

**Music at Cox Green 2017-2018  
Curriculum Plan**

**Key Stage 4  
Year 9 – GCSE Skills development**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Getting to grips with music</b>	<b>Musical Futures 2 weeks - 4 chord developed 2 weeks - Blues</b>	<b>Music through History - The Western Classical Tradition</b>	<b>Musical Futures Song Writing</b>	<b>Music through History - Music in the 20<sup>th</sup> Century</b>	<b>Musical Futures 'In at the Deep End 2'</b>
Assessment: Solo performance on own instrument. Theory test.  Skills: Rhythm/Aural development. The Elements of music Preparing for a solo performance.	Assessment: 4 chord composition. Group Blues performance  Skills: Rhythm/Aural development. Technical drumming/guitar/keyboard/vocal skills. Ensemble & solo performance skills. Focus on independent learning in groups.	Assessment: Listening tests. Melody writing.  Skills: Rhythm/Aural development. Musical Analysis. Contextual understanding. Describing the musical elements	Assessment: Song writing project. Solo Performance  Skills: Rhythm/Aural development. Technical drumming/guitar/keyboard/vocal skills. Ensemble & solo performance/composing skills. Focus on independent learning in groups.	Assessment: Listening tests. Minimalist composition. Solo performance  Skills: Rhythm/Aural development. Musical Analysis. Contextual understanding. Describing the musical elements	Assessment: Ensemble performance  Skills: Rhythm/Aural development. Technical drumming/guitar/keyboard/vocal skills. Ensemble & solo performance skills. Focus on independent learning in groups.

*SMSC/British Values:*

*Evidence of students participating in the lesson and responding to stimulus.*

*Evidence of students investigating issues and offering their own views.*

*Evidence of opportunities being open to all students within the lesson.*

*Evidence of students exhibiting good conduct.*

*Evidence of students being given responsibility and responding positively.*

*Evidence of the needs of all students being catered for.*

*Evidence of students demonstrating social skills.*

*Evidence of students working in teams.*

*Evidence of students reflecting on their experiences.*

*Evidence of pupils showing enthusiasm and interest.*

*Evidence of students showing respect for one another.*

*Evidence of pupils demonstrating creativity and imagination.*

**Enrichment/Extra Curriculum:**

- *Junior Jazz Orchestra*
- *Jazz Orchestra*
- *Junior Band*
- *Concert Band*
- *Choir*
- *Chamber Choir*
- *Winter concert performance*
- *Spring concert performance*

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>These units may be taught in various orders throughout the year</b>					
<b>Component 1: Understanding Music Preparation for Written Paper 40%</b>		<b>Component 2: Performing Music 30% of the total mark</b>		<b>Component 3: Composing Music</b>	
<p><b>Overview:</b> Students learn to appraise, develop and demonstrate an in depth knowledge and understanding of musical elements, musical context and musical language. This is conducted within four areas of study.</p> <p><b>Assessment:</b> A terminal exam marked by AQA examiners. The exam contains a mix of listening/appraising questions based on unfamiliar music in all four areas of study as well as more in depth written questions on study pieces from AOS 1 and 2.</p> <p>The four areas of study are:</p> <p><b>1. Western Classical Tradition 1650-1910</b></p> <ul style="list-style-type: none"> <li>• The orchestral music of Haydn, Mozart and Beethoven,</li> <li>• The Coronation Anthems and Oratorios of Handel</li> <li>• The piano music of Chopin and Schumann</li> <li>• The Requiem of the late Romantic</li> <li>• Study piece: Handel Symphony 101.</li> </ul>		<p><b>Overview:</b> Students learn to prepare for performances where they will perform with technical control, expression and interpretation.</p> <p><b>Assessment:</b> Two externally moderated performances with a combined minimum duration of four minutes. One performance must be as a soloist and one piece must be as part of an ensemble.</p> <p>Performances to hand in must be recorded in the year of examination (year 11) but students will prepare for, and perform, a number of times during year 10 as preparation.</p> <ul style="list-style-type: none"> <li>• <b>Ensemble Performance 1</b> - Class Blues Performance - recording deadline end of term one year 10.</li> <li>• <b>Solo Performance 1</b> - choice in discussion with staff and instrumental/vocal teacher - recording deadline end of term two year 10.</li> <li>• <b>Ensemble Performance 2</b> choice in discussion with staff and instrumental/vocal teacher - recording deadline end of term four year 10.</li> </ul>		<p><b>Overview:</b> Students learn composition skills to make appropriate, creative and effective selection of musical elements and how to control these elements with technical and expressive control.</p> <p><b>Assessment:</b> Two externally assessed compositions with a combined duration of at least three minutes. One composition is to a brief set by AQA during the year of examination (year 11) and the other is a free composition. Each composition must demonstrate the selection, and use, of at least four of the musical elements:</p> <ul style="list-style-type: none"> <li>• at least two from: rhythm, metre, texture, melody, structure and form,</li> <li>• at least two from: harmony, tonality, timbre, dynamics, phrasing and articulation.</li> </ul> <p>Both compositions must be accompanied by a programme note identifying:</p> <ul style="list-style-type: none"> <li>• the compositional intention including the intended audience/occasion,</li> <li>• the types of musical element selected</li> <li>• details of the software (and hardware) used in the compositional process</li> </ul>	

<p>2<sup>nd</sup> movement.</p> <p><b>2. Popular Music</b></p> <ul style="list-style-type: none"> <li>• Music of Broadway 1950-2000, Rock music of the 60s and 70s, Film and Game music 1990-present, Pop music 1990-present</li> <li>• Study pieces: The Beatles: Sgt Pepper's Lonely Hearts Club Band (selected works)</li> </ul> <p><b>3. Traditional Music</b></p> <ul style="list-style-type: none"> <li>• Blues</li> <li>• Afro/Caribbean fusions</li> <li>• Contemporary Latin music</li> <li>• Contemporary folk music of the British Isles.</li> </ul> <p><b>4. Western Classical Tradition since 1910</b></p> <ul style="list-style-type: none"> <li>• Orchestral music of Copeland</li> <li>• British music of Arnold, Britten, Maxwell Davies and Tavener,</li> <li>• The orchestral music of Kodaly and Bartok</li> <li>• The Minimalist music of Adams, Reich and Riley.</li> </ul> <p><b>Skills:</b>  Reading staff notation  Chords and chord symbols  Musical vocabulary and terminology</p> <ul style="list-style-type: none"> <li>• Rhythm &amp; Metre.</li> <li>• Harmony &amp; Tonality.</li> <li>• Texture &amp; Melody.</li> <li>• Timbre &amp; Dynamics.</li> <li>• Structure &amp; Form.</li> </ul> <p><i>SMSC/British Values:</i></p>	<ul style="list-style-type: none"> <li>• <b>Solo Performance 2</b> choice in discussion with staff and instrumental/vocal teacher - recording deadline end of term six year 10.</li> <li>• <b>Ensemble Performance FINAL Examination</b>, in discussion with staff and instrumental/vocal teacher - recording deadline end of term two year 11 – Christmas.</li> <li>• <b>Solo Performance FINAL Examination</b>, in discussion with staff and instrumental/vocal teacher - recording deadline end of term three year 11 – spring half term.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• LEVEL OF DIFFICULTY (6)</li> <li>• TECHNICAL CONTROL (15)</li> <li>• EXPRESSION AND INTERPRETATION (15)</li> </ul> <p>Level of Difficulty</p> <p>6 Equivalent to grade five or above. Complex and technically demanding music.</p> <p>5 Equivalent to grade four. Music with a substantial range of technical demands.</p> <p>4 Equivalent to grade three. Music with a broad range of technical demands.</p> <p>3 Equivalent to grade two. Music with a narrower range of technical demands.</p> <p>2 Equivalent to grade one. Music with some demands within a limited range of technical expertise.</p> <p>1 Below grade one. Technically straightforward music making few demands of the performer</p> <p><b>Skills:</b></p>	<p>Students will study, and compose in, a number of musical styles during year 10:</p> <p><b>Composition 1</b> using Sibelius for African Drums and percussion plus programme note.</p> <p><b>Composition 2</b> using Sibelius for a Melody instrument plus programme note.</p> <p><b>Composition 3</b> using Sibelius any large ensemble in a minimalist style plus programme note.</p> <p><b>Composition 4</b> either for Solo instrumental and accompaniment using Sibelius or a Song (for guitarists/singers) plus programme note.</p> <p><b>Skills:</b></p> <p>Can I compose two pieces of music which demonstrate a considered selection and use of the musical elements?</p> <p>Can I compose a piece of sufficient length to demonstrate sufficient development of musical ideas in the music?</p> <p><i>SMSC/British Values:</i>  <i>Evidence of cultural diversity in the content of the lesson. Students participate in the lesson and responding to stimulus. Students develop an awareness of cultural diversity. Students investigate issues and offer their own views. Clear codes of conduct (behaviour) and students exhibiting good conduct (behaviour). Catering for the needs of all students being catered for. Students reflecting on their experiences. Students show enthusiasm and interest. Students demonstrating creativity and imagination.</i></p>
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<p><b>Enrichment/Extra Curriculum:</b></p> <ul style="list-style-type: none"> <li>• <i>Junior Jazz Orchestra</i></li> <li>• <i>Jazz Orchestra</i></li> <li>• <i>Junior Band</i></li> <li>• <i>Concert Band</i></li> <li>• <i>Choir</i></li> <li>• <i>Chamber Choir</i></li> <li>• <i>Winter concert performance</i></li> <li>• <i>Spring concert performance</i></li> </ul>		