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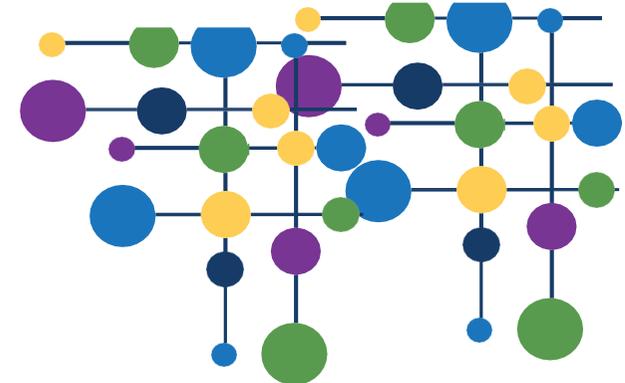
Programme of study – Music Key Stage 3

“Music is life itself. What would this world be without good music? No matter what kind it is.” – Louis Armstrong

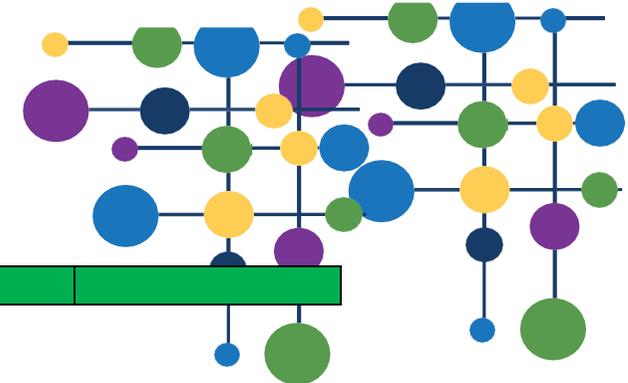


The Music curriculum at Royds Hall Community School is not only fun and exciting but is designed to develop lifelong skills that enhance lives beyond the classroom. These skills include celebrating success, team work, co-operation, independence and attention to detail. Students have the opportunity to develop skills on instruments in a supportive environment which will allow them to thrive. Through exploring a variety of musical styles, genres, composers and cultural traditions, students can develop an appreciation and understanding of the diverse world in which they live. There are clear cross-curricular links with cultural subjects such as History and Geography and other performance-based subject like Drama and Dance. They will be encouraged to perform music, compose music and be able to respond technically to music that they listen to using a range of subject-specific vocabulary. Through this, students will become confident individuals with the ability to express themselves in a range of ways. Beyond the classroom, opportunities are given for students to join ensembles and also collaborate with the drama department on productions and performances.

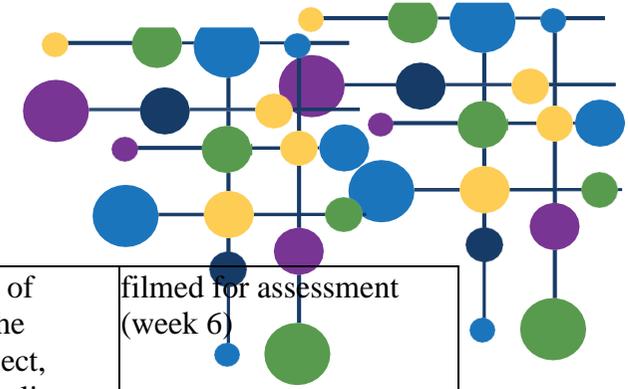
KS3 English National Curriculum: Music is a universal language the embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.



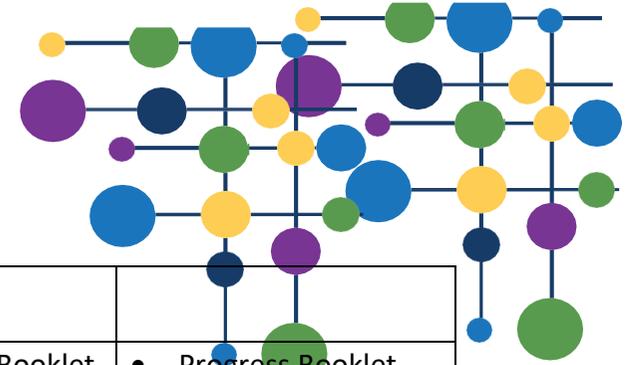
Year group	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	Elements of Music (baseline assessment)	Body Percussion and Stomp	Instruments of the Orchestra Listening and appraising skills		Graphic Score	Rhythms around the World
8	Elements of Music (baseline assessment)	Rap and Hip Hop	Pop Music	Song writing	Ukulele Project	Blues
9	Elements of Music (baseline assessment)	Rap and Hip Hop	The Music Industry	Ukulele and Ensemble skills project		Musical Theatre



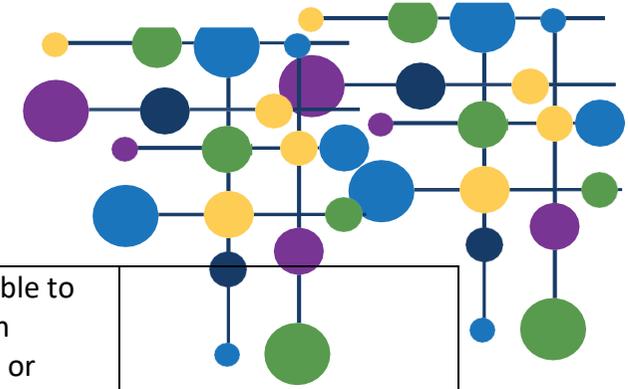
Year group	Half term 1 (6-7 hr)	Half term 2 (6-7hr)	Half Term 3&4 (11hrs)	Half Term 5 (7hrs)	Half term 6 (6-7hrs)
7	<p>Due to Covid this has been changed from the original 'Singing and the Voice' project to a classroom based project with practical tasks within a classroom, seated behind tables.</p> <p>The Elements of Music</p> <p>Students will develop their listening and composition skills whilst learning the elements of music –</p>	<p>Due to Covid this has been changed from the original 'Recorder' project to a classroom based project with practical tasks within it in seat or around desks.</p> <p>2. Stomp/Body Percussion</p> <p>Students will develop their listening and composition skills using their bodies and classroom equipment as</p>	<p>Due to Covid this has been changed from the original 'Keyboard Skills' and 'Rhythms around the World' project to an online based listening and appraising project.</p> <p>3. Instruments of the Orchestra and listening and appraising skills</p> <p>Students will learn about the 4 families of the Orchestra (Strings, Brass, Woodwind and Percussion) through listening tasks and appraising activities.</p> <p>Students will also consolidate their understanding of the key elements of music from the previous project, introducing Italian terminology where appropriate. Students knowledge will be tested through quizzes and recall exercises.</p>	<p>Due to Covid this has been changed from the original project 'Instruments of the Orchestra – which has already been covered.</p> <p>Graphic Score</p> <p>Students will also consolidate their understanding of the key elements of music from the previous project, and create a class sound composition.</p> <p>Students will also consolidate their understanding of the</p>	<p>Rhythms Around the World</p> <p>Students will demonstrate their understanding of Samba and African music and the key features within these two musical styles.</p> <p>Students will perform a whole class samba which will be performed and filmed for assessment (week 3).</p> <p>In groups, students will compose their own African piece using the pentatonic scale which will be performed and</p>



	<p>specifically rhythm, tempo, structure dynamics and pitch. This will occur by learning how to read, perform and dictate rhythms through practical warm ups and tasks, as well as pupils been given to the opportunity to experiment and create their own rhythmic piece in groups.</p> <p>Students will compose and perform their own rhythm piece at the end of the project as well as complete a written baseline assessment test.</p>	<p>instruments, whilst recalling and developing their understanding of the elements of music – specifically rhythm, tempo, structure, timbre dynamics and pitch. This will occur by learning how to read, perform and dictate rhythms through practical warm ups and tasks, learning and performing popular body percussion songs along with creating and composing their own Stomp rhythmic piece in groups.</p> <p>Students will learn popular body percussions pieces as well as composing their own Stomp rhythm piece to be</p>		<p>key elements of music from the previous project, introducing Italian terminology where appropriate. Students knowledge will be tested through quizzes and recall exercises.</p>	<p>filmed for assessment (week 6)</p>
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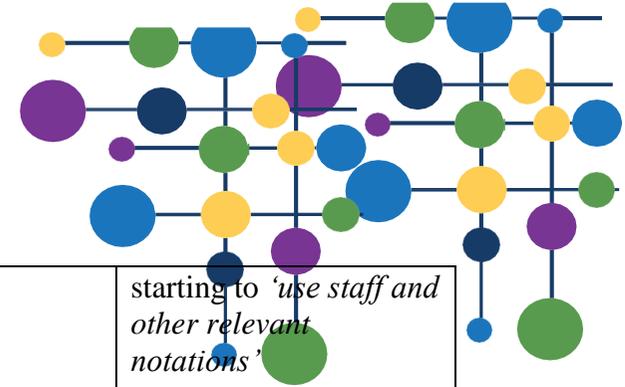
		performed at the end of the project.			
Assessment	<ul style="list-style-type: none"> Progress Booklet Teacher observations Final filmed performance and written baseline assessment given. 	<ul style="list-style-type: none"> Progress Booklet Teacher observations 	<ul style="list-style-type: none"> Progress Booklet Teacher observations Written assessment in the form of an online quiz to monitor progress Listening, appraising and written tasks Teacher observations 	<ul style="list-style-type: none"> Progress Booklet Teacher observations Final performance of each style filmed 	<ul style="list-style-type: none"> Progress Booklet Teacher observations Final filmed performance.
Why this, why then?	<p>Many students have been introduced to the elements of music in primary school but quite often they are either unable to define them, or unable to apply them in performance or appraisal of music. This is important skill to embed through KS3 and beyond!</p>	<p>The Stomp project encourages students to learn how to use their bodies as an instrument and imbed a strong understanding of rhythm and pulse, whilst applying their knowledge of the elements of music in whole-class ensemble context, along with introducing students to reading and writing traditional music notation.</p>	<p>Students will be introduced to Classical Music and the Orchestra. They will learn about key music instrument families. It will introduce pupils to more tradition forms of western classical music and develop their ability in appraising within music.</p>	<p>Students will be introduced to the concept of a musical styles. This will show them the range of different world music and their contexts. It will build on their instrumental and ensemble skills.</p> <p>Many students have been introduced to the elements of music in primary school but quite often they are either unable to define</p>	<p>Students will be introduced to the concept of a musical styles. This will show them the range of different world music and their contexts. It will build on their instrumental and ensemble skills.</p>



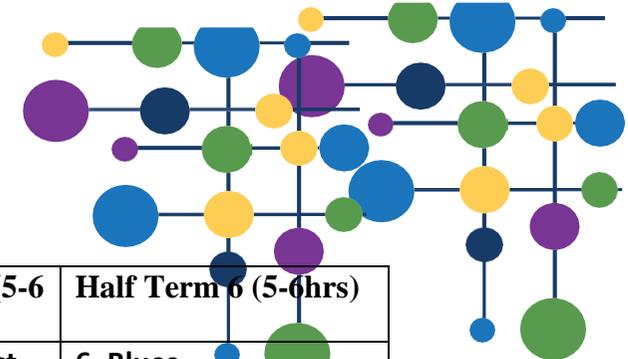
				<p>them, or unable to apply them in performance or appraisal of music. This is important skill to embed through KS3 and beyond!</p>	
<p>National Curriculum Links</p>	<p><i>'Play and perform confidently in a range of of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.'</i></p> <p>Some may begin to <i>'Improvise and compose'</i></p> <p><i>'Listen with increasing discrimination to a wide range of music from great composers and musicians.'</i></p>	<p><i>'Play and perform confidently in a range of of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.'</i></p> <p><i>Begin to 'Improvise and compose'</i></p> <p><i>'Listen with increasing discrimination to a wide range of music from great composers and musicians.'</i></p>	<p><i>'Listen with increasing discrimination to a wide range of music from great composers and musicians.'</i></p>	<p><i>'Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.'</i></p> <p>Starting to <i>'use staff and other relevant notations'</i></p> <p><i>'Listen with increasing discrimination to a wide range of music from great composers and musicians.'</i></p>	<p><i>'Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.'</i></p> <p>Some may begin to <i>'Improvise and compose'</i></p> <p><i>'Listen with increasing discrimination to a wide range of music from great composers and musicians.'</i></p>



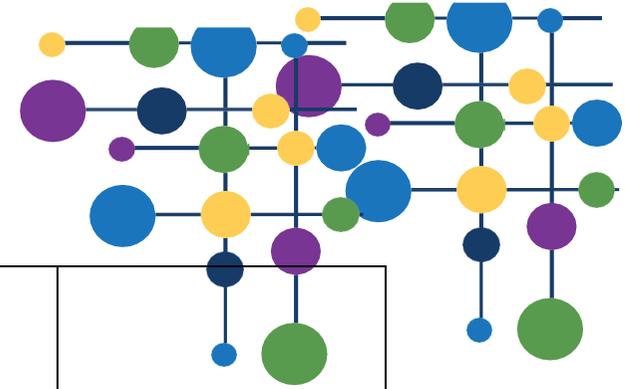
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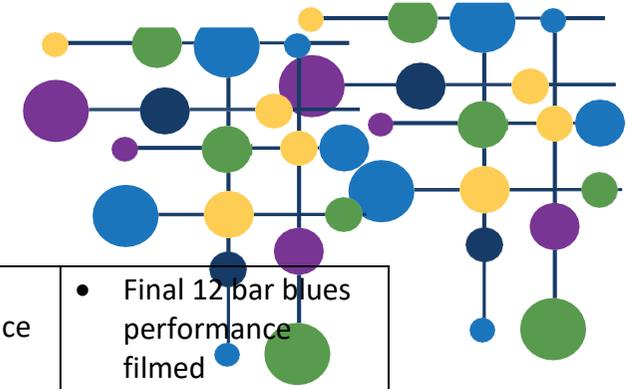
	<p>starting to <i>'use staff and other relevant notations'</i></p>				<p>starting to <i>'use staff and other relevant notations'</i></p> <p><i>'Develop a deepening understanding of the music that they perform and to which they listen, and its history.'</i></p>
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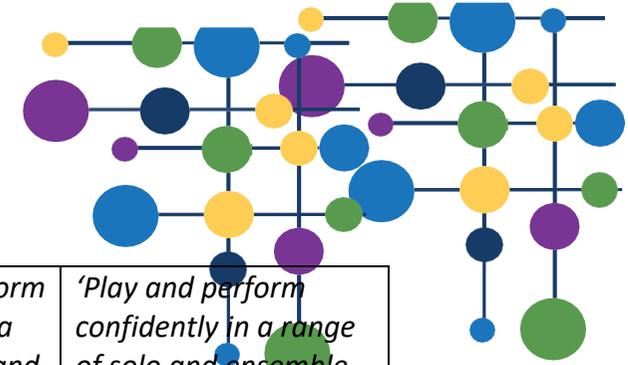
Year Group	Half Term 1 (6-7 hrs)	Half Term 2 (6-7 hrs)	Half Term 3 (6-7hrs)	Half Term 4 (5-6 hrs)	Half Term 5 (5-6 hrs)	Half Term 6 (5-6hrs)
8	<p>Due to Covid this has been changed from the original 'Singing and the Voice' project to a classroom based project with practical tasks within a classroom, seated behind tables.</p> <p>The Elements of Music</p> <p>Students will recap and develop their listening and composition skills whilst learning the elements of music – specifically rhythm, tempo, structure dynamics and</p>	<p>Due to Covid this has been changed from the original 'Singing and the Voice' project to a classroom based project with practical tasks within a classroom, seated behind tables.</p> <p>2. Rap and Hip Hop</p> <p>Students will be introduced to Rap and Hip as a musical style and will learn about its origins, history and its context within popular music in each decade, from 1970-2020. Through listening</p>	<p>Due to Covid this has been changed from the original project which is practically based using instruments to an online based listening and appraising project.</p> <p>3. Pop Music</p> <p>Students will be introduced to Pop Music as a musical style and will learn about its origins and some of the many styles within it. Students will gain an understanding of some of the</p>	<p>Due to Covid this has been changed from the original project which is practically based using instruments and Imacs to using Chair drumming, Glockenspiels and Ukuleles in a class setting.</p> <p>4. Song writing</p> <p>Students will be able to identify features which make a Pop Song catchy and begin to use this knowledge to compose their rhythm, chords, riff and lyrics.</p>	<p>Ukulele project</p> <p>Students will learn basic Ukulele technique and develop their reading and writing of music notation (staff) within a whole class ensemble and within smaller groups.</p> <p>Students will perform a piece at the end of the project for assessment</p>	<p>6. Blues</p> <p>Students will be introduced to another musical style, Blues and its context. Students will be able to understand and perform the 12 bar chord progression on keyboards and the Ukuleles and develop a new skill of improvisation and lyric writing. They will demonstrate their knowledge of this through individual and group performances</p>



	<p>pitch. This will occur by learning how to read, perform and dictate rhythms through practical warm ups and tasks, as well as pupils been given to the opportunity to experiment and create their own rhythmic piece in groups.</p> <p>Students will compose and perform their own rhythm piece at the end of the project as well as complete a written baseline assessment test.</p>	<p>and appraising, students will create their own lyrics relating to the social and political events within each decade.</p>	<p>key features of this music and research artists and musicians, their roles and analyse what makes a good pop song.</p> <p>They will demonstrate their knowledge of this through individual research tasks and creating their own pop lyrics to different subgenres of pop.</p>			
Assessment	<ul style="list-style-type: none"> • Progress Booklet • Teacher observations 	<ul style="list-style-type: none"> • Progress Booklet • Teacher observations 	<ul style="list-style-type: none"> • Listening, appraising and written 	<ul style="list-style-type: none"> • Listening, appraising and written research tasks 	<ul style="list-style-type: none"> • Progress Booklet • Teacher observations 	<ul style="list-style-type: none"> • Progress Booklet • Teacher observations



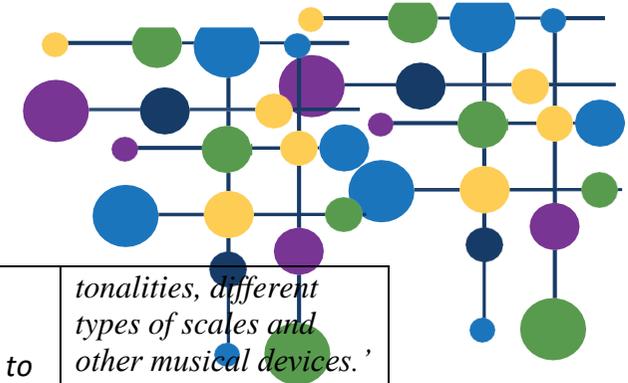
	<ul style="list-style-type: none"> Final filmed performance and written baseline assessment given. 	Final performance of composition and final score	<p>research tasks</p> <ul style="list-style-type: none"> Teacher observations Final lyric writing task in groups 	<ul style="list-style-type: none"> Teacher observations 	Final performance filmed	<ul style="list-style-type: none"> Final 12 bar blues performance filmed
Why this, why then?	Many students have been introduced to the elements of music in but quite often they are either unable to define them, or unable to apply them in performance or appraisal of music. This is important skill to embed through KS3 and beyond!	Students will have the opportunity to develop their lyric writing skills through their understanding of the social and political events of within each decade. Pupils will learn key rap lyric techniques such as perfect, slant, multisyllable and internal rhymes, as well as the developing and integrating the flow and common features of Rap and Hip Hop.	Students will develop their listening and appraising skills and well as develop a deeper understanding of pop music and its history.	After successfully gaining a solid grounding of Pop music in the previous project and developing their understanding of the genre and skills required, pupils will now develop their compositional skills within this genre and be introduced with how to compose a pop song using online Music Technology and limited instruments, such as chair drumming, Glockenspiels and Ukuleles.	Students will have the opportunity to learn the Ukuleles in depth and be introduced to the concept of playing chords, melody and a bass line of the instrument. They will be allowed to consolidate their skills as musicians as well as the skills required to work in small groups.	Students are now combining their performance and compositional skills through use of improvisation and adding depth and complexity to their musical knowledge, skill and understanding, as well as solidifying further their ensemble skills.



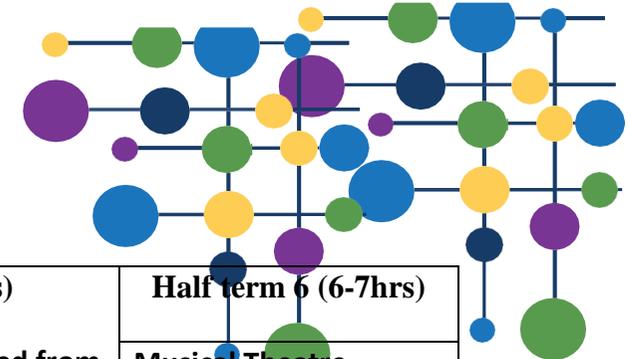
<p>National Curriculum Links</p>	<p><i>‘Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.’</i></p> <p>Some may begin to ‘Improvise and compose’</p> <p><i>‘Listen with increasing discrimination to a wide range of music from great composers and musicians.’</i></p> <p>starting to ‘use staff and other relevant notations’</p>	<p><i>‘Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.’</i></p> <p><i>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</i></p> <p>Starting to include ‘different types of scales’</p> <p><i>‘Listen with increasing discrimination to a wide range of music from great composers and musicians.’</i></p> <p><i>‘Develop a deepening</i></p>	<p><i>‘Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.’</i></p> <p><i>‘Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.’</i></p> <p><i>‘Listen to with increasing discrimination to a wide range of music from great composers and musicians.’</i></p>	<p><i>‘Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.’</i></p> <p><i>‘Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.’</i></p> <p><i>‘Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.’</i></p> <p><i>‘Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales</i></p>	<p><i>‘Play and perform confidently in a range of solo and ensemble contexts, playing instruments musically, fluently and with accuracy and expression.’</i></p> <p><i>‘Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.’</i></p> <p><i>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.’</i></p>	<p><i>‘Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.’</i></p> <p><i>‘Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.’</i></p> <p><i>‘Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.’</i></p> <p><i>‘Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of</i></p>
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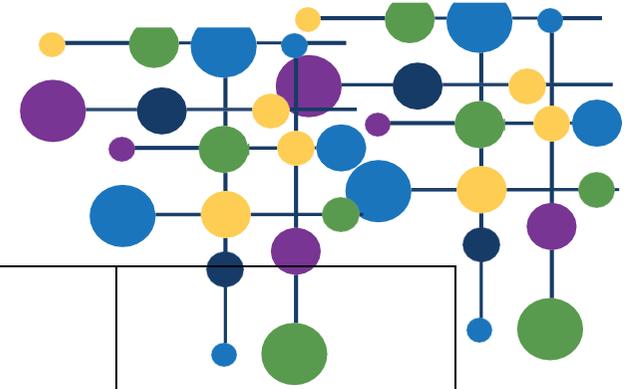
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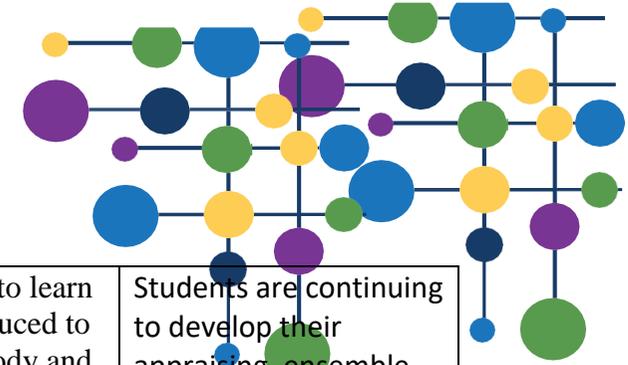
		<i>understanding of the music that they perform and to which they listen, and its history.'</i>	<i>'Develop a deepening understanding of the music that they perform and to which they listen, and its history.'</i>	<i>and other musical devices.'</i> <i>Listen to with increasing discrimination to a wide range of music from great composers and musicians.'</i> <i>'Develop a deepening understanding of the music that they perform and to which they listen, and its history.'</i>	<i>'Listen with increasing discrimination to a wide range of music from great composers and musicians.'</i>	<i>tonalities, different types of scales and other musical devices.'</i> <i>Listen to with increasing discrimination to a wide range of music from great composers and musicians.'</i> <i>'Develop a deepening understanding of the music that they perform and to which they listen, and its history.'</i>
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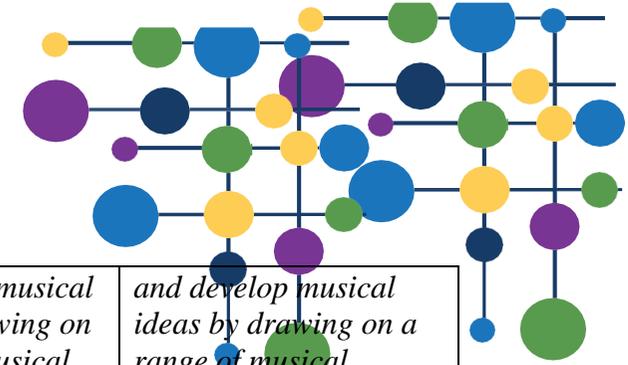
Year group	Half term 1 (6-7 hr)	Half term 2 (6-7hr)	Half Term 3 (5-6 hrs)	Half Term 4 ad 5 (12hours)	Half term 6 (6-7hrs)
9	<p>Due to Covid, this has been changed from the original 'Singing and the Voice' project to a classroom based project with practical tasks within a classroom, seated behind tables.</p> <p>The Elements of Music</p> <p>Students will recap and develop their listening and composition skills whilst learning the elements of music – specifically rhythm, tempo, structure dynamics, pitch and timbre. This will occur by learning how to read,</p>	<p>Due to Covid, this has been changed from the original 'Musical Theatre' project to a classroom based project with practical tasks within a classroom, seated behind tables.</p> <p>2. Rap and Hip Hop</p> <p>Students will be introduced to Rap and Hip as a musical style and will learn about its origins, history and its context within popular music in each decade, from 1970-2020. Through listening and appraising, students will create their own</p>	<p>Due to Covid, this has been changed from the original project which is practically based using instruments and Imacs to an online based listening and appraising project.</p> <p>3.The Music Industry</p> <p>Students will study the Music Industry in depth and the roles and professions it covers such as venues, sound engineers, musicians and music promoters. This will result in the pupils</p>	<p>Due to Covid, this has been changed from the original Dance Music project which required IT software, to a project requiring limited instruments such as Ukuleles, Glockenspiels and Chair drumming, so intending to be as highly practically based as possible.</p> <p>Ukulele and Ensemble skills project</p> <p>Students will learn basic Ukulele technique and develop their reading and writing of music notation (staff) within a whole class ensemble and within smaller groups.</p> <p>Students will perform a piece at the end of the project for assessment</p>	<p>Musical Theatre</p> <p>Students will be introduced to Musical Theatre as a performance style and will learn about its origins and context. With a focus on Singing and movement, students will learn a number of pieces, gaining understanding of some of the key features of this music and how it is performed.</p>



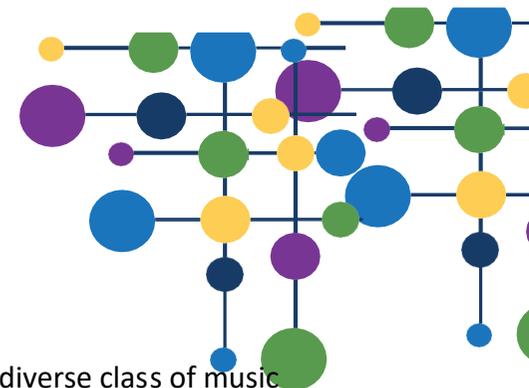
	<p>perform and dictate rhythms through practical warm ups and tasks, as well as pupils been given to the opportunity to experiment and create their own rhythmic piece in groups.</p> <p>Students will compose and perform their own rhythm piece at the end of the project as well as complete a written baseline assessment test.</p>	<p>lyrics relating to the social and political events within each decade.</p>	<p>planning their own concert.</p> <p>Students will demonstrate their knowledge of the industry and different job roles within it by weekly research tasks culminating their knowledge in a final planning project.</p>		
<p>Assessment</p>	<ul style="list-style-type: none"> • Progress Booklet • Teacher observations • Final filmed performance 	<ul style="list-style-type: none"> • Progress Booklet • Teacher observations • Final performance of composition and final score 	<ul style="list-style-type: none"> • Listening, appraising and written research tasks • Teacher observations • Final written project in progress booklet 	<ul style="list-style-type: none"> • Progress Booklet • Teacher observations • Final performance filmed 	<ul style="list-style-type: none"> • Progress Booklet • Teacher observations • Final ensemble filmed performance



<p>Why this, why then?</p>	<p>Many students have been introduced to the elements of music in but quite often they are either unable to define them, or unable to apply them in performance or appraisal of music. This is important skill to embed through KS3 and beyond!</p>	<p>Students will have the opportunity to develop their lyric writing skills through their understanding of the social and political events of within each decade. Pupils will learn key rap lyric techniques such as perfect, slant, multisyllable and internal rhymes, as well as the developing and integrating the flow and common features of Rap and Hip Hop.</p>	<p>Students will develop their listening and appraising skills as well as develop a deeper understanding of the Music Industry and the job roles it has within it.</p>	<p>Students will have the opportunity to learn the Ukuleles in depth and be introduced to the concept of playing chords, melody and a bass line of the instrument. They will be allowed to consolidate their skills as musicians as well as the skills required to work in small groups.</p>	<p>Students are continuing to develop their appraising, ensemble and performance skills. They will revisit reading music and notation. They will gain a deeper understanding of how a band is set up and the different roles within it and create their own arrangement of a popular song to perform for assessment.</p>	
<p>National Curriculum Links</p>	<p><i>'Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.'</i></p>	<p><i>'Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.'</i></p> <p><i>Use staff and other relevant notations appropriately and accurately in a</i></p>	<p><i>'Listen to with increasing discrimination to a wide range of music from great composers and musicians.'</i></p> <p><i>'Develop a deepening understanding of the music that</i></p>	<p><i>'Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.'</i></p>	<p><i>'Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.'</i></p> <p><i>'Improvise and compose; and extend</i></p>	<p><i>'Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.'</i></p> <p><i>'Improvise and compose; and extend</i></p>



	<p>Some may begin to <i>'Improvise and compose'</i></p> <p><i>'Listen with increasing discrimination to a wide range of music from great composers and musicians.'</i></p> <p>starting to <i>'use staff and other relevant notations'</i></p> <p><i>Listen with increasing discrimination to a wide range of music from great composers and musicians.'</i></p>	<p><i>range of musical styles, genres and traditions</i></p> <p>Starting to include <i>'different types of scales'</i></p> <p><i>'Listen with increasing discrimination to a wide range of music from great composers and musicians.'</i></p> <p><i>'Develop a deepening understanding of the music that they perform and to which they listen, and its history.'</i></p>	<p><i>they perform and to which they listen, and its history.'</i></p> <p><i>Listen with increasing discrimination to a wide range of music from great composers and musicians.'</i></p>	<p><i>'Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.'</i></p> <p>Starting to <i>'use staff and other relevant notations'</i></p> <p>Starting to include <i>'different types of scales'</i></p> <p><i>'Listen with increasing discrimination to a wide range of music from great composers and musicians.'</i></p>	<p><i>and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.'</i></p> <p><i>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</i></p> <p>Starting to include <i>'different types of scales'</i></p> <p><i>'Listen with increasing discrimination to a wide range of music from great composers and musicians.'</i></p>	<p><i>and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.'</i></p> <p>Starting to <i>'use staff and other relevant notations'</i></p> <p>Starting to include <i>'different types of scales'</i></p> <p><i>'Listen with increasing discrimination to a wide range of music from great composers and musicians.'</i></p>
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Programme of Study – Music - Key Stage 4 GCSE

We have decided to introduce the Eduqas GCSE Music Course in January 2020 as Eduqas is a more inclusive course for a diverse class of music ability. It is more accessible for non-instrumentalists, however, it still challenges the more able and accomplished musician depending on their out-of-school experience. The Eduqas qualification, like the predecessor Edexcel, contains 3 components which run simultaneously throughout the duration of the course. These components run simultaneously as they constantly require regular development. For a summary of each component and a summary of the assessment, please see below:

Component 1: Performing 30%

A minimum of two pieces, lasting a total of 4 minutes, recorded in the year of assessment:

One piece must be an ensemble lasting at least one minute
One piece linked to an Area of Study

Grade 3 is standard level

Teacher assessed

Submission of marks and moderation sample by 5th May via online system

Component 2: Composing 30%

Two pieces:

One in response to a brief set by WJEC
One free composition

Teacher assessed

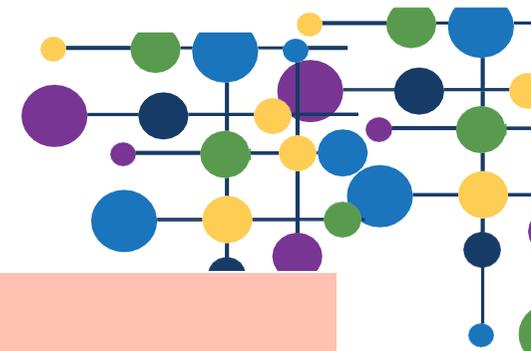
Submission of marks and moderation sample by 5th May via online system

Component 3: Appraising 40%

Listening examination:

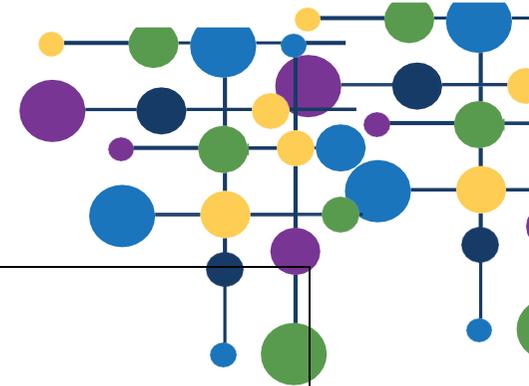
8 questions, 2 on each area of study:

Externally Examined

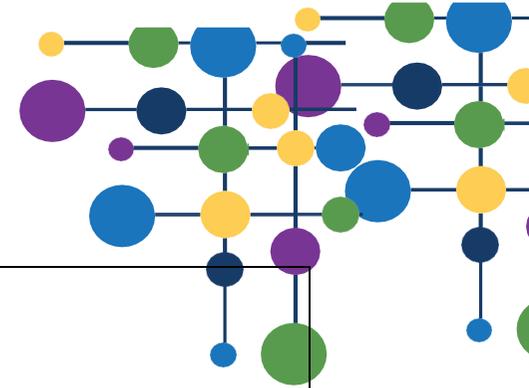


AoS 1 Musical Forms and Devices (including a set work)
 AoS 2 Music for Ensemble
 AoS 3 Film Music
 AoS 4 Popular Music (including a set work)

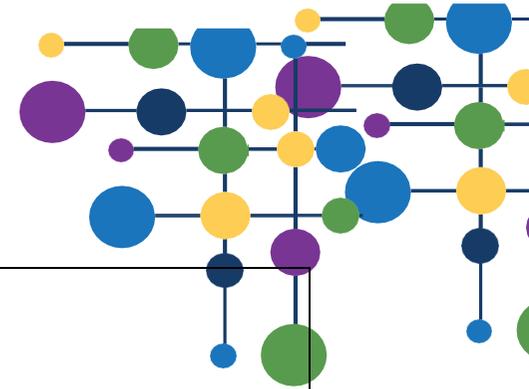
	Half term 1 (15-20 hrs)	Half term 2 (15-20hrs)	Half term 3, 4 & 6 (50-55 hrs)	Half term 6 (15hrs)
10	<p>Due to Covid, students have been restricted in the performance element of their course, using only keyboards as instruments within lessons. However, some pupils have continued instrumental lessons with their performance teachers online.</p>	<p>Due to Covid, pupils have been restricted in the performance element of their course, using only keyboards as instruments within lessons. However, some pupils have continued instrumental lessons with their performance teachers online</p>	<p>Due to Covid, pupils have been restricted in the performance element of their course, only having online instrumental lesson for those who pay for lesson outside of school. Remote online learning covers listening covering areas of study, although progress of this online has been slower than expected</p> <p>Introduction to area of study 2: Music for Ensemble</p>	<ul style="list-style-type: none"> • Begin free composition • Continue to build music appraising skills through recall and retention exercises and ex • Performance lessons in and out of school in preparation of end of year assessment.



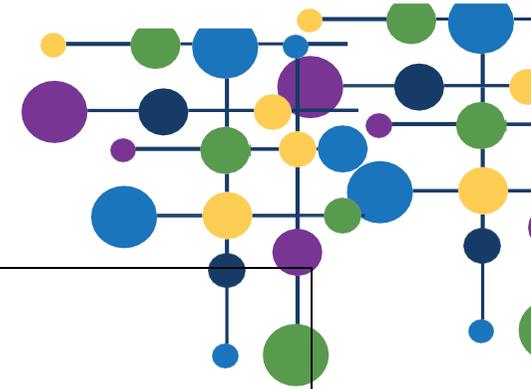
	<p>Theory skills – Introduction to GCSE Music and recap and develop music theory skills, including the elements of music, listening and appraising tasks and practical musicianship and composing skills using keyboards only.</p>	<p>Introduction to area of study 1:</p> <ul style="list-style-type: none"> • <u>Forms and Devices</u> with terminology as appropriate: • binary, ternary and rondo forms • repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple 	<ul style="list-style-type: none"> - Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11). • Composing using texture and sonority (chords and melody) including: • Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody • Introducing additional concepts of melody, harmony and tonality: • inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor 	
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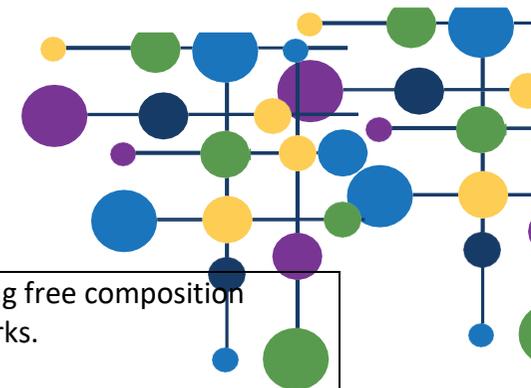
		<p>chord progressions</p> <p>Performing – establishing</p> <ul style="list-style-type: none"> • standards • Notating a simple melody • Appreciating and using the elements/ ‘building blocks’ • Recapping the basics - notational and listening skills • Introduction to prepared extract – 	<p>Introduction to area of study 3:</p> <p>Easter Holiday homework – Performance – Choose a song</p> <p>Film Music, with devices and terminology:</p> <ul style="list-style-type: none"> • Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas • The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot • The effect of audience, time and place, and how to achieve this through use of the musical elements • Use of sonority, texture and dynamics to create a mood 	
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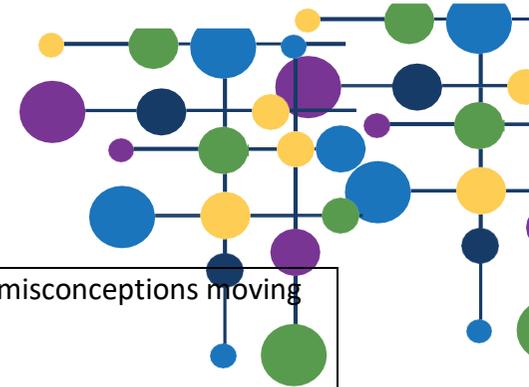
		<p><i>Badinerie - Bach</i></p> <p>Instrumentation, anacrusis, simple triple time, repeat marks, ornamentation, trill, conjunct movement, sequence, octaves, minuet and trio, G major, D major, chordal analysis (using Roman numerals), perfect cadence, imperfect cadence, modulation to dominant, dominant 7th, chromatic movement.</p>	<ul style="list-style-type: none"> • How to achieve contrasts and develop initial ideas when composing <p>Introduction to area of study 4:</p> <p>Popular Music, with terminology as appropriate:</p> <ul style="list-style-type: none"> - rock and pop styles (revisiting Blues from KS3) - strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation <p>Appraising - more challenging theoretical and aural work:</p> <ul style="list-style-type: none"> • primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms 	
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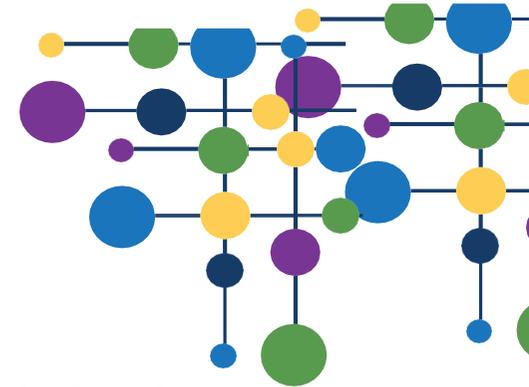
			<ul style="list-style-type: none"> • the relationship between melody and chords • How to 'describe' a piece using the elements of musical language • Introduction to prepared extract – <i>Africa - Toto</i> <ul style="list-style-type: none"> ▪ instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key change <p>Half Term Holiday homework – Composition Starter sheet – choosing brief</p>	
<p>Assessment</p>	<ul style="list-style-type: none"> • Listening and appraising 	<ul style="list-style-type: none"> • Listening and appraising tasks within class 	<ul style="list-style-type: none"> • Listening and appraising tasks within class 	<ul style="list-style-type: none"> ▪ Listening and appraising tasks within class and for homework.



	<p>tasks within class</p> <ul style="list-style-type: none"> • Composing tasking within class • Teacher observations (progress logged on spreadsheet) 	<ul style="list-style-type: none"> • Composing tasking within class • Teacher observations (progress logged on spreadsheet) • Exam questions 	<ul style="list-style-type: none"> • Composing tasks online and within class (Bandlab and Garageband) • Teacher observations (progress logged on spreadsheet) • Exam questions 	<ul style="list-style-type: none"> ▪ Composing free composition benchmarks. ▪ Teacher observations (progress logged on spreadsheet) ▪ Practise Exam questions <p>.Mock solo Performance Assessment - (times should be noted, and feedback given)</p> <p>Assessment of composition to WJEC Eduqas criteria. Discussion should follow with learners re. targets, refinement etc.</p> <p>Mock listening exam based on all areas of study</p>
<p>Why this, why then?</p>	<p>This brief overview will give students the understanding of what the next two years will look</p>	<p>Content required for the course</p> <p>Component 3: 40% written exam</p>	<p>Content required for the course</p> <p>Component 3: 40% written exam</p>	<p>Content required for the course</p> <p>Component 1: Solo Mock performance creates an opportunity for students to assess their progress in Component 1</p>



	<p>like, it will give them a taster of the 3 components and creates an opportunity to assess where each student is at and address any misconceptions early on.</p>		<p>Preparation exercises for performance and composition components of exam (60%)</p>	<p>and addresses misconceptions moving forward.</p> <p>Component 2 – Composing – Free piece underway and feedback given.</p> <p>Component 3: 40% written exam</p> <p>Mock exam paper creates an opportunity for students to assess their progress in Component 3 throughout the year and address any misconceptions for future progress.</p>
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Due to Covid, students have been restricted in the performance element of their course, using only keyboards as instruments within lessons. However, some pupils have continued instrumental lessons with their performance teachers online.

Course content reduced to;

1 Performance (30%)

1 Composition (30%)

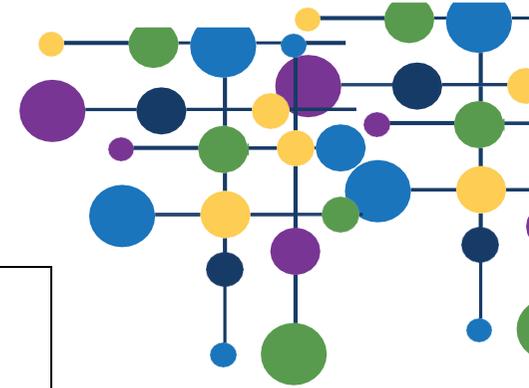
Appraising exam (40%) – cancelled January 2021

Further guidance to be given from Ofqual regarding how to mark.

	Term 1 & 2 (30 hrs)
11	<p>Area of study 1: Forms and Devices (with more advanced topics and practical content)</p> <ul style="list-style-type: none">- Variation form and strophic form in classical music- Recognition of features of baroque, classical and romantic periods- Revisit: imitation, pedal, canon, alberti bass and all harmonic features <p>Set work: <i>Eine Kleine Nachtmusik</i></p>



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- Exam techniques: hints and tips
- Building a vocabulary revision list
- Clarifying theoretical points

Area of study 4: **Popular Music** (with more advanced topic/class/practical content)

- Bhangra and fusion
- Loops, samples, panning, phasing, melismatic/syllabic

Set work: *Since You've Been Gone*

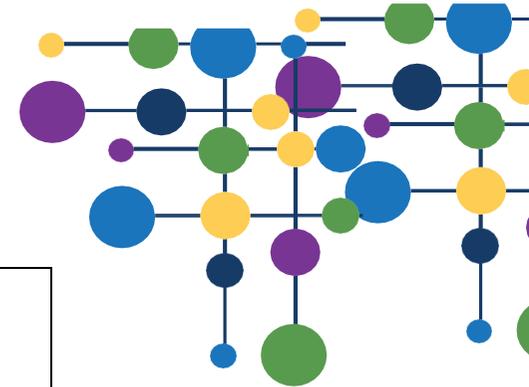
- Exam techniques: hints and tips
- Building a vocabulary revision list
- Clarifying all relevant theoretical points

Area of Study 3: Music for Ensemble (with more advanced topic/class/practical content):

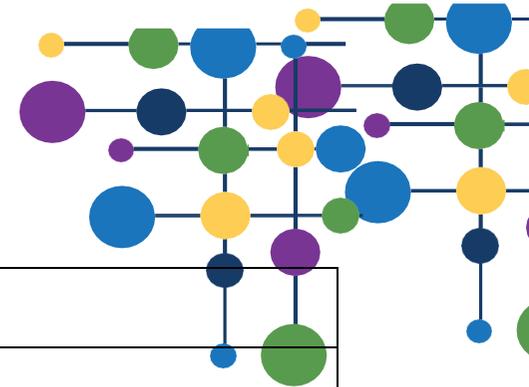
- Polyphonic, layered, round, canon and counter melody

Cover all styles not completed in year 10

Area of study 4: Film Music (with any further topics/content):



	<ul style="list-style-type: none"> Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of pattern-work, sustained notes and polyphonic textures to vary the textures
Assessment	<ul style="list-style-type: none"> Regular listening tests and homework exercises. Build department resources bank for learners to access according to ability and musical understanding. Regular listening tests and homework exercises. Build department resources bank for learners to access according to ability and musical understanding. <p>Mock listening exam based on all areas of study – completed in class</p> <p>Solo performance pieces given to all pupils – ready to record next term</p>
Why this, why then?	<p>Course content which is requirement of course – in preparation for appraising exam (40% final grade)</p> <p>Solo Performance piece on instrument/voice (30% final grade)</p>



	Term 3 & 4 (26 hrs)
11	<ul style="list-style-type: none"> Complete all coursework; <p>Solo Performance (30% final grade) Free Composition (30% final grade)</p>
Assessment	<p>Complete all course work and assess using WJEC Eduqas criteria - Final guidance to be given</p> <ul style="list-style-type: none"> Complete all necessary documentation ready for submission
Why this, why then?	<p>Course content which is requirement of GCSE</p> <p>Solo Performance (30% final grade) Free Composition (30% final grade)</p> <p>Final guidance to be given</p>