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| Year 7 | <p>Title: Find Your Voice and Rhythm Understand that pulse is a fundamental upon which music is built and performed.</p> <p>Develop a feeling for and an awareness of a regular pulse in music from different times and places.</p> <p>Distinguish between pulse/beat and rhythm.</p> <p>Develop and understanding of note values in terms of duration, bars and simple time signatures.</p> <p>Assessment focus: Performing a group rhythm composition using the musical elements</p> | <p>Title: Jikel Emaweni To recognise, perform and create African music with an understanding of musical conventions and processes To explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities To learn about different African musical instruments and make connections between these sounds and timbres available within the classroom Listen to a range of different African music, identifying characteristic musical features Students will be assessed on their ability to</p> <p>Assessment focus: Perform an African song, polyrhythm and African composition</p> | <p>Title: Boogie Woogie How improvisation is used in Jazz and Blues Music What makes an “effective” improvisation Triads, the 12-bar blues, the blues scale, swing rhythms and seventh chords About the different textural layers in Jazz and Blues Music</p> <p>Assessment focus: Solo and group performance</p> | <p>Title: Ukulele This unit will explore the ukulele and students will perform numerous pieces from popular music. Students will also learn about chords and how to read ukulele tab.</p> <p>Assessment focus: Performance skills</p> |

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| <p>Year 8</p> | <p>Title: Danse Macabre Develop knowledge and understanding of the elements of music and how these can be manipulated to provide musical variation Explore how other musical devices such as tonality and rhythm can be used to provide musical variation. Assessment focus: Composition skills</p> | <p>Title: Blues How improvisation is used in Jazz and Blues Music What makes an “effective” improvisation Triads, the 12-bar blues, the blues scale, swing rhythms and seventh chords About the different textural layers in Jazz and Blues Music Assessment focus: Performance of a Blues improvisation piece</p> | <p>Title: Reggae To recognise the stylistic conventions of reggae music How chords contribute to the texture of a song To recognise the key features of a reggae bass line To understand syncopation and how it is used in reggae music To identify the different layers that make up reggae music Understand the key themes and style of reggae lyrics Assessment focus: Performance of a Reggae piece</p> | <p>Title: Popular Song Students will learn about the different types and styles of songs from different times, places and styles. How popular songs have been performed in different arrangements by different groups and artists About the importance of structure in popular songs To create own popular song that uses structure, instrumentation , lyrics, chords, melody and other features learned about Learn about hooks and riffs and how these have been used in popular songs Assessment focus: Perform</p> |
| <p>Year 9</p> | <p>Title: Film Music How music can enhance the visual images and dramatic impact of film, and can reflect the emotional and narrative messages of the drama. How film soundtrack composers use sound effects, leitmotifs, themes and instrumentation together with tools such as cuesheets and storyboard to assist their planning of a film soundtrack. How film music can change the viewer’s interpretation of a scene How to create an effective musical narrative for a film scene, using appropriate techniques and structures to create an intended effect. Assessment focus: Composition skills</p> | <p>Title: Folk Music Throughout this unit, students will learn about the key features of folk music from different times and different place. Sing and perform traditional folk songs and folk music. Perform chords and bass lines to accompany folk songs. Arrange own folk songs Assessment focus: Performance of a folk piece</p> | <p>Title: GCSE Music Performance Students will be exploring Students will be assessed on their ability to perform a piece Assessment focus: Solo or ensemble performance assessed against the GCSE criteria Assessment focus: Performance of a GCSE piece</p> | <p>Title: Unison 9 Learn about the history and development of the modern day stage musical with its origins in opera Learn about different types of songs used in operas and musicals Learn about the importance of the “opening number” in a musical Explore a range of songs from musicals in class and ensemble performances Learn about the importance of occasion, style and context when composing and/or performing songs and scenes from a musical Assessment focus: Joint project with drama. Assessment of a composition and performance of a musical number.</p> |

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| <p>Year 10</p> | <p>Title: Christmas preparation Mock controlled assessment cont.</p> <p>Students will be preparing music for a Christmas Performance.</p> <p>Through study of this unit learners will engage with a full live performance project including planning, rehearsal, performance, and evaluation. The skills learned within this unit can be directly applied to any future pursuits in the live music industry.</p> <p>The rehearsal elements of the unit are designed to develop the learner's ability to rehearse effectively. Learners will develop their planning, organisation, communication and evaluation skills throughout the rehearsal process. The purpose of the unit is to prepare learners for the undertaking of a live musical performance in front of an audience.</p> <p>Assessment focus:</p> <p>1.1 Describe the contributing traits of two contrasting contemporary musical styles through consideration of:</p> <ol style="list-style-type: none"> The factors that influenced its inception Significant artists/bands/producers Important recordings/performances/events Imagery and fashion associated with the style <p>2.1 Listen to a piece of music, recognising and discussing the following musical elements:</p> <ol style="list-style-type: none"> Tonality Tempo Instrumentation Lyrical content (where applicable) Production Techniques | <p>Title: Christmas preparation Mock controlled assessment</p> <p>Students will be preparing music for a Christmas Performance.</p> <p>Through study of this unit learners will engage with a full live performance project including planning, rehearsal, performance, and evaluation. The skills learned within this unit can be directly applied to any future pursuits in the live music industry.</p> <p>The rehearsal elements of the unit are designed to develop the learner's ability to rehearse effectively. Learners will develop their planning, organisation, communication and evaluation skills throughout the rehearsal process. The purpose of the unit is to prepare learners for the undertaking of a live musical performance in front of an audience.</p> <p>Assessment focus:</p> <p>1.1 Describe the contributing traits of two contrasting contemporary musical styles through consideration of:</p> <ol style="list-style-type: none"> The factors that influenced its inception Significant artists/bands/producers Important recordings/performances/events Imagery and fashion associated with the style <p>2.1 Listen to a piece of music, recognising and discussing the following musical elements:</p> <ol style="list-style-type: none"> Tonality Tempo Instrumentation Lyrical content (where applicable) Production Techniques | <p>Title: Musical Knowledge mock</p> <p>The aim of this unit is to build the learner's musical knowledge and give them the ability to articulate their thoughts and feelings about music using the appropriate industry & theoretical language whilst drawing upon knowledge learned within this unit.</p> <p>Learners will study musical styles and the various distinctive traits that comprise them. Through study of this unit learners will build a wider contextual and theoretical knowledge of contemporary music. This knowledge will be demonstrated through the ability to identify and analyse the key stylistic and musical elements present within contemporary music.</p> <p>Assessment focus:</p> <p>1.1 Describe the contributing traits of two contrasting contemporary musical styles through consideration of:</p> <ol style="list-style-type: none"> The factors that influenced its inception Significant artists/bands/producers Important recordings/performances/events Imagery and fashion associated with the style <p>2.1 Listen to a piece of music, recognising and discussing the following musical elements:</p> <ol style="list-style-type: none"> Tonality Tempo Instrumentation Lyrical content (where applicable) Production Techniques | <p>Title: Instrumental Study mock</p> <p>This unit aims to enhance the learner's capacity to understand how to maximise their development as an instrumentalist, to recognise success and to encourage improvement in areas which require further work through objective and reflective self assessment.</p> <p>The purpose of this unit is to facilitate the learner's ongoing development as an instrumentalist, based around their own goals and objectives using structured planning and reflection of personal development. This will in turn facilitate the capacity to use their instrument as their primary tool for creating and/or performing music.</p> <p>Assessment focus:</p> <p>1.1 Assess the day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally</p> <p>1.2 Describe personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument</p> <p>2.1 Review personal goals in relation to playing an instrument and identify a plan of action in negotiation with a tutor. This will include:</p> <ol style="list-style-type: none"> A practice plan agreed with the tutor Identification of specific aims for ongoing development Timescales for achieving the aims <p>3.1 Over an agreed study period, demonstrate developmental progression as an instrumentalist through engagement with the practice plan agreed with an instrumental tutor. To include improvement in:</p> <ol style="list-style-type: none"> Technical ability Dexterity Stamina Control of the instrument <p>3.2 Clarify achievements in relation to the personal goals identified in 1.2, highlighting strengths and areas for development and plan for ongoing development as an instrumentalist</p> |
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| <p>Year 11</p> | <p>Title: Instrumental Study</p> <p>This unit aims to enhance the learner’s capacity to understand how to maximise their development as an instrumentalist, to recognise success and to encourage improvement in areas which require further work through objective and reflective self assessment.</p> <p>The purpose of this unit is to facilitate the learner’s ongoing development as an instrumentalist, based around their own goals and objectives using structured planning and reflection of personal development. This will in turn facilitate the capacity to use their instrument as their primary tool for creating and/or performing music.</p> <p>Assessment focus:</p> <p>1.1 Assess the day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally</p> <p>1.2 Describe personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument</p> <p>2.1 Review personal goals in relation to playing an instrument and identify a plan of action in negotiation with a tutor. This will include:</p> <p>a. A practice plan agreed with the tutor</p> <p>b. Identification of specific aims for ongoing development</p> <p>c. Timescales for achieving the aims</p> <p>3.1 Over an agreed study period, demonstrate developmental progression as an instrumentalist through engagement with the practice plan agreed with an instrumental tutor. To include improvement in:</p> <p>a. Technical ability</p> <p>b. Dexterity</p> <p>c. Stamina</p> <p>d. Control of the instrument</p> <p>3.2 Clarify achievements in relation to the personal goals identified in 1.2, highlighting strengths and areas for development and plan for ongoing development as an instrumentalist</p> | <p>Title: Controlled assessment</p> <p>Through study of this unit learners will engage with a full live performance project including planning, rehearsal, performance, and evaluation. The skills learned within this unit can be directly applied to any future pursuits in the live music industry.</p> <p>The rehearsal elements of the unit are designed to develop the learner’s ability to rehearse effectively. Learners will develop their planning, organisation, communication and evaluation skills throughout the rehearsal process. The purpose of the unit is to prepare learners for the undertaking of a live musical performance in front of an audience.</p> <p>Assessment focus:</p> <p>1.1 Describe the contributing traits of two contrasting contemporary musical styles through consideration of:</p> <p>a. The factors that influenced its inception</p> <p>b. Significant artists/bands/producers</p> <p>c. Important recordings/performances/events</p> <p>d. Imagery and fashion associated with the style</p> <p>2.1 Listen to a piece of music, recognising and discussing the following musical elements:</p> <p>a. Tonality</p> <p>b. Tempo</p> <p>c. Instrumentation</p> <p>d. Lyrical content (where applicable)</p> <p>e. Production Techniques</p> | <p>Title: Musical Knowledge</p> <p>The aim of this unit is to build the learner’s musical knowledge and give them the ability to articulate their thoughts and feelings about music using the appropriate industry & theoretical language whilst drawing upon knowledge learned within this unit.</p> <p>Learners will study musical styles and the various distinctive traits that comprise them. Through study of this unit learners will build a wider contextual and theoretical knowledge of contemporary music. This knowledge will be demonstrated through the ability to identify and analyse the key stylistic and musical elements present within contemporary music.</p> <p>Assessment focus:</p> <p>1.1 Describe the contributing traits of two contrasting contemporary musical styles through consideration of:</p> <p>a. The factors that influenced its inception</p> <p>b. Significant artists/bands/producers</p> <p>c. Important recordings/performances/events</p> <p>d. Imagery and fashion associated with the style</p> <p>2.1 Listen to a piece of music, recognising and discussing the following musical elements:</p> <p>a. Tonality</p> <p>b. Tempo</p> <p>c. Instrumentation</p> <p>d. Lyrical content (where applicable)</p> <p>e. Production Techniques</p> | |
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