

MUSIC CURRICULUM (KS3/KS4)

Intent, Implementation and Impact

- Long Term Plans
- Medium Term Plans
- Short Term Plans





MUSIC NATIONAL CURRICULUM (DfE)

NATIONAL CURRICULUM – KS3

Purpose of study

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

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Pupils should be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.

NATIONAL CURRICULUM – KS4

Subject aims and learning outcomes

GCSE specifications in music must offer a broad and coherent course of study which encourages students to:

- engage actively in the process of music study
- develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- develop composing skills to organise musical ideas and make use of appropriate resources
- recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- broaden musical experience and interests, develop imagination and foster creativity
- develop knowledge, understanding and skills needed to communicate effectively as musicians
- develop awareness of a variety of instruments, styles and approaches to performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- develop as effective and independent learners with enquiring minds
- reflect upon and evaluate their own and others' music
- engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development

Subject content

GCSE specifications in music must require students to develop and demonstrate their musicianship skills through performing, composing and appraising.

GCSE specifications in music must require students to demonstrate knowledge and understanding of the musical elements, musical contexts and musical language listed below, and allow students, where appropriate, to apply these to their own work when performing and composing.

| CURRICULUM PLAN | | | | | | |
|-----------------|---|---|--|--|----------------------------|---|
| Year | Autumn | | Spring | | Summer | |
| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| 7 | Finding your Voice | Keyboard - Pitch TRIP TO SEE MUSICAL | Percussion | Ukulele | Guitar | Ensemble Skills |
| 8 | Offbeat: Reggae Music | World Music: SAMBA | Variations | Sonority Instruments of the Orchestra TRIP TO SEE ORCHESTRA | Jazz: Blues Music | Technology: Computer and Video Game Music |
| 9 | Protest Songs: Music for Peace, Music for Change | Popular Cover Songs: Bands | Soundtracks: Film Music British Music Experience | New Directions | Arranging | Dance Music |
| 10 | AoS1: Form and Devices Trip to MMU Year 10 - 12 kids | AoS1: Form and Devices | AoS4: Popular Music | AoS2: Music for Ensemble TRIP TO SEE NUTCRACKER | AoS3: Film Music | RECAP |
| 11 | AoS1: Form and Devices | RECAP all areas | AoS3: Film Music | AoS2: Music for Ensemble TRIP TO SEE NUTCRACKER | AoS3: Film Music/ RECAP | |

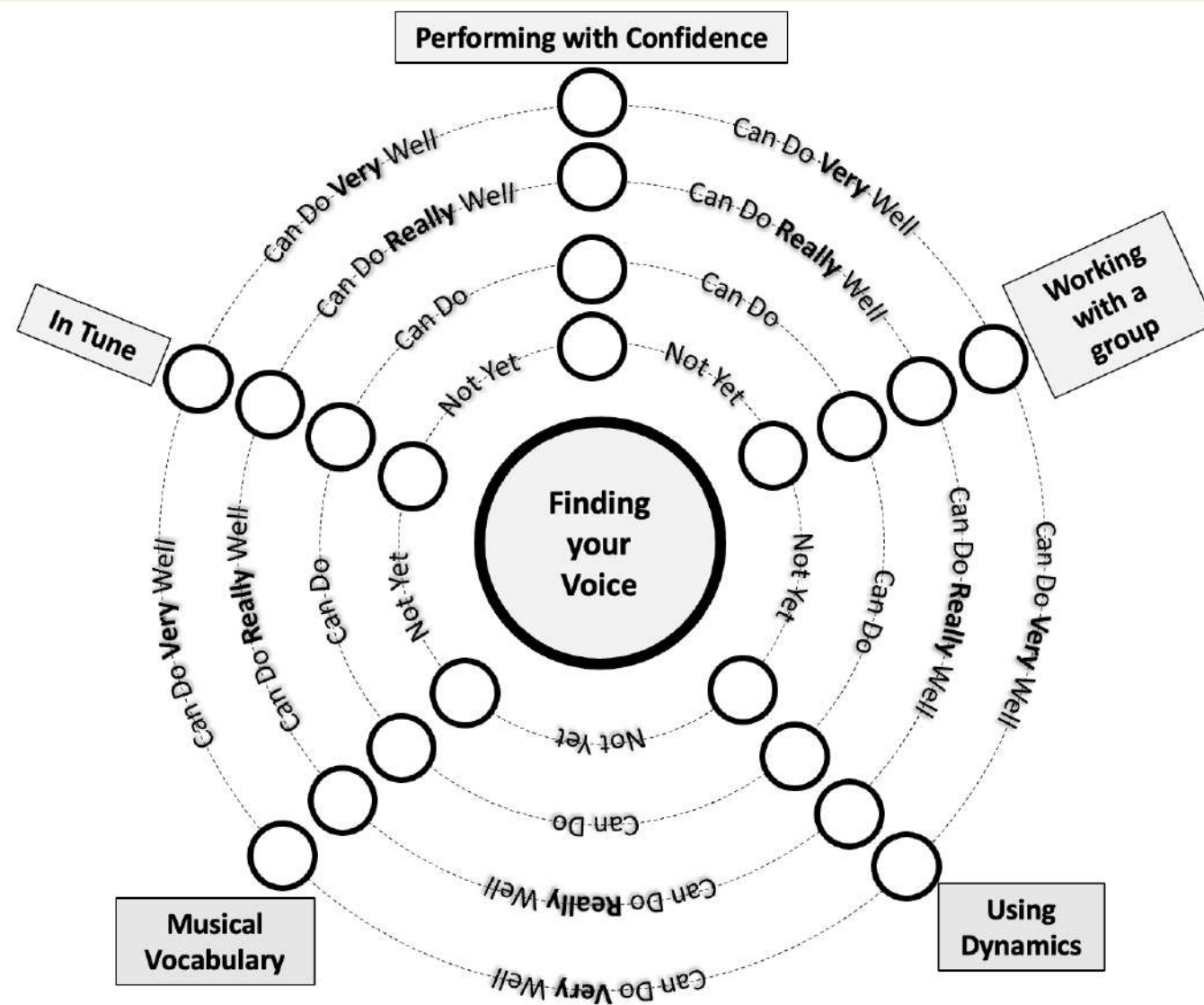
| LTP Year 7 | Autumn | | Spring | | Summer | |
|------------------|--|---|--|--|---|---|
| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Content Overview | Voice | Keyboard | Percussion | Ukulele | Guitar | ALL |
| Aims | Pupils develop understanding and confidence using their voice within music. As well as providing students with a foundation of musical vocabulary for use at KS3 which can be developed through to GCSE Music. | Pupils gain an understanding of where to find notes on the treble clef stave and how to locate them and perform with them on the keyboard. | Pupils explore rhythms developing knowledge of beats, note lengths and pulse. | Students begin to learn a new instrument (ukulele) and delve deeper into dynamics and how to use them when playing an instrument. Also looking at strumming Patterns, rhythms and chords in more depth. | Students develop a knowledge of where to find notes on the guitar and how to play chords on this instrument. Pupils will also develop their prior knowledge of identifying notes on a stave using sheet music. | Students combine everything they have been learning through year 7 and begin to put them together using group work and bands. Performing and showcasing the techniques they have been using throughout the year using MAD TSHIRT. |
| Literacy | <p>Oracy:</p> <ul style="list-style-type: none"> - Group Discussions. - Self and peer evaluation. <p>Reading:</p> <ul style="list-style-type: none"> - Readings at the beginning of every lesson on the genre of music we will be covering. - Apply knowledge into unfamiliar contexts with increasing independence. <p>Comprehension:</p> <ul style="list-style-type: none"> - Questioning students understanding. - Home work based around key words. | | | | | |
| Cross-Curricular | English: Spellings and definitions Drama: Performing to an audience Performing arts: Movement and utilising a space PSHCE: Music that explores social injustice, different backgrounds and acceptance. | Science: Difference in Pitch and Frequency Maths: Chords 1, 3 and 5 PE: Coordination PSHCE: Music that explores; a range of time periods and backgrounds | Drama: Performing to an audience. Projection PE: Whole body movements to represent Rhythm PSHCE: Music that explores social injustice, different backgrounds and acceptance. | Geography: Learning about the world around us PSHCE: Music that explores; a range of time periods and backgrounds | Science: Difference in Pitch and Frequency | History: Learning about a period of time. |
| Tier 3 Words | Dynamics , Acapella, Voice Types (SATB), Ensemble | Pitch , Melody, Treble Clef, Stave, Chord, Ledger Lines | Rhythm , Beats, Note Values, Duration, Composing Crotchet, Quavers, Minim, Notation, Ostinato, Pulse, Rhythm | Chords , Dynamics, Melody, Instrumentation, Tempo, Texture | Tempo Crotchet, Quavers, Minim, Notation, Ostinato, Pulse, Rhythm | Texture , Backing Singers, Bass Line, Improvisation, Lyrics, Structure, Syncopation,, Walking Bass, Timbre |
| | Performing <ul style="list-style-type: none"> - Confidence in performing in front of an audience - Perform a simple vocal activity as an ensemble showing awareness of musicality. - Create a convincing performance. Composing | Performing <ul style="list-style-type: none"> - Continue to develop confidence when performing. - Apply their knowledge on pitch to performance of melody and chords. - Recap vocals Composing <ul style="list-style-type: none"> - Identifying different | Performing <ul style="list-style-type: none"> - Develop knowledge on rhythms Composing <ul style="list-style-type: none"> - Compose and perform basic rhythms individually and in a group Appraising <ul style="list-style-type: none"> - Can identify note lengths and can demonstrate how to | Performing <ul style="list-style-type: none"> - Continue to develop confidence when performing as a group and individually. Composing <ul style="list-style-type: none"> - Have ideas, and be able to realise them in sound. Appraising | Performing <ul style="list-style-type: none"> - Perform a simple part showing awareness of musicality. Composing <ul style="list-style-type: none"> - Use a basic structure to create a group performance. - To be able to play in | Performing <ul style="list-style-type: none"> - Sing, Perform and play instruments in tune with musical expression. - Improvises basic musical responses Composing <ul style="list-style-type: none"> - Structure a piece of music including lyrics which have a clear sense |

MTP Year 7 – Intent, Implementation, Impact

| Autumn | | Spring | | Summer | |
|--|--|---|---|--|--|
| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Voice | Keyboard | Percussion | Ukulele | Guitar | ALL |
| <p>Intent:</p> <p>Performing</p> <ul style="list-style-type: none"> - Confidence in performing in front of an audience - Perform a simple vocal activity as an ensemble showing awareness of musicality. - Create a convincing performance. <p>Composing</p> <ul style="list-style-type: none"> - Arranging a vocal piece to include dynamics. <p>Appraising</p> <ul style="list-style-type: none"> - Able to justify choices and responses to Music. | <p>Intent:</p> <p>Performing</p> <ul style="list-style-type: none"> - Continue to develop confidence when performing. - Apply their knowledge on pitch to performance of melody and chords. - Recap vocals <p>Composing</p> <ul style="list-style-type: none"> - Identifying different pitches on treble clef. - Compose a basic tune – knowledge drill question. <p>Appraising</p> <ul style="list-style-type: none"> - Can locate notes on a piano (Treble Clef). - Demonstrate creative responses to musical starting points. - Able to justify choices and responses to Music. | <p>Intent:</p> <p>Performing</p> <ul style="list-style-type: none"> - Sing more or less in tune. - Perform a simple part showing awareness of musicality. <p>Composing</p> <ul style="list-style-type: none"> - Compose an effective piece of music which responds to a brief using appropriate imaginative ideas. <p>Appraising</p> <ul style="list-style-type: none"> - Make spontaneous adaptations to own contribution. | <p>Intent:</p> <p>Performing</p> <ul style="list-style-type: none"> - Create a convincing performance. <p>Composing</p> <ul style="list-style-type: none"> - Have ideas, and be able to realise them in sound. - In small bands creating a textural performance. Students will understand that all the instruments don't have to be playing all the time and creating textures will make the performance more interesting. <p>Appraising</p> <ul style="list-style-type: none"> - Awareness of how own contribution (part) fits with those of other people. | <p>Intent:</p> <p>Performing</p> <ul style="list-style-type: none"> - Perform a simple part showing awareness of musicality using strumming patterns and dynamics whilst staying in time. <p>Composing</p> <ul style="list-style-type: none"> - Use a basic structure to create a group performance and being able to do this in time and in tune. <p>Appraising</p> <ul style="list-style-type: none"> - Resilient to setback in musical processes. - Awareness of how own contribution (part) fits with those of other people. | <p>Intent:</p> <p>Performing</p> <ul style="list-style-type: none"> - Choosing an instrument to play in a band - Sing and Perform in tune with musical expression. - Improvises basic musical responses <p>Composing</p> <ul style="list-style-type: none"> - Structure a piece of music including lyrics which have a clear sense of style and purpose. - Use a basic structure to create a group performance with a clear beginning middle and end to a performance <p>Appraising</p> <ul style="list-style-type: none"> - Can suggest appropriate refinements to practical music. |
| <p>Implementation:</p> <ul style="list-style-type: none"> - Explore how we define Music listening and comparing a range of musical examples from different genres referencing MAD TSHIRT - Practically demonstrating Key Words. - Baseline Assessment gain a better idea of student's prior knowledge. - Singing as a group - Addressing how to combat performance anxiety. | <p>Implementation:</p> <ul style="list-style-type: none"> - Practice performing in front of Miss Wise, small groups and the class. - Practically demonstrate what a rhythm and melody is and how notes can fit together to create a melody. Students will learn what a melody is, what they look like and how to write them down to create a tune. - Pupils to use visual aids/ fun video to find out where notes are on the piano (Treble Clef). Students must then play Ode to Joy learning basic rhythms and pitch using a right hand melody, with the correct fingers. - Knowledge Drill (Written Quiz on Key Words) | <p>Implementation:</p> <ul style="list-style-type: none"> - Rehearse a song and sing the melody in tune. Pupils should be able to support one another and comment on if they are in tune or not. - Perform as a group using voice and keyboards. - Pupils will write an extra section to a song. Pupils must compose in line/style with the rest of the song. - When offered verbal feedback students can adapt their performance to improve the quality. - Knowledge Drill (Written Quiz on Key Words) - From this they will understand how rhythms are made and how Time Signatures can be used to create musical maths questions. | <p>Implementation:</p> <ul style="list-style-type: none"> - Pupils will explore a well known Folk Song (Drunken Sailor) looking at how the layers of instrumentation go together to create a texture. - Writing an extra verse in style with the Folk Song. Students must focus on the use of rhyming. - Performing their extra verse alongside the original version. Performers should be able to comment on WWW and EBI in line with progress targets. - Knowledge Drill (Written Quiz on Key Words) | <p>Implementation:</p> <ul style="list-style-type: none"> - Pupils to use visual aids/ fun videos to follow along with when learning to play the guitar. - This will be done as a class and as the students get more comfortable with the shapes on the guitar, in smaller groups they will peer assess each other and help each other whilst rehearsing and performing as a small ensemble. | <p>Implementation:</p> <ul style="list-style-type: none"> - Explore the History of Rock and Roll looking at this era in context questioning the purpose of this genre in society at this time. - Pupils will perform in a class performance of Hound Dog focussing on 'working in a band' discussing: communication, being in time, in tune and challenging yourself. - Improvise a vocal call and response in the style of Rock and Roll. - Investigate the textural layers of a Rock and Roll song creating small band performances with students using their knowledge to work out to play a new song. - Write lyrics to the new song. - Knowledge Drill (Written Quiz on Key Words) |
| <p>Impact:</p> <p>Improved confidence when performing</p> <p>Understanding of what dynamics are and how to</p> | <p>Impact:</p> <ul style="list-style-type: none"> - Pupils have the confidence to perform - Pupils can use body percussion to demonstrate rhythms in time. Using whiteboards, pupils can | <p>Impact:</p> <ul style="list-style-type: none"> - Successful group performance. - Good communication skills during group rehearsals. Appropriate lyrics written | <p>Impact:</p> <ul style="list-style-type: none"> - Improve their communication skills when working in a band; Team work, problem solving, support | <p>Impact:</p> <ul style="list-style-type: none"> - Pupils to be able to perform two songs on the guitar confidently. - In small groups they should be able to confidently comment and | <p>Impact:</p> <ul style="list-style-type: none"> - Better understanding of the role of Rock and Roll Music in society. - Can perform in time and in tune and problem solve when working in small bands. Understand the concept of improvisation |

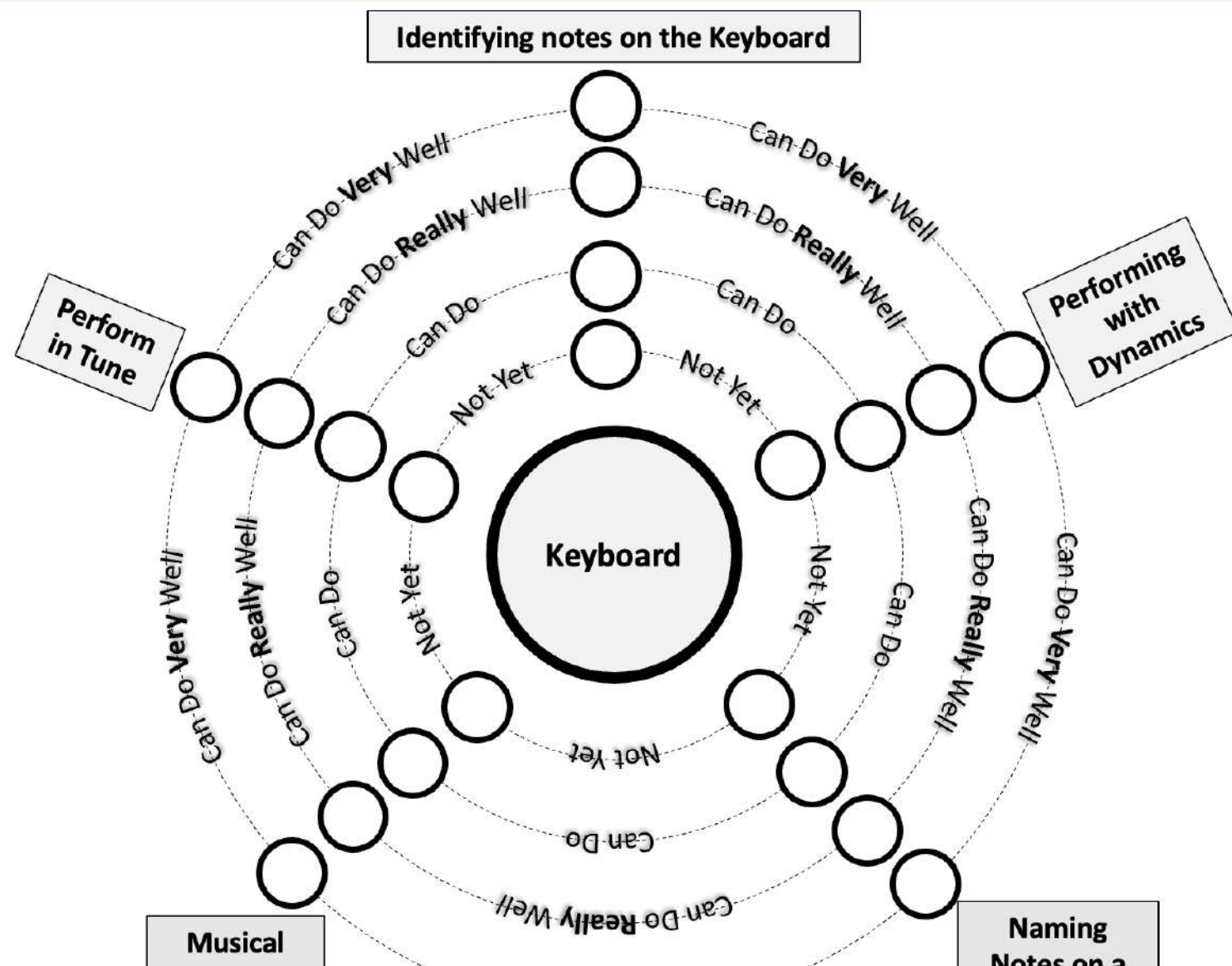
| | Title | Lesson Objective What, Why and How |
|---|---|---|
| 1 | Welcome / Bass Line Assessment | <u>To complete the bass line assessment.</u> |
| 2 | How do we perform with confidence? Bass Line - Boom Whackers/singing | What - What the task is Why - Work with a group How - Using our voices with confidence <u>Building confidence in the music classroom</u> = <u>Bloomstaxonomy</u> |
| 3 | Introducing song - confidence and making music - Chords within vocal song | <u>Understand how to build confidence and begin to make music</u> |
| 4 | Put into groups and they Create their own version of a song | <u>To understand how to create their own version of a song</u> |

Assessment Opportunities



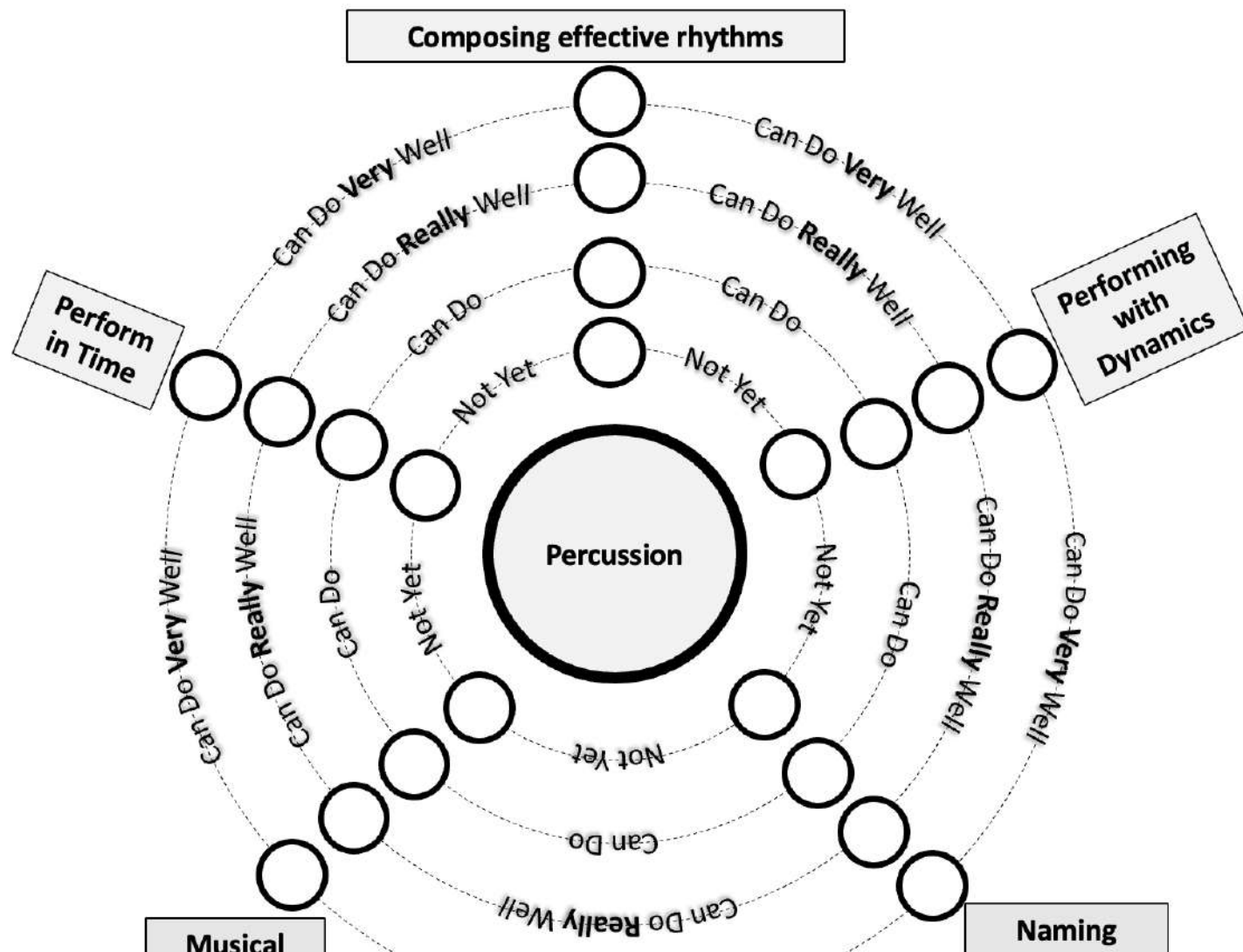
| | Title | Lesson Objective (WALT) |
|---|--|--|
| 1 | Pitch, finger positions numbers, reading notation pitches Keyboard skills Melody Intro - Pitch | <u>To begin to understand melody and pitch</u> |
| 2 | Melody Treble Clef - classical | <u>To begin to understand how to read notes on the stave using treble clef</u> |
| 3 | Recap melody Intro to Chords - exploring/ talking about it | <u>To begin to understand what a chord is and how to play one</u> |
| 4 | Chords. In pairs one does melody one does chords. I choose who's doing | <u>To be able to put into practice knowledge of chords and melodies</u> |

Assessment Opportunities



| | Title | Lesson Objective (WALT) |
|---|---|---|
| 1 | Intro to percussion and body percussion - Pulse + Rhythms | <u>To begin to understand what pulse and rhythm is using body percussion</u> |
| 2 | Beats and Rhythms - Using and structuring rhythms | <u>To begin to understand note lengths and how these are put together to create rhythms</u> |
| 3 | Creating own rhythm + poly rhythms | <u>To begin to understand how to put different length notes together to create their own rhythm</u> |
| 4 | Practicing rhythms in groups + creating poly rhythms | <u>Begin to put their rhythms together within a group and create a polyrhythm</u> |
| 5 | Performing rhythms | <u>To be able to perform their rhythms as a group</u> |

Assessment Opportunities

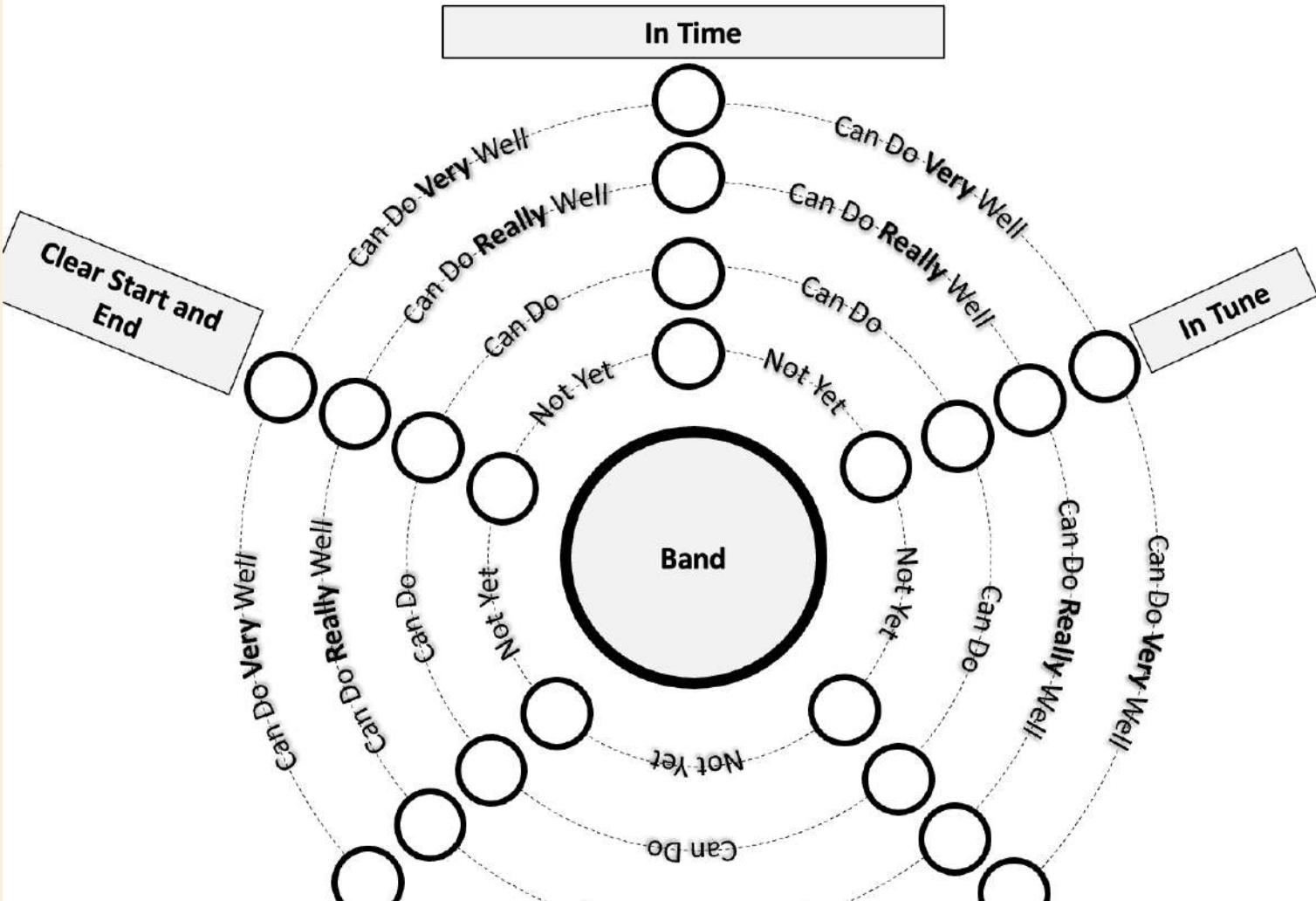


STP Year 7 (Spring Half Term 4) - Ukulele Lessons

| | Title | Lesson Objective (WALT) | Assessment Opportunities |
|---|---|--|--------------------------|
| | | | |
| 1 | Ukulele Intro - Pitch + Chords | <u>Begin to understand pitch on the ukulele and new chord shapes</u> | |
| 2 | Performance techniques - Strumming, Dynamics | <u>To understand how to perform and use different strumming techniques and dynamics to build texture</u> | |
| 3 | Intro to Weller man/ drunken sailor | <u>To begin to learn the song wellerman on the ukulele</u> | |
| 4 | Group Work - Creating rhythms to go along with the song using the four chords | <u>Begin to create rhythms and their own verse lyrics using the chords on the ukulele within a group</u> | |
| 5 | Performance Ukulele, Keyboard and Vocals | <u>Perform a song using ukulele keyboard and vocals as a class</u> | |

| | | | Assessment Opportunities |
|---|---|---|--------------------------|
| | Title | Lesson Objective (WALT) | |
| 1 | Guitar - Intro + Chords | <u>Begin to learn about the guitar and the new chord shapes</u> | |
| 2 | Structure/ Texture of song | <u>Begin to break down the structure of a song and create texture using strumming patterns and dynamics</u> | |
| 3 | Groups Practice - add in texture dynamics | <u>In groups practice the song and add in own dynamics and texture</u> | |
| 4 | Final Performance | <u>Practice then final performance for each group and analyse own performance</u> | |
| 5 | Guitar, Uku Keyboards together | <u>Within the jazz genre perform and piece of</u> | |

STP Year 7 (Summer Half Term 6) - Band

| | Title | Lesson Objective (WALT) | Assessment Opportunities |
|---|---|---|---|
| 1 | All Instruments - Covering all elements of music Hound Dog | <u>Breaking down song and everyone learning each part broken down a section at a time</u> | |
| 2 | Different parts of a song on different instruments - texture | <u>Looking at another section of the song</u> |  |
| 3 | Class performance - stations of instruments and swap each week | <u>Looking at another section and performing it as a class</u> | |
| 4 | Class performance - different stations moving around the instruments building | <u>Carousel of instruments. Students should know each part on each</u> | |

Year 7 Keywords

| | | | | | |
|--|--|--|---|---|---|
| Dynamics , Acapella, Voice Types (SATB), Ensemble | Pitch , Melody, Treble Clef, Stave, Chord, Ledger Lines | Rhythm , Beats, Note Values, Duration, Composing Crotchet, Quavers, Minim, Notation, Ostinato, Pulse, Rhythm | Chords , Dynamics, Melody, Instrumentation, Tempo, Texture | Tempo Crotchet, Quavers, Minim, Notation, Ostinato, Pulse, Rhythm | Texture , Backing Singers, Bass Line, Improvisation, Lyrics, Structure, Syncopation,, Walking Bass, Timbre |
|--|--|--|---|---|---|

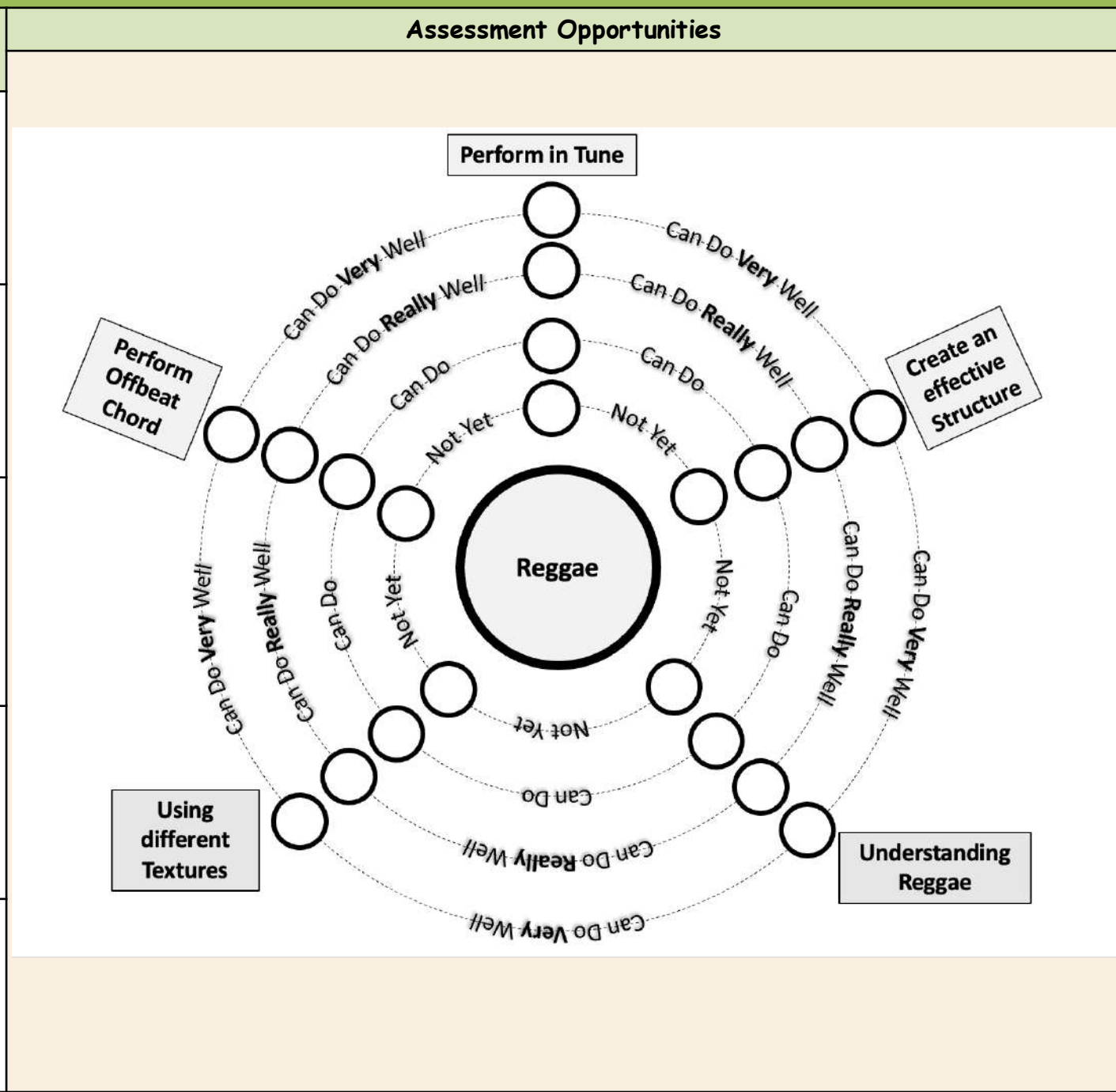
| LTP Year 8 | Autumn | | Spring | | Summer | |
|-----------------------|--|---|---|--|---|--|
| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Content Overview | Offbeat: Reggae Music | World Music: Samba and Chinese Music | Variations | Sonority Instruments of the Orchestra | Jazz: Blues Music | Technology: Computer and Video Game Music |
| Aims | Students develop an ability to manipulate devices/elements of music whilst gaining an awareness of the social, spiritual and cultural context of Jamaican Music (Reggae). | Students are introduced to the polyrhythmic style of Latin-American Samba identifying its roots in African music. Through performing Samba, students will learn the sounds and understand the roles of each instrument in particular the exhilaration and physical impact of percussion ensemble music. | Students are introduced to the idea of changing/adapting the melody of a song and different playing techniques. This involves changing pitches, rhythms, notes and articulation in a piece of music to adapt it to make it sound different to the original. | Students will develop their knowledge and understanding of the orchestral instruments and the sections/families of the orchestra. Students learn about the construction, sound productions, timbres/sonorities of different orchestral instruments as well as the layout, groupings and which instruments belong to each section of a modern symphony orchestra. | Students develop ability to identify, relate, compare and integrate the key characteristics of Blues and Jazz from their origins into a new authentic compositions/performance including their own lyrics. | Students explore the musical features of much computer and video game music looking at characteristic jumping bass lines, staccato articulation, chromatic movement and syncopation found in computer and video game themes and sound effects. The importance of music being used at certain points focussing on terms such as cues, ground themes, decision motifs and character themes/motifs. |
| Literacy | <p>Oracy:</p> <ul style="list-style-type: none"> - Group Discussions. - Self and peer evaluation. <p>Reading:</p> <ul style="list-style-type: none"> - Readings at the beginning of every lesson on the genre of music we will be covering. - Apply knowledge into unfamiliar contexts with increasing independence. <p>Comprehension:</p> <ul style="list-style-type: none"> - Questioning students understanding. - Writing knowledge drill answers and self marking and correcting in green pen - Home work based around key words. | | | | | |
| Cross - Curricular | Geography: Learning about the world around us. | Citizenship: Impact and effect of belonging to a community e.g. Samba school; working with others, co-operation, teamwork, other cultures. | Maths: Changing rhythms involves counting beats in a bar and understanding how many beats are in a bar. | Science: Sound production and timbres relates to science with the topic of soundwaves and how they are formed to create different pitches and tone colours. | History: Learning about the Slave Trade. | Technology: How Technology and Computers can be used to manipulate sound. |
| Devices / Elements | Calypso, Chords, Chorus, Introduction, Rhythm, Riff, Syncopation , Verse | Agogo Bells, Break, Caixa de guerra, Call and Response , Improvisation, Rhythm, Rhythm Grid Notation, Samba Leader, Shakers, Surdo, Texture | Technique, Melody, Harmony, Variation , Major, Minor, Articulation, Tempo, Rhythm, Canon | Fanfares, Timbre, Sonority , Orchestra, Instrumentation, Conductor, Section/Family, Harmonic Series | Blues Scale , Chords, Improvisation, Major, Minor, Ragtime, Syncopation Walking Bass, 12 Bar Blues | Dynamics, Motif, Orchestration, Pitch, Soundtrack , Sound Effect, Synthesizer, Sampling, Sonority, Texture, Theme, Timbre, Tempo |
| | Performing <ul style="list-style-type: none"> - Sings in tune with expression. - Is able to hold down part in the moment. Composing <ul style="list-style-type: none"> - Offers a creative response to | Performing <ul style="list-style-type: none"> - Is able to perform own instrumental part in an ensemble with confidence and good projection. | Perform: Can perform a melody whilst a counter melody is played Compose: Writing and composing melody's by changing pitches | Perform: Understanding the sections in the orchestra and performing orchestral Fanfares as an ensemble Compose: Composing melodies for specific | Performing <ul style="list-style-type: none"> - Improvises appropriately and musically with stylistic integrity. Composing <ul style="list-style-type: none"> - Writes lyrics that have a clear sense of style and purpose. | Performing <ul style="list-style-type: none"> - Creates a convincing performance. Composing <ul style="list-style-type: none"> - Composes using a limited range of musical ideas |

MTP Year.8 – Intent, Implementation, Impact

| Autumn | | Spring | | Summer | |
|---|---|---|--|---|---|
| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Offbeat: Reggae Music | World Music: SAMBA | Variations | Sonority Instruments of the Orchestra | Jazz: Blues Music | Technology: Computer and Video Game Music |
| <p>Intent: <i>Performing Skills</i> Sings in tune with expression. Is able to hold down part in the moment.</p> <p>Composing Skills Offers a creative response to adjusting the structure of a Reggae song.</p> <p>Appraising Skills Willingness to work within a small ensemble. Is open to a range of genres of music.</p> <p>Implementation: Students will listen to Reggae Songs developing an awareness for it's signature style and Instrumentation. Learn Yellow Bird as a class to demonstrate band skills (communication, staying in time, in tune and challenging yourself as a performer) Independent Band Task in small Group performing Three Little Birds practicing band skills. Knowledge Drill (Written Quiz on Key Words)</p> <p>Impact: Knowledge Drill; Verbal Understanding/ Whiteboards as to the meaning behind Reggae Music and where in the world it comes from. Ability to stay in time and in tune with the class Performance. Successful performance of song learned with small Band. Can comment on WWW</p> | <p>Intent: <i>Performing Skills</i> - Is able to perform own instrumental part in an ensemble with confidence and good projection.</p> <p>Composing Skills - Composes using a range of rhythmic ideas which involve given materials.</p> <p>Appraising Skills - Communicates effectively with an audience.</p> <p>Implementation: - Compose and perform a simple piece of rhythmic Samba using features learned about in unit. - Understand how rhythms can be combined to create a larger piece of music. - Understand the different roles of groups and instruments within a complete Samba performance. - Recognise the importance of the Samba leader using signals to move onto different sections. - Perform from and record ideas using rhythm grid notation - Knowledge Drill (Written Quiz on Key Words).</p> <p>Impact: - Composed and performed a stylistic and effective rhythmic Samba piece developing and extending musical ideas such as call and response, improvisation and structural sections – breaks, introduction and coda. - Add rhythmic improvisations to a full class performance of Samba. - Take on the role of Samba leader in leading a full class performance - Performed with a good awareness of Samba style</p> | <p>Intent: Perform: Can perform a melody whilst a counter melody is played</p> <p>Compose: Writing and composing melody's by changing pitches and beats</p> <p>Appraise Exploring tonality and using this in their compositions, transitioning from major to minor</p> <p>Implementation: • Changing melodies of songs by changing the pitches, rhythms and articulation of the pieces if music • Understanding that using variation will change the texture and overall feel of a song.</p> <p>Impact: • Composing an effective variation of a song that's already been written • Performing these compositions to the class, peer and self assessing each others' pieces • Being able to add dynamics and different textural layers in their piece of music to make it more interesting</p> | <p>Intent: Perform: Understanding the sections in the orchestra and performing orchestral Fanfares as an ensemble</p> <p>Compose: Composing melodies for specific instruments focusing on the tone quality</p> <p>Appraise: Exploring the orchestra and its layout as well as the timbre and sonority of the instruments</p> <p>Implementation: - Composing melodies for specific instruments in the orchestra - Understanding the different timbres instruments produce - Understand the specific layout of the orchestra</p> <p>Impact: • Students can identify different instruments by ear through the tone quality of the instrument playing • Students will be able to compose melodies for specific instruments using the correct def for each instrument • Students will be able to identify each section of the orchestra and be able to explain why they are grouped in these sections</p> | <p>Intent: <i>Performing Skills</i> - Improvises appropriately and musically with stylistic integrity.</p> <p>Composing Skills - Writes lyrics that have a clear sense of style and purpose.</p> <p>Appraising Skills - Is prepared to take creative risks when music making.</p> <p>Implementation: - CWise to demonstrate improvisation with voice and students to explore improvisation with Call and Response patterns on Glockenspiel and Keyboard. After understanding concept students must then demonstrate this in a band performance. - After understanding the history of the blues (the Slave Trade) students are able to write lyrics in line with the sadness element choosing appropriate language for their verse. - Students work in band to perform a Blues song using their own stylistic lyrics. - Knowledge Drill (Written Quiz on Key Words)</p> <p>Impact: - Students can identify and define Improvisation, Syncopation and Call and Response. - Understands and can talk about the historical impact that the Blues had on music history. - Can write suitable lyrics that fit with style of a Blues Song. - Successfully perform in time and in tune with a good</p> | <p>Intent: <i>Performing Skills</i> - Creates a convincing performance.</p> <p>Composing Skills - Composes using a limited range of musical ideas which involve given materials.</p> <p>Appraising Skills - Communicates own work to audience in appropriate fashion. - Strong link with the 10 mark question/comparison questions in the GCSE exam paper, (why composer uses certain features).</p> <p>Implementation: - Read and perform musical scores from video games. - Students compose motifs and sound effects for their own devised video game which will be presented in a 'Dragons Den style' to the rest of the class. - Comparison questions which evaluate the different features and devices included in scores. (based on GCSE comparison questions from exam) - Focus on how to engage an audience (when introducing video game product but also performing with confidence/good body language). - Knowledge Drill (Written Quiz on Key Words)</p> <p>Impact: - Students can verbally describe the various ways in which music is used within a range of computer and video games from different times. Understand, describe and use</p> |

STP Year 8 (Autumn Half Term 1) - Offbeat: Reggae Music LESSONS

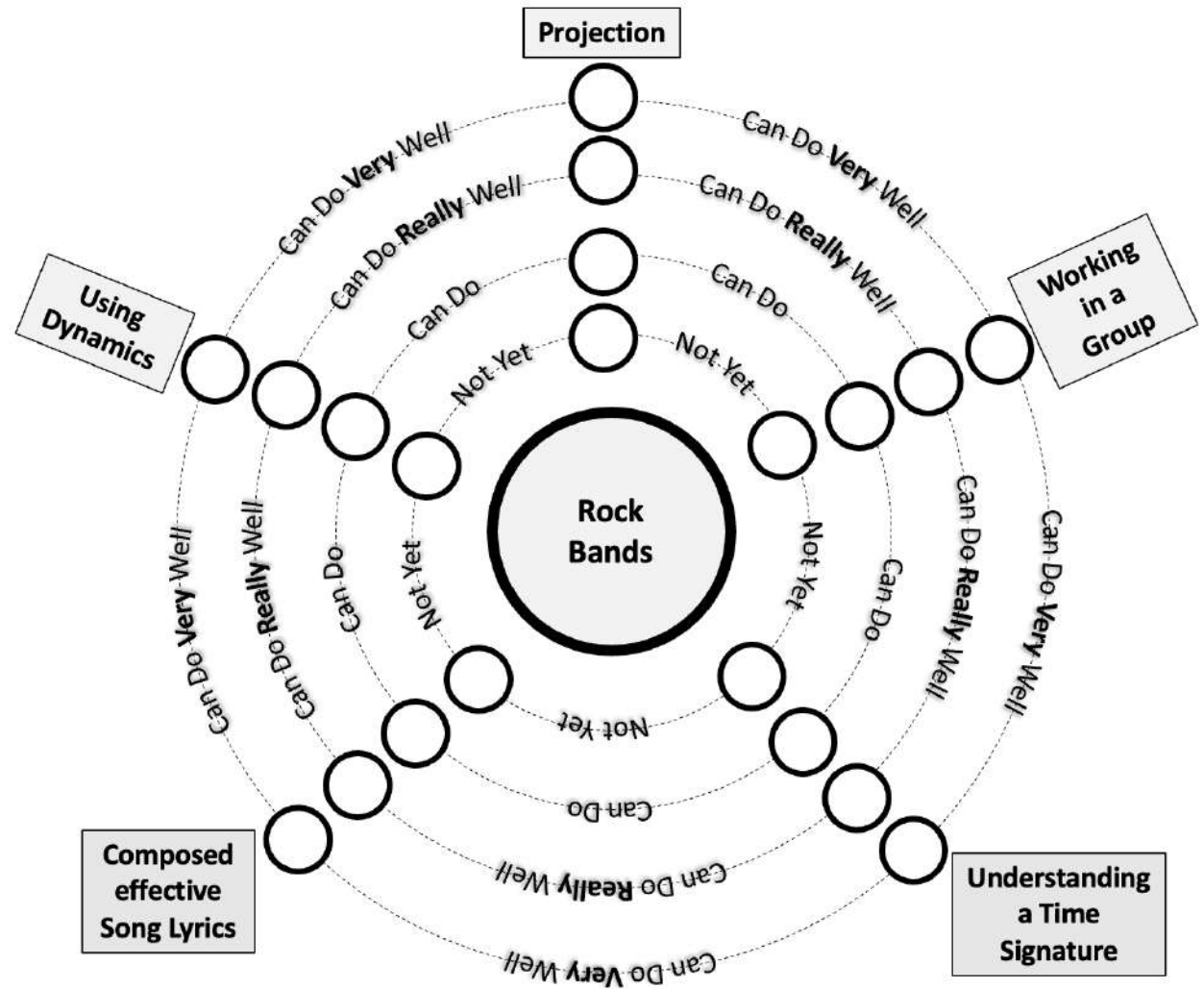
| | Title | Lesson Objective (WALT) |
|---|----------------------------------|--|
| 1 | Carribean Music | The History of Reggae Music and to <u>understand</u> how Reggae Music has evolved from earlier Jamaican Music. |
| 2 | Chords used in Reggae Music | How to <u>perform</u> different textural layers to a Reggae song. |
| 3 | Bass Lines in Reggae Music | How riffs are <u>used</u> to create Bass Lines in Reggae Music. |
| 4 | Three Little Birds | How to <u>perform</u> a Reggae Song with a Band. |
| 5 | Three Little Birds (Performance) | <u>Perform</u> with a band trying to stay in time and in tune. |



STP Year 8 (Autumn Half Term 2) - Ensemble Skills: Rock Bands LESSONS

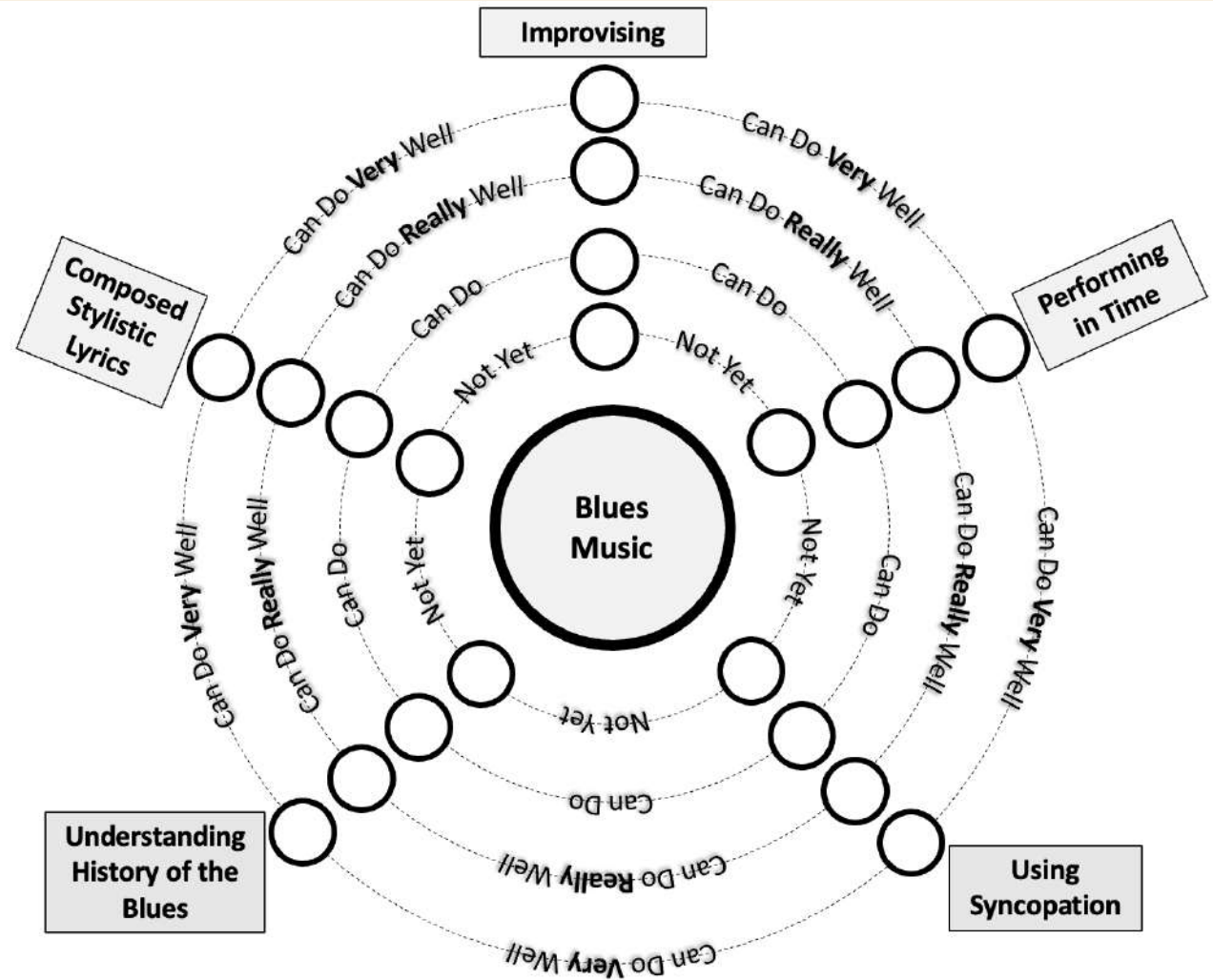
| | Title | Lesson Objective (WALT) |
|---|--|--|
| 1 | All of Me | How to <u>approach</u> a band rehearsal. |
| 2 | Working in Bands - All of Me | How to <u>communicate</u> and <u>plan</u> during a Band rehearsal. |
| 3 | Rehearsal/Performance Working in Bands - All of Me | <u>Manage</u> your time to perform All of Me as a band. |
| 4 | Somewhere Only We Know | <u>Setting</u> roles within your Band rehearsal. |
| 5 | Working in Bands - Somewhere Only We Know | How to <u>communicate</u> and <u>plan</u> during a Band rehearsal. |

Assessment Opportunities



| | Title | Lesson Objective (WALT) |
|---|--------------------------------------|--|
| 1 | Exploring Blues' Chords & Bass Lines | <u>Learn</u> about the history, origins and development of Blues music. |
| 2 | Blues Scale Improvisations | <u>Learn</u> to combine the features of blues to <u>create</u> a performance of a piece of jazz with improvisation sections, using the notes of the blues scale and with a jazz feel to the music. |
| 3 | Blues Lyrics | <u>Understand</u> the structure of lyrics in blues songs. |
| 4 | Rehearsing your Blues Song | <u>Perform</u> the bass line, chords and walking bass line parts of the 12-bar blues chord sequence. |
| 5 | Final Rehearsal and Performance | <u>Use</u> the Elements of Music to improve your Performance. |

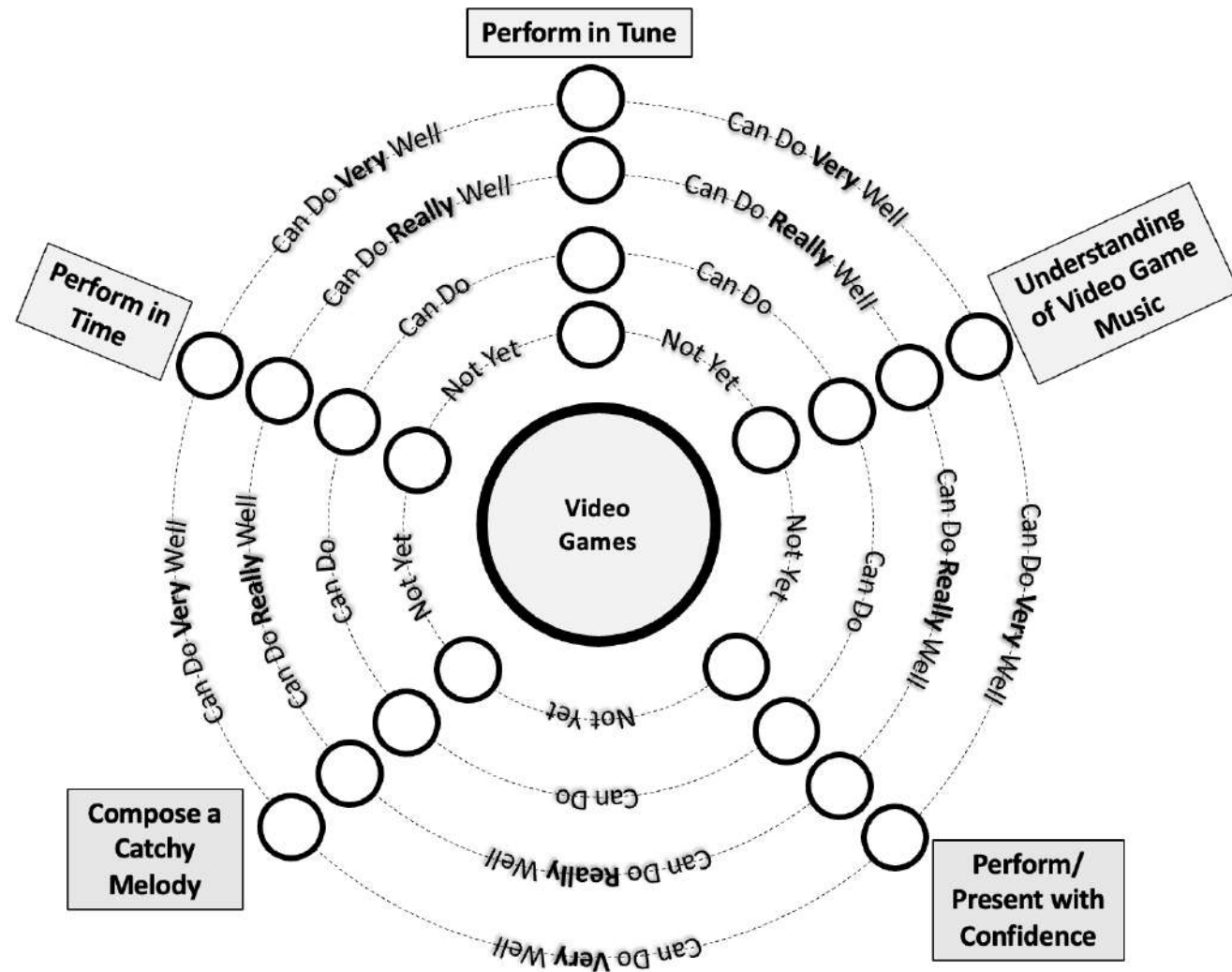
Assessment Opportunities



STP Year 8 (Spring Half Term 4) - Technology: Computer and Video Game Music LESSONS

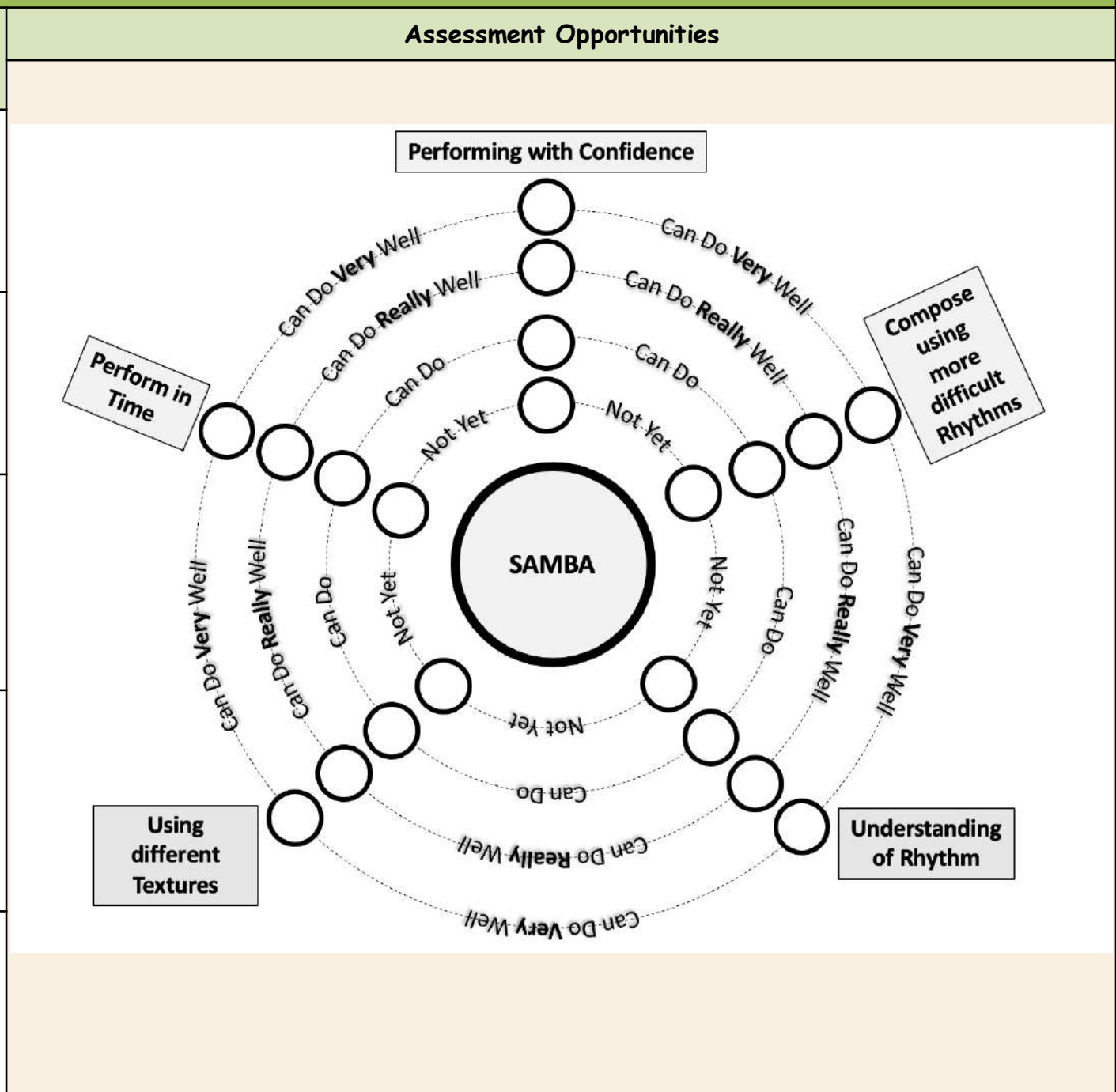
| | Title | Lesson Objective (WALT) |
|---|--|--|
| 1 | Early Computer and Video Game Music | <u>Understand</u> the various ways in which music is used within a range of computer and video games from different times. |
| 2 | Exploring Computer and Video Game Music Themes | <u>Know</u> how computer and video game music is produced and how the orchestra has been used in recent computer and video game music. |
| 3 | Sounds Effects in Computer and Video Games | <u>Identify</u> musical instruments, timbres, sonorities and sounds when <u>listening</u> to a range of computer and video game music from different times and from different styles of games. |
| 4 | Creating a Musical Score/Soundtrack for a Computer or Video Game | <u>Understand, describe and use</u> common compositional and performance features used in computer and video game music. |
| 5 | "Dragon's Den" Computer and Video Game Music Presentations | How to <u>pitch</u> an idea and <u>perform</u> with confidence. |

Assessment Opportunities



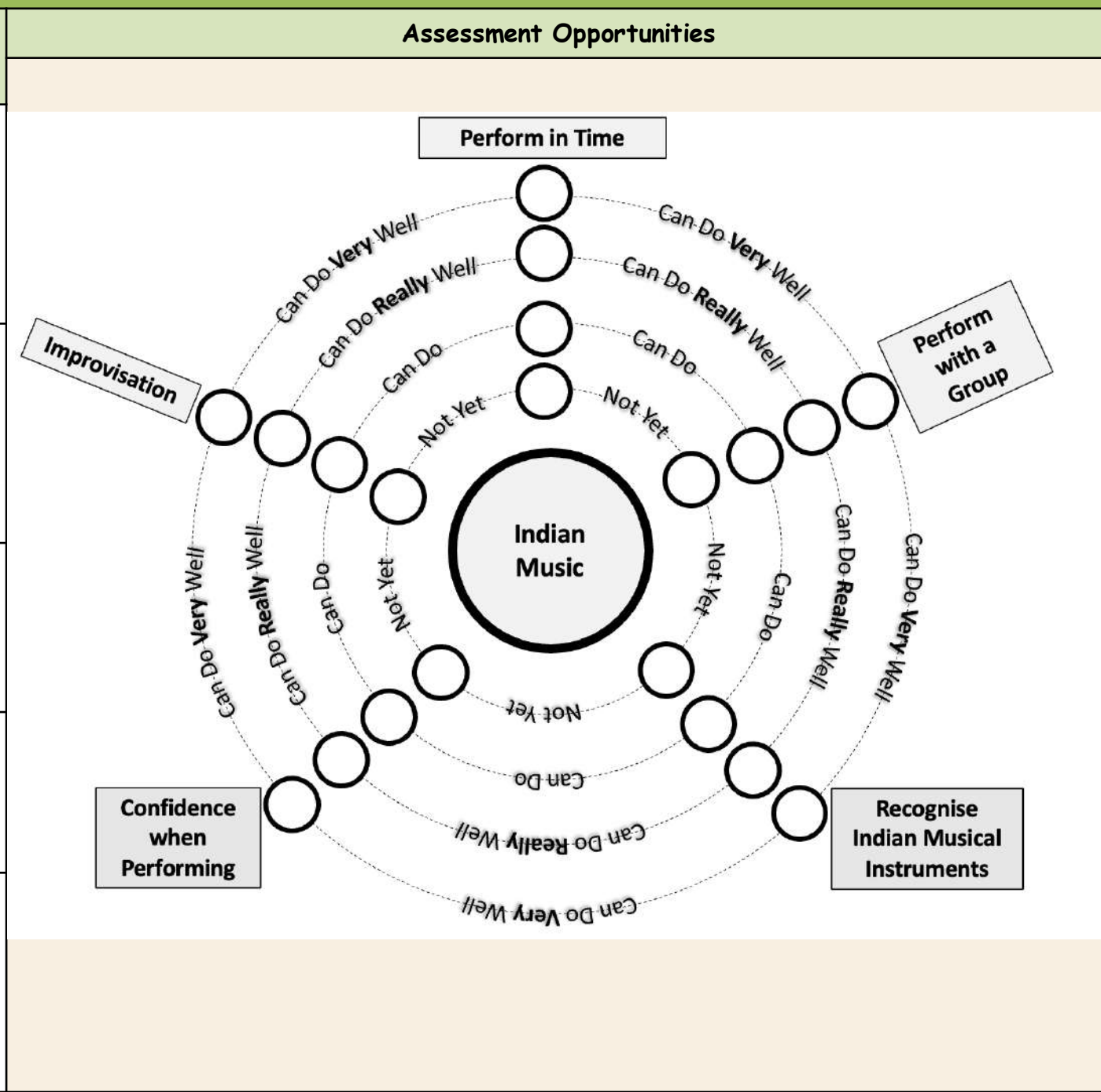
STP Year 8 (Summer Half Term 5) - World Music: SAMBA LESSONS

| | Title | Lesson Objective (WALT) |
|---|---|--|
| 1 | Samba and its Cultural Background | <u>Learn</u> about Samba music and its cultural background. |
| 2 | Exploring Instruments of Samba | To <u>distinguish</u> all instruments used in Samba both pictorially and aurally. |
| 3 | Improvisation in Samba | Begin to <u>develop</u> own improvisation techniques. |
| 4 | The influence of Samba on Popular Music | <u>Understand</u> that Samba uses melodic parts as well as rhythmic parts and how these two combine to form a type of Samba. |
| 5 | Class Samba | <u>Understand</u> how rhythms can be combined to create a larger piece of music. |



STP Year 8 (Summer Half Term 6) - World Music: Indian Music LESSONS

| | Title | Lesson Objective (WALT) |
|---|--------------------------------------|---|
| 1 | Exploring Indian Musical Instruments | <u>Know</u> and have a basic understanding of Indian culture with regards to Indian music. |
| 2 | Raga | <u>Understand</u> the nature of ragas and how they have different moods. |
| 3 | Drones | <u>Explore</u> musical instruments that are capable of playing drones. |
| 4 | Exploring a Raga Performance | <u>Improvise</u> rhythmically within the framework of a tala. |
| 5 | Bhangra | To <u>link</u> all sections of an Indian raga into one whole performance with clear moods, tempo and a sense of form and structure. |



Year 8 Keywords

| | | | | | |
|---|--|---|--|---|---|
| Rhythm , Beats, Note Values: Crotchet, Quavers, Minim, Notation, Pulse, Syncopation, Ensemble | Texture , Articulation, Polyphonic, Monophonic, Rhythm, Polyrhythm, Ostinato | Composition , Harmony, Melody, Structure, Duration, Accompaniment, Playing Techniques | Sonority , Instrumentation, Strings, Brass, Woodwind, Percussion, Conductor | Pulse , Improvising, Blues Scale, Form, Accidentals | Soundtrack , Synthesiser, Tempo, Countermelody, Polyphonic |
|---|--|---|--|---|---|

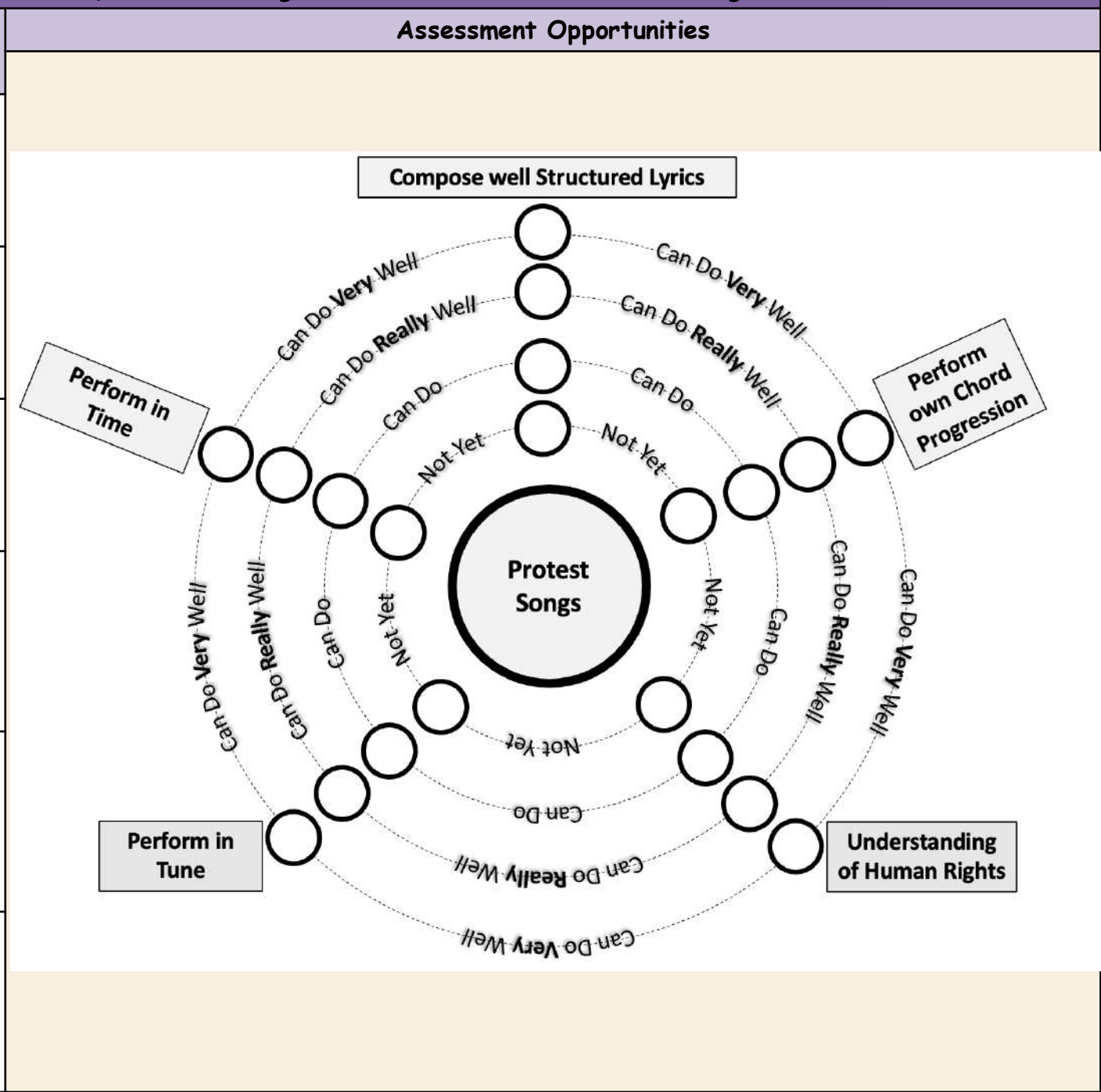
| LTP Year 9 | Autumn | | Spring | | Summer | |
|--------------------|---|--|--|---|---|---|
| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Content Overview | Protest Songs: Music for Peace, Music for Change | Popular Cover Songs: Bands | Soundtracks: Film Music | New Directions | Arranging: Writing a song | Sonority: Instruments of the Orchestra / Eras of Music/YPG |
| Aims | Students develop an ability to identify, relate, compare and integrate key devices to write their own piece of Protest Music highlighting an Injustice or Human Rights Issue. | Students develop an awareness and value of the function and purpose of Rap/Hip hop Music in today's society. Students will write their own Rap/ Hip Hop Song and Perform this to one another whilst creating their own Advertising. | Students are introduced to MADTSHIRT to analyse a piece of Film Music. Students are also able to explore a range of leitmotifs and ensembles. | Students gain an understanding of polyrhythmic music and contemporary minimalist styles exploring the use of repetitive and changing rhythmic and melodic motifs in different styles of minimalist music. | Students develop their independence to explore a popular song of their choice; finding out the chords, melodies and rhythms to create a band sheet and to perform their own arrangement with an added section to the structure. | Students gain an understanding about orchestral instruments, learning sound production and playing techniques. Students are introduced to the symphony orchestra exploring their individual and characteristic timbres. |
| Literacy | Writing: Time for learners to review and edit their writing | Writing: Type and Purpose of Writing | Reading: Apply knowledge into unfamiliar contexts with increasing independence | Reading: Analyse and Evaluate new information | Reading: Apply knowledge into unfamiliar contexts with increasing independence | Reading: Analyse and Evaluate new information |
| Cross - Curricular | PSHE: Finding inner strength in the face of adversity | English: How to structure lyrics with focus on syllables, rhyming and juxtaposition | Media - Film & Cinema: Role of music to support and enhance the moving image and the role of the media in society | Maths: How note values can be used to make rhythms | Technology: How Technology and Computers can be used to organise Music creating a form of a 'score' | History: History of Music. |
| Devices / Elements | Accompaniment, Acoustic, Development, Harmony, Melody, Repetition, Riff, Strings, Strophic Form, Syllabic | Beatboxing, Chords, Form, Homophonic, Improvisation, Monophonic, Rhythm, Riff, Structure, Texture | Analysing, Duration, Dynamics, Extended Techniques, Leitmotif, Pitch, Timbre, Tempo, Texture, Silence | Cell, Looping, Melodic, Minimalism, Motif, Phase In, Phase Out, Polyrhythm, Pulse, Repetition, Texture, Timbre | Digital Effects, Musical Technology, Panning, Recording, Rhythm, Structure, Textures and Layers | Brass, Chamber, Conducting, Orchestra, Percussion, Strings, Timbre, Woodwind |
| Skills | Performing <ul style="list-style-type: none">- Creates a convincing performance. Composing <ul style="list-style-type: none">- Has ideas and is able to utilise them to create an effective structure. Appraising <ul style="list-style-type: none">- Discussed and critiques the music of others appropriately. | Performing <ul style="list-style-type: none">- Uses own voice as an instrument appropriate to the musical context. Composing <ul style="list-style-type: none">- Composes a piece of music that has a clear sense of style, structure and purpose. Appraising <ul style="list-style-type: none">- Encourages others to articulate views on their own effective responses. | Performing <ul style="list-style-type: none">- Creates a convincing performance showing a high level understanding of pulse and intonation. Composing <ul style="list-style-type: none">- Offers a creative response to a chosen brief. Appraising <ul style="list-style-type: none">- Shows evidence of emerging musical identity. | Performing <ul style="list-style-type: none">- Creates a convincing performance showing a high level understanding of pulse. Composing <ul style="list-style-type: none">- Composes complex rhythms to a strict structure. Appraising <ul style="list-style-type: none">- Shows awareness that affective responses differ between individuals. | Performing <ul style="list-style-type: none">- Choose a challenging song to cover which includes complex chords and rhythms. Composing <ul style="list-style-type: none">- Composes a strong musical structure including a verse or chorus written in the correct style of the chosen song. Appraising <ul style="list-style-type: none">- Communicates own work to an audience with projection, engagement and skill. | Performing <ul style="list-style-type: none">- Conduct an ensemble in time demonstrating awareness of mood and intended effect. Composing <ul style="list-style-type: none">- Composes a piece of music that has a clear sense of style, structure and purpose. Appraising <ul style="list-style-type: none">- Performs an appropriately challenging part showing awareness of musicality. |
| Assessment | Formative: Questioning WWW/EBI Composing Protest Song using knowledge of Chords, Structure and understanding of Human Rights. Performing song with a Band. Summative: Baseline Test (Testing theoretical knowledge) Differentiated Starter Activities. Plenary - GCSE Exam Style Question. | Formative: Singing/Rapping and Performing with a band. Questioning WWW/EBI Successful Promotional Material Summative: Written Test (Knowledge Drill) Differentiated Starter Activities. Plenary - GCSE Exam Style Question. | Formative: Questioning WWW/EBI Performing as a Solo and Ensemble. Summative: Differentiated Starter Activities. Plenary - GCSE Exam Style Question. | Formative: Questioning WWW/EBI Individual Performance Summative: Written Test (Knowledge Drill) Differentiated Starter Activities. Plenary - GCSE Exam Style Question. | Formative: Questioning WWW/EBI Band Performance. Summative: Differentiated Starter Activities. Plenary - GCSE Exam Style Question. | Formative: Questioning WWW/EBI Summative: Written Test (Knowledge Drill) Differentiated Starter Activities. Plenary - GCSE Exam Style Question. |

MTP Year-9 – Intent, Implementation, Impact

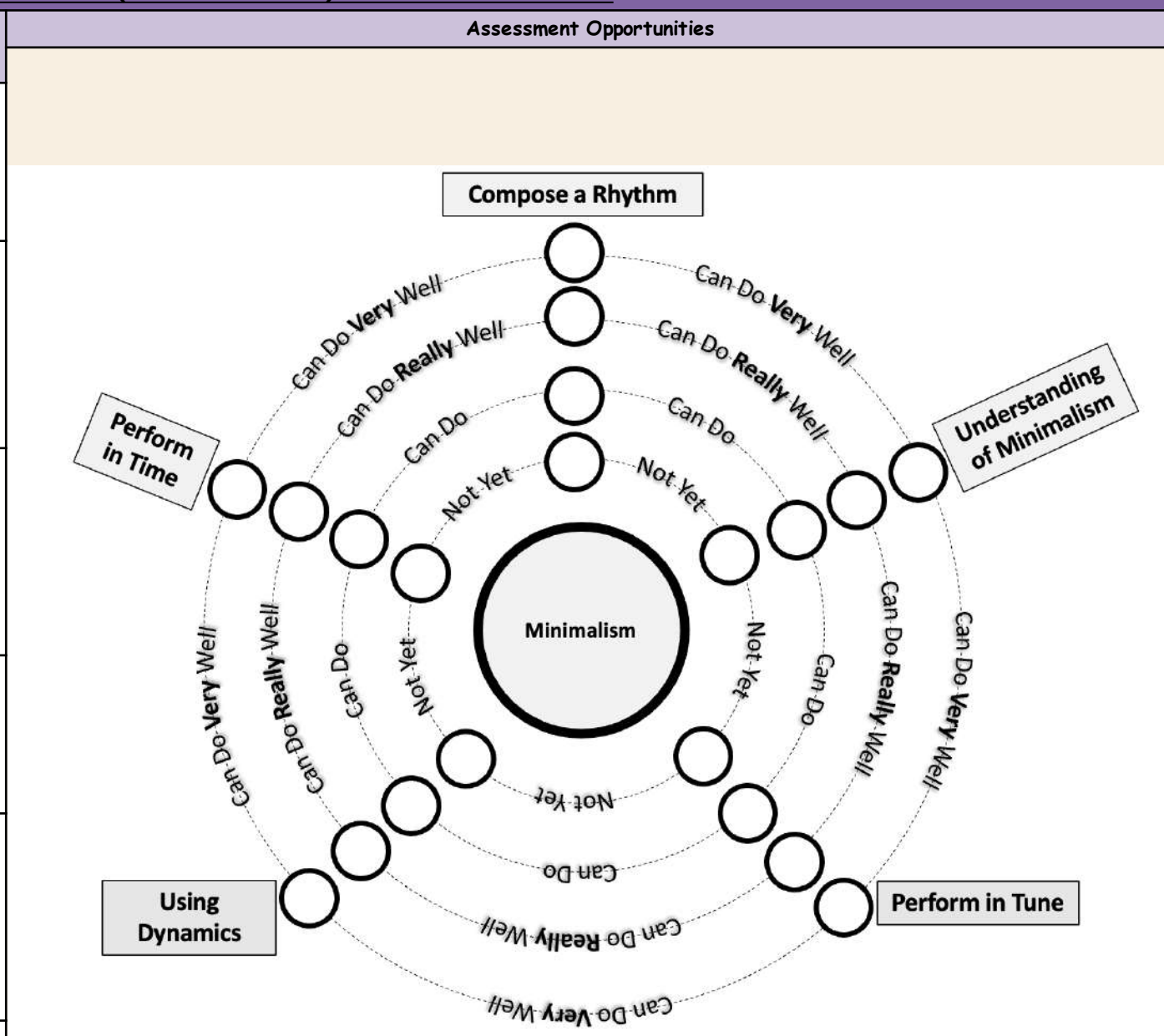
| Autumn | | Spring | | Summer | |
|---|--|---|--|--|---|
| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Protest Songs: Music for Peace, Music for Change | Popular Cover Songs: Bands | Soundtracks: Film Music | New Directions | Arranging: Writing a song | Sonority: Instruments of the Orchestra / Eras of Music |
| <p>Intent: <i>Performing Skills</i> Creates a convincing performance.</p> <p>Composing Skills Has ideas and is able to utilise them to create an effective structure.</p> <p>Appraising Skills Discussed and critiques the music of others appropriately.</p> <p>Implementation: Explore what Human Rights are and how they are/or are not embedded into society. Analyse and Perform well known Protest Songs discussing why they are based around Human Rights and why they are successful. Students use their gained knowledge of songwriting and what makes a successful popular song to write and perform their own lyrics based around a Human Rights issue. Knowledge Drill (Written Quiz on Key Words)</p> <p>Impact: Knowledge Drill: Verbal Understanding/ Whiteboards to analyse Protest Songs discussing MAD TSHIRT (Elements of Music). Effective, powerful well structured lyrics. Ability to stay in time and in tune. Successful performance Grade given for Accuracy, Technique and Expression.</p> | <p>Intent: <i>Performing Skills</i> - Uses own voice as an instrument appropriate to the musical context.</p> <p>Composing Skills - Composes a piece of music that has a clear sense of style, structure and purpose.</p> <p>Appraising Skills - Encourages others to articulate views on their own effective responses.</p> <p>Implementation: - Identify some riffs and hooks when listening and perform simple riffs and hooks from popular songs. - Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. - Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. - Knowledge Drill (Written Quiz on Key Words)</p> <p>Impact: - Learned about the different types and styles of songs from different times, places and styles. - Understood how popular songs have been performed in different arrangements by different groups and artists. - Developed a knowledge on the importance of structure in popular songs. - Learned about hooks and riffs and how these have been used in popular songs.</p> | <p>Intent: <i>Performing Skills</i> - Creates a convincing performance showing a high level understanding of pulse and intonation.</p> <p>Composing Skills - Offers a creative response to a chosen brief.</p> <p>Appraising Skills - Shows evidence of emerging musical identity.</p> <p>Implementation: - Answer some questions correctly in a Film Music Listening Assessment including identifying instruments and basic musical devices used by film music composers. - Plan and compose a SOUNDTRACK to a Horror Movie using a STORYBOARD using a DISCORD and choosing suitable sounds to create an effect. - Perform some simple famous Leitmotifs from films with a sense of style. - Knowledge Drill (Written Quiz on Key Words)</p> <p>Impact: - Learned about the concept of mood and how music and soundtracks encapsulate the main mood of a film. - Learned how leitmotifs are used to represent certain characters and situations in film music. - Described the "musical difference" between the sound of a concord and discord. - Performed a range of famous Leitmotifs from films of increasing difficulty.</p> | <p>Intent: <i>Performing Skills</i> - Creates a convincing performance showing a high level understanding of pulse.</p> <p>Composing Skills - Composes complex rhythms to a strict structure.</p> <p>Appraising Skills - Shows awareness that affective responses differ between individuals.</p> <p>Implementation: - Aurally identify basic minimalist features such as repetition, looping and recognise certain sounds as electronic/ synthesised Perform bass line or a chord part as part of class performance. - Take on solo parts as part of class performance. - Compose a basic melodic minimalist piece giving more thought as to where and why the changes in melodic motifs will take place. - Knowledge Drill (Written Quiz on Key Words)</p> <p>Impact: - Learned how minimalist music has influenced dance music and twentieth century electronic music. - Learned how to select and combine melodic motifs to create a minimalist style piece of music with an awareness of compositional devices and style. - Performed a minimalist piece as part of a class performance. - Consolidated learning on minimalism by listening to minimalist music and identifying musical features</p> | <p>Intent: <i>Performing Skills</i> - Choose a challenging song to cover which includes complex chords and rhythms.</p> <p>Composing Skills - Composes a strong musical structure including a verse or chorus written in the correct style of the chosen song.</p> <p>Appraising Skills - Communicates own work to an audience with projection, engagement and skill.</p> <p>Implementation: - Rehearse and perform a Popular Song as part of group with an awareness of song structure and textual layers creating own group arrangement. - Understand how a hook or a riff is a key feature of a popular song and determines its popularity, memorability and how this is taken from a certain section of a popular song - often the chorus Identify all riffs and hooks when listening and perform all parts of riffs and hooks from popular songs with accuracy of pitch and rhythm. - Composed own popular song that uses; structure, instrumentation, lyrics, chords, and melody. - Knowledge Drill (Written Quiz on Key Words)</p> <p>Impact: - Students will be able to use correct musical vocabulary to correctly sequence the structure of a Popular Song – verse, chorus, intro, middle 8, bridge, coda. - Performed a song, as part of a group, in its original style with three different arrangements showing awareness of manipulation of musical features.</p> | <p>Intent: <i>Performing Skills</i> - Conduct an ensemble in time demonstrating awareness of mood and intended effect.</p> <p>Composing Skills - Composes a piece of music that has a clear sense of style, structure and purpose.</p> <p>Appraising Skills - Performs an appropriately challenging part showing awareness of musicality.</p> <p>Implementation: - Understand what is meant by a Fanfare, its origins and uses and how Fanfares create different musical effects suitable for a special occasion or event. - Learn about the Harmonic Series and brass instruments. - Learn how Fanfares have been used in the military as a way of communicating signals. - Learn about imitation and how this is used in Fanfares. - Compose, Perform and Evaluate a group Fanfare for a special occasion or event in response to a commission. - Knowledge Drill (Written Quiz on Key Words)</p> <p>Impact: - Compared and contrasted musical features in different fanfares. - Created a well-structured piece suited for the special event with awareness of context, venue and the audience. - Performed within a group performance.</p> |
| Music: Where is the Love (Black Eyed Peas) War Child (Emmanuel Jal) Gangnam Style (PSY) | Music: - Stand by Me (Ben E. King) - Killing Me Softly (Charles Fox) - I'll be there for you (FRIENDS) | Music: - Jaws (John Williams) - Goldfinger (John Barry) - Spectre Theme (Thomas Newman) | Music: - Clapping Music (Steve Reich) - Tubular Bells (Mike Oldfield) - Oxygene IV (Jean-Michel Jarre) | Music: - Love is all around (Reg Presley) - Praise You (Fatboy Slim) - Imagine (John Lennon) | Music: - Olympic Fanfare (John Williams) - The Last Post |

STP Year 9 (Autumn Half Term 1) - Protest Songs: Music for Peace, Music for Change LESSONS

| | Title | Lesson Objective (WALT) |
|---|----------------------------|--|
| 1 | Human Rights through Songs | HOW and WHY songs are powerful tools in political movements. |
| 2 | Where is the Love? | How to <u>analyse</u> a Human Rights Song. |
| 3 | War Child | The plight of child soldiers and the human rights that deal with protecting these children. |
| 4 | Writing a Protest Song | <u>Understand</u> how to pick a suitable topic for a protest song. |
| 5 | Writing Lyrics | How to critically <u>engage</u> and <u>evaluate</u> the meanings behind various song lyrics. |
| 6 | Rehearsing / Performing | <u>Develop</u> your understanding of songwriting |

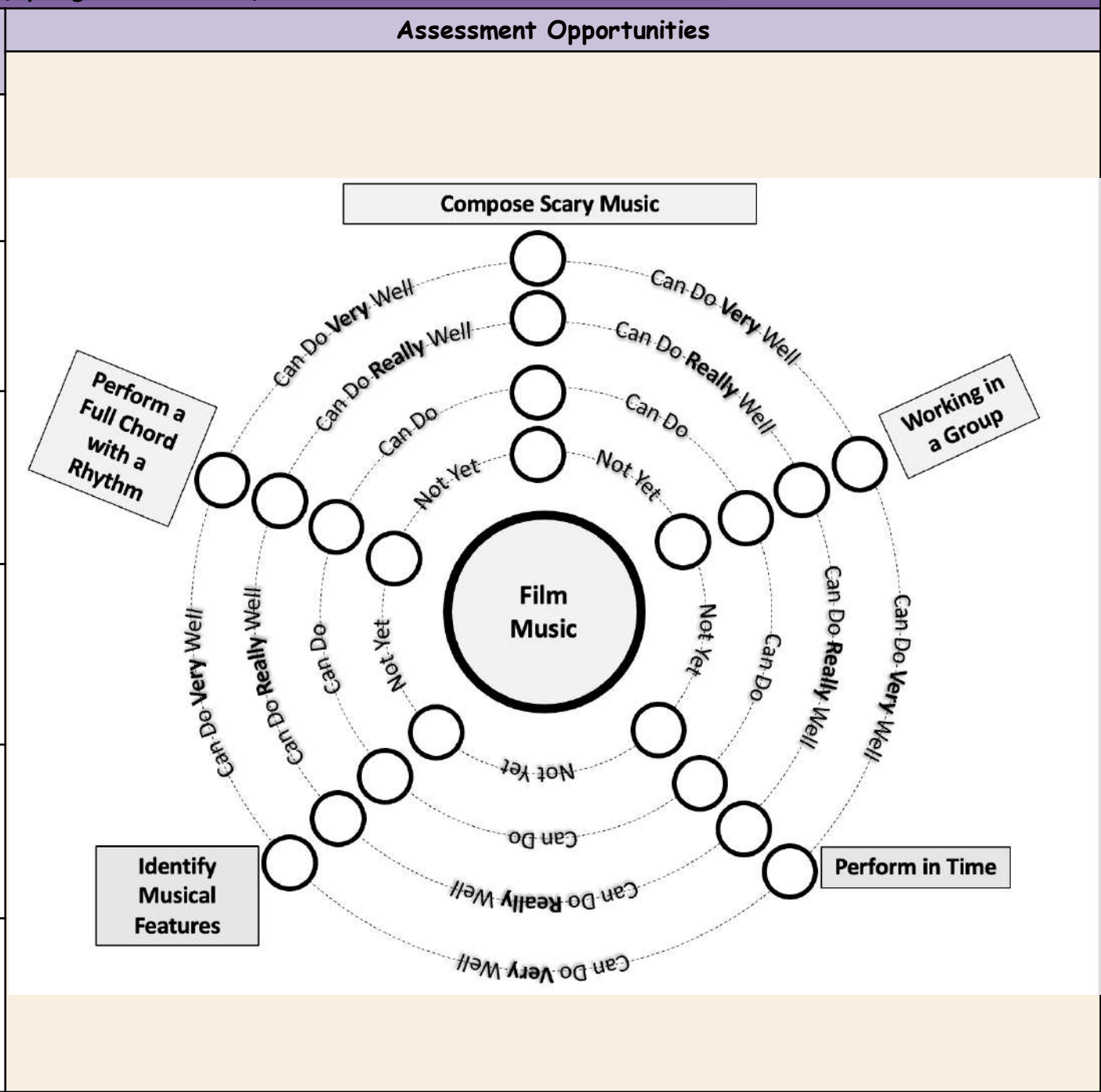


| | Title | Lesson Objective (WALT) |
|---|--|--|
| 1 | Exploring Minimalist Music & Rhythmic Motifs | Explore how minimalist composers use small rhythmic motifs to <u>build</u> a bigger piece. |
| 2 | Effects of Minimalist Rhythmic Phase Shifts | <u>Evaluate</u> own and other's minimalist compositions. |
| 3 | Minimalist Melodic Motifs | Explore the effect of <u>combining</u> and <u>manipulating</u> different melodic motifs. |
| 4 | Minimalist Devices - Repetition, Looping, Phase In & Phase Out | Learn how to <u>select</u> and <u>combine</u> melodic motifs to <u>create</u> a minimalist style piece of music. |
| 5 | Composing a Minimalist piece using Melodic Motifs & Minimalist Devices | To <u>rehearse</u> , <u>perform</u> and <u>record</u> a minimalist composition <u>developing</u> performance techniques. |
| 6 | Exploring the influences of Minimalism on Dance & Electronic Music | Learn how minimalist music has <u>influenced</u> dance music and twentieth century electronic music. |



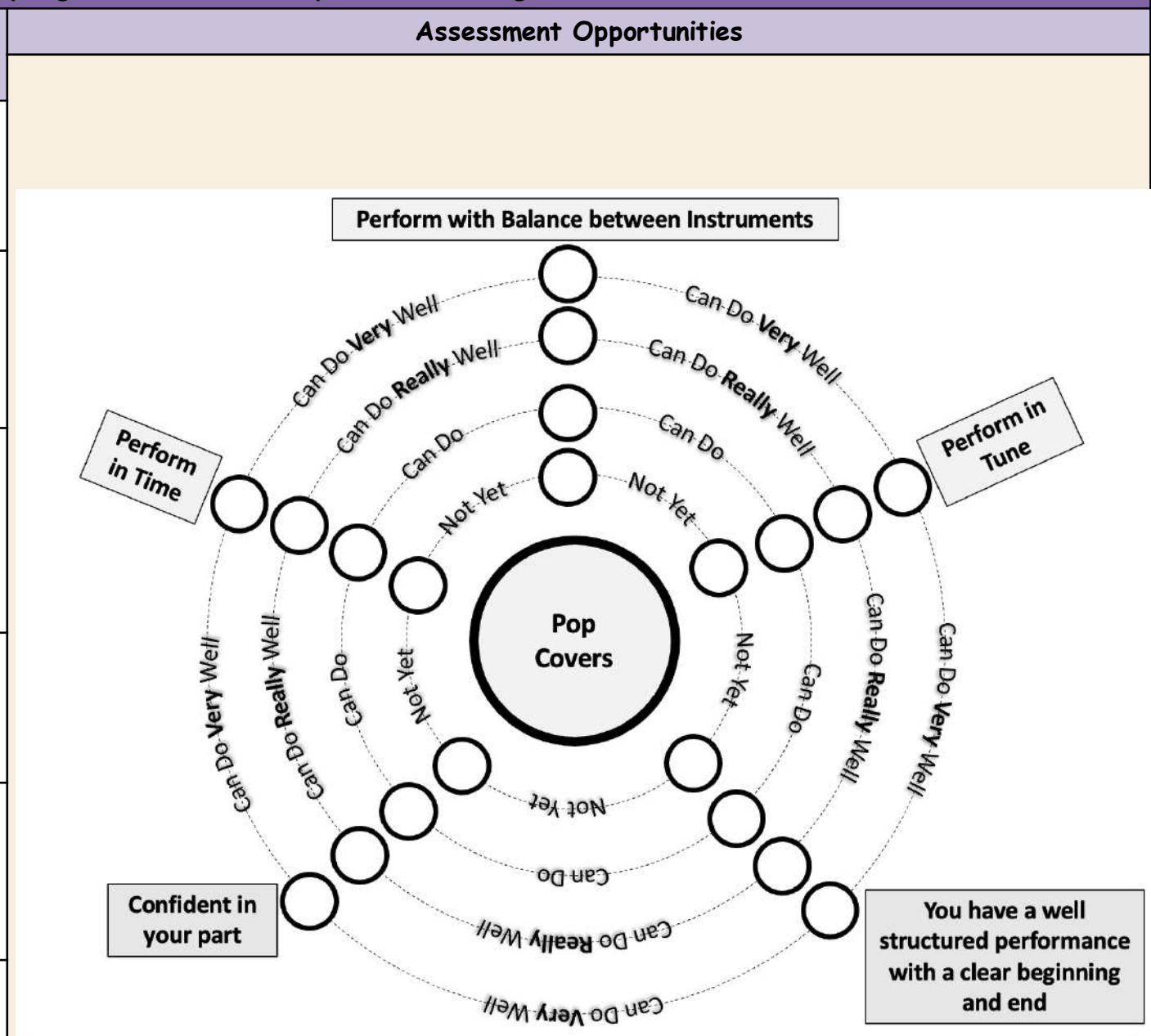
STP Year 9 (Spring Half Term 3) - Soundtracks: Film Music LESSONS

| | Title | Lesson Objective (WALT) |
|---|-------------------------------|--|
| 1 | Leitmotif | <u>Learn</u> about the concept of mood and how music and soundtracks encapsulate the main mood of a film. |
| 2 | Leitmotif - James Bond GROUPS | <u>Understand</u> how leitmotifs are used to represent certain characters and situations in film music. |
| 3 | Western Soundtracks | <u>Learn</u> about the music used in "Western" films (Cowboys & Indians!) and <u>perform</u> a famous theme from a 'Western'. |
| 4 | Horror Soundtracks | <u>Learn</u> about concords and discords and how film music composers have used discords in their soundtracks to <u>create</u> a mood of tension and suspense. |
| 5 | Horror Soundtracks GROUPS | To <u>plan</u> and <u>compose</u> a soundtrack to a Horror Movie using a storyboard using a discord and <u>choosing</u> suitable sounds to create an effect. |
| 6 | Horror Soundtracks GROUPS | To <u>perform</u> a soundtrack to a Horror Movie using a storyboard using a discord and <u>choosing</u> suitable sounds to create an effect. |



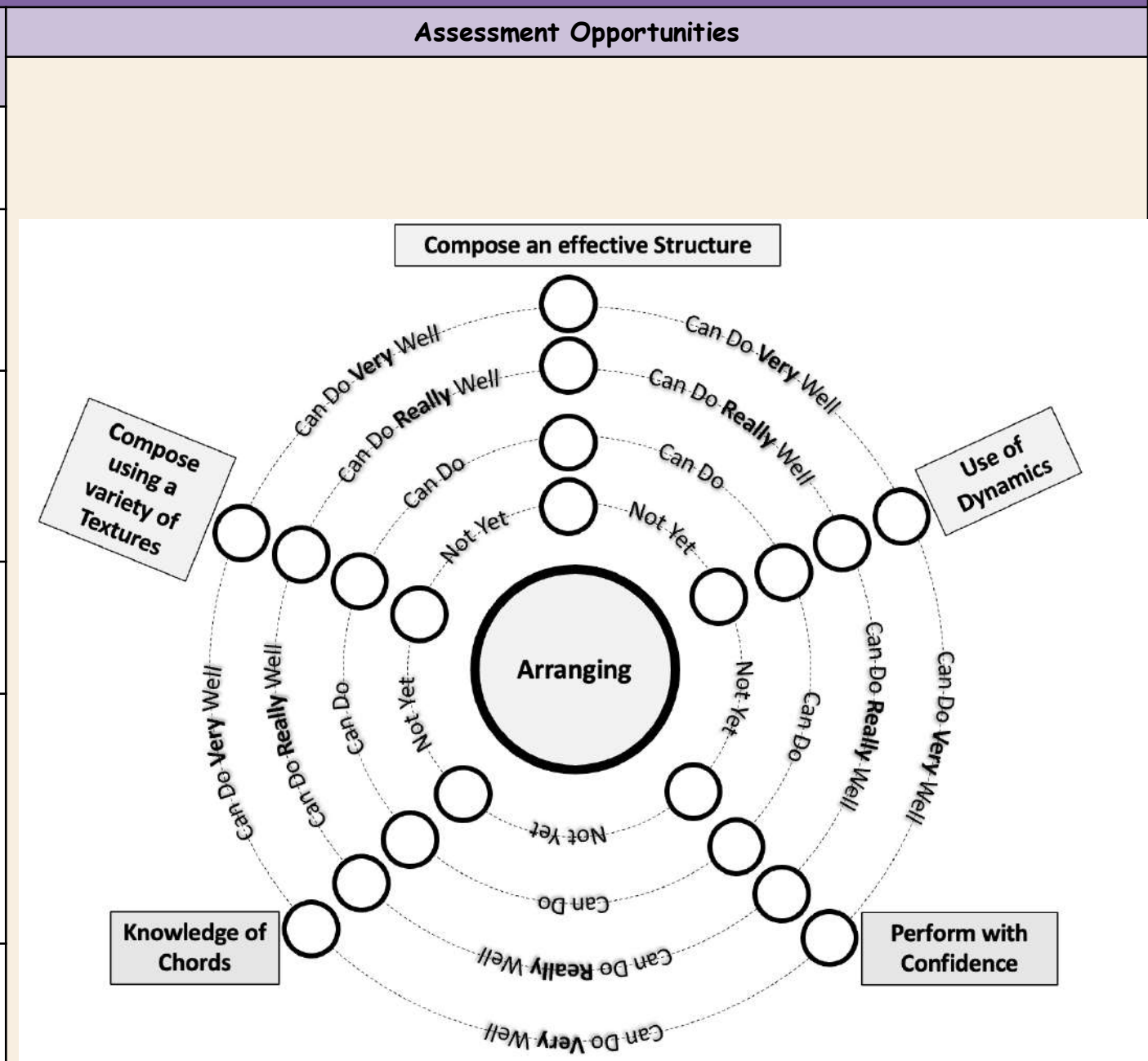
STP Year 9 (Spring Half Term 4) - Popular Cover Songs: Bands LESSONS

| | Title | Lesson Objective (WALT) |
|---|--|---|
| 1 | Musical Arrangements | How different types of songs are used in many different cultures, times and places. |
| 2 | Popular Song Structure & Textural Layers | <u>Learn</u> about the structure and textural layers of Popular Songs. |
| 3 | Arrangements of a Popular Song | <u>Explore</u> how other artists and groups have <u>created</u> their own arrangement of the same song. |
| 4 | Exploring Hooks & Riffs | <u>Understand</u> how a hook or a riff is a key feature of a popular song and determines its popularity and memorability, |
| 5 | Rehearsing and Composing a Popular Song | <u>Compose</u> , <u>rehearse</u> and <u>perform</u> a Popular Song as part of group with an awareness of song structure, textural layers and hooks and riffs. |
| 6 | Performing a Popular Song | <u>Produce</u> a well-rehearsed and complete Popular Song including a good contrast between different sections such as the verse and chorus. |



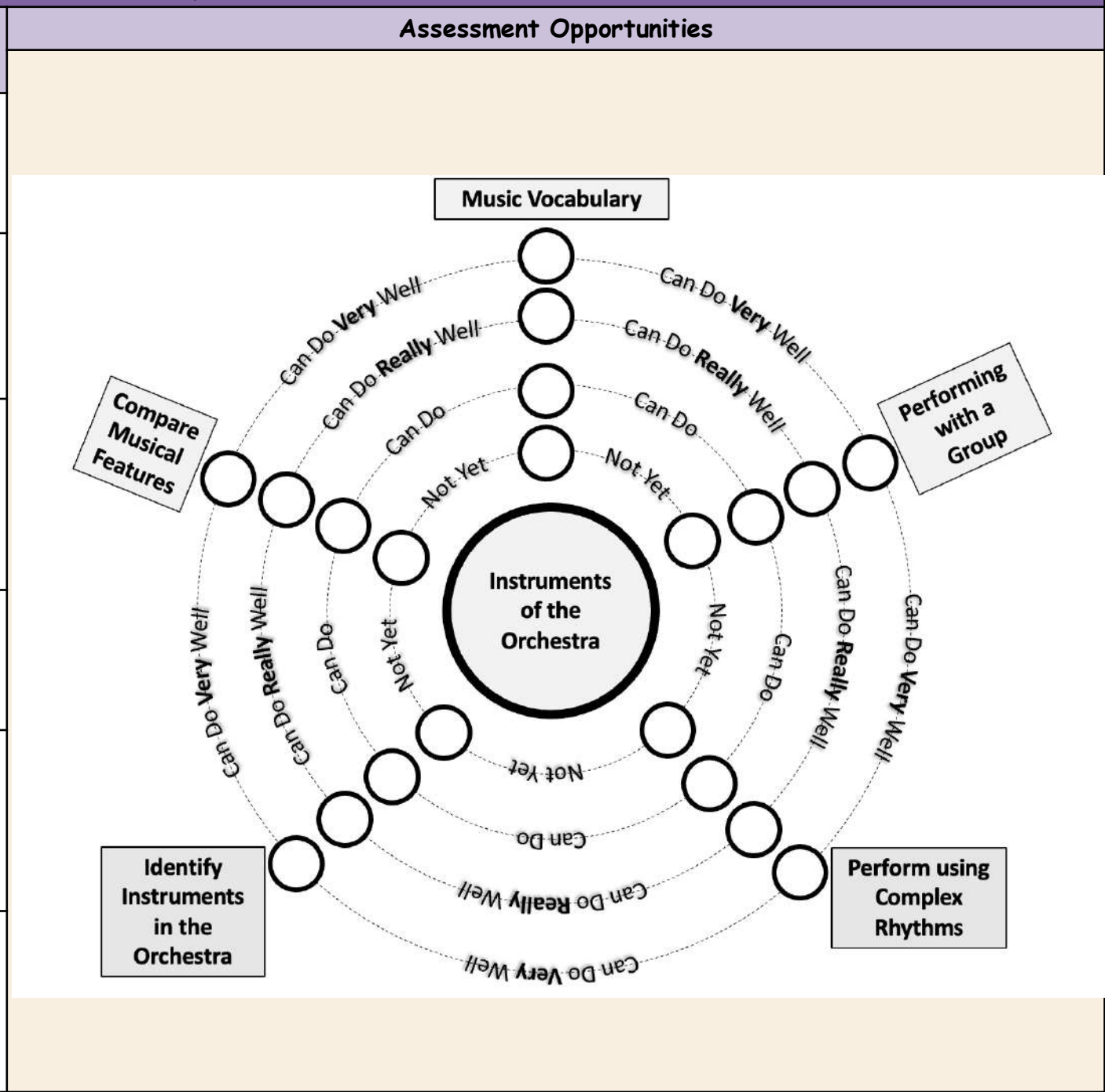
STP Year 9 (Summer Half Term 5) - Arranging: Writing a Song LESSONS

| | Title | Lesson Objective (WALT) |
|---|--|--|
| 1 | Exploring Popular Song Structure | Recognise and understand the structure of a Popular Song. |
| 2 | Writing Lyrics | Compare and contrast musicals changes that occur in two or more arrangements of the same song. |
| 3 | Composing a Popular Song | Use correct musical vocabulary to correctly sequence the structure of a Popular Song - verse, chorus, intro, middle 8, bridge, coda. |
| 4 | Composing and Rehearsing your Popular Song | How to effectively structure your song, |
| 5 | Rehearsing your Song | Take on roles during your rehearsal to organise resources and produce a well-rehearsed and complete Song including contrast between different sections such as the verse and chorus. |
| 6 | Performing and Evaluating your Song | Rehearse and perform a Popular Song as part of group with an awareness of song structure and textural layers creating own group arrangement. |



STP Year 9 (Summer Half Term 6) - Sonority: Instruments of the Orchestra / Eras of Music LESSONS

| | Title | Lesson Objective (WALT) |
|---|---------------------------|--|
| 1 | Sections of the Orchestra | To aurally <u>identify</u> the four main families of instruments. |
| 2 | Timbre & YPGO | <u>Identify</u> orchestral instruments in a piece of orchestral music. |
| 3 | String Section | The common features of construction and playing techniques of String Instruments. |
| 4 | Brass Section | <u>Learn</u> about the instruments in the brass section of the orchestra. |
| 5 | Woodwind Section | To <u>distinguish</u> between the different timbres and playing effects of instruments found in the woodwind section of the orchestra. |
| 6 | Percussion Section | <u>Explore</u> the difference in timbre and sound production methods in a range of percussion instruments found in an orchestra. |



Year 9 Keywords

| | | | | | |
|--|---|--|---|---|--|
| Textural Layers , Score, Tonality, Major, Minor, Melismatic, Dynamics | Structure , Beatboxing, Chords, Form, Homophonic, Improvisation, Monophonic, Rhythm, Riff, Texture | Leitmotif , Duration, Dynamics, Extended Techniques, Pitch, Timbre, Tempo, Texture, Silence | Melody , Cell, Looping, Minimalism, Motif, Phase In, Phase Out, Polyrhythm, Pulse, Repetition, Texture, Timbre | Digital Effects , Musical Technology, Panning, Recording, Rhythm, Structure, Textures and Layers | Brass, Chamber, Conducting, Orchestra, Percussion, Strings, Timbre, Woodwind |
|--|---|--|---|---|--|

| LTP Year 10 | Autumn | | Spring | | Summer | |
|--------------------|---|--|--|---|--|---|
| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Content Overview | AoS1: Forms and Devices | AoS1: Forms and Devices | AoS4: Popular Music | AoS2: Music for Ensemble | AoS3: Film Music | RECAP all AoS's |
| Aims | Students are to understand how the course is put together. Students begin to build their confidence when performing whilst learning Key Words associated with Forms and Devices. Students will explore the concept of Pitch and Rhythm. Students will set their own Performance targets. | Students are introduced to the concept of a Musical Score. Students will look at the basics of analysing Music aurally and notated music alongside to identify musical features. Students will continue to improve their confidence when performing. | Students to explore the genre of Popular Music, understanding Strophic Form and investigating how melody and chords can be used within it's structure. Using student's score analysis skills they can begin to analyse their second Set Work: Since You've Been Gone. Students to set new clear targets for performance progress. | Students will start to rehearse with Peers focusing on the Ensemble Element of the course. Students explore the variety of ensembles used in a range of genres, whilst learning how Texture can be used to layer instrumentation. | Students examine the relationship between the story and the music: choosing appropriate elements of music to represent characters and plot. Students will learn how to achieve contrasts and develop initial ideas when composing. Students will improve their knowledge of Musical Features and Key Words. | Students will RECAP all Area's of Study whilst developing an understanding of Exam Language and Command Words. Students will continue to compose, perform either a solo/ensemble and complete a MOCK Paper. |
| Literacy | Reading: Analyse and Evaluate new information | Listening and Talking: Active Listening (solving problems) Individual Talk | Listening and Talking: Group Discussions | Listening and Talking: Group Discussions | Writing: Type and Purpose of Writing | Reading: Analyse and Evaluate information |
| Cross - Curricular | Maths: Using Musical Maths equations Food Technology: Using Food examples to describe how music is put together | English: Speaking in full sentences | PSHE: Acceptance of other cultures | History: How ensembles have developed and changed throughout time | Technology: How music can be manipulated using Synthesizers and Samplers | PSHE: Organisation, Problem Solving, Time Management Skills |
| Devices / Elements | Bar Line, Dynamics, Elements of Music, Eras, Form, Pitch, Repeat Marks, Rhythm, Score, Time Signatures, Treble Clef | Alto Clef, Arco, Articulation, Bass Clef, Dynamics, Flats, Intervals, Key Signature, Melody, Pizzicato, Playing Technique, Tempo, Texture, Sharps, Structure | Accompaniment, Bhangra, Conjunct, Device, Disjunct, Fusion, Panning, Riff, Sampler, Structure | Chords, Ensemble, Harmony, Heterophonic, Homophonic, Melody, Monophonic, Polyphonic, Texture, Tonality | Analysis, Cadences, Composer, Contrast, Dictation, Dissonance, Leitmotif, MAD TSHIRT, Metre, Theme | All Keywords so far. |
| Skills | Performing: <ul style="list-style-type: none">- Can perform on chosen instrument in front of teacher. Composing: <ul style="list-style-type: none">- Write a basic rhythm with using pitch names from the treble clef. Appraising: <ul style="list-style-type: none">- Identify various note values and rhythms. | Performing: <ul style="list-style-type: none">- Will perform with focus. Composing: <ul style="list-style-type: none">- Can write rhythms using the Alto and Treble Clef. Appraising: <ul style="list-style-type: none">- Is able to comment and start to clearly differentiate between the different Musical Elements. | Performing: <ul style="list-style-type: none">- Performing with sensitivity to others, playing instruments quieter or louder. Composing: <ul style="list-style-type: none">- Writing with chords (and melody); also relevant rhythmic ideas. Appraising: <ul style="list-style-type: none">- Listening exercises to develop notation skills; aural recognition of the difference between major and minor. | Performing: <ul style="list-style-type: none">- Performing longer pieces of music with a good standard of tempo (speed), timbre (tone), dynamics (volume) and phrasing. Ensemble. Composing: <ul style="list-style-type: none">- Starting to use Garageband Software to structure melodies. Appraising: <ul style="list-style-type: none">- Compare musical features using appropriate musical vocabulary. | Performing: <ul style="list-style-type: none">- Perform more challenging parts on an instrument (complex rhythms, multiple parts). Composing: <ul style="list-style-type: none">- Composing to a brief (i.e. a piece of film music) with structural support from a Storyboard. Appraising: <ul style="list-style-type: none">- Can answer questions on the difference in musical features between era's of Music. | Performing: <ul style="list-style-type: none">- Perform using complex rhythms (different chord patterns, syncopation, dotted rhythms and harmonies) Composing: <ul style="list-style-type: none">- Compose for a range of instruments with use of a variety of musical elements. Appraising: <ul style="list-style-type: none">- Able to comment on Musical features and Instrumentation used within different Styles and eras of Music. |
| Assessment | Formative: Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen Summative: Performance Assessment Term 1 Written Test | Formative: Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen Summative: Performance Assessment Term 2 Written Test | Formative: Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen Summative: Performance Assessment Term 3 Written Test | Formative: Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen Summative: Performance Assessment MOCK Exam Paper | Formative: Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen Summative: Performance Assessment Term 5 Written Test | Formative: Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen Summative: Performance Assessment MOCK Exam Paper |

| Autumn | | Spring | | Summer | |
|--|--|---|---|---|--|
| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| AoS1: Forms and Devices | AoS1: Forms and Devices | AoS4: Popular Music | AoS2: Music for Ensemble | AoS3: Film Music | RECAP all AoS's |
| <p>Intent: Performing Skills: - Can perform on chosen instrument in front of teacher. Composing Skills: - Write a basic rhythm with using pitch names from the treble clef. Appraising Skills: - Identify various note values and rhythms.</p> <p>Implementation: - Knowledge Organiser outlining important information needed for this term. - Confidence Boost: To perform any piece of any length in front of LPim. - Moving Forward: Students and LPim will then set their own performance targets using the GCSE Assessment Criteria. - Knowledge: Discussions as to how we organise music and define Key Words associated with Forms and Devices. - Understanding: Explore, examine, question and practice working out Pitch using the Treble Clef. - Knowledge Drill (Written Quiz on Key Words)</p> <p>Impact: - To be able to perform/be recorded in front of LPim (1st Performance Assessment). - Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their performance ability and reach a higher performance grade. - Knowledge Drills: Written Quizzes will test student's understanding of Theoretical Vocabulary. - Questioning and responding to marking in green pen allows students to show their understanding. - Written Assessment testing students on everything they have learned in this term.</p> | <p>Intent: Performing Skills: - Will perform with focus. Composing Skills: - Can write rhythms using the Alto and Treble Clef. Appraising Skills: - Is able to comment and start to clearly differentiate between the different Musical Elements.</p> <p>Implementation: - Knowledge Organiser outlining important information needed for this term. - Confidence Boost: To perform any piece with a longer length in front of LPim. - Knowledge: Key Signatures, Playing Techniques, Eine Kleine Nachtmusik, Intervals, Alto Clef, 10 Mark Question (just the musical elements) and Bass Clef. - Understanding: Explore, examine, question and practice working out Pitch using the Alto Clef and recapping how to identify pitch using the Treble Clef. With this knowledge they must analyse a score identifying the musical features. - Knowledge Drill (Written Quiz on Key Words/ Concepts)</p> <p>Impact: - To be able to perform/be recorded in front of LPim (2nd Performance Assessment). - Can understand how to approach reading a musical score. Through listening to it and analysing it. - Knowledge Drills: Written Quizzes will test student's understanding of Theoretical Vocabulary. - Questioning and responding to marking in green pen allows students to show their understanding. - Written Assessment testing students on everything they have learned up until this point.</p> | <p>Intent: Performing Skills: - Performing with sensitivity to others, playing instruments quieter or louder. Composing Skills: - Writing with chords (and melody); also relevant rhythmic ideas. Appraising Skills: - Listening exercises to develop notation skills; aural recognition of the difference between major and minor.</p> <p>Implementation: - Knowledge Organiser outlining important information needed for this term. - Perform a piece of suitable standard which has been chosen by students and LPim. - Explore the structure of a Pop Song breaking down what Strophic Form actually means and how to identify various sections. Questioning one another what compositional devices have been used and where. - Practice different ways to approach Score Analysis. - Explore Musical Features: Accompaniment, Bhangra, Conjunct, Device, Disjunct, Fusion, Panning, Riff, Sampler, Structure. Students to understand their meanings but also how to identify them. - Knowledge Drill (Written Quiz on Key Words)</p> <p>Impact: - To be able to perform/be recorded in front of LPim (3rd Performance Assessment). - Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their performance ability and reach a higher performance grade. - Knowledge Drills: Written Quizzes will test student's understanding of Theoretical Vocabulary. - Questioning and responding to marking in green pen allows students to show their understanding. - Written Assessment testing students on everything they have learned in this term.</p> | <p>Intent: Performing Skills: - Performing longer pieces of music with a good standard of tempo (speed), timbre (tone), dynamics (volume) and phrasing. Thinking about working in an ensemble. Composing Skills: - Starting to use Garageband Software to structure melodies. Appraising Skills: - Compare musical features using appropriate musical vocabulary.</p> <p>Implementation: - Knowledge Organiser outlining important information needed for this term. - Working in small groups to practice rehearsing as an ensemble. - Continuing to practice Solo piece focussing on including Dynamics and developing fluency. - Recapping 10 Mark Question with a new genre of music. Including reasons as to why composers might include certain devices accessing the full 10 marks) - Explore the following devices: Accompaniment, Bhangra, Conjunct, Device, Disjunct, Fusion, Panning, Riff, Sampler, Structure - Knowledge Drill (Written Quiz on Key Words) - To understand the basic concepts of using Garageband. - MOCK Exam paper.</p> <p>Impact: - To be able to perform/be recorded in front of LPim (4th Performance Assessment). - Knowledge Drills: Written Quizzes will test student's understanding of Theoretical Vocabulary. - Successfully providing reasoning as to why composers would use certain elements to create specific moods. - Students are able to define key words either by describing them or demonstrating them. - Recorded a basic melody and chords on Garageband. - Questioning and responding to marking in green pen allows students to show their understanding. - Written Assessment testing students on everything they have learned in this term.</p> | <p>Intent: Performing Skills: - Perform more challenging parts on an instrument (complex rhythms, multiple parts). Composing Skills: - Composing to a brief (i.e. a piece of film music) with structural support from a Storyboard. Appraising Skills: - Can answer questions on the difference in musical features between era's of Music.</p> <p>Implementation: - Knowledge Organiser outlining important information needed for this term. - How to fully structure a 10 Mark Question using MAD TSHIRT and reasoning as to why each element links with the mood. - Students will explore keywords such as Leitmotif, Analysis, Cadences, Composer, Contrast, Dictation, Dissonance, Leitmotif, MAD TSHIRT, Metre and Theme practicing how to identify them within a piece of music. - Develop Garageband Composition to compose a contrast within the music. - Knowledge Drill (Written Quiz on Key Words)</p> <p>Impact: - To be able to perform/be recorded in front of LPim (5th Performance Assessment). - Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their performance ability and reach a higher performance grade. - Composition showing contrast of elements. - Successful attempt at the 10 Mark Question. - Knowledge Drills: Written Quizzes will test student's understanding of Theoretical Vocabulary. - Questioning and responding to marking in green pen allows students to show their understanding. - Composition Log started. - Written Assessment testing students on everything they have learned in this term.</p> | <p>Intent: Performing Skills: - Perform using complex rhythms (different chord patterns, syncopation, dotted rhythms and harmonies) Composing Skills: - Compose for a range of instruments with use of a variety of musical elements. Appraising Skills: - Able to comment on Musical features and Instrumentation used within different Styles and eras of Music.</p> <p>Implementation: - Knowledge Organiser outlining important information needed for this term. - Perform using a wider range of pitch and more difficult rhythms in time and in tune. - Develop a composition showing development and a definitive chosen style for the music. - Explore the instrumentation and features used within Music History Eras (Baroque, Classical and Romantic). - Knowledge Drill (Written Quiz on Key Words) - MOCK Exam paper.</p> <p>Impact: - Knowledge Drills: Written Quizzes will test student's understanding of Theoretical Vocabulary. - More complicated pieces of music that will stretch and challenge students. - Can comment on the importance and use of certain features with the Eras of Music. - Questioning and responding to marking in green pen allows students to show their understanding. - Composition Log updated. - Written Assessment testing students on everything they have learned in this term.</p> |
| <p>Music: - Eleanor Rigby (The Beatles) - Another One Bites the Dust (Queen) - Four Seasons (Vivaldi) - Trumpet Concerto (Haydn) - New World Symphony (Dvorak)</p> | <p>Music: - Eine Kleine Nachtmusik, Minuet and Trio (Mozart) - Too Good at Goodbyes (Sam Smith) - Spectre (James Bond)</p> | <p>Music: - Since You've Been Gone (Rainbow) - Seven Years (Lukas Graham) - Ho Hey (The Lumineers)</p> | <p>Music: - Rhapsody in Blue (Gershwin) - The Lark Ascending (Vaughan Williams) - Prelude in G Major (Bach)</p> | <p>Music: - Star Wars Theme (John Williams) - Batman Theme (Neal Hefti) - Back to the Future Theme (Alan Silvestri)</p> | <p>Music: - Generic: Pop Songs, Film Music, Jazz Music, Fusion, Folk, Indian Orchestra etc.</p> |

STP Year 10 (Autumn Half Term 1) - AoS1: Form and Devices LESSONS (PART 1)

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|---|-----------------------|--|--|---|---|--|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 1 | Welcome to GCSE Music | To be confident in <u>knowing</u> what's expected me in all aspects of the course. | | | | |
| 2 | Pitch | <u>Read</u> and <u>write</u> notes on the stave. | I can <u>define</u> what Pitch is. | I can <u>name</u> high and low pitched instruments. | I can <u>analyse</u> a piece of music and state if it is High or Low Pitch. | I can <u>analyse</u> a piece of music naming notes. |
| 3 | Rhythm | Familiarity with note values. | I can <u>identify</u> if there is a change made to a rhythm. | I can sometimes <u>notate</u> a rhythm correctly after hearing it. | I can <u>notate</u> a rhythm and sometimes the pitch after hearing it. | I can confidently <u>notate</u> a rhythm and pitch after hearing it. |
| 4 | Solo Rehearsal | <u>Explore</u> instrumental playing. | I can <u>perform</u> using basic note values such as crotchets. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>perform</u> longer pieces of music with a good standard of tempo, timbre and dynamics. | I can <u>perform</u> with absolute control, accuracy and confidence. |
| 5 | Elements of Music | What 9 Musical Features appear in MAD TSHIRT. | I can <u>name</u> 4 Elements of Music. | I can <u>identify</u> some musical elements heard when listening to music. | I can <u>identify</u> some musical elements heard when listening to music. | I can <u>provide</u> excellent reasons why certain musical elements have been used to depict a mood. |
| 6 | Ensemble Rehearsal | How to <u>rehearse</u> effectively whilst <u>developing</u> your confidence when <u>performing</u> . | I can <u>follow</u> instructions from others on how to improve my Performance. | I can <u>perform</u> with confidence and in time. | I can <u>perform</u> with expression and Dynamics. | I can <u>perform</u> with confidence and accuracy whilst <u>following</u> performance directions. |
| 7 | Time Signature | <u>Understand</u> the role of the Time Signature. | I can <u>describe</u> what a Time Signature is. | I can <u>describe</u> what a Time Signature is and can find it in a piece of Music. | I can correctly <u>identify</u> the Time Signature from <u>listening</u> to the style of the Music. | I can correctly <u>identify</u> the Time Signature from <u>analysing</u> a piece of Music. |

STP Year 10 (Autumn Half Term 1) – AoS1: Form and Devices LESSONS (PART 2)

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|----|---|--|---|---|---|---|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 9 | Form | How to <u>notate</u> various pitches and rhythms. | I can <u>describe</u> what Form is. | I can <u>state</u> that there is a difference in musical structures when <u>listening</u> to Music. | I can <u>identify</u> what Forms are being used when <u>listening</u> to Music. | I can <u>identify</u> what musical features are used in different Forms and Structures. |
| 10 | Eras of Music | Musical Features found in 3 eras of History. | I can <u>state</u> that there is a difference between pieces of Music. | I can <u>state</u> a Musical Feature used in each Era of Music. | I can <u>listen</u> to a piece of Music and correctly <u>identify</u> the Era of Music. | I can <u>listen</u> to a piece of Music and correctly <u>identify</u> the Era of Music <u>providing</u> examples of Features heard. |
| 11 | Rehearsal | How to <u>use</u> the Assessment Criteria to <u>achieve</u> my best Performance. | I can <u>perform</u> with some confidence. | I can <u>perform</u> with confidence whilst <u>projecting</u> well for my audience. | I can <u>perform</u> confidently whilst responding to some performance directions. | I can <u>perform</u> confidently whilst responding to all performance directions. |
| 12 | Garageband | <u>Explore</u> the basic tools of Garageband to <u>compose</u> a melody. | I can <u>identify</u> a range of styles of music in different versions. | I can <u>identify</u> the different styles and instruments used in each Version. | I can <u>describe</u> the difference in style, instruments and dynamics between versions. | I can <u>correctly</u> identify the difference of elements and features between versions. |
| 13 | Listening Assessment Revision | What and How to <u>revise</u> the areas of study for a Listening Assessment. | I can <u>describe</u> Key Words. | I can <u>use</u> some of the Elements of Music to <u>describe</u> what I can see. | I can <u>use</u> some of the Elements of Music to <u>describe</u> what I can see AND hear. | I can correctly <u>analyse</u> a score and describe the Musical Features. |
| 14 | Listening Assessment / Performance Assessment Rehearsal | To <u>manage</u> my time and focus during rehearsal. | I can <u>perform</u> using basic note values such as crotchets. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>perform</u> longer pieces of music with a good standard of tempo, timbre and dynamics. | I can <u>perform</u> with absolute control, accuracy and confidence. |
| 15 | Performance Assessment | To <u>analyse</u> and <u>identify</u> musical features in a piece of Music. | I can <u>perform</u> using basic note values such as crotchets. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>perform</u> longer pieces of music with a good standard of tempo, timbre and dynamics. | I can <u>perform</u> with absolute control, accuracy and confidence. |

STP Year 10 (Autumn Half Term 2) - AoS1: Form and Devices LESSONS (PART 1)

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|-------|-------------------------|--|--|--|--|---|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 1 | Key Signatures | Formulas to work out MAJOR Key Signatures. | I can <u>identify</u> what a Key Signature looks like in a score. | I can <u>describe</u> what a Key Signature is. | I can <u>identify</u> Major Key Signatures within a Musical Score. | I can <u>identify</u> Major and Minor Key Signatures within a Musical Score. |
| 2 | Rehearsal / Composition | <u>Investigating</u> Assessment Criteria for Component 1: Performance. | I can <u>perform</u> with some focus. | I can <u>perform</u> using basic note values. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>perform</u> with absolute control, accuracy and confidence. |
| 3 | Playing Techniques | <u>Explore</u> the different ways instruments can be played. | I can <u>comment</u> on what a Playing technique is. | I can <u>comment</u> and describe what two Playing Techniques are. | I can <u>analyse</u> a score and identify a Playing Technique. | I can <u>comment</u> on what Playing Technique I can hear. |
| 4 - 5 | Eine Kleine Nachtmusik | <u>Explore</u> a Set Work: Eine Kleine. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>comment</u> on a range of instruments that I can hear or see. | I can <u>comment</u> on and compare musical features using appropriate musical vocabulary. | I can <u>comment</u> on the elements of music, different rhythms and note values. |
| 6 | Intervals / Alto Clef | <u>Analyse</u> music and <u>work out</u> Intervals. | I can <u>perform</u> to my teacher. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>perform</u> challenging parts with great confidence. | I can <u>perform</u> with absolute control, accuracy and confidence. |

STP Year 10 (Autumn Half Term 2) – AoS1: Form and Devices LESSONS (PART 2)

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|--------|---|--|--|--|--|---|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 7 | Rehearsal / Composition | <u>Manage</u> your rehearsal time. | I can <u>perform</u> with some focus. | I can <u>perform</u> using basic note values. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>perform</u> with absolute control, accuracy and confidence. |
| 8 | 10 Mark Question | To <u>analyse</u> and <u>describe</u> Music for the 10 Mark Question. | I can <u>name</u> 4 Elements of Music. | I can <u>use</u> MADTSHIRT to set out my response. | I can <u>identify</u> some musical elements heard when <u>listening</u> to music. | I can <u>provide</u> excellent reasons why certain musical elements have been used to depict a mood. |
| 9 - 10 | Bass Clef and Rehearsal | To <u>identify</u> a Bass Clef and the notes on the stave. | I can <u>perform</u> with some focus. | I can <u>perform</u> using basic note values. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>perform</u> with absolute control, accuracy and confidence. |
| 11 | Listening Assessment Revision / Rehearsal | <u>Utilise</u> your Knowledge organiser and spider diagram to <u>develop</u> my knowledge. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and communicate effectively whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 12 | Listening Assessment | <u>Apply</u> your Theory skills to a formal assessment. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>comment</u> on a range of instruments that I can hear or see. | I can <u>identify</u> some musical elements heard when <u>listening</u> to music. | I can <u>provide</u> excellent reasons why certain musical elements have been used to depict a mood. |

STP Year 10 (Spring Half Term 3) - AoS4: Popular Music LESSONS (PART 1)

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|---|-------------------------------|--|--|--|---|---|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 1 | Welcome Back / Writing a Song | How to <u>compose</u> and <u>structure</u> musical ideas. | I can <u>compose</u> a simple tune using note names sometimes making mistakes. | I can <u>compose</u> music including Dynamics (Volume) when shown how to by Miss Pim or peers. | I can <u>compose</u> and share creative ideas whilst offering encouragement to other student's suggestions and their abilities. | I can <u>compose</u> / <u>perform</u> a simple tune using note names sometimes making mistakes. |
| 2 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>perform</u> with some focus. | I can <u>perform</u> using basic note values. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>perform</u> with absolute control, accuracy and confidence. |
| 3 | Pop Song Structure | <u>Explore</u> vocabulary and structure used within Popular Music. | I can <u>compose</u> a simple tune using note names sometimes making mistakes. | I can <u>compose</u> music including Dynamics (Volume) when shown how to by Miss Pim or peers. | I can <u>compose</u> and share creative ideas whilst offering encouragement to other student's suggestions and their abilities. | I can <u>compose</u> / <u>perform</u> a simple tune using note names sometimes making mistakes. |
| 4 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>perform</u> with some focus. | I can <u>perform</u> using basic note values. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>perform</u> with absolute control, accuracy and confidence. |
| 5 | Fusion and Bhangra | To <u>identify</u> musical features found in Fusion Music and Bhangra. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>comment</u> on a range of instruments that I can hear or see. | I can <u>comment</u> on and compare musical features using appropriate musical vocabulary. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 6 | Africa TOTO | <u>Analyse</u> a set work. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>comment</u> on a range of instruments that I can hear or see. | I can <u>comment</u> on and compare musical features using appropriate musical vocabulary. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 7 | Rehearsal / Garageband | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and communicate effectively whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |

STP Year 10 (Spring Half Term 3) - AoS4: Popular Music LESSONS (PART 2)

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|----|---------------------------------|--|--|--|--|---|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 8 | 10 Mark Question | <u>Develop</u> understanding of how to answer the 10 mark question. | I can <u>comment</u> on the use of the elements of music. | I can <u>comment</u> on a range of instruments that I can hear or see. | I can <u>comment</u> on and compare musical features using appropriate musical vocabulary. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 9 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and communicate effectively whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 10 | Revision / Listening Assessment | <u>Apply</u> your Theory skills to prepare for a formal assessment. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>comment</u> on a range of instruments that I can hear or see. | I can <u>identify</u> some musical elements heard when <u>listening</u> to music. | I can <u>provide</u> excellent reasons why certain musical elements have been used to depict a mood. |
| 11 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and communicate effectively whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 12 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and communicate effectively whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 13 | Performance Assessment | <u>Apply</u> your Performance skills to a formal assessment. | I can <u>perform</u> using basic note values such as crotchets. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>perform</u> longer pieces of music with a good standard of tempo, timbre and dynamics. | I can <u>perform</u> with absolute control, accuracy and confidence. |
| 14 | Set Targets / Layout of Exam | <u>Set</u> Targets for next term whilst <u>analysing</u> the layout of a Past Paper. | I can <u>perform</u> but sometimes get out of time. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>comment</u> if I or someone else is going out of time. | I can <u>comment</u> with detailed descriptions on how to improve my own work. |

STP Year 10 (Spring Half Term 4) - AoS3: Music for Ensemble LESSONS (PART 1)

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|---|------------------------------|---|--|--|--|---|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 1 | Texture | To <u>analyse</u> and <u>identify</u> musical features in a piece of Music. | I can <u>identify</u> when there is a change within the music. | I can <u>describe</u> the differences between repetition and imitation. | I can <u>analyse</u> a piece of music with help and identify a few Harmonic Features. | I can confidently <u>analyse</u> a piece of music and identify the Harmonic Features. |
| 2 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and communicate effectively whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 3 | Eine Kleine Nachtmusik | <u>Explore</u> a Set Work: Eine Kleine. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>comment</u> on a range of instruments that I can hear or see. | I can <u>comment</u> on and compare musical features using appropriate musical vocabulary. | I can <u>comment</u> on the elements of music, different rhythms and note values. |
| 4 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and communicate effectively whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 5 | Harmonic Features | To <u>analyse</u> and <u>identify</u> musical features in a piece of Music. | I can <u>identify</u> when there is a change within the music. | I can <u>describe</u> the differences between repetition and imitation. | I can <u>analyse</u> a piece of music with help and identify a few Harmonic Features. | I can confidently <u>analyse</u> a piece of music and identify the Harmonic Features. |
| 6 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and communicate effectively whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 7 | Instruments of the Orchestra | Aurally <u>identify</u> different orchestra families and their Playing | I can <u>identify</u> when there is a change within the music. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>comment</u> on and compare musical features using appropriate musical | I can <u>comment</u> on the elements of music, different rhythms and |

STP Year 10 (Spring Half Term 4) - AoS3: Music for Ensemble LESSONS (PART 2)

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|----|---------------------------------|--|--|--|---|---|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 9 | Pitch; Treble, Alto and Bass | <u>Read</u> and write notes on the stave. | I can <u>define</u> what Pitch is. | I can <u>name</u> high and low pitched instruments. | I can <u>analyse</u> a piece of music and state if it is High or Low Pitch. | I can <u>analyse</u> a piece of music naming notes. |
| 10 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and <u>communicate effectively</u> whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 11 | Revision / Listening Assessment | <u>Apply</u> your Theory skills to prepare for a formal assessment. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>comment</u> on a range of instruments that I can hear or see. | I can <u>identify</u> some musical elements heard when <u>listening</u> to music. | I can <u>provide</u> excellent reasons why certain musical elements have been used to depict a mood. |
| 12 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and <u>communicate effectively</u> whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 13 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and <u>communicate effectively</u> whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 14 | Performance Assessment | <u>Apply</u> your Performance skills to a formal assessment. | I can <u>perform</u> using basic note values such as crotchets. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>perform</u> longer pieces of music with a good standard of tempo, timbre and dynamics. | I can <u>perform</u> with absolute control, accuracy and confidence. |
| 15 | Set Targets / Layout of Exam | <u>Set</u> Targets for next term whilst <u>analysing</u> the layout of a Past Paper. | I can <u>perform</u> but sometimes get out of time. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>comment</u> if I or someone else is going out of time. | I can <u>comment</u> with detailed descriptions on how to improve my own work. |

STP Year 10 (Summer Half Term 5) - AoS3: Film Music LESSONS (PART 1)

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|---|-------------------------------|---|--|--|--|---|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 1 | Comparing Different Versions | How to <u>approach</u> the comparison question in the Listening exam. | I can <u>identify</u> a range of styles of music in different versions. | I can <u>identify</u> the different styles and instruments used in each Version. | I can <u>describe</u> the difference in style, instruments and dynamics between versions. | I can <u>correctly</u> identify the difference of elements and features between versions. |
| 2 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and communicate effectively whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 3 | Film Music | <u>Explore</u> musical features and textures used within Film Music. | I can <u>identify</u> a range of styles of music in different versions. | I can <u>identify</u> the different styles and instruments used in each Version. | I can <u>describe</u> the difference in style, instruments and dynamics between versions. | I can <u>correctly</u> identify the difference of elements and features between versions. |
| 4 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and communicate effectively whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 5 | Sonority / Playing Techniques | <u>Explore</u> the different ways instruments can be played. | I can <u>comment</u> on what a Playing technique is. | I can <u>comment</u> and describe what two Playing Techniques are. | I can <u>analyse</u> a score and identify a Playing Technique. | I can <u>comment</u> on what Playing Technique I can hear. |
| 6 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and communicate effectively whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 7 | Key Signatures | Formulas to <u>work out</u> MAJOR Key Signatures. | I can <u>identify</u> what a Key Signature looks like in a score. | I can <u>describe</u> what a Key Signature is. | I can <u>identify</u> Major Key Signatures within a Musical Score. | I can <u>identify</u> Major and Minor Key Signatures within a Musical Score. |

STP Year 10 (Summer Half Term 5) – AoS3: Film Music LESSONS (PART 2)

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|----|---------------------------------|--|--|--|--|---|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 8 | Ornamentation | <u>Learn</u> about how a melody can be decorated visually and aurally. | I can <u>identify</u> a range of styles of music in different versions. | I can <u>identify</u> the different styles and instruments used in each Version. | I can <u>describe</u> the difference in style, instruments and dynamics between versions. | I can <u>correctly</u> identify the difference of elements and features between versions. |
| 9 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and communicate effectively whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 10 | Revision / Listening Assessment | <u>Apply</u> your Theory skills to prepare for a formal assessment. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>comment</u> on a range of instruments that I can hear or see. | I can <u>identify</u> some musical elements heard when <u>listening</u> to music. | I can <u>provide</u> excellent reasons why certain musical elements have been used to depict a mood. |
| 11 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and communicate effectively whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 12 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and communicate effectively whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 14 | Performance Assessment | <u>Apply</u> your Performance skills to a formal assessment. | I can <u>perform</u> using basic note values such as crotchets. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>perform</u> longer pieces of music with a good standard of tempo, timbre and dynamics. | I can <u>perform</u> with absolute control, accuracy and confidence. |
| 15 | Set Targets / Layout of Exam | <u>Set</u> Targets for next term whilst <u>analysing</u> the layout of a Past Paper. | I can <u>perform</u> but sometimes get out of time. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>comment</u> if I or someone else is going out of time. | I can <u>comment</u> with detailed descriptions on how to improve my own work. |

STP Year 10 (Summer Half Term 6) - All AoS's: RECAP LESSONS

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|-------|---------------------------------|--|--|--|--|---|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 1 - 9 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and communicate effectively whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 10 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and communicate effectively whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 11 | Revision / Listening Assessment | <u>Apply</u> your Theory skills to prepare for a formal assessment. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>comment</u> on a range of instruments that I can hear or see. | I can <u>identify</u> some musical elements heard when <u>listening</u> to music. | I can <u>provide</u> excellent reasons why certain musical elements have been used to depict a mood. |
| 12 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and communicate effectively whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 13 | Rehearsal / Coursework | <u>Manage</u> your rehearsal time and <u>develop</u> coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>perform</u> using basic note values. | I can <u>comment</u> and communicate effectively whilst rehearsing in an ensemble (group). I will usually lead my group. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |
| 14 | Performance Assessment | <u>Apply</u> your Performance skills to a formal assessment. | I can <u>perform</u> using basic note values such as crotchets. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>perform</u> longer pieces of music with a good standard of tempo, timbre and dynamics. | I can <u>perform</u> with absolute control, accuracy and confidence. |
| 15 | Set Targets / Layout of Exam | <u>Set</u> Targets for next term whilst <u>analysing</u> the layout of a Past Paper. | I can <u>perform</u> but sometimes get out of time. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>comment</u> if I or someone else is going out of time. | I can <u>comment</u> with detailed descriptions on how to improve my own work. |

| LTP Year 11 | Autumn | | Spring | | Summer | |
|--------------------|--|--|---|--|---|-------------|
| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Content Overview | AoS1: Forms and Devices | Revision for MOCK | AoS3: Film Music | AoS2: Music for Ensemble | AoS4: Popular Music / RECAP all AoS's | |
| Aims | Students to use their knowledge with MAD TSHIRT to answer analysis questions aurally and through a score by remembering to use specific rhymes and techniques. Students should start to record either their solo/ensemble performances. Students must continue developing their compositions and logs with focus on the development of a melody. | Students must RECAP all theory covered so far. Students should use GCSE Exam style questions/ Knowledge Drills, Spider Diagrams and Knowledge Organisers to revise. Students should start to record either their performances whilst continuing to develop their compositions to a high standard. | Students must use their current understanding on how to answer the 10 Mark Question to apply this to unfamiliar music with students questioning themselves as to WHY the music is the way it is and WHY the composer would decide to use particular features within the mood or style of the music. Students will use assessment grids to assess their own and other's work. Students should finish all coursework and have it ready for submission. | Students are able to aurally identify Era's of Music with detailed descriptions of stylistic features to back up their answers. Students are able to use Italian Terms including Dynamics and Tempo with ease. Students can point out playing techniques and Key Terms within a score. | Students are comfortable in describing the different types of accompaniment used within Popular Music. Students can answer questions based on the Set Work alongside questions on unfamiliar Music. | |
| Literacy | Reading: Analyse and Evaluate new information | Listening and Talking: Active Listening (solving problems) Individual Talk | Listening and Talking: Group Discussions | Listening and Talking: Group Discussions | Writing: Type and Purpose of Writing | |
| Cross - Curricular | Reading: Apply knowledge into unfamiliar contexts with increasing independence | Reading: Apply knowledge into unfamiliar contexts with increasing independence | Reading: Apply knowledge into unfamiliar contexts with increasing independence | Reading: Apply knowledge into unfamiliar contexts with increasing independence | Reading: Apply knowledge into unfamiliar contexts with increasing independence | |
| Devices / Elements | Baroque, Classical, Dictation, Ensemble, Harmony, Mozart, Pneumonic, Rhythm, Romantic, Score, Strophic Form, Synthesizer, Variation Form | All Key Words | Accent, Accompaniment, Arpeggios, Chords, Distortion, Expression, Instrumentation, Layering, Metre, Sonority, Texture | Alberti Bass, Basso Continuo, Brass, Chamber, Imitation, Percussion, Repetition, Sequence, Strings, Woodwind | Broken Chords, Call and Response, Canon, Contrast, Improvisation, Modulation, Octave, Ornamentation, Rubato, Unison | |
| Skills | Performing: <ul style="list-style-type: none">- To perform longer pieces of music in time in tune with accuracy, expression and a high standard of technique. Composing: <ul style="list-style-type: none">- Writing a piece of music with a clear structure and development with the use of a variety of devices from the chosen style.- Writing a second piece of music to a brief with the use of devices. Appraising: <ul style="list-style-type: none">- Being able to justify and clarify theoretical points. Exam Techniques, Revision Skills; Students to start writing their own questions. | Performing: <ul style="list-style-type: none">- To perform longer pieces of music in time, in tune, with challenge and expression. Composing: <ul style="list-style-type: none">- Continue developing compositions to a high standard offering justifications as to what, how and why elements and devices were used. Appraising: <ul style="list-style-type: none">- Exam Technique, Approaching past paper Style Questions. | Performing: <ul style="list-style-type: none">- To perform longer pieces of music in time, in tune, with challenge, expression and projection. Composing: <ul style="list-style-type: none">- Continue developing compositions to a high standard offering justifications as to what, how and why elements and devices were used. Compositions should offer contrast in elements throughout. Appraising: <ul style="list-style-type: none">- Green Pen - Analysis of MOCK Paper.- Analysis of 10 Mark Questions March Scheme. | Appraising: <ul style="list-style-type: none">- Exam Technique, Approaching past paper Style Questions. | Appraising: <ul style="list-style-type: none">- Exam Technique, Approaching past paper Style Questions. | |
| Assessment | Formative: Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen Summative: Performance Assessment Term 1 Written Test | Formative: Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen Summative: Performance Assessment MOCK Paper | Formative: Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen Summative: Performance Assessment Term 3 Written Test | Formative: Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen Summative: Performance Assessment MOCK Exam Paper | Formative: Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen Summative: Performance Assessment Term 5 Written Test | |

| Autumn | | Spring | | Summer | |
|--|---|---|--|---|-------------|
| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| AoS1: Forms and Devices | Revision for MOCK | AoS3: Film Music | AoS2: Music for Ensemble | AoS4: Popular Music / RECAP all AoS's | |
| <p>Intent:</p> <p>Performing Skills:</p> <ul style="list-style-type: none"> - To perform longer pieces of music in time in tune with accuracy, expression and a high standard of technique. <p>Composing Skills:</p> <ul style="list-style-type: none"> - Writing a piece of music with a clear structure and development with the use of a variety of devices from the chosen style. - Writing a second piece of music to a brief with the use of devices. <p>Appraising Skills:</p> <ul style="list-style-type: none"> - Being able to justify and clarify theoretical points. Exam Techniques, Revision Skills; Students to start writing their own questions. <p>Implementation:</p> <ul style="list-style-type: none"> - Knowledge Organiser outlining important information needed for this term. - Students are given lesson time to rehearse their Solo or Ensemble songs. Students need to perform the full version of their song with constant focus on their performance targets highlighting what they need to do to improve. - Finished one composition with focus on the second composition to a brief using devices associated with that style. - Explore the element of Form and Structure looking at how examples are already used within pieces of effective music. Students to choose a structure to develop in their composition. - Practice GCSE Exam style questions focusing on command words and exam language. Complete written assessment. - Analyse Musical Scores. <p>Impact:</p> <ul style="list-style-type: none"> - Successful recording of Solo/Ensemble performance. - Highlight what they are already doing well in the GCSE Performance Assessment Criteria Grid and to set targets as to what they need to do to improve their performance ability and reach a higher performance grade. - Knowledge Drills: Written Quizzes will test student's understanding of Theoretical Vocabulary. - Questioning and responding to marking in green pen allows students to show their understanding. - Written Assessment testing students on everything they have learned in this term. - Composition Log updated. | <p>Intent:</p> <p>Performing Skills:</p> <ul style="list-style-type: none"> - To perform longer pieces of music in time, in tune, with challenge and expression. <p>Composing Skills:</p> <ul style="list-style-type: none"> - Continue developing compositions to a high standard offering justifications as to what, how and why elements and devices were used. <p>Appraising Skills:</p> <ul style="list-style-type: none"> - Exam Technique, Approaching past paper Style Questions. <p>Implementation:</p> <ul style="list-style-type: none"> - Knowledge Organiser outlining important information needed for this term. - Completing all Coursework and recording with LPim. - Recap following key words/ devices; All 3 clefs, Eine Kleine, Elements of Music, MAD TSHIRT, 10 Mark Question, Music for Ensemble ans Since You've Been Gone Analysis. - Revision using flash cards, spider diagrams, knowledge organisers, knowledge drills and peer quizzes. - Focus on command words and exam language. - MOCK Exampaper. <p>Impact:</p> <ul style="list-style-type: none"> - Successful recording of Solo/Ensemble performance. - Composition completed. - Composition Log updated to a high standard. | <p>Intent:</p> <p>Performing Skills:</p> <ul style="list-style-type: none"> - To perform longer pieces of music in time, in tune, with challenge, expression and projection. <p>Composing Skills:</p> <ul style="list-style-type: none"> - Continue developing compositions to a high standard offering justifications as to what, how and why elements and devices were used. Compositions should offer contrast in elements throughout. <p>Appraising Skills:</p> <ul style="list-style-type: none"> - Green Pen - Analysis of MOCK Paper. - Analysis of 10 Mark Questions Mark Scheme. <p>Implementation:</p> <ul style="list-style-type: none"> - Knowledge Organiser outlining important information needed for this term. - Completing Coursework and recording with LPim. - Exploring how Music Technology and Sound effects (like explosions and gunfire) can be incorporated into the film soundtrack to create a feeling of action and emotion, particularly in war films. - The feature of Juxtaposition when a film music composer uses either a pre-existing piece of music or song, or creates their own and uses it within a film in a setting which the listener wouldn't normally expect to hear. - Can identify different solo musical instruments, playing both individually and as a group, when performing with an orchestral accompaniment. - Revision using flash cards, spider diagrams, knowledge organisers, knowledge drills and peer quizzes. - Focus on command words and exam language. - MOCK Exampaper. <p>Impact:</p> <ul style="list-style-type: none"> - Successful recording of Solo/Ensemble performance. - Learned about the concept of mood and how music and soundtracks encapsulate the main mood of a film. - Improved understanding on how to answer the 10 Mark Question offering examples of mood and emotions. - Composition completed. - Composition Log finished to a high standard. | <p>Intent:</p> <p>Appraising Skills:</p> <ul style="list-style-type: none"> - Exam Technique, Approaching past paper Style Questions. <p>Implementation:</p> <ul style="list-style-type: none"> - Knowledge Organiser outlining important information needed for this term. - Strengthen student's knowledge of the growth and development of the orchestra through time. - Comparing the difference in devices and instrumentation through the eras of Music. - Aurally identifying instruments and ensembles. - Revision Materials. - MOCK Exampaper. <p>Impact:</p> <ul style="list-style-type: none"> - Successful MOCK Paper. | <p>Intent:</p> <p>Appraising Skills:</p> <ul style="list-style-type: none"> - Exam Technique, Approaching past paper Style Questions. <p>Implementation:</p> <ul style="list-style-type: none"> - Revision Materials. - MOCK Exampaper. <p>Impact:</p> <ul style="list-style-type: none"> - Successful Appraising Paper 40% of the exam | |
| <p>Music:</p> <ul style="list-style-type: none"> - Eine Kleine Nachtmusik (Mozart) - Something's Coming (West Side Story) - Hey Ya (Outkast) - Ain't No Sunshine (Bill Withers) | <p>Music:</p> <ul style="list-style-type: none"> - Since You've Been Gone (Rainbow) - Eine Kleine Nachtmusik (Mozart) - Unfamiliar Listening Questions | <p>Music:</p> <ul style="list-style-type: none"> - Since You've Been Gone (Rainbow) - Eine Kleine Nachtmusik (Mozart) - Unfamiliar Listening Questions | <p>Music:</p> <ul style="list-style-type: none"> - Since You've Been Gone (Rainbow) - Eine Kleine Nachtmusik (Mozart) - Unfamiliar Listening Questions | <p>Music:</p> <ul style="list-style-type: none"> - Since You've Been Gone (Rainbow) - Eine Kleine Nachtmusik (Mozart) - Unfamiliar Listening Questions | |

STP Year 11 (Autumn Half Term 1) - AoS1: Form and Devices LESSONS (PART 1)

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|---|-----------------------------|--|--|---|---|---|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 1 | Welcome Back | To be confident in knowing what's expected me in all aspects of the course. | | | | |
| 2 | Solo Performance | How to <u>use</u> the Assessment Criteria to <u>achieve</u> my best Performance. | I can <u>perform</u> using basic note values such as crotchets. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>perform</u> longer pieces of music with a good standard of tempo, timbre and dynamics. | I can <u>perform</u> with absolute control, accuracy and confidence. |
| 3 | Variation and Strophic Form | To <u>identify</u> various structure types within different music styles. | I can <u>describe</u> what Form is. | I can <u>state</u> that there is a difference in musical structures when <u>listening</u> to Music. | I can <u>identify</u> what Forms are being used when <u>listening</u> to Music. | I can <u>identify</u> what musical features are used in different Forms and Structures. |
| 4 | Eine Kleine Nachtmusik | <u>Analyse</u> the Pitch, Rhythms, Dynamics and Chord Progressions in this piece of music. | I can <u>identify</u> what instruments are used in this piece. | I can <u>identify</u> the instruments and structure used in this piece. | I can <u>identify</u> instruments, rhythms and the structure used in this piece. | I can <u>identify</u> instruments, rhythms, chord progressions and the structure used in this piece. |
| 5 | Solo Performance | How to <u>manage</u> my rehearsal time and stay focused. | I can <u>perform</u> using basic note values such as crotchets. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>perform</u> longer pieces of music with a good standard of tempo, timbre and dynamics. | I can <u>perform</u> with absolute control, accuracy and confidence. |
| 6 | Features in Era's of Music | <u>Identify</u> different Era's of Music using my knowledge of Musical Features.. | I can <u>state</u> that there is a difference between pieces of Music. | I can <u>state</u> a Musical Feature used in each Era of Music. | I can <u>listen</u> to a piece of Music and correctly <u>identify</u> the Era of Music. | I can <u>listen</u> to a piece of Music and correctly <u>identify</u> the Era of Music <u>providing</u> examples of Features heard. |
| 7 | Composition | <u>Use</u> the basic tools in Garageband. | I can <u>add</u> a new instrument and <u>record</u> a melody. | I can <u>add</u> multiple instruments and <u>create</u> a polyphonic texture. | I can <u>add</u> a range of instruments and <u>create</u> a homophonic texture. | I can <u>add</u> multiple instruments, starting to <u>compose</u> in a homophonic texture within an effective structure. |
| 8 | Solo Performance | What I need to do to <u>improve</u> my Performance Technique. | I can <u>follow</u> instructions from others on how to improve my Performance. | I can <u>perform</u> with confidence and in time. | I can <u>perform</u> with expression and Dynamics. | I can <u>perform</u> with confidence and accuracy whilst <u>following</u> performance directions. |
| 9 | Dictation | <u>Developing</u> my aural skills when <u>notating</u> the correct pitch. | I can <u>identify</u> if there is a change made to the pitch or rhythm | I can sometimes <u>notate</u> a rhythm correctly after hearing it. | I can <u>notate</u> a rhythm and sometimes the pitch after hearing it. | I can confidently <u>notate</u> a rhythm and pitch after hearing it. |

STP Year 11 (Autumn Half Term 1) - AoS1: Form and Devices LESSONS (PART 2)

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|----|------------------------------|---|--|---|---|---|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 10 | 10 Mark Question | <u>Analyse</u> and <u>describe</u> Music for the 10 Mark Question. | I can <u>name</u> 4 Elements of Music. | I can <u>use</u> MADTSHIRT to set out my response. | I can <u>identify</u> some musical elements heard when <u>listening</u> to music. | I can <u>provide</u> excellent reasons why <u>certain</u> musical elements have been used to depict a mood. |
| 11 | Rehearsal | <u>Find</u> out what Performance Directions are and how to <u>perform</u> using them. | I can <u>perform</u> with some confidence. | I can <u>perform</u> with confidence whilst <u>projecting</u> well for my audience. | I can <u>perform</u> confidently whilst responding to some performance directions. | I can <u>perform</u> confidently whilst responding to all performance directions. |
| 12 | Comparing Different Versions | How to <u>approach</u> the comparison question in the Listening exam. | I can <u>identify</u> a range of styles of music in different versions. | I can <u>identify</u> the different styles and instruments used in each Version. | I can <u>describe</u> the difference in style, instruments and dynamics between versions. | I can <u>correctly</u> identify the difference of elements and features between versions. |
| 13 | Composition | How to <u>form</u> a structure using my creative ideas. | I can <u>compose</u> simple ideas with a structure put in by my teacher. | I can <u>compose</u> simple ideas with a basic structure I have come up with by myself. | I can <u>compose</u> developing ideas with a suitable structure including an intro/outro. | I can confidently <u>compose</u> ideas in a clear structure including; an Intro/Outro, Verses and a Chorus. |
| 14 | Solo Performance | <u>Using</u> the Assessment Criteria to <u>achieve</u> my best Performance. | I can <u>perform</u> using basic note values such as crotchets | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>perform</u> longer pieces of music with a good standard of tempo, timbre and dynamics. | I can <u>perform</u> with absolute control, accuracy and confidence. |
| 15 | Harmonic Features | To <u>analyse</u> and <u>identify</u> musical features in a piece of Music. | I can <u>identify</u> when there is a change within the music. | I can <u>describe</u> the differences between repetition and imitation. | I can <u>analyse</u> a piece of music with help and identify a few Harmonic Features. | I can confidently <u>analyse</u> a piece of music and identify the Harmonic Features. |
| 16 | Composition | How to creatively <u>use</u> ideas in my composition. | I can <u>compose</u> a simple melody. | I can <u>compose</u> two melodies alongside one another. | I can <u>compose</u> and <u>record</u> a simple melody. | I can <u>compose</u> and <u>record</u> two or more melodies alongside one another. |
| 17 | Solo Rehearsal | How to <u>use</u> the Assessment Criteria to <u>achieve</u> my best Performance. | I can <u>perform</u> using basic note values such as crotchets. | I can <u>perform</u> whilst keeping a steady pulse that stays in time. | I can <u>perform</u> longer pieces of music with a good standard of tempo, timbre and dynamics. | I can <u>perform</u> with absolute control, accuracy and confidence. |
| 18 | Music Technology | What Music Technology composers might <u>use</u> when writing Music. | I can <u>describe</u> how composers might use Music Technology. | I can <u>listen</u> to a piece of Music and <u>state</u> when Music Technology has been used. | I can <u>listen</u> to a piece of Music and <u>state</u> what types of Music Technology have been used. | I can <u>trial</u> using Music Technology in my own compositions. |

STP Year 11 (Autumn Half Term 2) - Revision for MOCK LESSONS (PART 1)

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|---|--------------------|--|--|---|--|--|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 1 | Eine Kleine | How to <u>analyse</u> and <u>understand</u> a musical score. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>comment</u> on a range of instruments that I can hear or see. | I can <u>comment</u> on and compare musical features using appropriate musical vocabulary. | I can <u>comment</u> on the elements of music, different rhythms and note values. |
| 2 | Coursework | How to <u>develop</u> your coursework. | I can <u>describe</u> what Form is. | I can <u>state</u> that there is a difference in musical structures when <u>listening</u> to Music. | I can <u>identify</u> what Forms are being used when <u>listening</u> to Music. | I can <u>identify</u> what musical features are used in different Forms and Structures. |
| 3 | Elements of Music | Which Elements of Music to <u>use</u> when answering exam style questions. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>comment</u> on a range of instruments that I can hear or see. | I can <u>comment</u> on and compare musical features using appropriate musical vocabulary. | I can <u>comment</u> on the elements of music, different rhythms and note values. |
| 4 | MAD T-SHIRT | <u>Analyse</u> and <u>describe</u> Music for the 10 Mark Question. | I can <u>describe</u> what MAD T-SHIRT means. | I can <u>state</u> that there is a difference in musical structures when <u>listening</u> to Music. | I can <u>comment</u> on some of the elements of music including different rhythms and note values. | I can <u>comment</u> on and compare musical features using appropriate musical vocabulary. |
| 5 | 10 Mark Question | To <u>analyse</u> and <u>describe</u> Music for the 10 Mark Question. | I can <u>name</u> 4 Elements of Music. | I can <u>use</u> MADTSHIRT to set out my response. | I can <u>identify</u> some musical elements heard when <u>listening</u> to music. | I can <u>provide</u> excellent reasons why certain musical elements have been used to depict a mood. |
| 6 | Music for Ensemble | <u>Practice</u> questions with focus on command words. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>comment</u> on a range of instruments that I can hear or see. | I can <u>identify</u> some musical elements heard when <u>listening</u> to music. | I can <u>provide</u> excellent reasons why certain musical elements have been used to depict a mood. |

STP Year 11 (Autumn Half Term 2) - Revision for MOCK LESSONS (PART 2)

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|---------|----------------------------------|---|--|--|--|---|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 7 | Since You've Been Gone | How to <u>analyse</u> a score. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>comment</u> on a range of instruments that I can hear or see. | I can <u>identify</u> some musical elements heard when <u>listening</u> to music. | I can <u>provide</u> excellent reasons why certain musical elements have been used to depict a mood. |
| 8 | Dictation / Revision | <u>Developing</u> my aural skills when <u>notating</u> the correct pitch. | I can <u>comment</u> on what basic rhythm I can hear. | I can <u>comment</u> on the conjunct/disjunct movement of a melody. | I can <u>identify</u> some musical elements heard when <u>listening</u> to music. | I can <u>provide</u> excellent reasons why certain musical elements have been used to depict a mood. |
| 9 | MOCK Week Revision | <u>Prepare</u> for the MOCK and <u>develop</u> my coursework. | I can <u>comment</u> and share good ideas whilst listening to other's suggestions. | I can <u>comment</u> on performances describing how musical elements have or should be used. | I can <u>comment</u> on a range of instruments that I can hear or see. | I can <u>comment</u> on and compare musical features using appropriate musical vocabulary. |
| 10 - 12 | MOCK WEEK Revision / Composition | <u>Prepare</u> for the MOCK and <u>develop</u> my coursework. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>comment</u> on a range of instruments that I can hear or see. | I can <u>identify</u> some musical elements heard when <u>listening</u> to music. | I can <u>provide</u> excellent reasons why certain musical elements have been used to depict a mood. |
| 13 - 16 | Coursework | <u>Develop</u> my coursework. | I can <u>compose</u> or <u>perform</u> a simple melody (tune) using note names. I usually make mistakes. | I can <u>compose</u> or <u>perform</u> music including Dynamics (Volume). | I can <u>perform</u> with a strong sense of pulse and I know when I am (or someone else is) going out of time. | I can <u>compose</u> and <u>perform</u> more challenging parts on my preferred instrument, following complex rhythms and playing more than one part to a high standard. |

STP Year 11 (Spring Half Term 3) – AoS3: Film Music LESSONS (PART 1)

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|--------------|----------------------------|--|---|--|--|--|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 1 - 14 | Rehearsal / Composition | <u>Manage</u> your time to complete coursework. | I can <u>compose/perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose/</u> <u>perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose /</u> <u>perform</u> music including Dynamics (Volume) when shown how to by Miss Pim or peers. | I can <u>compose</u> , <u>perform</u> and <u>share</u> creative ideas whilst offering encouragement to other student's suggestions and their abilities. |

STP Year 11 (Spring Half Term 4) - AoS2: Music for Ensemble LESSONS (PART 1)

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|---|---|--|--|--|---|---|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 1 | Film Textures/Past Paper Style Question | To <u>analyse</u> and <u>identify</u> musical features in a piece of Music. | I can <u>identify</u> when there is a change within the music. | I can <u>describe</u> the differences between repetition and imitation. | I can <u>analyse</u> a piece of music with help and identify a few Harmonic Features. | I can confidently <u>analyse</u> a piece of music and identify the Harmonic Features. |
| 2 | Coursework | <u>Manage</u> your time to complete coursework. | I can <u>compose/perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose/</u> <u>perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose</u> / <u>perform</u> music including Dynamics (Volume) when shown how to by Miss Pim or peers. | I can <u>compose, perform</u> and <u>share</u> creative ideas whilst offering encouragement to other student's suggestions and their abilities. |
| 3 | Coursework | <u>Manage</u> your time to complete coursework. | I can <u>compose/perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose/</u> <u>perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose</u> / <u>perform</u> music including Dynamics (Volume) when shown how to by Miss Pim or peers. | I can <u>compose, perform</u> and <u>share</u> creative ideas whilst offering encouragement to other student's suggestions and their abilities. |
| 4 | Dictation /Past Paper Style Question | <u>Developing</u> my aural skills when <u>notating</u> the correct pitch. | I can <u>identify</u> if there is a change made to the pitch or rhythm. | I can sometimes <u>notate</u> a rhythm correctly after hearing it. | I can <u>notate</u> a rhythm and sometimes the pitch after hearing it. | I can confidently <u>notate</u> a rhythm and pitch after hearing it. |
| 5 | Coursework | <u>Manage</u> your time to complete coursework. | I can <u>compose/perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose/</u> <u>perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose</u> / <u>perform</u> music including Dynamics (Volume) when shown how to by Miss Pim or peers. | I can <u>compose, perform</u> and <u>share</u> creative ideas whilst offering encouragement to other student's suggestions and their abilities. |
| 6 | Coursework | <u>Manage</u> your time to complete coursework. | I can <u>compose/perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose/</u> <u>perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose</u> / <u>perform</u> music including Dynamics (Volume) when shown how to by Miss Pim or peers. | I can <u>compose, perform</u> and <u>share</u> creative ideas whilst offering encouragement to other student's suggestions and their abilities. |
| 7 | Chords/Metre/Past Paper Style Question | <u>Understand</u> how Chords are formed and can be used within Musical Scores. | I can <u>identify</u> if there is a change made to the pitch or rhythm. | I can sometimes <u>notate</u> a rhythm correctly after hearing it. | I can <u>notate</u> a rhythm and sometimes the pitch after hearing it. | I can confidently <u>notate</u> a rhythm and pitch after hearing it. |
| 8 | Coursework | <u>Manage</u> your time to complete coursework. | I can <u>compose/perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose/</u> <u>perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose</u> / <u>perform</u> music including Dynamics (Volume) when shown how to by Miss Pim or peers. | I can <u>compose, perform</u> and <u>share</u> creative ideas whilst offering encouragement to other student's suggestions and their abilities. |
| 9 | Coursework | <u>Manage</u> your time to complete coursework. | I can <u>compose/perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose/</u> <u>perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose</u> / <u>perform</u> music including Dynamics (Volume) when shown how to by Miss Pim or peers. | I can <u>compose, perform</u> and <u>share</u> creative ideas whilst offering encouragement to other student's suggestions and their abilities. |

STP Year 11 (Spring Half Term 4) - AoS2: Music for Ensemble LESSONS (PART 2)

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|----|--|---|--|---|--|---|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 10 | 10 Mark Question/Past Paper Style Question | To <u>analyse</u> and <u>describe</u> Music for the 10 Mark Question. | I can <u>name</u> 4 Elements of Music. | I can <u>use</u> MADTSHIRT to set out my response. | I can <u>identify</u> some musical elements heard when <u>listening</u> to music. | I can <u>provide</u> excellent reasons why certain musical elements have been used to depict a mood. |
| 11 | Coursework | <u>Manage</u> your time to complete coursework. | I can <u>compose/perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose/ perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose / perform</u> music including Dynamics (Volume) when shown how to by Miss Pim or peers. | I can <u>compose, perform</u> and <u>share</u> creative ideas whilst offering encouragement to other student's suggestions and their abilities. |
| 12 | Coursework | <u>Manage</u> your time to complete coursework. | I can <u>compose/perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose/ perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose / perform</u> music including Dynamics (Volume) when shown how to by Miss Pim or peers. | I can <u>compose, perform</u> and <u>share</u> creative ideas whilst offering encouragement to other student's suggestions and their abilities. |
| 13 | Since You've Been Gone/Past Paper Style Question | How to <u>analyse</u> a score. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>comment</u> on a range of instruments that I can hear or see. | I can <u>identify</u> some musical elements heard when <u>listening</u> to music. | I can <u>provide</u> excellent reasons why certain musical elements have been used to depict a mood. |
| 14 | Coursework | <u>Manage</u> your time to complete coursework. | I can <u>compose/perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose/ perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose / perform</u> music including Dynamics (Volume) when shown how to by Miss Pim or peers. | I can <u>compose, perform</u> and <u>share</u> creative ideas whilst offering encouragement to other student's suggestions and their abilities. |
| 15 | Coursework | <u>Manage</u> your time to complete coursework. | I can <u>compose/perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose/ perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose / perform</u> music including Dynamics (Volume) when shown how to by Miss Pim or peers. | I can <u>compose, perform</u> and <u>share</u> creative ideas whilst offering encouragement to other student's suggestions and their abilities. |
| 16 | Eine Kleine/Past Paper Style Question | How to <u>analyse</u> and <u>understand</u> a musical score. | I can <u>comment</u> on the use of basic rhythms and instruments used in a piece of music. | I can <u>comment</u> on a range of instruments that I can hear or see. | I can <u>comment</u> on and compare musical features using appropriate musical vocabulary. | I can <u>comment</u> on the elements of music, different rhythms and note values. |
| 17 | Coursework | <u>Manage</u> your time to complete coursework. | I can <u>compose/perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose/ perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose / perform</u> music including Dynamics (Volume) when shown how to by Miss Pim or peers. | I can <u>compose, perform</u> and <u>share</u> creative ideas whilst offering encouragement to other student's suggestions and their abilities. |
| 18 | Coursework | <u>Manage</u> your time to complete coursework. | I can <u>compose/perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose/ perform</u> a simple tune using note names sometimes making mistakes. | I can <u>compose / perform</u> music including Dynamics (Volume) when shown how to by Miss Pim or peers. | I can <u>compose, perform</u> and <u>share</u> creative ideas whilst offering encouragement to other student's suggestions and their abilities. |

STP Year 11 (Summer Half Term 5) - AoS4: Popular Music / RECAP all AoS's LESSONS

| | Title | Lesson Objective (WALT) | Assessment Opportunities | | | |
|----------------|-------------|---|--|--|--|---|
| | | | Bronze (1-2) | Silver (3-4) | Gold (5-6) | Platinum (7+) |
| 1 - Exam | Past Papers | <u>Practice GCSE</u> Exam Questions, familiarising myself with Exam Language. | I can <u>comment</u> and communicate extremely well within a group by sharing ideas and listening to others. | I can <u>comment</u> on and compare musical features using appropriate musical vocabulary. | I can <u>comment</u> on a piece of music describing how musical elements have been used. | I can <u>comment</u> on the development of music throughout history demonstrating an outstanding knowledge. |