



								EOY Assessment Point
								HT6: AOS 4: Film Music
								<u>Overarching unit intent:</u>
								HT5: AOS 5 Conventions of Pop
								<u>Overarching unit intent:</u>
								HT4: Exploring Composition
								<u>Overarching unit intent:</u>
								HT3: Structure & Form
								<u>Overarching unit intent:</u>
								HT2: AOS 2: Elements & Theory
								<u>Overarching unit intent:</u>
								HT1: Elements & Theory
								<u>Overarching unit intent:</u>
								HT1 – HT6
								<b>Key Disciplinary Knowledge</b>
								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.
								<b>Assessment:</b>
								<b>Composition:</b>
								Pupils will be given detailed feedback on their free composition including an initial grading and steps for improvement.
								<b>Deadline for free composition: Whit half term</b>
								<b>Performance:</b>
								Pupils will receive final feedback for a solo performance including exam style grading and teacher feedback.
								Pupils do their final ensemble performances, which will be recorded
<p><b>HT1: Elements &amp; Theory</b></p> <p><u>Overarching unit intent:</u></p> <p>To analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about repertoire within the Areas of Study.</p> <p>Improve ability to identify and accurately describe OCR's "musical elements" through listening and</p>	<p><u>Overarching unit intent:</u></p> <p>Further exploration of musical theory to give students the necessary knowledge needed for the GCSE Music course.</p> <p>Improve ability to identify and accurately describe OCR's "musical elements" through listening to a variety of musical styles.</p> <p>Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music</p>	<p><i>HT1 &amp; HT2</i></p> <p>Baseline performance to be assessed against the marking criteria for OCR.</p> <p>Assessment of knowledge of key areas: Musical elements, Musical context, Musical language and performance through regular listening tests, homework, peer and teacher feedback.</p> <p><b>Key disciplinary knowledge</b></p> <p>Musical elements: (MAD TSHIRTS) Chords Key Signatures Time signatures</p>	<p><u>Overarching unit intent:</u></p> <p>To understand Structure &amp; Form within a variety of musical styles and how the music is organised.</p> <p>Develop composing skills to organise musical ideas and make use of appropriate resources.</p> <p>Develop knowledge, understanding and skills needed to communicate effectively as musicians.</p> <p>Pupils will be able to identify the structure of a variety of musical styles, understanding how the sounds are organised and then apply this knowledge</p>	<p><u>Overarching unit intent:</u></p> <p>To explore a variety of compositional techniques and devices and be able to apply these to their own compositions.</p> <p>Broaden musical experience and interest, develop imagination and foster creativity.</p> <p>Develop composing skills to organise musical ideas and make use of appropriate resources</p> <p>Develop awareness of a variety of instruments, styles and approaches to performing and composing</p>	<p>Assessment Point: Summative or AFL</p> <p>HT3 and HT4 (with elements of HT1 and HT2)</p> <p>Regular feedback on student's composition and performance of their individual instrument. Peer feedback on compositions is used as a way of appraising work and learning from each other.</p> <p><b>Key disciplinary knowledge</b></p> <p>See key vocabulary lists within each unit area</p> <p><b>Key Concepts</b></p> <p>Making a composition sound complete using a variety of compositional devices and the musical elements, using the assessment criteria as a guidance.</p>	<p><u>Overarching unit intent:</u></p> <p>An exploration of the different styles of Popular music from 1950's, through to present day.</p> <p>Increase ability to listen attentively and successfully appraise popular music, understanding the intentions of the songwriter.</p> <p>Develop composing skills to organise musical ideas and make use of appropriate resources</p> <p>Develop awareness of a variety of instruments, styles and approaches to performing and composing</p> <p>By the end of the unit, pupils will be able to identify the key features of Pop Music,</p>	<p><u>Overarching unit intent:</u></p> <p>Exploration of how music can create a mood/emotion, significant characters or actions within Film Music.</p> <p>Study of music composed specifically for a film</p> <p>Use of Classical Music within a film</p> <p>Soundtracks for a video game</p> <p>Make critical judgements about music, using appropriate musical vocabulary.</p> <p>Pupils will analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical</p>	



<p>appraising a variety of musical styles.</p> <p>To plan and prepare for a solo performance</p> <p>Developing awareness of student's own capabilities and the techniques needed to succeed.</p> <p>Recognise the links between Performing, Composition and Appraising and how this informs the development of Music.</p> <p>Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used</p> <p><u>Baseline performance</u></p> <p>Reading staff notation</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 major and/or min chords in</p>	<p>Develop composing skills to organise musical ideas and make use of appropriate resources</p> <p>Compositional techniques and devices used within music</p> <p>Pupils will be able to analyse and appraise music using key vocabulary and transfer this knowledge to the composition and performing strands.</p> <p><u>Interleaving skills:</u> Music notation recognition skills from KS3. Performance and compositional skills</p>	<p>Cadences Scales / Tonality Intervals Chord progressions Melody Writing Modulation Music notation reading</p> <p><u>Key Concepts</u></p> <p>Use knowledge and understanding of musical elements, musical contexts and musical language to analyse unfamiliar music – This will be assessed through listening tests.</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><u>Assessment:</u></p> <p><u>Composition:</u></p> <p>Pupils will be assessed on their composition each term and be given detailed feedback on how to improve their work.</p>	<p>to their own compositions.</p> <p><u>Interleaving skills:</u> Listening skills; composition; application of key knowledge from Units 1 &amp; 2</p>	<p>Reflect upon and evaluate their own and others' music</p> <p>Pupils will develop their free composition with the introduction of new compositional ideas based on pupil progress so far.</p>	<p>Identifying exam questions in connection with the elements of music for structure and form.</p> <p><u>Assessment:</u></p> <p><u>Composition:</u></p> <p>Pupils will be given a combination of verbal and written feedback for their composition.</p> <p><u>Performance:</u></p> <p>In each term pupils will do a solo or group performance and be given verbal or written feedback. 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. Pupils will complete a mock exam and questions/answers will be analysed as a class.</p>	<p>appraising a wide variety of styles from 1950's to present day.</p> <p>Students will be able to discuss the techniques used within popular music and use key vocabulary when describing the Musical Elements.</p> <p>Pupils will use their knowledge to inform their performance pieces and their compositions.</p> <p><u>Interleaving skills:</u> Listening skills; performance; Recognition of key features and elements within the music.</p>	<p>judgements about repertoire within Film Music</p> <p>Formulate critical judgements, which will be achieved by attentive listening Pupils will explore Film and Modern Classical approaches to composition</p> <p>Decisions to be made and discussed regarding final solo and ensemble performance choices.</p> <p><u>Interleaving skills:</u> Composition skills; application of key knowledge from Units 1, 2 and compositional devices (unit 4).</p>	<p>and sent to OCR as the final submission.</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> <p><u>Year 10 EOY Listening exam: Summer term</u></p>
--	--	---	---	---	---	---	---	--



<p><b>written and aural form + their associated symbols</b></p> <p>Recognition of the musical elements and the impact they have within performance and composition.</p> <p>Performance: Weekly ensemble and solo performance practice.</p> <p>Composition: Short composition tasks related to the theoretical knowledge covered.</p>		<p><b><u>Performance:</u></b></p> <p>In each term pupils will do a solo or group performance and be given written feedback. This will also involve peer assessment.</p> <p><b><u>Listening Skills:</u></b></p> <p>Pupils will listen to a range of different types of music (both familiar and unfamiliar) and answer questions on them. This will be self-assessed with teacher feedback.</p>						
--	--	--	--	--	--	--	--	--

**Career Options**

**Jobs directly related to your qualifications /degree include:**

Music producer; Music therapist; Musician; Private music teacher; Secondary school teacher; Sound designer; Sound technician, broadcasting/film/video; Special effects technician.

**Jobs where your degree would be useful include:**

Acoustic consultant; Arts administrator; Broadcast engineer; Choreographer; Community arts worker; Event manager; Marketing executive; Private tutor; Radio broadcast assistant; Radio producer  
Talent agent; Theatre stage manager

**Catholic Social Teaching In Music**

The curriculum for Music consistently exposes children to a wide range of backgrounds, abilities, beliefs and cultures. This enables children to understand, appreciate and respect differences in the world and its people, including the things we share in common across cultural, religious, ethnic and socioeconomic communities. Dignity, solidarity, the common good, the option for the poor, peace, creation and environment and the dignity of work and participation are all promoted within Music lessons at St James' and are underpinned by the school's core values: Family, Faith and Excellence.