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| | | | | | | | HT5: Exam Preparation in Response to pupil Feedback | HT1 – HT6 |
| | | | | | | | Overarching unit intent: | Key Disciplinary Knowledge |
| | | | | HT4: AOS 4: Classical Music post 1910 | Assessment Point: Summative or AFL | | Creation of revision resources and continued exam practice up until the exam. Interleaving between lessons | Pupils will consolidate their learning throughout this year through performance, composition and listening skills. Pupils will use knowledge from each discipline and apply them to others. Final Examination: Submission of two Compositions: 72 Marks in total – 30% Submission of two performances: Solo and Ensemble – 72 Marks in total – 30% Final Examination – 40% |
| | HT2: AOS1+2 | Assessment Point: Summative or AFL | HT3: AOS3: Traditional Music | Overarching unit intent: | HT3 and HT4 (with elements of HT1 and HT2) | Overarching unit intent: | | |
| HT1: AOS 1+2: Study Pieces | Overarching unit intent: | HT1 & HT2 Key disciplinary knowledge | Overarching unit intent: | AOS 4: WCT 1910-Present | Key disciplinary knowledge | Final touches to compositions that are not yet finished (Deadline for submission is in this half term) | | |
| <p>Overarching unit intent:</p> <p>AOS 1+2: Pupils will learn about the study pieces (Haydn + the Beatles)</p> <p>Student will begin their compositions to a brief and develop them</p> <p>Improve ability to identify and accurately describe AQA's "musical elements" in the study pieces</p> <p>1 lesson a week performing a piece of classical/popular music as class</p> | <p>Listen attentively to classical music written between 1650 and 1910 and popular music 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 between 1650 and 1910 and popular music by the AQA-designated composers</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>Singing and performing traditional music in a variety of styles</p> <p>Listen attentively to traditional music from the AQA set styles and genres</p> <p>Improve ability to identify and accurately describe AQA's "musical elements" through listening to traditional music</p> <p>8-mark questions on set works</p> <p>Reading staff notation</p> <p>Writing short passages of staff notation,</p> | <p>Increase ability to listen attentively to WCT 1910-present styles, genres and traditions</p> <p>Improve ability to identify and accurately describe AQA's "musical elements" through listening to WCT 1910-present</p> <p>DRTSMITH analysis of modern classical music.</p> <p>Common traits of modern classical musical genres</p> | <p>Dynamics Rhythm Texture Structure Melody Instrumentation Tonality Harmony</p> <p>Quantisation Inverted Chords Pedal Note Passing Note Bass Line Syncopation</p> <p>Expression Accuracy</p> <p>Key Concepts</p> <p>Analysis of music using correct terminology and in depth study of Beatles music.</p> | <p>Exam question practice for the exam with a focus on 3 mark questions.</p> <p>Re-capping of different AOS and their features.</p> <p>Increased amount of exam practice and 8 mark questions.</p> | | |



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| <p>Section B exam style questions with peer and teacher feedback</p> | <p>Classical and popular approaches to composition</p> <p>Decisions to be made and discussed regarding final solo and ensemble performance choices.</p> <p>Listening questions in preparation for the mock exam as well as completing a full exam paper in preparation.</p> <p>Introduction of Composition to a brief – final touches on Free Composition to be made.</p> | <p>Identifying exam questions in connection with the elements of music.</p> <p>Assessment:</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>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: Focus on completing both compositions</p> | <p>Compositional techniques used in modern classical music</p> <p>Learning how to build and structure a modern classical piece</p> <p>Performance: Continued weekly ensemble performance on chosen instrument</p> | <p>Introduction to composition through small tasks/briefs.</p> <p>Introduction to performance through a range of tasks.</p> <p>Assessment:</p> <p>Composition:</p> <p>Pupils will be given a combination of verbal and written feedback for a number of set briefs.</p> <p>Performance:</p> <p>In each half term pupils will do a solo or group performance and be given verbal or written teacher 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.</p> | | | |
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