

Programme of Learning – Subject Music

	Year 7	Year 8	Year 9 GCSE AQA	Year 10 GCSE AQA	Year 11 GCSE AQA
Knowledge & Understanding	<p>Listening:</p> <ul style="list-style-type: none"> - Learn about the elements of music, including tempo, structure, texture, pitch, duration, rhythm and instrumentation - Recognise and write basic notation - Know how to analyse music from different styles and improve their work through reflection and redrafting <p>Composition:</p> <ul style="list-style-type: none"> - Learn how to compose music from different starting points, for different moods combining sounds – using layering and texture <p>Performance:</p> <ul style="list-style-type: none"> - Learn how to perform music from different starting points - Understand how to read different types of notation - Learn how to perform on different instruments 	<p>Listening:</p> <ul style="list-style-type: none"> - Explore the meaning of tonality, timbre, melody and harmony - Learn how to write notation for different time signatures and instruments - Explore compositional devices and know how to analyse music from different styles and composers - Learn the history of musical genres and the features of music from different cultures <p>Composition:</p> <ul style="list-style-type: none"> - Understand how to expand and develop music from different starting points - Learn how to compose music in different genres for different moods - Understand how to combine several parts at the same time <p>Performance:</p> <ul style="list-style-type: none"> - Know how to perform with an awareness of others and adapt their part to fit with others. - Show an awareness of style, tradition and mood 	<p>ABRSM Music theory:</p> <ul style="list-style-type: none"> - Learn about a range of areas including, notation, time signatures, composing rhythms and writing for different instruments. - Learn to recognise compositional devices and analyse music, describing the use, impact and effect of the elements used. - Explore music history and composers <p>GCSE Composition introduction:</p> <ul style="list-style-type: none"> - Understand about compositional devices and how these can be used in the composition process. - Know how to compose music from set briefs for different genres. - Develop an understanding of how to compose music for different moods, cultures and styles, using appropriate elements and instrumentation, e.g. music for film, computer games. <p>GCSE Performance introduction:</p> <ul style="list-style-type: none"> - Know how to perform music from different styles and genres, using a range of expressive techniques - Understand how to perform in time with other people – showing an awareness of their part 	<p>Listening and Appraising:</p> <ul style="list-style-type: none"> - Understand a range of musical terms from the following areas of study: 1) Rhythm and metre, 2) Harmony and tonality, 3) Texture and melody, 4) Structure and form, 5) Timbre and dynamics - Using these, listen to and appraise music identifying elements from set questions within musical styles. – Further develop general musical theory knowledge through the ABRSM grading workbooks <p>Composition - Unit 4:</p> <ul style="list-style-type: none"> - Learn how to apply a range of compositional techniques in the creation of music from a range of styles, in a set structure - Understand how to use the key areas of study (as identified above), in the composition of a range of pieces from a range of styles <p>Performance – Unit 3:</p> <ul style="list-style-type: none"> - Understand a range of performance success criteria, including the communication and interpretation of musical ideas across both solo and ensemble performances - Understand how to interpret the expression and performance directions of music from a range of musical genres 	<p>Listening and appraising exam (1hr)</p> <ul style="list-style-type: none"> - Understand how to listen to and appraise music recognising features from the 5 areas of study - Learn how to apply these to exam questions - Develop knowledge of music history and composers through self and peer presentations on the various periods and styles of music <p>Composition – Unit 2:</p> <ul style="list-style-type: none"> - Compose music for a set brief issued by the exam board - Understand the techniques that are required to compose music in the style set by the brief, either popular music, Western Classical music or World music - Understand how to respond to feedback and make developments to work <p>Performance - Unit 3 recordings:</p> <ul style="list-style-type: none"> - Understand how to act on given feedback to further develop performance pieces - Know how to apply a wider range of musical styles through the performance process and explore the background and historical features of the music being performed

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Skills & Application	<p>Listening:</p> <ul style="list-style-type: none"> - Read and use notations. Identify key elements in music from a range of styles and genres - Discuss the history of music from at least two genres and composers <p>Composition:</p> <ul style="list-style-type: none"> - Compose music choosing appropriate musical elements - Compose pieces of music in response to given starting points - Compose music to fit different moods - Order sounds within simple structures <p>Performance:</p> <ul style="list-style-type: none"> - Improvise different rhythms and melodies. - Perform individually or as part of a group accurately - Perform using an instrument and their voice - Perform music from different styles 	<p>Listening:</p> <ul style="list-style-type: none"> - Read notation that use a range of time signatures and expression features - Identify a wide range of elements from different genres and cultures - Explain about the history of music from different genres and composers <p>Composition:</p> <ul style="list-style-type: none"> - Compose, extend and develop musical rhythms and melodies - Compose music that draws on a range of genre and cultures - Compose music within a range of structures, using different devices - Compose music using different scales and tonalities - Compose music using technology <p>Performance:</p> <ul style="list-style-type: none"> - Improvise rhythms and melodies, extending and developing ideas - Perform individually or as part of group accurately, showing expression - Perform music from different styles and cultures 	<p>ABRSM Music theory:</p> <p>Students will be able to work independently on their music theory and use these skills to help them:</p> <ul style="list-style-type: none"> - Identify key terms in music - Write music using appropriate notations, scales and time signatures - Explain the features of different musical styles from different composers <p>GCSE Composition introduction:</p> <ul style="list-style-type: none"> - Compose music in a range of styles - Compose music using different starting points - Compose music using appropriate and well chosen musical elements <p>GCSE Performance introduction:</p> <ul style="list-style-type: none"> - Perform music that covers a variety of genres from a range of assignment briefs - Perform music both individually and with others, showing an awareness of the other parts and how their role fits in amongst this - Perform music using expression 	<p>Listening and Appraising:</p> <p>Students will use the knowledge they have gained to help them:</p> <ul style="list-style-type: none"> - Identify key terms throughout a variety of musical styles - Aurally identify the elements as in previous years, covering the 5 strands of learning: Rhythm and Metre, Harmony and Tonality, Timbre and Dynamics, Structure and Form and Texture and Melody <p>Composition - Unit 4:</p> <p>Students will use their skills to complete their first piece of coursework by composing music:</p> <ul style="list-style-type: none"> - In style of their choice, showing an awareness of the features of this - That shows different ways of combining musical elements from at least 2 of the 5 areas of study - Using a variety of musical notations - Using appropriate combinations of instruments <p>Performance – Unit 3:</p> <p>Students will perform music that:</p> <ul style="list-style-type: none"> - Covers a variety of genres from a range styles, understanding the techniques and effects that are related to this style. This should be communicated through the performance - Using a range of expression and showing communication of the style - Shows the ability to communicate the style of the piece to the listener in both solo and ensemble pieces 	<p>Listening and appraising exam (1hr)</p> <p>Analyse music, describing the use, impact and effect of the elements of music used</p> <p>Listen and appraise music from set questions that covers 3 main areas: 1) Western Classical, 2) Popular music of the 20th Century, 3) World music</p> <p>Composition – Unit 2:</p> <p>Students will use their skills to complete their second piece of coursework by composing music:</p> <ul style="list-style-type: none"> - To a set brief in either a classical, popular or world music style - Using appropriate notation and well chosen presentation methods - Using appropriate combinations of instruments <p>Performance – Unit 3 recordings:</p> <p>Students will perform 2 pieces, (1 solo and 1 ensemble), that demonstrate:</p> <ul style="list-style-type: none"> - A secure understanding of the style and that communicates this to the listener. In addition to showing the expressive features of the piece and reflects the composer’s intentions - An awareness of others, reacting to any mistakes made by others and taking into account balance between the other parts
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Student Support & Development

Members of the Music department have qualifications that include the exploration of different musical styles, the music industry and further learning in the use of new technologies. This allows us to offer our students experience in all disciplines and work with a curriculum that is personalised to suit different needs and interests.

We are keen to encourage all students to learn a musical instrument and are proud to offer free instrumental tuition for flute, clarinet, saxophone, trumpet, trombone, violin, steel pans, drums, guitar, bass guitar and singing. These are given by experienced peripatetic teachers, from our collaboration with Artforms. In addition to instrumental lessons, we have a school band, choir and sessions developing ABRSM music theory.

In KS3, students are set annual homework projects as per the school calendar, which involve musical analysis and song writing activities. KS4 students are set regular homework activities to develop musical analysis, music theory and solo and ensemble performance preparation.

Learning Approaches

In Music we take a very practical approach to teaching and learning. Students are encouraged to develop their skills through all three musical disciplines; listening, composition and performance. Learning is personalised to suit the individual needs and interests of our students and this is supported by offering instrumental tuition which is accessible to all students in all year groups. Our department is committed to exploring music through a range of forms including the use of music technology. We use a variety of music software to help students with the creation of their own music. The use of key terminology during musical analysis helps students with their literacy skills and composition and rhythmic work helps to promote numeracy development.

Progression

Music GCSE will offer a secure and in-depth foundation to help prepare students for further study in either the BTEC or A-Level qualifications. Through studying Music students will be able to access learning at higher education and/or explore a range of possible career options ranging from teaching and performance to music therapy and sound engineering.

Subject vision

The Music department is proud to promote an inclusive and supportive environment for learning in which students are encouraged to explore their interests in a creative and collaborative way. Students are given the opportunity to develop a variety of transferable skills that can be applied to a range of career pathways in both music and other aspects of life.

Assessment & Monitoring of Progress

Student progress will be assessed through both formative and summative assessments. They will receive regular teacher feedback detailing their main strengths and offering areas for development. In addition to this, opportunities will be provided for peer assessment to help support learning. Students will be provided with time to reflect on this and where appropriate, re-draft their work in response to the given feedback. To personalise learning, students will work from and receive feedback using given success criteria to help clarify individual areas of strength and weakness. Assessment is regularly tracked and monitored by teaching staff.

Development of Subject Specific language

Subject specific vocabulary is a key focus of musical learning in all areas, across all year groups. Students are expected to make use of this in both written and verbal responses and are encouraged to develop its use across all disciplines. Literacy is supported through regular marking and feedback following the school policy. Specific literacy codes are used to help students identify the type of error and these are then corrected.