



						HT1 – HT6 EOY Assessment Point	
						HT6: Minimalism	
						<u>Overarching unit intent:</u> To explore Minimalism through performance, the use of ICT software and instruments. Develop music theory knowledge Pupils will further develop their composition, performance and musical skills by creating and playing a Minimalist style piece, demonstrating knowledge of the form and the key characteristics to the studied genre. The final project will either be created by pairs on Garageband or in smaller groups using a variety of instruments chosen by the group. Increase ability to read staff notation appropriately and accurately. Develop musicality and become a more sophisticated musician.	
						HT5: 4 chord songs + Ukulele skills <u>Overarching unit intent:</u> To gain an understanding of how to play primary and secondary chords on the ukulele and to put them into context of different songs and genres. Pupils will need to understand pop song structure (verse-chorus form) and the importance of how different chords are used to form a chord progression. Pupils will use their ukulele chord and progression knowledge to be able to play a series of songs in different genres, moving smoothly and effectively between chord transitions. Pupils will increase their ability to read chord and tab notation appropriately and accurately in a range of styles, genres and	
						HT4: Samba <u>Overarching unit intent:</u> Pupils will explore Samba Music through listening, performance and composition activities and demonstrate a good understanding of key vocabulary when appraising the music. Pupils will perform and compose their own Samba Rhythms using a variety of percussion instruments and computer software. Samba. Become a more sophisticated musician Develop listening skills Understand historical and cultural development of each style. <u>Interleaving skills:</u>	
						HT3: Musical Styles 1 <u>Overarching unit intent:</u> Pupils will explore a variety of styles through listening, performance and composition activities and demonstrate a good understanding of key vocabulary, compositional devices and characteristics when appraising the music. Pupils will perform and compose within different styles of music using a variety of stimuli and instruments, as well as computer software. Reggae / Musical Theatre. <u>Interleaving skills:</u>	
						HT2: Form & Devices – Composition from a given brief <u>Assessment Programme:</u> Weekly class performances throughout the topic to assess Key Vocabulary written down to aid future retrieval Independent / partner and class work <u>Formative Assessment of pupil progress each lesson:</u> These will be a mixture of teacher, peer and self-assessments <u>Key disciplinary knowledge</u> Summative assessments take place	
						HT1 & HT2 Assessment Point: Summative or AFL <u>Assessment Programme:</u> Weekly class performances throughout the topic to assess Key Vocabulary written down to aid future retrieval Independent / partner and class work <u>Formative Assessment of pupil progress each lesson:</u> These will be a mixture of teacher, peer and self-assessments <u>Key disciplinary knowledge</u> Summative assessments take place	
						HT1: BLUES <u>Overarching unit intent:</u> Explore & understand historical and cultural development of Blues Music, exploring instrumentation, structure, improvisation and musical devices. Pupils will explore Blues performance and improvisation and demonstrate an understanding of the key vocabulary through listening activities. By the end of the unit, pupils should be able to play a 12-bar blues progression, a walking	
						HT1 – HT6 EOY Assessment Point Key Stage 3 National Curriculum Aims • 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 range of music from great composers and musicians • Develop a deepening understanding of the music that they perform and to which they listen, and its history. Final Assessment:	



<p>bass line and be able to improvise using notes from the blues scale.</p> <p><u>Interleaving skills:</u> Reading music notation, instrumental skills, performance skills</p>	<p>Develop personal compositional style using ICT and the understanding of compositional devices</p> <p>Develop an understanding of musical structures, styles, genres and musical elements.</p> <p>Increase ability to read staff notation appropriately and accurately</p> <p><u>Interleaving skills:</u> Composition skills</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. Whether the composition sounds finished with secure</p>	<p>skills, composition skills</p>	<p>Reading music notation, composition skills, performance skills.</p>	<p>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. Whether the composition sounds finished with secure technical and expressive control throughout.</p>	<p>traditions of ukulele music.</p> <p><u>Interleaving skills:</u> Recognising and playing chords, instrumental skills, performance skills</p>	<p>Develop listening, composition, timing and performance skills.</p> <p><u>Interleaving skills:</u> Composition skills, instrumental skills, performance skills, reading music notation,.</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>
--	--	---	-----------------------------------	--	--	--	--	--



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

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

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



ST JAMES'

CATHOLIC HIGH SCHOOL

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.