and ½ R Side = 2 <sup>nd</sup> Term and ½	which require the ability to work collaboratively as part of a pair or group. - Develop as effective and independent learners with enquiring minds. - Reflect upon and evaluate their own and others' music/art.	Literacy/Numeracy  Literacy targets for each lesson  Evaluative writing skills  used/developed throughout each unit.  Communication and language skills key	Students will gather required throughout. Summer Term Independent Work (IW) task logbooks for each unit throu	d evidence in portfalias s to be completed in un
		<ul> <li>Engage with and appreciate the diverse heritage of different art forms, to promote personal, social, intellectual, and cultural development.</li> </ul>	to peer to peer shoring of personal reflections with at least one ather person.	logbook) to ensu Students will gather required throughaut.	ure progress is up to de l evidence in portfolios

Impact

What is it that you want students to know/be able to do by the end of this year of study?

By the end of the Bronze Arts Award students should show a development of interests, knowledge, and skills through active participation in any art form. Students should also have the experience of at least one arts event/experience as an audience member. Students will understand the research process and will have used this to explore the work of an artist/craftsperson that inspires them. Students will have the experience of passing on an arts skill and will know how to successfully impart their own knowledge to someone else.

What are the next steps? How can the knowledge/skills from this year be extended next year?

After Bronze Arts Award, learners may wish to progress onto Silver or Gold Arts Award. Trinity also offers qualifications for learners wanting to specialise in developing skills in drama, communication skills, musical theatre and classical, jazz and rock and pop performance. Skills developed around language, communication and reflection will continue to be developed as students' progress through their GCSE courses.

# Key Stage 4 Music



### KS4 & KS5 - Exam Board Selection

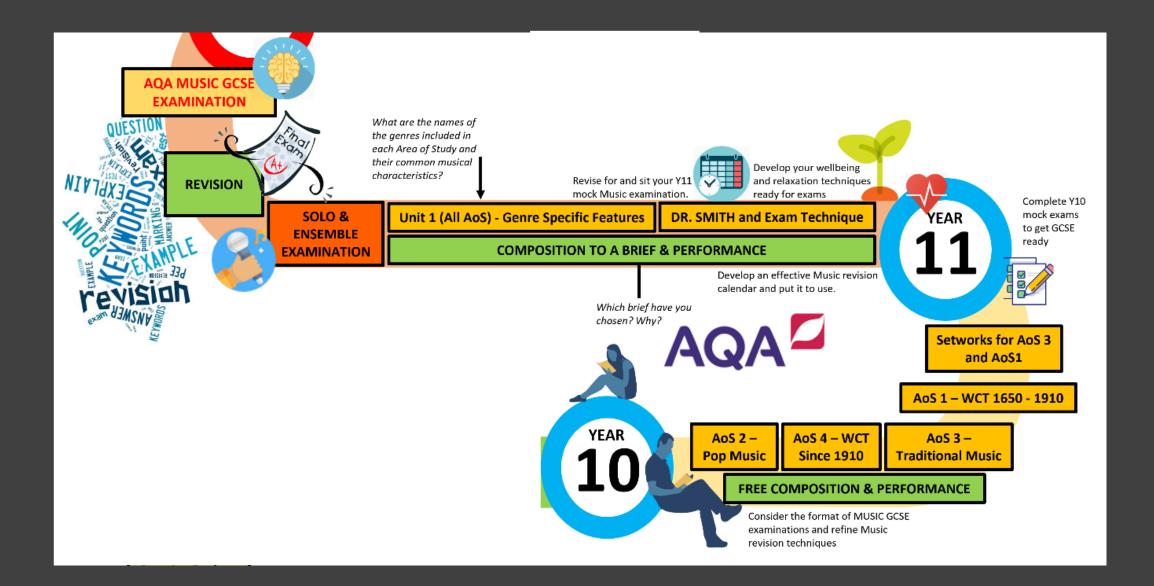
At The Grove School, students have the option to continue their musical journey in KS4 and KS5.

As a centre, at Ks4 we have chosen to offer AQA GCSE Music for a number of reasons. The content in each area of study Unit 1 (Understanding Music) builds on previous knowledge and foundations laid throughout KS3 and is a natural development of students' understanding. Students are familiar with completing unfamiliar listening tasks in KS3 as they explore new genres of music, which is a skill that can be built on in exam preparation for the AQA GCSE Music paper.

All GCSE Music exam boards have a composing and performing coursework element and students are provided with the building blocks in KS3 to naturally develop their musical maturity in exploring these aspects of the GCSE course.

At KS5, we have chosen to offer the OCR Cambridge Technical Foundation Diploma in Performing Arts. This is a vocatio level 3 course, that prepares students for the world of work in the music industry. Not only this, but it has a heavy performance focus in its units offered and its assessment criteria, therefore allowing students to understand exactly wh style of performer they would like to specialise as and to develop vital performance skills through these opportunities. Within this course, students still continue to develop important theoretical understanding of music and knowledge of significant performers and composers.

Students who study GCSE Music would also be suitably prepared for A-Level Music courses elsewhere should they choo to pursue this route of study.



### Year 10

GCSE Music is split into three units; understanding, composing and performing music. Performing opportunities arise all throughout KS4 in preparing group and solo performances not only as part of the course of study, but for community events too. Composing music is an integral part of KS4 and all happens within the music department using our state of the art technology and further developing skills introduced throughout KS3 to get creativity flowing. Understanding music is split into four areas of study. We start with Popular music, which has a wide-ranging context from musical theatre and the pop music of today, to the music of video games and film. Then we look at the Western Classical Tradition post 1910 including genres such as Minimalism and Serialism and the work of composers such as Terry Riley and John Cage. From here we look at Traditional Music which sees studies of music around the world, as well as folk music of the British Isles. The final area of study we look at in year 10 is that of the Western Classical Tradition 1650-1910 before looking at set works from this and traditional music, which looks in detail at pieces of work by Mozart and Paul Simon respectively.

### Year 11

In Year 11, performing and composing coursework takes centre stage. Students have the opportunity to record performances alone and with others, and to complete their own compositions as well as one in response to a brief provided by the exam board. Alongside this, students continue to develop their theoretical knowledge by further embedding their of understanding DR. SMITH and how this can develop exam technique. Students also revisit each of the areas of study covered in year 10 in further depth by looking closely at unique features that characterise each genre and the works of key composers.



Subject: MUSIC Year Year 10 is start of the GCSE course and will consist of facilitating lessons in which students can continue to develop performance and composing skills. Listening and Appraising units covered will be AoS1 WCT 1650 – 1910, AoS2 Popular Music, AoS3 Traditional Music and AoS4 WCT 1910 onwards. Finally, students will cover the setworks, AoS1's Mozart's Clarinet Concerto in A major, Movement 3 and AoS3's set work, three tracks from Paul Simon's 'Graceland' album. The content will be delivered over five lessons a fortnight (2x composing, 1x performance 2x listening and appraising). Listening and Appraising skills will be embedded in terms of how to answer GCSE questions so that students have a foundation for their GCSE exam.

Group: 10

ntent							
Topic		Skills		Knowledge		Prior knowledge building	Future exten
Unit 1: Listening and Appraising Unit 2: Performing	musical kno appraising s and critical j music.	strate and ap, wledge. AO4 I kills to make d iudgements ai n with technic	Use evaluative bout	<ul> <li>Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used.</li> <li>Develop composing skills to organise musical ideas and make use of appropriate resources.</li> <li>To be able to recognise links between the integrated activities of performing, composing, and appraising and how these inform the development of music. Broaden musical experience and interests, develop imagination and foster creativity.</li> </ul>		Building on the skills developed in year 7 and the context gained in year 8. Develop understanding of basic	To apply knowledg examples/evidenci support paper 1 To apply understa
Music Unit 3: Composing Music	expression, and interpretation			<ul> <li>Develop knowledge, understanding and skills needed to communicate effectively as musicians.</li> <li>Develop awareness of a variety of instruments, styles, and approaches to performing and composing.</li> <li>Develop awareness of music technologies and their use in the creation and presentation of music.</li> <li>Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology</li> </ul>		music theory learnt in year 9. Application of these aspects are key to GCSE Music.	compositional proc complete free composition. To apply understar performance to rea salo.
Implementation						-	
Unit		When		SMSC Homework/Revision		Autumn Term Independent Work (IW) tasks/test for deep marking	
Unit 1 = AoS 2 Pop AoS 4 WCT since 1: Unit 2 = Ensemble Performance		Autumn Term	have con - Studen	nts will develop an appreciation of how different cultures ontributed to popular musical genres today is encouraged. nts' cultural experiences are broadened and strengthened world music resources.	<ul> <li>✓ GCSE Pod assignments/video clips</li> <li>✓ Focus on Sound Listening tests/exercises</li> <li>✓ PIXL 'Grasp it, think it' sheets</li> <li>✓ Keyword and definition tests/quizzes</li> </ul>	Acoted la lessons entitled: AoS 2 & 4 Asses Students will produce 1x dra 1x draft composition.	ssment
Unit 3 = Free Comy Unit 1 = AoS 3 Trac Music, AoS 1 WCT Unit 2 = Ensemble Performance	litional 1650-1910	- Sti of ti Spring the: D Term - Sti		nts are encouraged to formulate and articulate their opinions own work, and the work of other people, and to express with awareness and sensitivity towards the feelings of others. Ints take part in a wide variety of different activities which the ability to work collaboratively as part of a pair or group.	<ul> <li>Completion of DIRT process following an IW task.</li> <li>Revision activities to consolidate learning after each unit</li> <li>Takeaway homework menu: Completion of 2x tasks per week.</li> </ul>	Spring Term Independent Work (IW) tasks/test for deep marking laceted la lessons entitled:	
Unit 3 = Free Comp Unit 1 = Mozart se	3 = Free Composition min		- Develo minds.	op as effective and independent learners with enquiring	Literacy/Numeracy	Summer Term Independent Work (IW) task	s/test for deep marki
Simon setwork - Re Unit 2 = Solo Performance - En		- Engage	t upon and evaluate their own and others' music. with and appreciate the diverse heritage of music, in order, note personal, social, intellectual and cultural development.	Literacy targets for each lesson     Keywords and definition     reviews/tests/quizzes     Use of time signatures and		et Concerto Assessmen iraceland' Assessment o performance & 1x Fr	

	in poet		
ΙC	Unit 1: Listening and Appraising	Unit 2: Performing Music	Unit 3: Composing Music
	For two areas of study (one of which must be Area of study 1 and the other a choice of one from Areas of study 2 – 4), students must also be able to critically appraise the	One performance must be as a soloist and one piece must be as part of an ensemble lasting a combined minimum of four minutes. The performance as part of an ensemble	Students must learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing
н.	music from the specified study pieces using knowledge and understanding of the	must last for a minimum of one minute. Repertoire will be determined by the student and	through two compositions. One must be in response to an externally set brief
	effect of audience, time, and place on how the study pieces were created, developed and performed. How and why the music across the selected areas of study has	teacher. It need not reference an area of study and can be in any chosen style or genre. Students must be able to interpret relevant musical elements as appropriate using	(Composition 1) and the other a free composition (Composition 2). The combined duration of the compositions must be a minimum of three minutes.
н.	changed over time. How the composer's purpose and intention for the study pieces is	resources (e.g., microphones) and techniques (e.g., pizzicato) as appropriate to	Compositions can be composed in any style or genre to best reflect the skills,
	reflected in their use of musical elements. Relevant musical vocabulary and terminology for the study pieces.	communicate musical ideas with accuracy and expression and interpretation, including phrasing and dynamics appropriate to the style and mood of the music.	strengths and interests of the individual students. Both compositions must be assessed on the student's ability to demonstrate creative and effective selection
H.			and use of musical elements. Each composition must demonstrate selection and
	By the end of year 10, students will have a sound understanding all AoS and will have		use of at least four types of musical element as follows, at least two of rhythm, metre, texture, melody, structure, form, at least two of harmony, tonality,
H.	answered exam style questions for each.		timbre, dynamics, phrasing, articulation.
н.			

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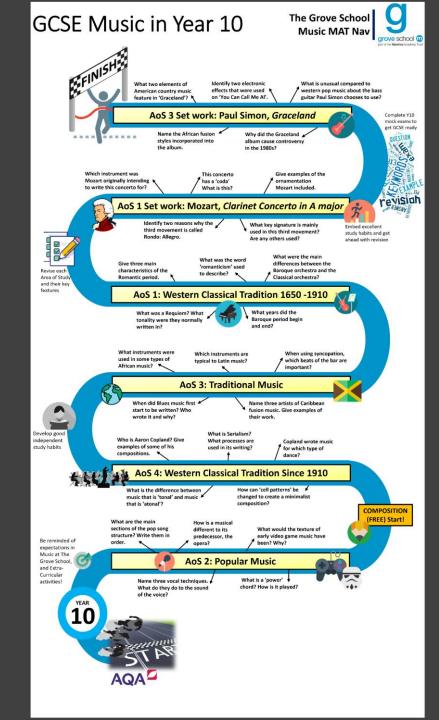
Year 11 is the final year of the GCSE course and will consist of facilitating lessons in which students can continue to develop performance and composing skills ready for non-exam assessment Subject: MUSIC Year to be submitted. All Listening and Appraising units will be revisited, with revision of previous units (Genre specific questions) and set works. The content will be delivered over five lessons a Ground fortnight (4x composing, 1x listening and appraising (in the first instance)). Listening and Appraising skills will be embedded in terms of how to answer GCSE questions so that students have a foundation for their GCSE exam.

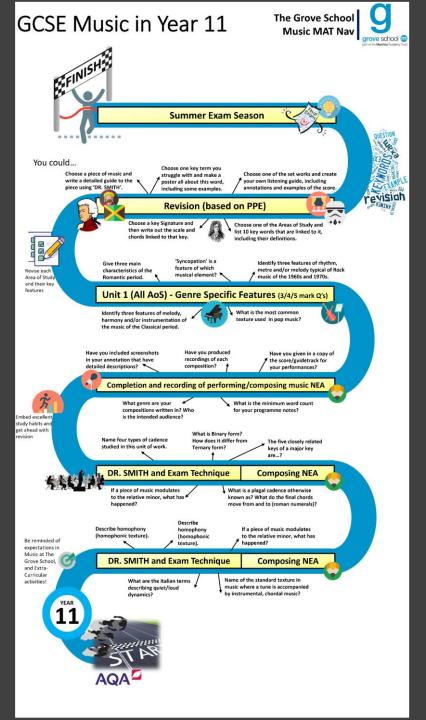
Group: 11

Unit 1: Listening and Appraising         AO3 Demonstrate and apply musical knowledge. AO4 Use appraising skills to make evaluative and critical judgements about music.         Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used.         Building on the skills developed in year 7 and the context gained in year 8.         To apply knowledge ac examples/ewdence to support paper 1           Unit 2: Performing Music         AO1 Perform with technical control, expression and interpretation         AO1 Perform with technical control, expression and interpretation         Bouilding         To apply knowledge ac examples/ewdence to support paper 1           Unit 3: Composing Music         AO2 Compose and develop musical ideas with technical control and coherence.         AO2 Compose and develop musical ideas with technical control and coherence.         AO2 Compose and develop musical ideas with technical control and coherence.         AO2 Compose and develop musical ideas with technical control and coherence.         AO2 Compose and develop musical ideas with technical control and coherence.         To apply understanding and traditions of music, and develop some awareness of music can develop some awareness of music can develop some awareness of music can all coherence.         To apply understanding and traditions of music, and develop some awareness of music can develop some awareness of music can develop all coherence.         To apply understanding all coherence	Intent							
Unit 1: Listening and Appraising       AO3 Demonstrate and apply musical knowledge. AO4 Use appraising skills to make evaluative and critical judgements about music.              • Develop performing skills individually and in groups to communicate musically with fluency and control of appraising skills to make evaluative and critical judgements about music.              • Develop performing skills to organise musical ideas and make use of appropriate resources.              • Develop composing skills to organise musical ideas and make use of appropriate resources.              • Develop composing skills to organise musical ideas and make use of appropriate resources.              • Develop composing skills to organise musical ideas and make use of appropriate resources.              • Develop composing skills to organise musical ideas and make use of appropriate resources.              • Develop to mapping skills to organise musical ideas and make use of appropriate resources.              • Develop to mapping skills to organise musical ideas and make use of appropriate resources.              • Develop to mapping skills to organise musical ideas and make use of appropriate resources.              • Develop to mapping skills to organise musical ideas and make use of appropriate resources.              • Develop to mapping skills to organise musical ideas and make use of appropriate resources.              • Develop to mapping skills to organise musical experience and interests, develop              • Develop to musical experience and a	Topic	Skills		Knowledg	ge	Prior knowledge	Future extensions	
and Appraising musical knowledge. AO4 Use appraising skills to make evaluative and critical judgements about music. Unit 2: Performing AO1 Perform with technical control, Music Unit 3: Composing AO2 Compose and develop musical Music Musi						building		
Unit 3: Composing Music Mus	and Appraising Unit 2: Performing	musical knowledge, AO4 Us appraising skills to make ev and critical judgements abo music. AO1 Perform with technical	e oluative ut control,	<ul> <li>the resources used.</li> <li>Develop composing skills to organise musical ideas a</li> <li>To be able to recognise links between the integrated how these inform the development of music. Broadel imagination and foster creativity.</li> <li>Develop knowledge, understanding and skills needed</li> </ul>	nd make use of appropriate resources. activities of performing, composing and appraising and n musical experience and interests, develop I to communicate effectively as musicians.	developed in year 7 and the context gained in year 8. Develop understanding of basic music theory learnt in	support paper 1 To apply understanding of compositional process to	
		ideas with technical control		<ul> <li>Develop awareness of music technologies and their u</li> <li>Recognise contrasting genres, styles and traditions o</li> </ul>	<ul> <li>Develop awareness of a variety of instruments, styles and approaches to performing and composing.</li> <li>Develop awareness of music technologies and their use in the creation and presentation of music.</li> <li>Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical</li> </ul>			
	Implementation							

Unit	When	SMSC	Homework/Revision Autumn Term	Π
Unit 1 = DR. SMITH and Exam Technique	Autumn Term	<ul> <li>Students will develop an appreciation of how different cultures have contributed to popular musical genres today is encouraged.</li> </ul>	<ul> <li>✓ GCSE Pod assignments/video clips</li> <li>✓ Focus on Sound Listening</li> <li>✓ Independent Work (IW) tasks/test for deep marking gas.</li> <li>✓ Section A - Past Exam Paper</li> </ul>	
Unit 2 = Ensemble Performance Unit 3 = Composition (Brief)		<ul> <li>Students' cultural experiences are broadened and strengthened using world music resources.</li> </ul>	tests/exercises ✓ PIXL 'Grosp it, think it' sheets ✓ Keyword and definition tests/quizzes	
Unit 1 = Genre specific questions (Linked to previous AoS) Unit 2 = Solo Performance Unit 3 = Composition (Brief)	Spring Term	<ul> <li>Students are encouraged to formulate and articulate their opinions of their own work, and the work of other people, and to express these with awareness and sensitivity towards the feelings of others.</li> <li>Students take part in a wide variety of different activities which require the ability to work collaboratively as part of a pair or group.</li> </ul>	<ul> <li>✓ Completion of DIRT process following an IW task.</li> <li>✓ Revision activities to consolidate learning after each unit</li> <li>✓ Takeaway homework menu: Completion of 2x tasks per week.</li> <li>✓ Spring Term Independent Work (IW) tasks/test for deep marking que. located Ja:</li> <li>✓ AoS (all) Listening Questions.</li> <li>✓ AoS Written Genre questions (5 Marks) Students will produce 1x ensemble performance</li> </ul>	
Unit 1 = Revision + Listening & Appraising FULL paper Unit 2 = Prep for submission Unit 3 = Prep for submission	Summer Term	<ul> <li>Develop as effective and independent learners with enquiring minds.</li> <li>Reflect upon and evaluate their own and others' music.</li> <li>Engage with and appreciate the diverse heritage of music, in order, to promote personal, social, intellectual and cultural development.</li> </ul>	Literacy/Numeracy  Literacy/Numeracy  Literacy/Numeracy  Literacy/Numeracy  Literacy/Numeracy  Summer Term Independent Work (IW) tasks/test for deep marking are Numeracy  AoS (all) Listening Questions.  AoS Written Genre questions (5 Marks)	

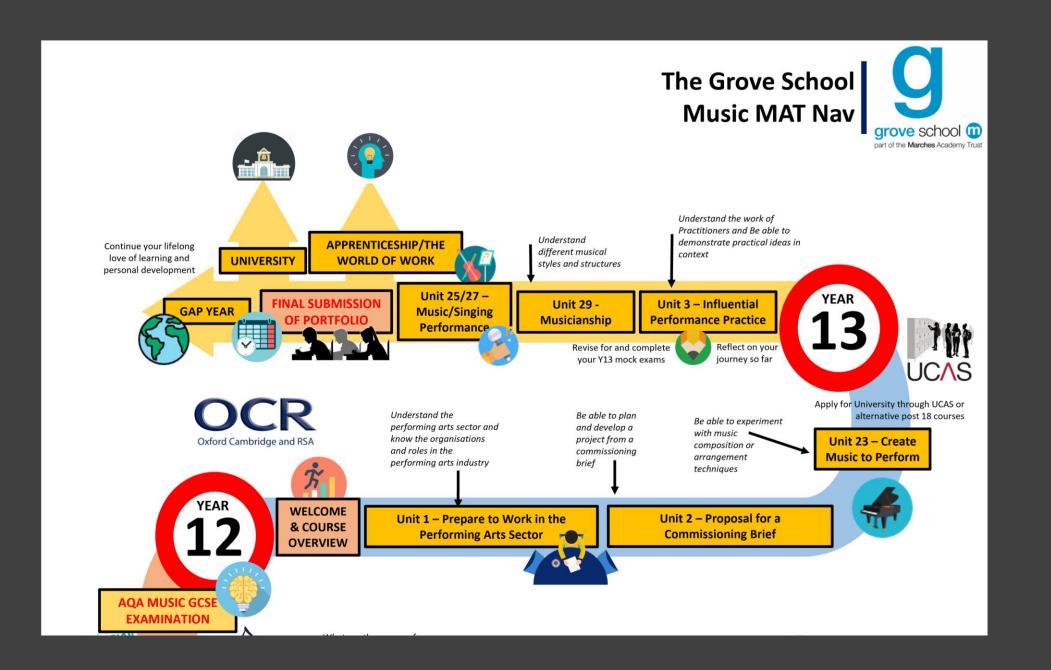
Impact		
Unit 1: Listening and Appraising	Unit 2: Performing Music	Unit 3: Composing Music
For two areas of study (one of which must be Area of study 1 and the other a choice	One performance must be as a soloist and one piece must be as part of an ensemble	Students must learn how to develop musical ideas, including extending and
of one from Areas of study 2 – 4), students must also be able to critically appraise the	lasting a combined minimum of four minutes. The performance as part of an ensemble	manipulating musical ideas, and compose music that is musically convincing
music from the specified study pieces using knowledge and understanding of the	must last for a minimum of one minute. Repertoire will be determined by the student and	through two compositions. One must be in response to an externally set brief
effect of audience, time and place on how the study pieces were created, developed	teacher. It need not reference an area of study and can be in any chosen style or genre.	(Composition 1) and the other a free composition (Composition 2). The
and performed. How and why the music across the selected areas of study has	Students must be able to interpret relevant musical elements as appropriate using	combined duration of the compositions must be a minimum of three minutes.
changed over time. How the composer's purpose and intention for the study pieces is	resources (e.g., microphones) and techniques (e.g., pizzicato) as appropriate to	Compositions can be composed in any style or genre to best reflect the skills,
reflected in their use of musical elements. Relevant musical vocabulary and	communicate musical ideas with accuracy and expression and interpretation, including	strengths and interests of the individual students. Both compositions must be
terminology for the study pieces.	phrasing and dynamics appropriate to the style and mood of the music.	assessed on the student's ability to demonstrate creative and effective selection
By the end of year 11, students will have a sound understanding of both set works and will have answered exam style questions for both section A and B of the listening paper.		and use of musical elements. Each composition must demonstrate selection and use of at least four types of musical element as follows, at least two of rhythm, metre, texture, melody, structure, form, at least two of harmony, tonality, timbre, dynamics, phrasing, articulation.





# Key Stage 5 Music





#### Year 12

The performing arts industry is a large and complex business. As well as playing a part in the cultural life of a country, it has significant economic benefits and impacts on the lives of most people. The first unit of the Cambridge Technical Level 3 Foundation Diploma we look at in year 12 prepares musicians to work in the performing arts industry. It looks at strategies, attitudes and survival skills for sustaining a career in industry. It will also give you an understanding of the expectations of potential employers so that you can maximise your chances of getting work in a fiercely competitive environment. We then move on to look to respond to a proposal for a commissioning brief. This will equip you with the range of skills to be able to set out proposals as a response to a given brief and then set up and pilot performances and/or workshops. It will also provide you with a set of transferable skills that will underpin freelance work in your chosen field. Finally in year 12, we create music to perform. This unit aims to provide you with the opportunity, as a creative musician, to produce an individual style of creative composition or arrangement. Further, the unit does not limit expressive scope to traditional notation or convention.

#### Year 13

In year 13, the journey through the foundation diploma continues with looking at influential performance practice. You will learn about genres, styles and periods, social, cultural and historical influences and significant performance developments and practitioners. You will become familiar with a range of different styles and periods within their social, cultural and historical contexts and will be able to select, adapt and apply elements of your research into your practical performance. Next, as a working musician you need to have the theoretical skills that underpin all elements of music and be able to apply them practically. You will learn skills that will equip you for the world of professional work, especially as you develop your aural awareness and the ability to transcribe music using forms of notation, particularly staff notation. The final unit is all about performing and exploring the process it takes to prepare a performance. You will investigate different genres of music, then select pieces to prepare for performance as both a soloist and as a member of an ensemble, whether this be a rock band, as a duo or even full classical orchestra.

At KS5, we have chosen to offer the OCR Cambridge Technical Foundation Diploma in Performing Arts. This is a vocational level 3 course, that prepares students for the world of work in the music industry. Not only this, but it has a heavy performance focus in its units offered and its assessment criteria, therefore allowing students to understand exactly what style of performer they would like to specialise as and to develop vital performance skills through these opportunities. Within this course, students still continue to develop important theoretical understanding of music and knowledge of significant performers and composers. Students will undertake three units of the course in Year 12.

- Students are encouraged to formulate and articulate their opinions

these with awareness and sensitivity towards the feelings of others.

of their own work, and the work of other people, and to express

- Students take part in a wide variety of different activities which

require the ability to work collaboratively as part of a pair or group.

Subject: MUSIC Year

Group: 12

Intent		

Unit 1 Assessment

Unit 2 – Proposal for a

commissioning brief

Unit 2 Assessment

Unit 23 – Create music to

have an impact on the sector and, therefore, your place in it.

Spring

Summer

Term

Term

Intent for Implen	nentation								
Topic		Skills			Knowledge				Future extensions
								building	
Unit 1 – Prepare to work in the performing arts sector Unit 2 – Proposal for a commissioning brief Unit 23 – Create music to perform	performing arts and carry out re synthesise resec- communicate fit LOI Understame LO2 Be able to p a commissionin a final proposal LOI Understame making, LO2 Be composition or r	the resources used.     the resources used.     the tere form and develop composing skills to org     Sing     the key features of projects,     m and develop a project from     brief, LO3 Know haw to write     ar a project     the key influences in music     be to experiment with music     vangement techniques, LO3     the techniques, LO3			the resources used. Develop composing skills to organise musical ideas and To be able to recognise links between the integrated a how these inform the development of music. Broaden imagination and foster creativity. Develop knowledge, understanding and skills needed to Develop awareness of available job roles within the mu Develop awareness of music technologies and their us Recognise contrasting genres, styles and traditions of it	idually and in groups to communicate musically with fluency and control of ganise musical ideas and make use of appropriate resources. etween the integrated activities of performing, compasing and appraising and ment of music. Broaden musical experience and interests, develop ity. nding and skills needed to communicate effectively as musicians. le job roles within the music industry and what they entail. echnologies and their use in the creation and presentation of music. styles and traditions of music, and develop some awareness of musical			This course will prepare students for a wide variety of higher education routes including apprenticeshi as well as degree level study at university etc.
Implementation									
Unit		When			SMSC		Homework/Revision	Autumn Term	
'	Init 1 – Prepare to work in Autumn he performing arts sector Term - Si		hs that can i udents' cult	dents will develop an appreciation of different roles/career s that can be found in the music industry. dents' cultural experiences are broadened and strengthened as explore different community arts events.		Focus on Sound Listening tests/exercises Keyword and definition tests/quizzes Completion of DIRT process following an IW task.	✓ Written responses Students will produce resear external exam period checku		
				dente ses	ensurnment to formulate and acticulate their existence	~	Preparation of A4 note sheets to be		

#### Spring Term

1	Unit I External Assessment (Pre-release)
1	Written responses to past papers

Students will research notes to be used during external exam period checked periodically.

<ul> <li>Develop as effective and independent learners with enguiring</li> </ul>			
<ul> <li>Develop as effective and independent learners with enquiring minds.</li> </ul>	Literacy/Numeracy	Summer Term	
- Reflect upon and evaluate their own and others' music.	<ul> <li>Literacy targets for each lesson</li> <li>Keywords and definition reviews/tests/quizzes</li> </ul>	Unit 2 External Assessment (Pre-Release)     Written responses to past papers     Triple of the second	
<ul> <li>Engage with and appreciate the diverse heritage of music, in order, to promote personal, social, intellectual and cultural development.</li> </ul>	<ul> <li>Use of time signatures and measurement of BPM.</li> </ul>	<ul> <li>Final recording of composition</li> <li>Students will produce research notes to be used during</li> </ul>	

used during external/controlled

assessment periods

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#### Unit 1: Prepare to work in the performing arts sector Unit 2: Proposal for a commissioning brief This unit will equip you with the range of skills to be able to set out proposals as a response to a given This unit will give you an understanding of the range and diversity of this industry. You brief and then set up and pilot performances and/or workshops. It will also provide you with a set of will learn about the jabs and organisations that make up the industry, how it is funded transferable skills that will underpin freelance work in your chosen artistic field. You will be given the and how companies are supported and regulated. The unit will give you strategies, apportunity to develop a community arts project from a given brief. You will consider your creative skills attitudes and survival skills for sustaining a career in the performing arts industry. You and preferences and think about haw these can be utilised in a way that benefits a community ar a will learn to self-promote and respond to current employment opportunities as well as defined group of participants who may otherwise have little access to the project's content. You will learning when and how to adapt to a quickly changing economic landscape. It will develop knowledge and understanding of administration and planning as well as the appropriate creative also give you an understanding of the expectations of potential employers so that you skills and techniques applicable to a project, learning how to monitor development and pilot practical elements in a way that will support the potential project and put contingency in place. The unit involves can maximise your chances of getting work in a fiercely competitive environment. The developing a project proposal that responds to a given brief. There is not an abligation to carry the project aim of the unit is to equip you with the knowledge and understanding of the wider through to a full realisation with the community group, but you will need to deliver a final proposal and business context far your chosen career route; this will be in the preparation of you may work on simulations, posts and internal workshops. However, throughout the progress of the focused application materials and in recognising the organisations that will have an project you will need to assume a realisation of the project to give it purpose and to make your proposal impact on that route. You will also explore the logistical and financial constraints that credible and realistic.

#### Unit 23: Create music to perform

external exam period checked periodically.

This unit aims to provide you with the opportunity, as a creative musician, to produce an individual style of creative composition or arrangement unhindered by stereotypes and conventions. Further, the unit does not limit expressive scope to traditional notation or convention. The unit outcomes allow you to explore a broad range of compositional ideas and influences to inspire current music creation possibilities but, at the same time, to reflect on the range from traditional Western, classical, jazz and popular styles as a creative stimulus. The scope of this creation and arrangement of music unit should allow you to express yourself in your chosen genre. This could encompass archestral, choral, jazz, popular, gaming and also the more contemporary performance work employed by vocalists, rappers, DJ and VJ artists or electronic contemporary music makers.

Subject: MUSIC Year At KS5, we have chosen to offer the OCR Cambridge Technical Foundation Diploma in Performing Arts. This is a vocational level 3 course, that prepares students for the world of work in the music industry. Not only this, but it has a heavy performance focus in its units offered and its assessment criteria, therefore allowing students to understand exactly what style of performer they would like to specialise as and to develop vital performance skills through these opportunities. Within this course, students continue to develop important theoretical understanding of music and knowledge of significant performers and composers. Students will undertake three units of the course in Year 13.

Group: 13

Intent f	for Imp	loment	tation

Topic	Skills	Knowledge	Prior knowledge building	Future extensions
Unit 3 – Influential Performance Practice	LO1 Know the historical context of performance material, LO2 Understand the work of practicioners, LO3 Be able to demonstrate practical ideas in context, LO4 Be able to present and evaluate research findings	<ul> <li>Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used.</li> <li>Develop transcription skills to organise musical ideas and make use of appropriate resources.</li> <li>To be able to recognise links between the integrated activities of performing, compasing and appraising and</li> </ul>	Students should have prior knowledge fram GCSE Music ar equivalent in terms af performing	This course will prepare students for a wide variety of higher education rautes
Unit 29 - Musicianship	LO1 Understand different musical styles and structures, LO2 Be able to perform music from written natation, LO3 Be able to replicate music using aural skills	<ul> <li>To be able to recognise inits between the integrated activities of performing, compasing and approximg and how these inform the development of music. Broaden musical experience and interests, develop imagination and foster creativity.</li> <li>Develop knowledge, understanding and skills needed to communicate effectively as musicians.</li> </ul>	and composing music. Students will have experience of arts activities related to the	including apprenticeships as well as degree level study at university etc.
Unit 25/27 – Music/Singing Performance	LO1 Be able to prepare for music rehearsal and performance, LO2 Be able to rehearse music for performance, LO3 Be able to perform as a soloist, LO4 Be able to perform as part of an ensemble	<ul> <li>Develop knowledge, bioderscanding and skills heeded to communicate effectively as musicians.</li> <li>Develop awareness of available job roles within the music industry and what they entail.</li> <li>Develop awareness of music technologies and their use in the creation and presentation of music.</li> <li>Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology</li> </ul>	wider arts (including research) from completing their Bronze Arts Award in year 9.	

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In	nplementation				
	Unit	When	SMSC	Homework/Revision	Autumn Term
	Unit 3 – Influential Performance Practice	Autumn Term	<ul> <li>Students will develop an appreciation of different musical styles, practitioners and their repertoire.</li> <li>Students' cultural experiences are broadened and strengthened as they explore different community arts events.</li> </ul>	<ul> <li>✓ Focus on Sound Listening tests/exercises</li> <li>✓ Keyword and definition tests/quizzes</li> <li>✓ Completion of DIRT process following an IW task.</li> <li>✓ Preparation of A4 note sheets to be</li> </ul>	<ul> <li>Written responses to past papers</li> <li>Students will produce research notes to be used during external exam period checked periodically.</li> </ul>
	Unit 3 Assessment Unit 29 - Musicianship	Spring Term	<ul> <li>Students are encouraged to formulate and articulate their opinions of their own work, and the work of other people, and to express these with awareness and sensitivity towards the feelings of others.</li> <li>Students take part in a wide variety of different activities which require the ability to work collaboratively as part of a pair or group.</li> </ul>	used during external/controlled assessment periods	Spring Term Unit 3 External Assessment (Pre-release) Written responses to past papers Recorded responses to unit criteria Students will research notes to be used during external exam period checked periodically.
	Assessment Resits (if		<ul> <li>Develop as effective and independent learners with enquiring minds.</li> </ul>	Literacy/Numeracy	Summer Term
	necessary) Unit 25/27 – Music/Singing Performance	Summer Term	<ul> <li>Reflect upon and evaluate their own and others' music.</li> <li>Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.</li> </ul>	<ul> <li>Literacy targets for each lesson</li> <li>Reywords and definition reviews/tests/quizzes</li> <li>Use of time signatures and measurement of BPM.</li> </ul>	External Assessment (Pre-Release) Resits     Written responses to past papers     Final recordings of performances  Students will produce research notes to be used during external exam period checked periodically.

	to promote personal, social, prepercipal and curcular development.					external exam period checked periodically.			
L F	I Impact								
	Unit 3: Influential performance pro This unit will give students the framework that will stay with students for their thermaches in the aptimum pailtion for employment and further tracing and p professional perspective to build a firm framework and periodis, social influences and significant theotical/performance developments and practition demands of performing a price of reportations, student will need to be formiliar to professional performing and the stylest conventions of the style or genre into which become familiar with a range of different styles and periodis, and their social, autural and liketerical conventions of the style or genre into which become familiar with a range of different styles and periodis, and performance contexts, students will also belies to select, adapt and research into their performance concept and percetical performance. In addition performance contexts, students will be able to sopleve contexts, per methodologies relating to production/performance, students will be previous and and analyse the material students account on the discipline being student. Concept and apply this knowledge into their own performance practice, directoric concept or persentation concept, dependent on the discipline being student.	r entire coreer, placing provide the attitude and entire working environment that is al, cultural and historical music that a context in which the in the place (his. Students will obtain and Pastmoders, whilin and apply elements of their an to learning about being adde to soless a wide which, styles, companie and argument and, in turn	Unit 29: Musicians orking musician students need to have the eents of music and be able to apply them inship skills that will equip students for th Ily as students develop their aural aware ibe music using forms of notation, particu	e theoretical skills that underpin practically. Students will learn he world of professional work, ness and the ability to	This unit is all about get there. Students select pieces to prep member of an enser full classical orchest exhilaration of live r commitment and de improvement. To se in a range of styles o of music skills in a w	25/27: Music/Singing performance t performing and exploring the process it takes to will investigate different genres of music, then pare for performance as both a soloist and as a mble, whether this be a rock band, as a duo or even tra. Students will experience the demands and music performance. To be a performer requires edication to personal and professional ecure work, the musician will need to be competent and genres: this unit encourages the development ariety of possible performance opportunities to r the realities of life as a performer.			

