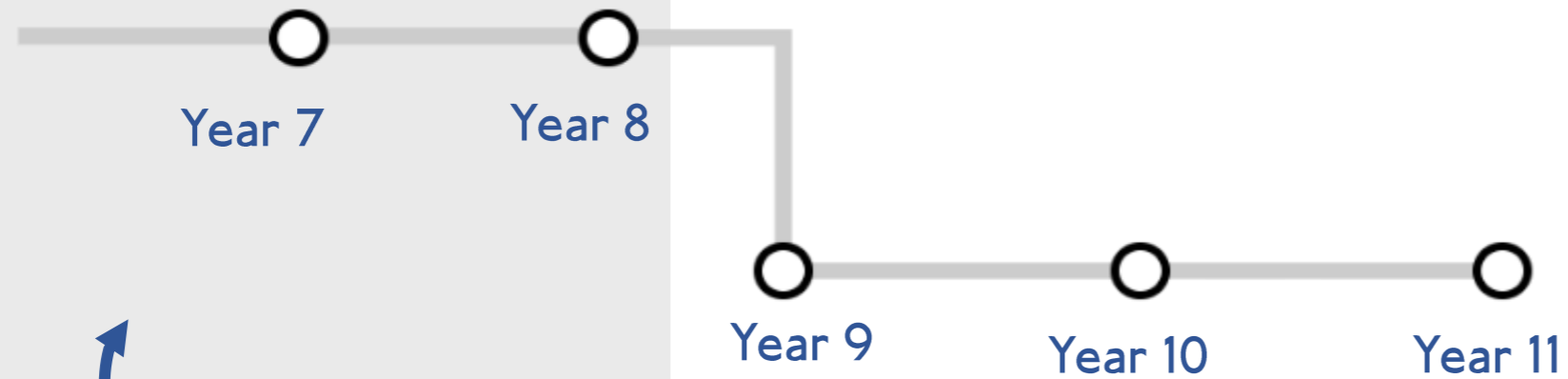


Key

— Music

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Music Curriculum

St Thomas More High School

KS3 Music – Year 7

	Rotation 1	Rotation 2	Rotation 3	Rotation 4
Topics	<p>3 Skills Challenge</p> <p>Appraising / Technical Define and listen to the musical elements. Explore how they are used in music and develop aural skills, helping to identify them.</p> <p>Performance Use of the keyboard to learn and perform a chosen melody from a small repertoire. Students have the option to choose a piece that suits their skill.</p> <p>Composition Use of compositional devices ostinato and drone, to create a piece of music that illustrates a journey. Knowledge and use of the pentatonic scale to create music.</p> <p>Singing Learning to warm up the voice. Singing the musical elements song to embed understanding of elements and build confidence in ensemble</p> <p>Keyboard Skills</p> <p>Skills / Knowledge Appraising / Technical A Focus on keyboard skills, scales, and pitch. Using the keyboard to read and hear notes and read notation.</p> <p>Performance Solo performance of a chosen great melody from Beethoven or Mozart. Developing keyboard skill with correct technique through numbered fingering, treble clef notation and warm-ups.</p> <p>Composition Creation of melodic rounds in groups, using a mode to develop ensemble skill and understanding of harmony.</p> <p>Singing Using pitch notation to sing. Development of singing in harmony and in ensemble with rounds.</p>	<p>Keyboard Skills</p> <p>Appraising / Technical Develop understanding of white and black keys and their letter names. Introduction to harmony through chords and rounds.</p> <p>Performance Continued performance of a chosen great melody from Beethoven or Mozart. An introduction to the use of Left-hand Chords, to accompany a right-hand melody.</p> <p>Composition Creation of melodic rounds in groups, using a mode to develop ensemble skill and understanding of harmony.</p> <p>Singing Using pitch notation to sing. Development of singing in harmony and in ensemble with rounds.</p> <p>I've Got Rhythm</p> <p>Appraising / Technical Develop understanding of pulse in music. Explored through regular polyrhythms used in African music and Western music. Develop an appreciation of contextual factors influencing rhythms in these contrasting parts of the world. Students will learn the use of notated rhythm values, simple time signatures and accents.</p> <p>Performance Development of ensemble skills through polyrhythm performances. Students will move through rhythm boxes to notation to learn how to perform written rhythms.</p> <p>Composition Writing and recording student's own rhythms, using notation and different time signatures. Initial development of sequencing skill using software creating rhythms.</p> <p>Singing Singing of African songs an ensemble, developing understanding of the meaning and literacy skills.</p>	<p>Three Little Birds</p> <p>Appraising / Technical Exploration of Reggae as a style, through Three Little Birds and Bob Marley. Using the musical elements to consider contrasting versions. Learn the context of the original, and it's influence on Reggae as a style, and its features, including syncopation. Learn about the Ukulele as an instrument, through chord grids and fingering technique.</p> <p>Performance Performing on the ukulele with correct technique as a group. Learning ukulele chord sequences, reading chord grids, and playing strumming patterns. Group performance of Three little Birds.</p> <p>Composition Write an additional verse to the song, maintaining the same themes as the original, adding to and developing its verse chorus structure.</p> <p>Singing Students to learn how to sing three little birds, whilst playing their instrument. Students to continue singing to improve literacy through lyrics.</p> <p>Folk Music</p> <p>Appraising / Technical A focus on Folk music, origins, contextual influence style and lyrics. Use of texture, harmony, and instrumentation to understand the style</p> <p>Performance Students will further knowledge of different chords in a different key, within the context of the folk song: Scarborough fair.</p> <p>Singing Singing at the same time and in time with instrumental playing. Literacy to read and sing from notation and lyrics.</p>	<p>Folk Music</p> <p>Appraising / Technical Students will develop use of Musical notation to aid performance, using chord grids / diagrams, roman numerals, and the Bass Clef.</p> <p>Performance Create a cover of the Wellerman, students will use notation and singing to learn the melody of the song. Chords will be explored as block chords, Alberti Bass and Arpeggios to develop harmony.</p> <p>Composition Compose an accompaniment. Using techniques such as Alberti Bass, Pedal, Drone and Broken chords.</p> <p>Singing Singing at the same time and in time with instrumental playing. Literacy to read and sing from notation and lyrics.</p> <p>Musicals</p> <p>Appraising / Technical The origins of musical theatre and the differences it has today. Understand how musical features of the time period are used and influence the songs. Recall the different types of voice used in singing musical songs. Listen to and discuss songs of Joseph using the musical elements to understand the song.</p> <p>Performance Singing and playing of Any Dream will do. Use of the keyboard with correct technique, using left hand movement and both Treble and Bass Clefs.</p> <p>Composition Compose alternative left-hand harmony, using prior knowledge of harmony and devices used.</p> <p>Singing Students to sing songs from various musicals, including the song selected for keyboard performance.</p>
NCC Codes	MU1, MU2, MU3, MU4, MU5, MU6	MU1, MU2, MU3, MU4, MU5, MU6	MU1, MU2, MU3, MU4, MU5, MU6	MU1, MU2, MU3, MU4, MU5, MU6
Assessment	Baseline performance. Baseline listening. Baseline composition.	Ode to Joy / Twinkle Twinkle performance. Polyrhythm ensemble performance. Creating a rhythm composition.	Three little Birds performance. Listening skills – Reggae Folk music performance.	Folk music performance. Listening skills – Folk music. Any Dream Will Do performance.
E/L	Focus on Sound extended learning tasks. Focus on Sound is an online interactive learning platform that delivers lessons and quizzes. Tasks are chosen based on their relevance to skills and knowledge covered within each unit. Students will be set regular lessons, quizzes and activities using the platform, to help them improve their listening skills and understanding of technical language and skill used in music. Further Extended Learning Challenges can be found on the Music Teams App in the extended learning challenges folder. Upon completion of challenge tasks, students will be awarded with a school certificate.			

Rotation 1	Rotation 2	Rotation 3	Rotation 4
<p>Instruments of the Orchestra</p> <p>Appraising / Technical Knowledge of the elements of music, focusing on Timbre and Sonority through the families of the Orchestra. Students will develop technical understanding of the Treble Clef and fingering for the keyboard.</p> <p>Performance Use of the keyboard with correct technique to perform melodies, using the Treble Clef and fingering. Performances of great classical works.</p> <p>Composition Melody writing exercise using accidentals and voice functions on the keyboard.</p> <p>Singing Singing secular and sacred songs to build ensemble skill, confidence, and literacy skills.</p> <p>Next Door Neighbours</p> <p>Appraising / Technical Through understanding of Tones and Semitone, Develop understanding of the Black keys, clashing notes and 3/4 time in the context of Fur Elise.</p> <p>Performance Use of the keyboard with correct technique and timing to perform Fur Elise by Beethoven. Using notation, 3/4 meter and correct fingering.</p> <p>Composition Exercises using chromatics and dissonance to explore the effect this can have on expression and emotion in music.</p> <p>Singing Developing confidence in ensemble and exploration of music elements.</p>	<p>Next Door Neighbours</p> <p>Appraising / Technical Explore the use of dissonance to create emotion. Learn how scales are used to order music and the use Chromatics. Develop further technical skills with notation, reading of the bass clef and Chords.</p> <p>Performance Use of the keyboard with correct technique and timing to perform Fur Elise by Beethoven. Using the Bass and Treble clefs, 3/4 meter and correct fingering.</p> <p>Composition Exercises using chromatics and dissonance to explore the effect this can have on expression and emotion in music.</p> <p>Singing Developing confidence in ensemble and exploration of music elements.</p> <p>Rhythm and Bass</p> <p>Skills / Knowledge</p> <p>Appraising / Technical Learning how to understand and use Rhythms in music. Learning duration notation in a Samba context to develop knowledge of rhythms. Students will learn further about the Bass clef alongside rhythm notation. Understanding of Bass device and uses by composers. Students will start to build music technology sequencing skill.</p> <p>Performance Learn to perform rhythms using simple notations to develop understanding. Students will perform keyboard ideas for a Bass line and variations into computer, as recordings.</p> <p>Composition Create a rhythmic Bass line. Develop Bass lines to move with chords. Learn how to make bass and harmony interesting through Alberti Bass and Broken Chords.</p> <p>Singing Singing famous songs with lower ranges, focusing on the Bass style voice register.</p>	<p>Jazz and Blues</p> <p>Appraising / Technical Listen to various artists perform improvisations. Learn about the 12 Bar Blues its context and the impact it has on the style. Listen to and understand how to improvise using both the C Blues and Pentatonic scales. Understand ragtime Jazz its stylistic features and composers.</p> <p>Performance Use of the keyboard with correct technique to improvise by way of pentatonic and Blues scales. Develop confidence in improvising around a chord progression and Jazz head.</p> <p>Composition Making up music on the spot, which is in time to the metronome (backing track) lasting for the correct number of beats in the given cycle.</p> <p>Singing Singing famous Blues and Jazz songs to help learn their rhythmic elements.</p> <p>Creating a Cover</p> <p>Appraising / Technical Listen to and discuss different versions of Valerie and compare their differences, through the elements of music. Understand use of theme and structure in popular music.</p> <p>Performance Use of the keyboard, guitar / ukulele, singing etc. with the correct technique to create a cover of this song as an ensemble. Learning of the Chords needed to play the song.</p> <p>Composition Arranging and adapting music to create a contrasting cover. Using musical elements to manipulate lyrics and melody to create a unique version of the song. Adding interest with improvisation where appropriate.</p> <p>Singing Singing the versions of the song. Working to create harmonies with their voices. Learning the melody line through voice and correcting pitches using the piano.</p>	<p>Creating a Cover</p> <p>Appraising / Technical Embedding understanding of the musical elements and how they can be used to create contrast in a piece of music, between sections. Development of ensemble skills.</p> <p>Performance Use of the keyboard, guitar / ukulele, singing etc. with the correct technique to create a cover of this song as an ensemble. Learning of the Chords needed to play the song.</p> <p>Composition Arranging and adapting music to create a contrasting cover. Using musical elements to manipulate lyrics and melody to create a unique version of the song. Adding interest with improvisation where appropriate.</p> <p>Singing Singing the versions of the song. Working to create harmonies with their voices. Learning the melody line through voice and correcting pitches using the piano.</p> <p>Film Music</p> <p>Appraising / Technical What is a soundscape? Effective sound effects and music for atmosphere to support moving image in TV and film. How to create sound effects and use of the orchestra in film. Different composers such as John Williams and his use of leitmotif in Star Wars and Harry Potter. Use of the musical elements to respond to what they hear. Mickey mousing and underscore.</p> <p>Performance Use of the keyboard to perform and record with the use metronome for leitmotifs. Then, Performance through music technology / keyboards of film music composition.</p> <p>Composition Compose the soundscape and music to accompany a given film clip. Composing chords and motifs to help convey the action on screen.</p> <p>Singing Choral singing short pieces from films, linking to motifs.</p>
<p>MU1, MU2, MU3, MU4, MU5, MU6</p>	<p>MU1, MU2, MU3, MU4, MU5, MU6</p>	<p>MU1, MU2, MU3, MU4, MU5, MU6</p>	<p>MU1, MU2, MU3, MU4, MU5, MU6</p>
<p>Keyboard Skills: Swan Lake Performing the Moonlight Sonata Instruments of the Orchestra</p>	<p>Performing Fur Elise Rhythmic Dictation Creating a Bass line composition.</p>	<p>12 Bar Blues Improvisation and Composition Jazz Head Improvisation and Composition Ragtime Jazz listening features</p>	<p>Creating a Cover of Valerie Leitmotif understanding and performance Composing music for Film.</p>
<p>Focus on Sound extended learning tasks. Focus on Sound is an online interactive learning platform that delivers lessons and quizzes. Tasks are chosen based on their relevance to skills and knowledge covered within each unit. Students will be set regular lessons, quizzes and activities using the platform, to help them improve their listening skills and understanding of technical language and skill used in music. Further Extended Learning Challenges can be found on the Music Teams App in the extended learning challenges folder. Upon completion of challenge tasks, students will be awarded with a school certificate.</p>			

	Autumn Term	Spring Term	Summer Term
Topics	<p>Notation and Theory skills Skills / Knowledge Students to learn about technical music theory. Students will journey through various exercises and pieces of music in succession to help build and formalize music theory and aural skills expanding on prior knowledge. Students will develop further understanding of how to read treble and bass clef notes, rhythm note durations, and rests. Students will also revisit the elements of music, listening to great works of music developing skills to describe music.</p> <p>Performance In class opportunities for students to build keyboard and instrumental skills, for use with music technology. Performance tasks will be linked to concepts learnt in lesson, being used to practically explore technical theory skill. Students will be expected to produce a solo performance aiming for grade 1 or 2 as a minimum.</p> <p>Composition Students to compose using notation software, helping to develop pitch and rhythm notation skills. Students will aim to build a short piece of music, developing structured melodies through pitch and rhythm tasks.</p> <p>Song writing: Music of the British Isles Skill / Knowledge Students will explore Folk Music from the British Isles, hearing songs and local traditions. Through this context students will develop their own song writing skills. Continuing notation and music theory work, students will build on technical skills learnt and practiced prior. Students to develop understanding of dotted notes, ties, and ledger lines. Students will learn about song writing by analysing melody, chord numerals and harmony, developing understanding of scale degrees and intervals. Students will learn how music theory is applied to song writing developing aural skill and technical composition skill.</p> <p>Performance Ensemble opportunity, students to perform the songs that they have written together, teaching their songs to each other, and arranging appropriately. This will blend composition and performance skill together.</p> <p>Composition Students to write a song, taking influence from folk music. Analysis of songs, lyrics, and harmony. Students will take learnt knowledge of rhythm, melody, scales / modes, chords, and keys, to create and arrange a folk song, of which they will perform.</p>	<p>Musical elements and Musical meanings Skills / knowledge An in-depth journey through the musical elements of Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instruments / Sonority, Rhythm and Time/Tempo, using the mnemonic MADTSHIRT.</p> <p>Students will focus on each element of music, learning in detail associated key words and Italian terms used in notation and analysis. Students will develop aural skills for each element, to become more adept at recognising their use, variations, and meanings within pieces of music of varying styles. Students will further understand the elements as building bricks to music, using them to describe, create and perform music of their own and of great composers.</p> <p>Performance Students will conduct performance exercises throughout the unit. Students will create fragments of music in line with the elements of music, helping to deepen their understanding of the concepts learned. Students will perform given extracts and composed ideas to each other, helping to build confidence and collaborations. These ideas will be linked to the musical elements.</p> <p>Students will also be expected to produce a solo performance aiming for grade 1 or 2 as a minimum. Students will showcase a different piece than the one they chose to play in the autumn term.</p> <p>Composition Utilisation of the musical elements through composition. Students will compose ideas that reflect the changing of musical elements, demonstrating and improving their understanding of them.</p> <p>Also, students will piece together different fragments and ideas from each of their element explorations to form full pieces of music. putting to use the differences in styles and devices used within each element, compositions to embed understanding throughout the unit. Slowly, students will build a sequenced piece of music that incorporates knowledge learnt of each musical element.</p>	<p>Blues, Jazz and Chord Extensions Skills / Knowledge Develop contextual understanding of popular music and its origins from the Blues and Jazz. Exploring styles from the blues evolving out of slavery, into Jazz and then modern pop styles, such as hip-hop. Students learn how to extend chords, building on understanding of chords and numerals, intervals and scale degrees. Students will learn the construction of the blues scale, lyric writing and how to identify other stylistic features of Blues and Jazz, including syncopation and swing. Students will use knowledge of musical elements to compare and contrast varying Blues and Jazz styles.</p> <p>Performance Regular performance tasks to help develop understanding of stylistic features and how to perform Blues and Jazz music. Ensemble performance platform, students will perform created Blues and Jazz inspired songs as a group, collaborating ideas and building confidence.</p> <p>Composition Creation of a Blues / Jazz song. Starting with the 12-bar blues, using chord numerals, adding a blues scale for a melody, creating blues lyrics, leaving space for improvisation, and then extending chords with further intervals. Students will use and develop knowledge of rhythmic features of the styles.</p> <p>Western Classical Tradition Skills / knowledge Students will learn contextual knowledge and its impact on music through the different time periods of the Western Classical Tradition: Baroque, Classical, Romantic and 20th Century music. Students will listen to great composers from these time periods, exploring key techniques, instruments, and devices they used. Students will also investigate forms that were commonly used to structure music through these eras, and how these forms developed over time.</p> <p>Performance Students will perform various compositional devices to aid their understanding of them. Also, students will perform short extracts from great works to examine how features and elements are used. Students will prepare and perform their final solo performance of the year, aiming for a Grade 2 standard piece.</p> <p>Composition Students to compose using software a Ternary or Rondo piece of music, using varying devices used by the great composers. Students will learn to compose for different keys, within a structure to create contrast. The composition will also explore how melodies and musical ideas can be developed through devices and structure.</p>
Exam Spec w/link	<p>eduqas-gcse-music-spec-from-2016 (28.04.15) AO1 Perform with technical control, expression and interpretation AO2 Compose and develop musical ideas with technical control and coherence AO3 Demonstrate and apply musical knowledge AO4 Use appraising skills to make evaluative and critical judgements about music</p>	<p>eduqas-gcse-music-spec-from-2016 (28.04.15) AO1 Perform with technical control, expression and interpretation AO2 Compose and develop musical ideas with technical control and coherence AO3 Demonstrate and apply musical knowledge AO4 Use appraising skills to make evaluative and critical judgements about music</p>	<p>eduqas-gcse-music-spec-from-2016 (28.04.15) AO1 Perform with technical control, expression and interpretation AO2 Compose and develop musical ideas with technical control and coherence AO3 Demonstrate and apply musical knowledge AO4 Use appraising skills to make evaluative and critical judgements about music</p>
Assessment	<p>Pitch and Rhythm Notation written assessment Solo performance (Graded pieces) Folk Song Ensemble Performance Folk Song Composition skill</p>	<p>Listening Skills assessment 1 Listening Skills assessment 2 Solo Performance (Graded pieces) Elements Composition</p>	<p>Blues and Jazz Listening assessment 12 Bar Blues composition assessment Jazz / Blues extended composition assessment Ensemble Performance of composed pieces</p>
E/L	<p>Focus on Sound extended learning tasks. Focus on Sound is an online interactive learning platform that delivers lessons and quizzes. Tasks are chosen based on their relevance to skills and knowledge covered within each unit. Students will be set regular lessons, quizzes and activities using the platform, to help them improve their listening skills and understanding of technical language and skill used in music. Students will be expected to practice their instrument regularly, working towards the various performance platforms that take place throughout the year. Students will also be encouraged to work on composition work as part of their extended learning. At times, tasks will also be set for students to complete composition related tasks using websites that can facilitate it. If students have access to alternative sequencing / recording software, they are encouraged to use it as they may be more familiar with it. Further Extended Learning Challenges can be found on the Music Teams App in the extended learning challenges folder. Upon completion of challenge tasks, students will be awarded with a school certificate.</p>		

	Autumn Term	Spring Term	Summer Term
Topics	<p>AOS 1 Forms and devices + Bach Set Work Skills / knowledge Exploration of key terms and features, linked in the context of the area of study. Binary Form, Ternary Form Repetition, contrast, sequence, ornamentation, ostinato, conjunct/disjunct movement, regular phrasing, syncopation, Features of effective melodies, relationship between melody and chords, Simple chord progressions including cadences, Diatonic harmony, Keys, and simple modulation to V / relative min, Use and description of musical elements Aural, notation and listening skills</p> <p>J S Bach 'Badinerie' from Orchestral Suite No.2 – Set Work Baroque era, context and background, Instrumentation, basso continuo, Binary form, Melodic and rhythmic motifs, B minor and F# minor, key relationships, Cadences, Texture, Anacrusis, sequence, ornamentation, 2/2 metre</p> <p>Performance Students to use performance activities to learn and embed theory knowledge, learning to play examples of devices. Students to prepare performance pieces for a Grade 2 – 3 level performance. Students will perform these pieces to each other.</p> <p>Composition Short composition exercises related throughout to compositional devices, use of chords across instruments, key signatures linked to Badinerie, use of cadences and scales to guide melody. Students to continue learning how to use computer software. Produce a gradual composition of a piece with a Minuet and Trio form.</p> <p>AOS 4: Popular Music + Toto Set Work Skills / knowledge Exploration of key terms and features, linked in the context of the area of study. Rock/pop stylistic features, Verse/Chorus form, 32 bar song form, Middle 8, bridge, intro/outro, instrumental break, Rock and pop instrumentation, Melody and lyric-writing, Primary and secondary chords, cadences, standard chord progressions, power chords, Rhythmic features e.g. syncopation, driving rhythms, Keys and modulation, Describing a piece using musical elements and related vocab, Aural, notation and listening skills</p> <p>Toto 'Africa' Context and background, Instrumentation, lead and backing vocals, Verse/chorus structure, Riffs and Hooks, Melody and word-setting, syllabic/melismatic, B major and A major, key relationships and cadences, Rhythmic features, African influences / fusion</p> <p>Performance Students to perform the set work: Africa, as an ensemble. Students to focus on key features of the set work, highlighting them in their performances. Enrichment performances linked to Christmas and Solo work.</p> <p>Composition Composition exercises related throughout to stylistic features of popular music. Students to write within a pop song structure, using common chord progressions, modulations where appropriate, riffs and lyric writing with word setting techniques.</p>	<p>AOS 2: Music for ensemble Skills / Knowledge Understanding of performing in smaller ensembles, with a focus on texture and sonority: Musical Theatre and Chamber groups. Students will view styles according to their context and will listen to how textures are combined in vocal and instrumental groupings of styles. The composition and use of texture and sonority; including Monophonic, homophonic, unison, chordal, melody and accompaniment, counter melody Introducing additional aural concepts, listening for melody, harmony, and tonality: inversions, dissonance, range, Alto + Bass clefs, intervals, modulations to relative major/minor</p> <p>Performance Students to perform short compositions and extracts linked to key terms and features. Building from the last ensemble, building textures as a group in performance settings.</p> <p>Composition Students to compose short sections of music relevant to different styles of ensembles, with differing textures. At the end, they will combine selections of these sections into a cohesive piece of chamber music.</p> <p>AOS 3: Film Music Skills / Knowledge A view into film music, through the works of composers; Danny Elfman, John Williams, Hans Zimmer and more. Through listening to these works students will learn about Leitmotifs, themes, dissonance, chromatics, atonality and the effect of these on music and screen. Students will take an in-depth look into the relationship between music / sound and plot, via the elements of music (MADTSHIRT). Use of comparison and analysis to highlight mood enhancement through music, setting and effect for the audience. Film music also providing opportunity to view contrast and development across scores.</p> <p>Performance Solo performance platform, students must perform a song from a film soundtrack or, a piece of underscored music from a scene in a film.</p> <p>Composition Students to compose their own leitmotifs, for contrasting characters. Students will then develop these themes into a structured piece of music to be used within a film.</p>	<p>Composition Skills Skills / Knowledge Composing Melodies and Harmonies effectively, revisiting key knowledge such as the Circle of Fifths and intervals. Revisiting Devices used across various areas of Study, how they have been used by composers and how they could be used in other styles. Continued links to the Elements of music and MADTSHIRT to improve aural skills and linked also compositional skills. Students to learn how to plan a composition and how to draw relevant music theories together to create music.</p> <p>Performance Solo Performance Platform. Students to perform Graded pieces to their class, playing a different grade 2 or 3 piece on their chosen instrument.</p> <p>Composition Students to be guided through 4 different composition projects: Verse Chorus form, Ternary form, Film Music, and Music for Celebrations. Students to plan, create and be assessed on each project learning structures, devices and stylistic features necessary to compose for these briefs. These briefs will help students build necessary skills needed for their component 2 coursework.</p> <p>Free composition: Coursework Skills / Knowledge Focus on the free composition. Students to be guided knowledge and skills for each element of music to assist with composition work.</p> <p>Revisiting and referencing to composition techniques from the set works. Focusing on devices and stylistic features of styles covered throughout the year.</p> <p>Students will continue listening work, listening to and appraising each element of music whilst they compose their coursework, helping them draw inspiration.</p> <p>Performance Final Solo Performance Platform of the year. Students to perform Graded pieces to their class, playing a different grade 2 or 3 piece on their chosen instrument.</p> <p>Composition Students to receive support and guidance on how to utilize appropriate music technologies to create their pieces. Students will be guided through how to write and record their composition logs.</p>
Exam Spec w/link	<p>eduqas-gcse-music-spec-from-2016 (28.04.15) AO1 Perform with technical control, expression and interpretation AO2 Compose and develop musical ideas with technical control and coherence AO3 Demonstrate and apply musical knowledge AO4 Use appraising skills to make evaluative and critical judgements about music</p>	<p>eduqas-gcse-music-spec-from-2016 (28.04.15) AO1 Perform with technical control, expression and interpretation AO2 Compose and develop musical ideas with technical control and coherence AO3 Demonstrate and apply musical knowledge AO4 Use appraising skills to make evaluative and critical judgements about music</p>	<p>eduqas-gcse-music-spec-from-2016 (28.04.15) AO1 Perform with technical control, expression and interpretation AO2 Compose and develop musical ideas with technical control and coherence AO3 Demonstrate and apply musical knowledge AO4 Use appraising skills to make evaluative and critical judgements about music</p>
Assessment	<p>Listening and Aural skills assessment. Solo performance – Graded pieces. Minuet and Trio short Composition Africa Ensemble Performance Set work knowledge assessment.</p>	<p>Listening and Aural skills assessment. Ensemble Performance. Chamber Music Composition. Film Music Solo Performance. Film Music Composition.</p>	<p>Listening and Aural skills assessment. Solo Performance – Graded pieces. Project Brief Compositions Free Composition assessments</p>
E/L	<p>Focus on Sound extended learning tasks. Focus on Sound is an online interactive learning platform that delivers lessons and quizzes. Tasks are chosen based on their relevance to skills and knowledge covered within each unit. Students will be set regular lessons, quizzes and activities using the platform, to help them improve their listening skills and understanding of technical language and skill used in music. Students will be expected to practice their instrument regularly, working towards the various performance platforms that take place throughout the year. Students will also be encouraged to work on composition work as part of their extended learning. At times, tasks will also be set for students to complete composition related tasks using websites that can facilitate it. If students have access to alternative sequencing / recording software, they are encouraged to use it as they may be more familiar with it. Further Extended Learning Challenges can be found on the Music Teams App in the extended learning challenges folder. Upon completion of challenge tasks, students will be awarded with a school certificate.</p>		

	Autumn Term	Spring Term	Summer Term
Topics	<p>AOS 1 – Forms and Devices + Bach Set work Skills / knowledge Revisit and embed meanings of elements of music and MADTSHIRT. Revisit Forms – Binary, Ternary, and Rondo. Students will review and expand on knowledge between Bach and extended listening to music from the Western classical Tradition to develop aural skills in identifying devices and musical elements. Minuet and Trio, Theme and Variations, Strophic Form Features of Baroque, Classical, Romantic eras, degrees of the scale Pedal, canon, Chords, inversions, Harmonic rhythm, and Metre (simple/compound/regular/irregular). Revisit and expand: J S Bach 'Badinerie' from Orchestral Suite No.2 Baroque era, context and background, Instrumentation, basso continuo, Tonality, Chordal analysis, Bass and Harmony, Motivic analysis, Compositional devices, Dynamics Performance Final solo pieces selected, students to be working toward end of course solo performance. Composition Composition skills and coursework. Review, revisit and improve. Completing composition log and paperwork. Students to develop knowledge of musical devices through listening and applying to their own composition work.</p> <p>AOS 4 – Popular music Skills / knowledge Within the context of Toto and various pop and fusion styles, students to explore popular music concepts, traits, and structures. Revisiting the use of Elements (MADTSHIRT) and aural listening skills. Styles: rock, pop, soul, hip-hop, reggae, ballad, Fusion, Bhangra (rhythms/instruments), Strophic, verse-chorus form. Performance techniques e.g., belt, falsetto, rap, distortion, hammer-on, rim shot, slap bass. Use of Technology: panning, phasing, sampling, loops, reverb, echo. Accompaniment patterns / layers in rock pop and associated styles and sub genres. Revisit and expand: "Africa" Toto. Instrumentation; lead and backing vocals, verse/chorus structure, repetitive chord sequences /chordal analysis, chord extensions and inversions, riffs, rhythmic features; syncopation, key / modal changes. Performance Solo performance platform, of final solo pieces. All solos are to be completed for final submissions. Composition Brief Composition coursework. Students to be given briefs from exam board, choosing which to compose for. Start planning ideas to start composing with computers.</p>	<p>AOS 2: Music for Ensemble Skills / knowledge Initial focus on reviewing Jazz and Blues ensembles. Continued exploration of the relationship between texture and sonority including Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody. Review and Expand: Jazz / Blues: instrumentation, voices and stylistic features: Jazz ensembles (e.g. trio, quintet, Big Band), Rhythm section, 12 bar blues structure, Head, call and response, improvisation, solo break, intro/outro, walking bass, riff, Blues scale, pentatonic scale, modes, 12 bar blues, chord progressions, 7ths and 9ths, added chords, Rhythmic features e.g. syncopation, swing. Students to revisit use of texture in Chamber and Music and Musicals, through extended listening to develop textural aural recognition. Performance Ensemble performance pieces to be selected, rehearsed, and performed. Students to receive feedback to improve. Then, prepare for final submissions. Composition Composition tasks in class to embed learning. Brief composition coursework will be ongoing. Students to continue completing brief composition recordings, written logs, and scores / commentaries.</p> <p>AOS 3: Film music Skills / knowledge Revisit and expand on film music. Students to continue learning about the use of musical elements (MADTSHIRT) in film music. Students will focus on listening to pieces of music for film and developing aural skills to identify elements. The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot, Leitmotifs, Imitation, the effect of audience, time and place through elements, Use of sonority, texture and dynamics to create a mood. Extremes in film music: Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, use of varied textures, layering, further examples of chromatic movement in harmonic work, thematic transformation of ideas. Performance All solo and ensemble pieces to have been recorded and associated scores and information submitted. Students will continue performance exercises in class, to embed understanding of key terms used in film. Composition Both free and brief compositions are to have been completed. Students will have completed both recordings, composition logs and scores / commentaries.</p>	<p>Area of Study Review and Exam Skill Skill/knowledge Students will review previous learning as they prepare for their GCSE listening exam. Students will practice listening to various pieces of music from the differing areas of study, developing their aural skills, dictation skills and knowledge of the set works. Each Area of Study and both Set works will be revisited as needed by the cohort. Performance All pieces completed and submitted. Further performance exercises alongside aural skills to further develop understanding of key terminology and skill to identify them in music. Composition All pieces completed and submitted. Further composition exercises alongside aural skills to further develop understanding of key terminology and skill to identify them in music.</p>
Exam Spec w/link	<p>eduqas-gcse-music-spec-from-2016 (28.04.15) AO1 Perform with technical control, expression and interpretation AO2 Compose and develop musical ideas with technical control and coherence AO3 Demonstrate and apply musical knowledge AO4 Use appraising skills to make evaluative and critical judgements about music</p>	<p>eduqas-gcse-music-spec-from-2016 (28.04.15) AO1 Perform with technical control, expression and interpretation AO2 Compose and develop musical ideas with technical control and coherence AO3 Demonstrate and apply musical knowledge AO4 Use appraising skills to make evaluative and critical judgements about music</p>	<p>eduqas-gcse-music-spec-from-2016 (28.04.15) AO3 Demonstrate and apply musical knowledge AO4 Use appraising skills to make evaluative and critical judgements about music</p>
Assessment	<p>AOS 1 Exam Question assessment. Bach set work assessment. Solo performance – Graded pieces. AOS 2 Exam Question assessment. Toto set work assessment. Free Composition assessment.</p>	<p>Listening and Aural skills assessment. Solo performance assessment. Ensemble performance assessment. AOS 2 Exam questions assessment. Brief composition assessment.</p>	<p>Area of Study review. Appraisal assessment paper. Set work essays.</p>
E/L	<p>Focus on Sound extended learning tasks. Focus on Sound is an online interactive learning platform that delivers lessons and quizzes. Tasks are chosen based on their relevance to skills and knowledge covered within each unit. Students will be set regular lessons, quizzes and activities using the platform, to help them improve their listening skills and understanding of technical language and skill used in music. Students will be expected to practice their instrument regularly, working towards the various performance platforms that take place throughout the year. Students will also be encouraged to work on composition work as part of their extended learning. At times, tasks will also be set for students to complete composition related tasks using websites that can facilitate it. If students have access to alternative sequencing / recording software, they are encouraged to use it as they may be more familiar with it. Further Extended Learning Challenges can be found on the Music Teams App in the extended learning challenges folder. Upon completion of challenge tasks, students will be awarded with a school certificate.</p>		