



							EOY Assessment Point
							HT6: Exam Period
						<b>HT5: Exam Preparation in Response to pupil Feedback</b>	<b>HT1 – HT6 Key Disciplinary Knowledge</b>  <i>Pupils will consolidate their learning throughout this year through performance, composition and listening skills. Pupils will use key vocabulary knowledge from each discipline and apply them to others.</i>  <b><u>Final Examination:</u></b>  Performance on the learner's chosen instrument. Integrated portfolio – <b>60 Marks</b> - Non-exam assessment - <b>30%</b> of total GCSE  Ensemble performance AND Composition to an OCR set brief. Practical component – <b>60 Marks</b> - Non-exam assessment <b>30%</b> of total GCSE  Listening and appraising: A written paper, with CD.
						Overarching unit intent:  Creation of revision resources and continued exam practice up until the exam.  Interleaving between lessons  Students to fill in any gaps in knowledge, with revision methods, study at home and exam prep. within lessons.  <u>Listening exam</u> <b>80 Marks</b> 1 hour and 30 minutes written paper <b>40%</b> of total GCSE  <u>Interleaving skills:</u> Knowledge application	
	<b>HT2: AOS 2: The Concerto Through Time</b>	Assessment Point: Summative or AFL	<b>HT3: AOS3: Rhythms of The World:</b>	<b>HT4: AOS 1: My Music</b>	Assessment Point: Summative or AFL		
	<u>Overarching unit intent:</u> To understand the characteristics and composers of the Concerto between 1650 and 1910.  To know how the style of music evolved throughout the Baroque era to the Romantic era with its changing characteristics.  Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology	<i>HT1 &amp; HT2</i>  <i>Assessment of knowledge of key areas: Musical elements, Musical context, Musical language and performance</i>  <u>Key disciplinary knowledge</u>  Instruments of the Orchestra The Baroque solo Concerto The Baroque Concerto Grosso The Classical Concerto The Romantic Concerto	<u>Overarching unit intent:</u>  To study, develop and understand the characteristic rhythmic features of 4 geographical regions of the world: India and Punjab; Eastern Med. and Middle East; Africa; Central & South America.  Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology  Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.	<u>Overarching unit intent:</u>  (Performance) To make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical control and expression.  To study the capabilities and limitations of their instrument, voice or technology  Knowing its range and characteristic timbre, the techniques required to play it and any techniques that are specific to it  how it might be used in different genres  what type of ensembles it might be used in	HT3 and HT4 (with elements of HT1 and HT2) Assessment of knowledge of key areas: Musical elements, Musical context, Musical language and performance  <u>Key disciplinary knowledge</u> Rhythms & Metres Origins & Cultural Context Key characteristics Impact of modern Technology Key performers & composers Way in which performers work together The capabilities & limitations of their instrument  <u>Expression Accuracy</u>	Overarching unit intent:  Revision of all areas of study and key vocabulary in readiness for the listening exam.  All performance and composition submissions to be sent to OCR (when requested) and marked.  Develop as effective and independent learners with enquiring minds  <i>Exam practice for the Listening exam, with a focus on 3 and 9 mark questions.</i>  <i>Re-capping of different AOS and their features.</i>  <u>Interleaving skills:</u> Revision and memory recall; Listening and appraisal skills	
<b>HT1: Exploring Sonority / Timbre</b>	<u>Overarching unit intent:</u> To develop an awareness of Sonority, recognising a variety of instrumental timbres, vocal timbres, techniques and articulation.  Students will learn the instrumental families used within the Orchestra and the different ensembles such as Jazz band; brass band; string quartet and more.  Instrumental techniques used within different genres,						



<p>including electronic music, recognising these through listening samples.</p> <p>Students will be able to recognise the different timbres heard throughout a range of styles, showing an understanding of how to compose for a range of instrumental families.</p> <p>Students will begin their compositions to a brief and develop them within 1 lesson per week.</p> <p><u>Interleaving skills:</u> Listening and appraisal skills; composition; application of key knowledge from Units 1, 2 and 4</p>	<p>Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.</p> <p>Students will be able to recognise the distinguishing features of the Concerto from each era through listening appraisal, compositional strands and exam style questions.</p> <p><u>Interleaving skills:</u> Recognising classical elements and features</p>	<p><u>Key Concepts</u> The contextual influences that affect the way music is created, performed and heard including the effect of different intentions, uses, venues, occasions, available resources and the cultural environment.</p> <p>Making a composition sound complete and using the assessment criteria as a guidance.</p> <p>Answering 9 Mark questions on the listening exam paper.</p> <p>Identifying exam questions in connection with the elements of music, the Concerto and Sonority.</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</p>	<p>Pupils will gain experience of playing traditional rhythm patterns, being able to demonstrate an understanding of key characteristics from the different styles, demonstrate how textures are built with added layers and improvise using traditional scales.</p> <p><u>Interleaving skills:</u> Appraisal skills; recognising musical elements</p>	<p>how its use is influenced by context and culture.</p> <ul style="list-style-type: none"> <li>Pupils will perform music with control, making expressive use of phrasing and dynamics appropriate to the style and mood of the music.</li> </ul> <p>(Composition)To make use of musical elements, techniques and resources to create and develop musical ideas with technical control and coherence; freely as the composer chooses, and responding to a brief or commission supplied by others.</p> <p>Develop awareness of music technologies and their use in the creation and presentation of music</p> <p>Develop as effective and independent learners with enquiring minds</p> <p>Reflect upon and evaluate their own and others' music</p> <p>Pupils will compose music that develops</p>	<p><u>Key Concepts</u></p> <p>Analysis of music using correct terminology and in depth study of Beatles music.</p> <p>A continuation of composition through small tasks/briefs in order to complete the set brief composition.</p> <p><u>Assessment:</u></p> <p><u>Composition:</u></p> <p>Pupils will be given a combination of verbal and written feedback for a number of set briefs.</p> <p><u>Performance:</u></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><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>Aural recognition and context unheard/unfamiliar music from within the Areas of Study 2, 3, 4 &amp; 5.</p> <p><b>80 Marks</b></p> <p>1 hour and 30 minutes written paper <b>40% of total GCSE</b></p>
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		<p>feedback. This will also involve peer assessment.</p> <p><u>Listening Skills:</u></p> <p>Pupils will listen to a range musical styles 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>musical ideas, uses conventions, and explores the potential of musical structures and resources.</p>				
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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.