

	Year 10 - Autumn	Year 10 - Spring	Year 10 - Summer																																				
Unit	Integrated Portfolio – Practical Component – Listening and Appraising	Integrated Portfolio – Practical Component – Listening and Appraising	Integrated Portfolio – Practical Component – Listening and Appraising																																				
Objectives	<p>AoS 1 Developing awareness of your own instrument’s capabilities. Students prepare group presentations in instrumental families, including specific techniques. Students could prepare a simple piece to perform together to the class.</p> <p>Composition: Developing initial ideas (2-3 lessons on each of these ideas) - Three note composition - Primary chords and cadences - Analysis of nursery rhymes - National Anthem compositions - Word setting - Chord sequences (last two can tie in with example briefs from OCR and AoS 5)</p> <p>AoS 5: Conventions of Pop Exploration of the different styles through class/group performances, composition tasks and listening exercises (suggested lesson plan attached). Assessment: End of Unit Listening Test</p>	<p>AoS 1 Performance ‘master classes’. Students select potential pieces to practise and improve over the term. Record for self-assessment against criteria (NB this recording cannot be used as a final submission).</p> <p>Composition: Short compositions tasks based on AoS 3. Short group composition tasks based on the rhythm and note patterns in the style of one of the Rhythms of the World. Choose one of these tasks to develop for assessment.</p> <p>AoS 3: Rhythms of the World Exploration of the different styles through workshops (an opportunity to bring in external organisations), group performances and compositions. Assessment: End of Unit Listening Test</p>	<p>AoS 1 and Practical Component Students use lesson and home learning time to finalise their choice for their AoS 1 performance. Students prepare (or are given by the teacher) group performances to be rehearsed and then workshopped during lessons in preparation for their Ensemble Performance.</p> <p>Composition: Controlled tasks (composition for the Integrated portfolio). Students spend the first part of the term defining their brief and then the main part of the term writing their composition. Completion of composition for Integrated Portfolio and submission.</p> <p>AoS 4: Film Music Exploration of how music can create a mood/emotion, significant characters or actions. This can be done through workshops, short performance and composition tasks. End of year assessment: Year 10 Mock Listening Exam comprising questions from AoS 3, 4 and 5</p>																																				
Key Words	<p>Tier 2 - Very loud, Loud, Very soft, Getting louder, Getting quieter, Suddenly, Accent, Smoothly, Short and, sharp, Rapid repetition of a note.</p> <p>Tier 3 – Fortissimo, Forte, Mezzoforte, Mezzopiano, Piano, Pianissimo. Crescendo, Diminuendo, Subito, Sforzando, Legato, Staccato, Tremolo.</p>	<p>Tier 2 – Improvisation, Drama, Culture, Eastern, Western, Ethnicity, Periods in Time.</p> <p>Tier 3 – Raga, Alap, Jhor, Jhala, Tabla, Middle Eight, Trad Jazz, Blues, Rock and Roll, Reggae, Ska Serialism, Minimalism, Highly repetitive tonal music, Late 20th century Experimental music, Performance Art. Banghra, Chamber Music.</p>	<p>Tier 2 – Repetition, Variation, Theme, Form, Structure, Sequence.</p> <p>Tier 3 – Ground Bass, Rondo form, Ternary, 12 bar blues, Minuet and Trio, Recapitulation, Decoration, Imitation, Canon, Ostinato, Riff, Motif, Episode, Introduction, Coda, Ternary, ABA form, Strophic form.</p>																																				
Homework	Weekly homework using resources from Musical Contexts, Conventions of Pop Study Guide	Weekly homework using resources from Musical Contexts, Rhythms of the World Study Guide.	Weekly homework using resources from Musical Contexts, Film Music Study Guide																																				
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Enrichment	<ul style="list-style-type: none"> Students performing their performances or compositions in assembly to their own or another year group, and in school concerts. Performers visiting the school, and pupils listening to, and evaluating their compositions. Watching or attending performances of pop concerts. 	<ul style="list-style-type: none"> Students performing their performances or compositions in assembly to their own or another year group, and in school concerts. Workshop visits to a Gamelan orchestra. Performers visiting the school, and pupils listening to, and evaluating their compositions. 	<ul style="list-style-type: none"> Students performing film compositions in assembly to their peers. Students watch and analyse a variety of different film music. Students complete an in-depth study of a well-known film composer. 																																				
Assessment	<p>1. Grade 8</p> <p>1.1 To achieve grade 8 candidates will be able to:</p> <ul style="list-style-type: none"> perform challenging music with a high degree of fluency and sensitivity compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their development demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language evaluate music to make convincing judgements using musical terminology accurately and effectively <p>2. Grade 5</p> <p>2.1 To achieve grade 5 candidates will be able to:</p> <ul style="list-style-type: none"> perform music with some technical challenges broadly fluently with some sensitivity 	<p>1. Grade 8</p> <p>1.1 To achieve grade 8 candidates will be able to:</p> <ul style="list-style-type: none"> perform challenging music with a high degree of fluency and sensitivity compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their development demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language evaluate music to make convincing judgements using musical terminology accurately and effectively <p>2. Grade 5</p> <p>2.1 To achieve grade 5 candidates will be able to:</p> <ul style="list-style-type: none"> perform music with some technical challenges broadly fluently with some sensitivity 	<p>1. Grade 8</p> <p>1.1 To achieve grade 8 candidates will be able to:</p> <ul style="list-style-type: none"> perform challenging music with a high degree of fluency and sensitivity compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their development demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language evaluate music to make convincing judgements using musical terminology accurately and effectively <p>2. Grade 5</p> <p>2.1 To achieve grade 5 candidates will be able to:</p> <ul style="list-style-type: none"> perform music with some technical challenges broadly fluently with some sensitivity 																																				

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	Year 11 - Autumn	Year 11 - Spring	Year 11 - Summer
Unit	Integrated Portfolio – Practical Component – Listening and Appraising	Integrated Portfolio – Practical Component – Listening and Appraising	Integrated Portfolio – Practical Component – Listening and Appraising
Objectives	<p>AoS 1: to record AoS 1 performance during this term, in a context chosen by the teacher. Students choose and finalise their Ensemble Performance choice. Lesson time for preparation will depend on the type of students in the class</p> <p>Composition: Release of Composition Briefs. Workshop through the brief, linking this (where appropriate) to the relevant areas of study.</p> <p>AoS 2: The Concerto through Time Exploration of the concerto through class/group performances, composition tasks and listening exercises. If time, review AoS 5 as well. Assessment: End of Unit Listening Test.</p>	<p>Prepare and record ensemble performances.</p> <p>Composition: Students select most appropriate composition brief and controlled time is given for the OCR set brief composition.</p> <p>Revisit AoS 3 and AoS 4 through practical workshops and listening tests.</p>	<p>Revision of AoS 2, 3 and 4. Students recap vocabulary and do practice questions.</p> <p>Submission of Integrated portfolio and Practical component.</p> <p>Listening Exam</p>
Key Words	<p>Tier 3 - Pulse / Beat. The regular division of time in music</p> <p>Triplet 3 notes played in the space of 2. Swing tempo</p> <p>Dotted rhythm. Jagged and uneven effect</p> <p>Phrase. A unit of music often ending with cadence (Traditionally of 4 bars)</p> <p>Phrase Structure. The way phrases build into complete pieces</p> <p>Simple Time. The beat divides in two</p> <p>Compound Time. The beat divides into three e.g. as in 6/8</p> <p>Duple Time. Two beats in the bar</p> <p>Triple Time. Three beats in the bar</p> <p>Quadruple Time. Four beats in the bar</p> <p>Irregular Time. Where the number of beats in a bar keeps changing</p> <p>Tala. A rhythmic phrase or pattern in Indian music</p> <p>Syncopation. Accenting against the beat</p> <p>Off-beat. Like syncopation – notes playing across the beat</p> <p>Cross-rhythm. Another form of notes playing across the beat</p> <p>Counterpoint. Where the rhythms are in layers of texture, often imitatively</p>	<p>Tier 3 - Monophonic. One sound at a time</p> <p>Heterophonic. Different sounds played together</p> <p>Homophonic. In chords. Notes at same time</p> <p>Polyphonic. Many sounds in clear layers or strands</p> <p>Counterpoint. In Baroque music, like polyphony eg Fugue</p> <p>Solo. One performer</p> <p>Unison. All performers using same notes</p> <p>Doubling. Playing the same notes as another instrument</p> <p>Tutti. All performers together</p> <p>Counter melody. Goes against the main melody</p> <p>Descant. A counter melody above the other voices</p>	<p>Tier 3 - Movement by:</p> <p>Step. Melody going up or down by one note</p> <p>Leap. Movement by intervals of more than one note</p> <p>Scalic. A melodic passage moving by step</p> <p>Chromatic. Use of all semitones in scale and opposite of Diatonic</p> <p>Glissando. Slide up or down a series of notes</p> <p>Consonance/Dissonance. Sound good/bad together</p> <p>Major. A scale running: tone tone semitone tone tone semitone</p> <p>Minor. A scale with a flattened third and alternative 6th and 7th notes</p> <p>Modal. White note scale not starting at C. i.e. the order of tones and semitones is different from major</p> <p>Atonal Music. without a key centre</p> <p>Cadences:</p> <p>Perfect – V to I Full close</p> <p>Plagal – IV to I Amen cadence</p> <p>Interrupted – V to VI Interrupted to a minor chord</p> <p>Imperfect ? - V Half close</p> <p>Modulation. A change of key during a passage of music</p> <p>Transpose. Change the pitch of the music</p> <p>Pedal. Single sustained note</p> <p>Drone. Single sustained note or Multiple notes</p> <p>Arpeggio/Broken Chord. Spread out notes of a chord</p>

Homework	Weekly homework using resources from Musical Contexts, Concerto Through Time Study Guide	Weekly homework using resources from Musical Contexts Study and Revision Guides	Weekly homework using resources from Musical Contexts Study and Revision Guides
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Employability skills (Highlight applicable)	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
Enrichment	<ul style="list-style-type: none"> Students watch or attend a live performance of a concerto. Students to perform their concerto composition to their peers. Students to research one of the key composers of concerti. 	<ul style="list-style-type: none"> Students to perform their solo and ensemble pieces to their peers. Workshop visits to a local composer. Students to attend virtual workshops in order to expand their knowledge of the four appraising components. 	<ul style="list-style-type: none"> Students to attend revision workshops explaining and analysing the four appraising components.
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