



							EOY Assessment Point				
							HT6: Popular music & Performance Skills				
							HT5: Composition – Musical forms & Devices (Sibelius)				
							HT4: Song-writing – Effective Melody and Lyric Writing				
							HT3: Film Music				
							HT2: Music Production				
							HT1: Game Music				
							<p>HT1 – HT6 EOY Assessment Point</p> <p>Key Stage 3 National Curriculum Aims</p> <ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Learn to compose music 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 				
						<p>Assessment Point: Summative or AFL</p> <p>HT1 & HT2:</p> <p>Assessment Programme:</p> <p>Weekly class performances throughout the topic to assess</p> <p>Key Vocabulary written down to aid future retrieval</p> <p>Independent / partner and class work</p> <p>Formative Assessment of pupil progress each lesson:</p> <p>These will be a mixture of teacher, peer and self-assessments</p> <p>Key disciplinary knowledge</p> <p>Summative assessments take place</p>	<p>Overarching unit intent:</p> <p>To understand the intentions of a composer and the effects of Film music and how it enhances a film, exploring compositional devices and performance techniques.</p> <p>How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama.</p> <p>How timing is a crucial factor in the composition and performance of music for film.</p> <p>How film music can change the viewer's</p>	<p>Overarching unit intent:</p> <p>Understand the different textural and structural elements of a song/popular song.</p> <p>Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song.</p> <p>Pupils learn about the importance of Hooks and Riffs, Popular Song Structure and the various different components/sections within, Melodic Motion (Conjunct and Disjunct Motion) and Lyrics within case studies and a range of other popular songs.</p> <p>Key Concept:</p> <p>Communication Related Concepts: Genre,</p>	<p>Assessment Programme:</p> <p>Weekly class performances throughout the topic to assess</p> <p>Key Vocabulary written down to aid future retrieval</p> <p>Independent / partner and class work</p> <p>Formative Assessment of pupil progress each lesson:</p> <p>These will be a mixture of teacher, peer and self-assessments</p> <p>Key disciplinary knowledge</p> <p>Summative assessments take place once per term, assessing a different strand of the criteria:</p> <p>Performing Music</p>	<p>Assessment Point: Summative or AFL</p> <p>Overarching unit intent:</p> <p>To introduce form, structure and musical devices within the context of Western Classical Tradition.</p> <p>Pupils to gain an understanding of Sibelius music software.</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 and have the opportunity to create music for a "sleep app" which will demonstrate their understanding of the elements and how to compose music for a variety of orchestral instruments.</p>	<p>Overarching unit intent:</p> <p>Practising pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm</p> <p>Explore different keyboard and Ukulele instrumental pieces from different times and places.</p> <p>Pupils explore the layout of the keyboard in terms of white and black keys and their note names; sharps and flats as enharmonic equivalents and explore how to "read music" in the form of simple melodies and melodies from popular songs from treble clef staff notation.</p> <p>They then move on to add a second part of basic chords with the left hand.</p>
<p>Overarching unit intent:</p> <p>Understand the various ways in which music is used within a range of computer and video games from different times.</p> <p>Understand, describe and use common compositional and performance features used in computer and video game music and animation.</p> <p>Understand how to vary, adapt and change a theme) for different atmospheres/scenarios</p> <p>Understand the importance of sound</p>	<p>Overarching unit intent:</p> <p>Pupils will explore the different career paths within the music industry and will develop an understanding of the importance of being a "Music Producer".</p> <p>To understand how to create a well-structured "house" track with suitable hooks, chord patterns and compositional devices to suit the style.</p> <p>How music production has a huge impact on the modern music that we compose and how the job role of a producer fits in within</p>										



<p>effects and how these are used at certain cues to enhance gameplay within a computer or video game.</p> <p>Identity Related Concepts: Composition</p> <p>Statement of Inquiry: The identity of a video or computer game or character relies heavily on the effective composition of effective music created using digital technology showing scientific and technical innovation.</p> <p>Global Context: Scientific and Technical Innovation</p> <p>Be able to describe basic points within a computer or video game when music used e.g. main titles, level changes, game over etc.</p> <p>Create a character motif with awareness of the sense of style, sound effects, Melody and bass parts, Whilst using notation.</p> <p><u>Interleaving skills:</u> Using ICT in music, composition skills</p>	<p>society and a career path it could lead to.</p> <p>Looking at characteristics of a house track, the techniques used by a music producer and the structure of a piece.</p> <p>Pupils will use a variety of ICT techniques to produce a House track. They will see how important it is to use the different skills needed to be a producer, understanding the use of sampling within music.</p> <p>Pupils will also gain knowledge of the different career paths within the music industry.</p> <p>Global Context: Personal and Cultural Expression</p> <p><u>Interleaving skills:</u> ICT in music</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 & 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>interpretation of a scene.</p> <p>How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.</p> <p>Global Context: Personal and Cultural Expression</p> <p>Increase ability to read staff notation appropriately and accurately</p> <p>Become a more sophisticated musician</p> <p>Develop listening, performance and compositional skills</p> <p>Deepen understanding of film music and its purpose and importance</p> <p><u>Interleaving skills:</u> composition skills, identifying musical elements, performance skills.</p>	<p>Structure, Composition</p> <p>Global Context: Personal and Cultural Expression</p> <p>Increase ability to read staff notation appropriately and accurately</p> <p>Become a more sophisticated musician</p> <p>Develop listening, performance and compositional skills</p> <p>Deepen understanding of song-writing and its different components.</p> <p><u>Interleaving skills:</u> composition skills</p>	<p><u>Technical control / Accuracy and fluency;</u> 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 & 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. Whether the composition sounds finished with secure technical and</p>	<p>Develop ability to perform and compose traditional WCT music fluently and with accuracy and expression</p> <p>Develop musicality</p> <p>Develop personal compositional style through performance practice</p> <p>Develop an understanding of the structures, styles, genres and traditions of traditional WC 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>Deepen understanding of the music we are performing</p> <p><u>Interleaving skills:</u> composition skills, Structure.</p>	<p>Increase ability to read staff notation appropriately and accurately</p> <p>Become a more sophisticated musician</p> <p>Develop listening and performance skills</p> <p>Key Concept: Communication Related Concepts: Presentation Global Context: Personal and Cultural Expression</p> <p><u>Interleaving skills:</u> Performance skills, recognising music notation</p>	<p>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 in each topic, their written responses to theoretical questions and their ability to use the correct musical terminology.</p>
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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

expressive control throughout.

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Career Options

Jobs directly related to your qualifications /degree include:



ST JAMES'
CATHOLIC HIGH SCHOOL

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.