



# Music Intent and Five year Plan



2021/22

## Intent

The KS3 Music experience focuses on inspiring students to recognise that Music can equip them with the skills to participate effectively in original work they can be proud of to positively change their lives. With creativity is at its heart, the course aims to encourage students own individuality through a variety of styles and stimuli developing personal growth in music through extracurricular, GCSE and beyond RVHS.

Year 9 transition year enables students to continue a broad curriculum with a focus on the Manchester music history and linking it to Art, Drama and history. Through lessons and trips students have the opportunity to develop knowledge, listening, composition and performance skills.

GCSE Music offers students the opportunity to explore Music as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will strive for academic excellence in composing, performing and listening to music making clear informed responses using theoretical knowledge of Music and the industry. The core aim of the curriculum is to develop independent, creative thinkers who can work collaboratively preparing them for exams and their future after RVHS.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>7.1 Elements of Music <b>Pupils will learn all about the Elements of music so they can Identify, Understand and Analysis music.</b></p> <p><b>Key assessment pieces:</b> Music Article analysing music.</p> <p><b>Criteria</b></p> <p><b>Identify</b> - Students are to be able to identify musical terms in music. <b>Understand</b> - Students are to understand and explain musical terms within music. <b>Analyse</b> - Students are to Analyse and describe the mood and atmosphere of the music related to musical terms.</p>	<p>7.2 Rhythm and Metre <b>Pupils will learn about different Rhythms and Time signatures in composing and listening tasks.</b></p> <p><b>Key assessment pieces:</b> Written Score Performance</p> <p><b>Criteria</b></p> <p><b>Identify</b> - Students are to be able to identify musical terms in music. <b>Understand</b> - Students are to understand and explain musical terms within music. <b>Accuracy</b>- Students are to be able to perform with accuracy in intonation and rhythm.</p>	<p>7.3 Steel Pans <b>Pupils will learn about Caribbean Culture and the steel pans in performing and listening tasks.</b></p> <p><b>Key assessment pieces:</b> Performance</p> <p><b>Criteria</b></p> <p><b>Identify</b> - Students are to be able to identify musical terms in music. <b>Style</b> - Students are to be able to perform with a sense of artistic interpretation and idiomatic style <b>Accuracy</b>- Students are to be able to perform with accuracy in intonation and rhythm.</p>	<p>7.4 Melody and Harmony - <b>Pupils will learn about Melody and Harmony in composing and listening tasks.</b></p> <p><b>Key assessment pieces:</b> Program Notes Performance</p> <p><b>Criteria</b></p> <p><b>Understand</b> - Students are to understand and explain musical terms within music. <b>Style</b> - Students are to be able to perform with a sense of artistic interpretation and idiomatic style</p>	<p>7.5 The Beatles <b>Pupils will learn about the History of the Beatles Perform, compose and listen to their music.</b></p> <p><b>Key assessment pieces:</b> Music Article analysing music. Performance</p> <p><b>Criteria</b></p> <p><b>Identify</b> - Students are to be able to identify musical terms in music. <b>Analyse</b> - Students are to Analyse and describe the mood and atmosphere of the music related to musical terms.</p>	<p>7.6 Musical Cycles <b>Pupils will learn about the History of steel pans and perform as a class on the steel pans</b></p> <p><b>Key assessment pieces:</b> Written Score Performance</p> <p><b>Criteria</b></p> <p><b>Organise</b> - Students are to be able to compose with organisation and sequence. <b>Composition Elements</b> - Students are to be able to compose coherent melody and accompaniments <b>Expression</b>- Students are to be able to perform with expression using musical terms.</p>

				<b>Expression-</b> Students are to be able to perform with expression using musical terms.	<b>Accuracy-</b> Students are to be able to perform with accuracy in intonation and rhythm.	
Year 8	<p><i>8.1- Samba + Rondo Form</i></p> <p><b>Pupils will learn how to compose and perform rhythmic music for a Samba Carnival.</b></p> <p><b>Key assessment pieces:</b> Written Score Performance.</p> <p>Criteria</p> <p><b>Identify</b> - Students are to be able to identify musical terms in music.</p> <p><b>Accuracy-</b> Students are to be able to perform with accuracy in intonation and rhythm.</p> <p><b>Organise</b> - Students are to be able to compose with organisation and sequence.</p>	<p><i>8.2- Modern Mozart</i></p> <p><b>Pupils will learn about the History of Mozart and be able to compose a piece of music in the Classical Style.</b></p> <p><b>Key assessment pieces:</b> Program Notes Performance</p> <p>Criteria</p> <p><b>Understand</b> - Students are to understand and explain musical terms within music.</p> <p><b>Style</b> - Students are to be able to perform with a sense of artistic interpretation and idiomatic style</p> <p><b>Composition Elements -</b> Students are to be able to compose coherent melody and accompaniments</p>	<p><i>8.3- Traditional World - Calypso</i></p> <p><b>Pupils will learn about the History of steel pans and perform as a class on the steel pans</b></p> <p><b>Key assessment pieces:</b> Music Article Analysis Performance</p> <p>Criteria</p> <p><b>Identify</b> - Students are to be able to identify musical terms in music.</p> <p><b>Style</b> - Students are to be able to perform with a sense of artistic interpretation and idiomatic style</p> <p><b>Accuracy-</b> Students are to be able to perform with accuracy in intonation and rhythm.</p>	<p><i>8.4- 12 Bar Blues</i></p> <p><b>Pupils will learn about the History of the 12 bar Blues. Then Perform and listen to their music.</b></p> <p><b>Key assessment pieces:</b> Written Score Performance</p> <p>Criteria</p> <p><b>Identify</b> - Students are to be able to identify musical terms in music.</p> <p><b>Analyse</b> - Students are to Analyse and describe the mood and atmosphere of the music related to musical terms.</p> <p><b>Organise</b> - Students are to be able to compose with organisation and sequence...</p>	<p><i>8.5- Film Music</i></p> <p><b>You will learn how music is used to create atmosphere in films and you will create your own piece for a film scene.</b></p> <p><b>Key assessment pieces:</b> Music Article Analysis Performance</p> <p>Criteria</p> <p><b>Analyse</b> - Students are to Analyse and describe the mood and atmosphere of the music related to musical terms.</p> <p><b>Style</b> - Students are to be able to perform with a sense of artistic interpretation and idiomatic style</p> <p><b>Composition Elements -</b> Students are to be able to compose coherent melody and accompaniments</p>	<p><i>8.6 Popular comp. and structure</i></p> <p><b>You will learn how to compose and perform a popular song.</b></p> <p><b>Key assessment pieces:</b> Written Score Performance</p> <p>Criteria</p> <p><b>Organise</b> - Students are to be able to compose with organisation and sequence.</p> <p><b>Composition Elements -</b> Students are to be able to compose coherent melody and accompaniments</p> <p><b>Expression-</b> Students are to be able to perform with expression using musical terms.</p>

<p>Year 9</p>	<p><b>Listening</b> 9.1 Music Review To recap and review all prior learning from KS3</p> <p><b>Key assessment pieces:</b></p> <ul style="list-style-type: none"> <li>• Research,</li> <li>• Listening Questions</li> </ul> <p>Criteria</p> <p><b>Identify</b> - Students are to be able to identify musical terms in music.</p> <p><b>Understand</b> - Students are to understand and explain musical terms within music.</p> <p><b>Analyse</b> - Students are to Analyse and describe the mood and atmosphere of the music related to musical terms.</p> <p><b>Composing</b> 9.1 Sibelius Developing composing skills on the computer software Sibelius.</p> <p><b>Key assessment pieces:</b> Sibelius Workbook</p> <p>Criteria</p> <p><b>Understand</b> - Students are to understand and explain musical terms within music.</p> <p><b>Composition Elements</b> - Students are to be able to compose coherent melody and accompaniments</p> <p><b>Performing</b> 9.1 Performance Skills</p>	<p><b>Listening</b> 9.2 Musical Eras To learn and understand key features of musical eras from 1400 - 1910</p> <p><b>Key assessment pieces:</b></p> <ul style="list-style-type: none"> <li>• Research,</li> <li>• Listening Questions</li> </ul> <p>Criteria</p> <p><b>Identify</b> - Students are to be able to identify musical terms in music.</p> <p><b>Understand</b> - Students are to understand and explain musical terms within music.</p> <p><b>Analyse</b> - Students are to Analyse and describe the mood and atmosphere of the music related to musical terms.</p> <p><b>Composing</b> 9.2 Composition Elements 1- To Learn how to create Musical ideas with different instruments and develop them.</p> <p><b>Key assessment pieces:</b> Composition Key features research, Sibelius Composition Ideas</p> <p>Criteria</p> <p><b>Organise</b> - Students are to be able to compose with organisation and sequence.</p> <p><b>Style</b> - Students are to be able to perform with a sense of artistic interpretation and idiomatic style</p> <p><b>Performing</b> 9.2 Performance Skills</p>	<p><b>Listening</b> 9.3 Popular Music To learn and understand key features of popular music from 1910</p> <p><b>Key assessment pieces:</b></p> <ul style="list-style-type: none"> <li>• Research,</li> <li>• Listening Questions</li> </ul> <p>Criteria</p> <p><b>Identify</b> - Students are to be able to identify musical terms in music.</p> <p><b>Understand</b> - Students are to understand and explain musical terms within music.</p> <p><b>Style</b> - Students are to be able to perform with a sense of artistic interpretation and idiomatic style</p> <p><b>Composing</b> 9.3 Composition Elements 2- To Learn how to develop Musical ideas with different instruments and use musical elements to create interest.</p> <p><b>Key assessment pieces:</b> Composition Key features research, Sibelius Composition Ideas</p> <p>Criteria</p> <p><b>Organise</b> - Students are to be able to compose with organisation and sequence.</p> <p><b>Composition Elements</b> - Students are to be able to compose coherent melody and accompaniments</p> <p><b>Performing</b> 9.3 Performance Individual Learning Plan <b>Solo</b> (ILP)</p>	<p><b>Listening</b> 9.4 Popular Music To learn and understand key features of popular music from 1910 with a focus on Manchester music</p> <p><b>Key assessment pieces:</b></p> <ul style="list-style-type: none"> <li>• Research,</li> <li>• Listening Questions</li> </ul> <p>Criteria</p> <p><b>Understand</b> - Students are to understand and explain musical terms within music.</p> <p><b>Analyse</b> - Students are to Analyse and describe the mood and atmosphere of the music related to musical terms.</p> <p><b>Style</b> - Students are to be able to perform with a sense of artistic interpretation and idiomatic style</p> <p><b>Composing</b> 9.4 Composition Elements 3- To Learn how to develop Musical ideas with different instruments and use musical elements to create interest.</p> <p><b>Key assessment pieces:</b> Composition Key features research, Sibelius Composition Ideas</p> <p>Criteria</p> <p><b>Organise</b> - Students are to be able to compose with organisation and sequence.</p> <p><b>Composition Elements</b> - Students are to be able to compose coherent melody and accompaniments</p> <p><b>Expression-</b> Students are to be able to perform with expression using musical terms.</p> <p><b>Performing</b> 9.4 Performance <b>Solo</b> (ILP)</p>	<p><b>Listening</b> 9.5 Music Traditions To learn and understand key features of Traditional Music from around the world.</p> <p><b>Key assessment pieces:</b></p> <ul style="list-style-type: none"> <li>• Research,</li> <li>• Listening Questions</li> </ul> <p>Criteria</p> <p><b>Identify</b> - Students are to be able to identify musical terms in music.</p> <p><b>Understand</b> - Students are to understand and explain musical terms within music.</p> <p><b>Style</b> - Students are to be able to perform with a sense of artistic interpretation and idiomatic style</p> <p><b>Composing</b> 9.5 Composition Elements 4- To Learn how to develop Musical ideas with different instruments and use musical elements to create interest.</p> <p><b>Key assessment pieces:</b> Composition Key features research, Sibelius Composition Ideas</p> <p>Criteria</p> <p><b>Organise</b> - Students are to be able to compose with organisation and sequence.</p> <p><b>Composition Elements</b> - Students are to be able to compose coherent melody and accompaniments</p> <p><b>Expression-</b> Students are to be able to perform with expression using musical terms.</p> <p><b>Performing</b> 9.5 Performance <b>Ensemble</b> (ILP)</p>	<p><b>Listening</b> 9.6 Music Audit To recap and review all prior learning from Year 9</p> <p><b>Key assessment pieces:</b></p> <ul style="list-style-type: none"> <li>• Research,</li> <li>• Listening Questions</li> </ul> <p>Criteria</p> <p><b>Understand</b> - Students are to understand and explain musical terms within music.</p> <p><b>Analyse</b> - Students are to Analyse and describe the mood and atmosphere of the music related to musical terms.</p> <p><b>Style</b> - Students are to be able to perform with a sense of artistic interpretation and idiomatic style</p> <p><b>Composing</b> 9.6 Composition Elements 5- To Learn how to develop Musical ideas with different instruments and use musical elements to create interest.</p> <p><b>Key assessment pieces:</b> Composition Key features research, Sibelius Composition Ideas</p> <p>Criteria</p> <p><b>Organise</b> - Students are to be able to compose with organisation and sequence.</p> <p><b>Composition Elements</b> - Students are to be able to compose coherent melody and accompaniments</p> <p><b>Expression-</b> Students are to be able to perform with expression using musical terms.</p> <p><b>Performing</b> 9.6 Performance <b>Ensemble</b> (ILP)</p>
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	<p>Pupils are to develop performance work through 1:1 Tuition with a peripatetic teacher</p> <p><b>Key assessment pieces:</b> Performance Research, Questioning, ILP, Performances</p> <p><b>Criteria</b></p> <p><b>Accuracy-</b> Students are to be able to perform with accuracy in intonation and rhythm.</p> <p><b>Style</b> - Students are to be able to perform with a sense of artistic interpretation and idiomatic style</p> <p><b>Expression-</b> Students are to be able to perform with expression using musical terms.</p>	<p>Pupils are to develop performance work through 1:1 Tuition with a peripatetic teacher</p> <p><b>Key assessment pieces:</b> Performance Research, Questioning, ILP, Performances</p> <p><b>Criteria</b></p> <p><b>Accuracy-</b> Students are to be able to perform with accuracy in intonation and rhythm.</p> <p><b>Style</b> - Students are to be able to perform with a sense of artistic interpretation and idiomatic style</p> <p><b>Expression-</b> Students are to be able to perform with expression using musical terms.</p>	<p>Pupils are to develop performance work through 1:1 Tuition with a peripatetic teacher</p> <p><b>Key assessment pieces:</b> Performance Research, Questioning, ILP, Performances</p> <p><b>Criteria</b></p> <p><b>Accuracy-</b> Students are to be able to perform with accuracy in intonation and rhythm.</p> <p><b>Style</b> - Students are to be able to perform with a sense of artistic interpretation and idiomatic style</p> <p><b>Expression-</b> Students are to be able to perform with expression using musical terms.</p>	<p>Pupils are to develop performance work through 1:1 Tuition with a peripatetic teacher</p> <p><b>Key assessment pieces:</b> Performance Research, Questioning, ILP, Performances</p> <p><b>Criteria</b></p> <p><b>Accuracy-</b> Students are to be able to perform with accuracy in intonation and rhythm.</p> <p><b>Style</b> - Students are to be able to perform with a sense of artistic interpretation and idiomatic style</p> <p><b>Expression-</b> Students are to be able to perform with expression using musical terms.</p>	<p>Pupils are to develop performance work through 1:1 Tuition with a peripatetic teacher</p> <p><b>Key assessment pieces:</b> Performance Research, Questioning, ILP, Performances</p> <p><b>Criteria</b></p> <p><b>Accuracy-</b> Students are to be able to perform with accuracy in intonation and rhythm.</p> <p><b>Style</b> - Students are to be able to perform with a sense of artistic interpretation and idiomatic style</p> <p><b>Expression-</b> Students are to be able to perform with expression using musical terms.</p>	<p>Pupils are to develop performance work through 1:1 Tuition with a peripatetic teacher</p> <p><b>Key assessment pieces:</b> Performance Research, Questioning, ILP, Performances</p> <p><b>Criteria</b></p> <p><b>Accuracy-</b> Students are to be able to perform with accuracy in intonation and rhythm.</p> <p><b>Style</b> - Students are to be able to perform with a sense of artistic interpretation and idiomatic style</p> <p><b>Expression-</b> Students are to be able to perform with expression using musical terms.</p>
	<p><b>Manchester Music</b></p> <p>Students will complete a unit that looks at Manchester music through time and how this has shaped the country we live in. They will explore Music through Singing, Listening, Performance and composition. Students will continue to see Manchester music into a wider context linking with 20th Century musicians from orchestral, popular and world music.</p>					
Year 10	<p><b>Listening</b></p> <p>10.1 Music Review To recap and review all prior learning from KS3</p> <p><b>Key assessment pieces:</b></p> <ul style="list-style-type: none"> <li>• Research,</li> <li>• Listening Questions</li> </ul> <p><b>Criteria</b></p> <p><b>Identify</b> - Students are to be able to identify musical terms in music.</p> <p><b>Understand</b> - Students are to understand and explain musical terms within music.</p> <p><b>Analyse</b> - Students are to Analyse and describe the mood and atmosphere of the music related to musical terms.</p> <p><b>Composing</b></p> <p>10.1 Composition Review</p>	<p><b>Listening</b></p> <p>10.2 Musical Eras To learn and understand key features of musical eras from 1400 - 1910</p> <p><b>Key assessment pieces:</b></p> <ul style="list-style-type: none"> <li>• Research,</li> <li>• Listening Questions</li> </ul> <p><b>Criteria</b></p> <p><b>Identify</b> - Students are to be able to identify musical terms in music.</p> <p><b>Understand</b> - Students are to understand and explain musical terms within music.</p> <p><b>Analyse</b> - Students are to Analyse and describe the mood and atmosphere of the music related to musical terms.</p> <p><b>Composing</b></p> <p>10.2 Composition Elements 1-</p>	<p><b>Listening</b></p> <p>10.3 Popular Music To learn and understand key features of popular music from 1910</p> <p><b>Key assessment pieces:</b></p> <ul style="list-style-type: none"> <li>• Research,</li> <li>• Listening Questions</li> </ul> <p><b>Criteria</b></p> <p><b>Identify</b> - Students are to be able to identify musical terms in music.</p> <p><b>Understand</b> - Students are to understand and explain musical terms within music.</p> <p><b>Style</b> - Students are to be able to perform with a sense of artistic interpretation and idiomatic style</p> <p><b>Composing</b></p> <p>9.3 Composition Elements 2-</p>	<p><b>Listening</b></p> <p>10.4 Little Shop of Horrors To learn and understand key features of 3 set pieces from the Musical LSOH.</p> <p><b>Key assessment pieces:</b></p> <ul style="list-style-type: none"> <li>• Research,</li> <li>• Listening Questions</li> </ul> <p><b>Criteria</b></p> <p><b>Identify</b> - Students are to be able to identify musical terms in music.</p> <p><b>Understand</b> - Students are to understand and explain musical terms within music.</p> <p><b>Analyse</b> - Students are to Analyse and describe the mood and atmosphere of the music related to musical terms.</p> <p><b>Composing</b></p> <p>9.4 Composing to a brief-</p>	<p><b>Listening</b></p> <p>10.5 AOS 1 Mozart To learn and understand key features of Mozart's Clarinet Concerto.</p> <p><b>Key assessment pieces:</b></p> <ul style="list-style-type: none"> <li>• Research,</li> <li>• Listening Questions</li> </ul> <p><b>Criteria</b></p> <p><b>Identify</b> - Students are to be able to identify musical terms in music.</p> <p><b>Understand</b> - Students are to understand and explain musical terms within music.</p> <p><b>Analyse</b> - Students are to Analyse and describe the mood and atmosphere of the music related to musical terms.</p> <p><b>Composing</b></p> <p>Free Composition</p>	<p><b>Listening</b></p> <p>10.6 AOS 1-4 Mozart LSH questions To learn and understand how to answer 8 mark questions on LSOH and Mozart's Clarinet Concerto.</p> <p><b>Key assessment pieces:</b></p> <ul style="list-style-type: none"> <li>• Research,</li> <li>• Listening Questions</li> </ul> <p><b>Criteria</b></p> <p><b>Identify</b> - Students are to be able to identify musical terms in music.</p> <p><b>Understand</b> - Students are to understand and explain musical terms within music.</p> <p><b>Analyse</b> - Students are to Analyse and describe the mood and atmosphere of the music related to musical terms.</p> <p><b>Composing</b></p> <p>Free Composition</p>

	<p><b>Key assessment pieces:</b> Composition Key features research, Sibelius Composition Ideas</p> <p><b>Criteria</b></p> <p><b>Organise</b> - Students are to be able to compose with organisation and sequence.</p> <p><b>Composition Elements</b> - Students are to be able to compose coherent melody and accompaniments</p> <p><b>Performing</b> 10.1 Performance Skills Pupils are to develop performance work through 1:1 Tuition with a peripatetic teacher</p> <p><b>Key assessment pieces:</b> Performance Research, Questioning, ILP, Performances GCSE Composition Criteria Demand of the Music /6 (Exam board grades 1-5)</p> <p><b>Technical control (accuracy) /15 Expression and interpretation. /15</b></p>	<p>To Learn how to create Musical ideas with different instruments and develop them.</p> <p><b>Key assessment pieces:</b> Composition Key features research, Sibelius Composition Ideas</p> <p><b>Criteria</b></p> <p><b>Organise</b> - Students are to be able to compose with organisation and sequence.</p> <p><b>Style</b> - Students are to be able to perform with a sense of artistic interpretation and idiomatic style</p> <p><b>Performing</b> 10.2 Performance Skills Pupils are to develop performance work through 1:1 Tuition with a peripatetic teacher</p> <p><b>Key assessment pieces:</b> Performance Research, Questioning, ILP, Performances GCSE Composition Criteria Demand of the Music /6 (Exam board grades 1-5)</p> <p><b>Technical control (accuracy) /15 Expression and interpretation. /15</b></p>	<p>To Learn how to develop Musical ideas with different instruments and use musical elements to create interest.</p> <p><b>Key assessment pieces:</b> Composition Key features research, Sibelius Composition Ideas</p> <p><b>Criteria</b></p> <p><b>Organise</b> - Students are to be able to compose with organisation and sequence.</p> <p><b>Composition Elements</b> - Students are to be able to compose coherent melody and accompaniments</p> <p><b>Performing</b> 10.3 Performance Individual Learning Plan <b>Solo</b> (ILP) Pupils are to develop performance work through 1:1 Tuition with a peripatetic teacher</p> <p><b>Key assessment pieces:</b> Performance Research, Questioning, ILP, Performances GCSE Composition Criteria Demand of the Music /6 (Exam board grades 1-5)</p> <p><b>Technical control (accuracy) /15 Expression and interpretation. /15</b></p>	<p>To Learn how to develop Musical ideas with different instruments and use musical elements to create music for a war film.</p> <p><b>Key assessment pieces:</b> Composition Key features research, Sibelius Composition Ideas</p> <p><b>Criteria</b></p> <p><b>Organise</b> - Students are to be able to compose with organisation and sequence.</p> <p><b>Composition Elements</b> - Students are to be able to compose coherent melody and accompaniments</p> <p><b>Expression-</b> Students are to be able to perform with expression using musical terms.</p> <p><b>Performing</b> 10.4 Performance Individual Learning Plan <b>Solo</b> (ILP) Pupils are to develop performance work through 1:1 Tuition with a peripatetic teacher</p> <p><b>Key assessment pieces:</b> Performance Research, Questioning, ILP, Performances GCSE Composition Criteria Demand of the Music /6 (Exam board grades 1-5)</p> <p><b>Technical control (accuracy) /15 Expression and interpretation. /15</b></p>	<p>To Start a Free Composition for GCSE Coursework.</p> <p>GCSE Composition Criteria</p> <p>Selection and use of <b>rhythm, metre, texture, melody, structure, form</b> /18</p> <p>Selection and use of <b>harmony, tonality, timbre, dynamics, phrasing, articulation.</b> /18</p> <p><b>Performing</b> 10.5 Performance Individual Learning Plan <b>Ensemble</b> (ILP) Pupils are to develop performance work through 1:1 Tuition with a peripatetic teacher</p> <p><b>Key assessment pieces:</b> Performance Research, Questioning, ILP, Performances GCSE Composition Criteria Demand of the Music /6 (Exam board grades 1-5)</p> <p><b>Technical control (accuracy) /15 Expression and interpretation. /15</b></p>	<p>To Start a Free Composition for GCSE Coursework.</p> <p>GCSE Composition Criteria</p> <p>Selection and use of <b>rhythm, metre, texture, melody, structure, form</b> /18</p> <p>Selection and use of <b>harmony, tonality, timbre, dynamics, phrasing, articulation.</b> /18</p> <p><b>Performing</b> 10.6 Performance Individual Learning Plan <b>Ensemble</b> (ILP) Pupils are to develop performance work through 1:1 Tuition with a peripatetic teacher</p> <p><b>Key assessment pieces:</b> Performance Research, Questioning, ILP, Performances GCSE Composition Criteria Demand of the Music /6 (Exam board grades 1-5)</p> <p><b>Technical control (accuracy) /15 Expression and interpretation. /15</b></p>
Year 11	<p><b>Composing</b> 11.1 Free Composition To Start a Free Composition for GCSE Coursework.</p> <p>GCSE Composition Criteria</p> <p>Selection and use of <b>rhythm, metre, texture, melody, structure, form</b> /18</p>	<p><b>Composing</b> 11.2 Free Composition To Start a Free Composition for GCSE Coursework.</p> <p>GCSE Composition Criteria</p> <p>Selection and use of <b>rhythm, metre, texture, melody, structure, form</b> /18</p>	<p><b>Composing</b> 11.3 Free Composition To Start a Free Composition for GCSE Coursework.</p> <p>GCSE Composition Criteria</p> <p>Selection and use of <b>rhythm, metre, texture, melody, structure, form</b> /18</p>	<p><b>Listening</b> 11.3 AOS 1-4 Mozart LSOH questions To learn and understand how to answer 8 mark questions on LSOH and Mozart's Clarinet Concerto.</p> <p><b>Key assessment pieces:</b></p> <ul style="list-style-type: none"> <li>• Research,</li> <li>• Listening Questions</li> </ul> <p>Criteria <b>GCSE Mark Scheme with the most recent grade boundaries</b></p>		

<p>Selection and use of <b>harmony, tonality, timbre, dynamics, phrasing, articulation.</b> /18</p> <p><b>Performing</b> 11.1 Performance Individual Learning Plan <b>Solo</b> (ILP) Pupils are to develop performance work through 1:1 Tuition with a peripatetic teacher</p> <p><b>Key assessment pieces:</b> Performance Research, Questioning, ILP, Performances GCSE Composition Criteria Demand of the Music /6 (Exam board grades 1-5)</p> <p><b>Technical control (accuracy) /15</b> <b>Expression and interpretation.</b> /15</p> <p><b>Listening</b> 11.2 AOS 1-4 Mozart LSOH questions To learn and understand how to answer 8 mark questions on LSOH and Mozart's Clarinet Concerto. <b>Key assessment pieces:</b></p> <ul style="list-style-type: none"> <li>• Research,</li> <li>• Listening Questions</li> </ul> <p>Criteria <b>GCSE Mark Scheme with the most recent grade boundaries</b></p> <p><b>Identify</b> - Students are to be able to identify musical terms in music. <b>Understand</b> - Students are to understand and explain musical terms within music. <b>Analyse</b> - Students are to Analyse and describe the mood and atmosphere of the music related to musical terms.</p>	<p>Selection and use of <b>harmony, tonality, timbre, dynamics, phrasing, articulation.</b> /18</p> <p><b>Performing</b> 11.2 Performance Individual Learning Plan <b>Solo</b> (ILP) Pupils are to develop performance work through 1:1 Tuition with a peripatetic teacher</p> <p><b>Key assessment pieces:</b> Performance Research, Questioning, ILP, Performances GCSE Composition Criteria Demand of the Music /6 (Exam board grades 1-5)</p> <p><b>Technical control (accuracy) /15</b> <b>Expression and interpretation.</b> /15</p> <p><b>Listening</b> 11.2 AOS 1-4 Mozart LSOH questions To learn and understand how to answer 8 mark questions on LSOH and Mozart's Clarinet Concerto. <b>Key assessment pieces:</b></p> <ul style="list-style-type: none"> <li>• Research,</li> <li>• Listening Questions</li> </ul> <p>Criteria <b>GCSE Mark Scheme with the most recent grade boundaries</b></p> <p><b>Identify</b> - Students are to be able to identify musical terms in music. <b>Understand</b> - Students are to understand and explain musical terms within music. <b>Analyse</b> - Students are to Analyse and describe the mood and atmosphere of the music related to musical terms.</p>	<p>Selection and use of <b>harmony, tonality, timbre, dynamics, phrasing, articulation.</b> /18</p> <p><b>Listening</b> 11.3 AOS 1-4 Mozart LSOH questions To learn and understand how to answer 8 mark questions on LSOH and Mozart's Clarinet Concerto. <b>Key assessment pieces:</b></p> <ul style="list-style-type: none"> <li>• Research,</li> <li>• Listening Questions</li> </ul> <p>Criteria</p> <p><b>Identify</b> - Students are to be able to identify musical terms in music. <b>Understand</b> - Students are to understand and explain musical terms within music. <b>Analyse</b> - Students are to Analyse and describe the mood and atmosphere of the music related to musical terms.</p>	<p><b>Identify</b> - Students are to be able to identify musical terms in music. <b>Understand</b> - Students are to understand and explain musical terms within music. <b>Analyse</b> - Students are to Analyse and describe the mood and atmosphere of the music related to musical terms.</p>
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<b>Functional Skills:</b>	
Literacy	Numeracy

<p>All music lessons start with pupils reading the objectives individually and then particular students read them aloud.</p> <p><b>KS3</b> – Music follows the marking policy of the school and pupils are given regular opportunities to write about music to enhance their levels and improve literacy skills.</p> <p><b>KS4</b> – Pupils learn how to write about what they hear. PEE writing is crucial in conveying opinions and feelings using musical terms as evidence to their points. This is general music listening and section B on the GCSE exam within the 8 mark question.</p>	<p><b>Music</b> learning involves learning to recognise and use patterns and sequences when composing, performing and listening. Visual spatial skills and reasoning can be developed through singing, playing instruments and performing in ensembles.</p> <p><b>Related numeracy outcomes</b></p> <ul style="list-style-type: none"> <li>• <b>Fractions</b></li> <li>• <b>Time</b></li> <li>• <b>Measurement</b></li> <li>• <b>Division</b></li> <li>• <b>Multiplication</b></li> </ul>
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**Contribution to students social, moral, spiritual, cultural, personal development & wellbeing**

Social	Moral	Spiritual	Cultural	Personal development & wellbeing
<p>Different opinions and beliefs are encouraged to develop different viewpoints promoting healthy dialogue.</p>	<p>All the rules of the school and society at large are adhered to in a firm fair manner promoting equality throughout tasks, roles and discussions.</p>	<p>Through various units of work all pupils in music look at several cultures with different beliefs, past a present demonstrating respect and understanding to all.</p>	<p>Through various units of work all pupils in music look at several cultures with different beliefs, past a present demonstrating respect and understanding to all.</p>	<p>Pupils are regularly explained how skills developed in music are needed in the wider labour market, preparing them for the future. Music pupils are encouraged to express feelings and emotions through listening and creating music.</p>

**Careers / Gatsby benchmark links**

Links to careers / jobs	Careers talk (possible contacts)	Career & labour market information	Workplace visit	Encounters with further / higher education
<p>Music display in the department shows links to careers and further education. KS3- When discussing criteria links are made to soft skills needed for all industries. KS4 – Through 1:1 progress meetings time is given to discuss future pathways linking learning to their future.</p>	<p><b>Year 7-</b> A full presentation and performance by a conductor and performer with demonstrations presenting their journey/their role and the industry. <b>Spring term.</b></p>	<p>Regular research by staff are undertaken to explore the changes in the music/media labour market and regularly inform pupils.</p>	<p>Virtual tours of media centres such as apple and Manchester based studios are planned this year.</p>	<p>Arranging for two past pupils to come and present to year 10 about college life and music courses. Year 10 receive taster days for local colleges. Summer term.</p>

All KS3 lessons have a link to local music professionals to explore throughout the unit.