



							EOY Assessment Point HT1 – HT6
							<b>HT6: World Music</b>
							<b>Key Stage 3 National Curriculum Aims</b>
							<ul style="list-style-type: none"> <li>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</li> <li>Learn to compose music and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>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</li> <li>listen with increasing discrimination to a</li> </ul>
							<p><b>Overarching unit intent:</b></p> <p>To explore different music from around the world, understanding the cultural differences, the intent of the music and how this may affect the musical style.</p> <p>To develop performance and compositional skills related to the cultural styles and be able to identify their main characteristics.</p> <p>Pupils will be able to identify different styles of music from around the world, specifically China and India, South America (Samba) and African music and use key vocabulary when appraising music.</p> <p>Pupils will explore instrumentation and the different characteristics of each cultural style.</p>
					<b>HT5: Forms &amp; Devices</b>		
					<b>HT4: Elements (Ukuleles)</b>		
					<b>HT3: Musical Language – Scales &amp; Pitch Notation</b>		
					<b>HT2: Musical Language -Rhythm</b>		
					<b>HT1: The Voice</b>		
<p><b>Overarching unit intent:</b></p> <p>Baseline assessment: To assess existing knowledge and plan for differentiation within lessons.</p> <p>To develop the ability to use voice to create music.</p> <p>Pupils will explore vocal warm ups, blending voices as an ensemble and performance skills.</p>	<p><b>Overarching unit intent:</b></p> <p>To develop the ability to read and write musical rhythms through composition, appraisal skills and performance.</p> <p>Developing knowledge of music theory.</p> <p>Develop musicality through a study of <i>Time-signatures</i>, <i>polyphonic</i> textures and <i>note values</i> and</p>	<p><b>Assessment Programme:</b> Weekly class performances throughout the topic to assess development</p> <p>Key Vocabulary written down to aid future retrieval</p> <p>Independent / partner and class work</p> <p><b>Formative Assessment of pupil progress each lesson:</b> These will be a mixture of teacher, peer and self- assessments.</p>	<p><b>Overarching unit intent:</b></p> <p>To develop skills in reading music notation appropriately and accurately, through learning an instrument within a practical environment.</p> <p>Pupils will explore how to read Treble and Bass clef, looking at grade 1 scales, effective melody lines, chords and bass lines.</p> <p>Students will perform music fluently, with accuracy and expression using the keyboards and Music Computer Software</p>	<p><b>Overarching unit intent:</b></p> <p>To explore the different ingredients needed to produce, perform and appraise music, looking at the various elements of music contextually through the 3 strands.</p> <p>Pupils will deepen their knowledge and understanding of music that they are performing and listening to.</p> <p>Group performance and composing skills will be developed using the Ukuleles</p> <p>Pupils will develop musicality</p> <p>Develop personal compositional style</p>	<p><b>Assessment Point: Summative or AFL HT3 and HT4 (with elements of HT1 and HT2)</b></p> <p><b>Assessment Programme:</b></p> <p>Weekly class performances throughout the topic to assess</p> <p>Key Vocabulary written down to aid future retrieval</p> <p>Independent and class work</p> <p><b>Formative Assessment of pupil progress each lesson:</b> These will be a mixture of teacher, peer and self- assessments</p> <p>Summative assessment at the end of each unit.</p> <p><b>Key disciplinary knowledge</b> Summative assessments take place</p>	<p><b>Overarching unit intent:</b></p> <p>To introduce form, structure and musical devices within the context of Western Classical Tradition.</p> <p>Pupils will gain an understanding of compositional devices used within Classical music and look at ways of relating those to modern style music.</p> <p>Pupils will sample classical music to use within a composition of their own. Pupils have the opportunity to create music for a brief, which will demonstrate their understanding of the elements and how to compose music for a variety of orchestral instruments.</p> <p>Pupils will explore compositional devices used within Western</p>	<p><b>Assessment Point: Summative or AFL HT3 and HT4 (with elements of HT1 and HT2)</b></p> <p><b>Assessment Programme:</b></p> <p>Weekly class performances throughout the topic to assess</p> <p>Key Vocabulary written down to aid future retrieval</p> <p>Independent and class work</p> <p><b>Formative Assessment of pupil progress each lesson:</b> These will be a mixture of teacher, peer and self- assessments</p> <p>Summative assessment at the end of each unit.</p> <p><b>Key disciplinary knowledge</b> Summative assessments take place</p>



<p>Increase confidence in singing as a group.</p> <p>Develop rehearsal techniques to work towards a public performance.</p> <p>All pupils will sing as a Year 7 ensemble in assembly and in the Year 7 Welcome Mass.</p>	<p>how they combine to make rhythm patterns.</p> <p>Develop personal compositional style through performance practice.</p> <p>Increase ability to read staff notation appropriately and accurately.</p> <p>Deepen understanding of musical elements and playing/singing techniques.</p> <p>Pupils will gain an understanding of basic rhythm patterns, with a focus on effective group percussion performances and compositions.</p> <p>Pupils will demonstrate an awareness of pulse and remaining in time within an ensemble, enhancing their listening and appraisal skills to become a more developed musician.</p>	<p>HT1 assessment performance in assembly and Year 7 Welcome Mass.</p> <p><u>Key disciplinary knowledge</u> Summative assessments take place once per term, assessing a different strand of the criteria:</p> <p><u>Performing Music</u> Technical control / Accuracy and fluency; Performing with dynamics and expression.</p> <p>Teamwork; Aural memory; Pitching</p> <p>Level of expression and Interpretation of the music, showing an assured sense of style and attention to detail.</p> <p>The ability to work effectively within an ensemble - Being in time with others.</p> <p>Social &amp; Emotional aspects of learning</p> <p>Critical analysis and evaluations of performances</p>	<p>Develop musicality with an understanding of the structures, styles, genres and traditions of Festive Music.</p> <p>Increase ability to read staff notation appropriately and accurately</p> <p>Become a more sophisticated musician</p> <p>Develop listening skills</p> <p>Knowledge of grade 1 scales will scaffold pupil's learning by enhancing their keyboard abilities, whilst gaining knowledge of key signatures, tonalities, music notation and improving fine motor skills.</p> <p><u>Interleaving skills:</u> Performance and composition skills, music notation reading skills.</p>	<p>through performance practice</p> <p>Students will become a more sophisticated musician;</p> <p>Develop listening and appraisal skills;</p> <p>Pupils will understand how to define each element, giving specific examples through listening tasks, using key-vocabulary related to each aspect.</p> <p>Pupils will learn a variety of performance skills through the ukulele, to demonstrate their understanding of the elements</p>	<p>once per term, assessing a different strand of the criteria:</p> <p><u>Performing Music</u> Technical control / Accuracy and fluency; Performing with dynamics and expression.</p> <p>Teamwork; Aural memory; Pitching</p> <p>Level of expression and Interpretation of the music, showing an assured sense of style and attention to detail.</p> <p>The ability to work effectively within an ensemble - Being in time with others.</p> <p>Social &amp; Emotional aspects of learning</p> <p>Critical analysis and evaluations of performances</p> <p><u>Composing Music</u> Demonstrating a creative, perceptive and insightful selection and use of elements, showing appropriate links to the intentions for the music, including the suggested audience/occasion.</p>	<p>Classical Music and look at ways of relating those to modern styles of music.</p> <p>Pupils will study how to create an effective melody, whilst exploring the structure of a piece.</p> <p>Pupils will compose and perform their own music, adding a modern twist with the use of sampling, loops and ICT if desired.</p> <p>Pupils will develop their performance skills with a focus on accuracy and fluency</p> <p><u>Interleaving skills:</u> Elements recognition and composition skills</p>	<p>Pupils will develop their performance skills with a focus on accuracy and fluency.</p> <p>Pupils will compose and perform their own music with a focus on incorporating the compositional devices necessary for each style.</p> <p><u>Interleaving skills:</u> Elements recognition,</p>	<p>wide range of music from great composers and musicians</p> <p>▪ Develop a deepening understanding of the music that they perform and to which they listen, and its history.</p> <p><u>Final Assessment:</u></p> <p>Pupils will be given an overall assessment of the year based on their performance and/ or composition within each topic, their written responses to theoretical questions and their ability to use the correct musical terminology.</p>
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Composing Music  
Demonstrating a creative, perceptive and insightful selection and use of elements, showing appropriate links to the intentions for the music, including the suggested audience/occasion.

Whether the composition sounds finished with secure technical and expressive control throughout.

Understanding Music (Listening & Appraisal)  
Recording and Investigating different sounds

Ability to describe and compare musical features in listening tasks, using appropriate vocabulary.  
Reflection & Understanding  
Ability to explore the contexts, origins and traditions of different musical styles with a secure understanding of treble and bass clef notation.

Ability to evaluate the success of their work

Whether the composition sounds finished with secure technical and expressive control throughout.

Understanding Music (Listening & Appraisal)  
Recording and Investigating different sounds

Ability to describe and compare musical features in listening tasks, using appropriate vocabulary.  
Reflection & Understanding  
Ability to explore the contexts, origins and traditions of different musical styles with a secure understanding of treble and bass clef notation.

Ability to evaluate the success of their work and set realistic targets for refinement.

Listening intently to others while you are performing within an ensemble



and set realistic targets for refinement.

Listening intently to others while you are performing within an ensemble

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.