



							EOY Assessment Point	
							HT4: AOS 4: WCT 1910	
							HT6: AOS 3: Traditional Music	
							Overarching unit intent:	
							HT6: AOS 3: Graceland	
							Assessment Point: Summative or AFL	
							HT3 and HT4 (with elements of HT1 and HT2)	
							Key disciplinary knowledge	
							Key Concepts	
							Overarching unit intent:	
							HT3: AOS 2: Popular Music	
							Assessment Point: Summative or AFL	
							HT4: AOS1: Rondo	
							Overarching unit intent:	
							Overarching unit intent:	
							HT1 & HT2	
							Key disciplinary knowledge	
<p>HT1: Understanding Music Exam Prep: AOS1: The Classical Tradition 1650-1910</p> <p>Overarching unit intent:</p> <p>Singing and performing classical music written between 1650 and 1910</p> <p>Listen attentively to classical music written from 1650-1910 from the AQA set styles and genres</p> <p>Improve ability to identify and accurately describe AQA's "musical elements" through listening to classical music written from 1650-1910</p> <p>Reading staff notation</p>	<p>Overarching unit intent:</p> <p>AOS 2: Popular Music</p> <p>Increase ability to listen attentively to popular music from the 1950s to the present day from the AQA set styles, genres and traditions</p> <p>Improve ability to identify and accurately describe AQA's "musical elements" through listening to popular music written between the 50s and today</p> <p>DRTSMITH analysis of songs.</p> <p>Common traits of popular music</p>	<p>HT1 & HT2</p> <p>Key disciplinary knowledge</p> <p>Texture:</p> <p>Polyphonic Homophonic Call and Response</p> <p>Tonality:</p> <p>Major/Minor/Modal</p> <p>Structure:</p> <p>Rondo Ternary Pop Song Format</p> <p>Rhythm:</p> <p>Syncopation Dotted Rhythm Pedal Note</p> <p>Quantisation Inverted Chords Pedal Note</p>	<p>Singing and performing classical music written between 1650 and 1910</p> <p>Listen attentively to classical music written from 1650-1910 from the AQA set styles and genres</p> <p>Improve ability to identify and accurately describe AQA's "musical elements" through listening to classical music written from 1650-1910</p> <p>Introduction to Mozart set work</p> <p>Reading staff notation</p> <p>Writing short passages of staff notation, melodically up to four sharps or flats and rhythmically including</p>	<p>Overarching unit intent:</p> <p>AOS 3: Pupils will learn about the cultural contexts of a range of traditional music including:</p> <p>The Blues</p> <p>Fusion</p> <p>Folk Music</p> <p>Latin Music</p> <p>This will take place through listening, composing and performance.</p> <p>Improve ability to identify and accurately describe AQA's "musical elements" through listening to traditional music of the styles above</p> <p>Continuation of Free Composition and introduction of new</p>	<p>Key disciplinary knowledge</p> <p>Sonata Rondo Concerto Baroque Romantic Ostinato Sequences Layering</p> <p>Key Concepts</p> <p>Making a composition sound complete and using the assessment criteria as a guidance.</p> <p>Answering 8 Mark questions on the exam paper.</p> <p>Identifying exam questions in connection with the elements of music.</p> <p>Assessment:</p>	<p>Overarching unit intent:</p> <p>AOS 3: Pupils will learn about the cultural contexts of a range of traditional music including:</p> <p>The Blues</p> <p>Fusion</p> <p>Folk Music</p> <p>Latin Music</p> <p>This will take place through listening, composing and performance.</p> <p>Improve ability to identify and accurately describe AQA's "musical elements" through listening to traditional music of the styles above</p> <p>Continuation of Free Composition and introduction of new compositional ideas based on pupil progress so far.</p>	<p>Listen attentively to classical music written since 1910 from the AQA set styles, genres and composers</p> <p>Improve ability to identify and accurately describe AQA's "musical elements" through listening to classical music written since 1910 by the AQA-designated composers</p> <p>Modern Classical approaches to composition</p> <p>Decisions to be made and discussed regarding final solo and ensemble performance choices.</p> <p>Increase of exam style listening questions</p>	<p>HT1 – HT6</p> <p>Key Disciplinary Knowledge</p> <p><i>The aim of this year is to increase the pupils' musicianship and knowledge of musical keywords through a combination of performance, composition and listening tasks.</i></p> <p>Assessment:</p> <p>Composition:</p> <p>Pupils will be given detailed feedback on their free composition including an initial grading and steps for improvement.</p> <p>Performance:</p> <p>Pupils will receive final feedback for a solo performance including exam style grading and teacher feedback.</p> <p>Pupils do their final ensemble performances, which will be recorded and sent to AQA as the final submission.</p> <p>Listening Skills:</p>



<p>Writing short passages of staff notation, melodically up to four sharps or flats and rhythmically including simple and compound time</p> <p>Identification of maj and/or min chords in written and aural form + their associated symbols</p> <p>Performance: Weekly ensemble performance</p> <p>Composition: Begin free composition</p>	<p>Compositional techniques used in popular music</p> <p>Learning how to build and structure a song</p> <p>Performance: Introduction to the assessment criteria</p>	<p><u>Passing Note</u> <u>Bass Line</u> <u>Syncopation</u></p> <p><u>Expression</u> <u>Accuracy</u></p> <p>Key Concepts</p> <p>Improving compositional ability through a set of more difficult tasks and utilisation of advanced techniques</p> <p>Improving listening skills and use of terminology through exam style questions.</p> <p>Improving performance through regular practice and feedback from instrumental tutors.</p> <p>Assessment:</p> <p>Composition:</p> <p>Pupils will be assessed on their composition each half term and be given detailed feedback on how to improve their work.</p> <p>Performance:</p> <p>In each half term pupils will do a solo or group performance and be given written feedback.</p>	<p>simple and compound time</p> <p>Identification of maj and/or min chords in written and aural form + their associated symbols</p> <p>Performance: Weekly ensemble performance</p> <p>Composition: Continue free composition</p>	<p>compositional ideas based on pupil progress so far.</p> <p>Ensemble performance skills continue to develop through weekly lesson-time rehearsals</p> <p>Continuation of exam style questions with peer and teacher feedback on a range of musical styles.</p> <p>Graceland Study pieces: You Can Call Me Al, Diamonds on the Soles of her Shoes, Graceland</p>	<p>Composition:</p> <p>Pupils will be given a combination of verbal and written feedback for their composition.</p> <p>Performance:</p> <p>In each half term pupils will do a solo or group performance and be given verbal or written feedback. This will also involve peer assessment.</p> <p>Listening Skills:</p> <p>Pupils will listen to a range of different types of music and answer questions on them. This will be self assessed with teacher feedback. Pupils will complete a mock exam and questions/answers will be analysed as a class.</p>	<p>Ensemble performance skills continue to develop through weekly lesson-time rehearsals</p> <p>Continuation of exam style questions with peer and teacher feedback on a range of musical styles.</p>	<p>Pupils will listen to a range of different types of music and answer questions on them. This will be self-assessed with teacher feedback.</p>
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		<p>This will also involve peer assessment.</p> <p><u>Listening Skills:</u></p> <p>Pupils will listen to a range of different types of music and answer questions on them. This will be self assessed with teacher feedback.</p>						