

	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>
NC links (where applicable)	N/A	N/A	N/A
Key Words	<p><b>Tier 2</b> - Very loud, Loud, Very soft, Getting louder, Getting quieter, Suddenly, Accent, Smoothly, Short and, sharp, Rapid repetition of a note.</p> <p><b>Tier 3</b> – Fortissimo, Forte, Mezzoforte, Mezzopiano, Piano, Pianissimo. Crescendo, Diminuendo, Subito, Sforzando, Legato, Staccato, Tremolo.</p>	<p><b>Tier 2</b> – Improvisation, Drama, Culture, Eastern, Western, Ethnicity, Periods in Time.</p> <p><b>Tier 3</b> – 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><b>Tier 2</b> – Repetition, Variation, Theme, Form, Structure, Sequence.</p> <p><b>Tier 3</b> - 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
Career link (Unifrog)	Music teacher Composer Performer	Pop singer/performer Song writer Music journalist	Music Retail Song writer/composer Music journalist
Employability skills (Highlight applicable)	<p>Aiming high      Literacy</p> <p>Creativity        Numeracy</p> <p>Leadership        Independence</p> <p>Listening          Communication</p> <p>Presenting        Teamwork</p> <p>Problem solving   Staying positive</p>	<p>Aiming high      Literacy</p> <p>Creativity        Numeracy</p> <p>Leadership        Independence</p> <p>Listening          Communication</p> <p>Presenting        Teamwork</p> <p>Problem solving   Staying positive</p>	<p>Aiming high      Literacy</p> <p>Creativity        Numeracy</p> <p>Leadership        Independence</p> <p>Listening          Communication</p> <p>Presenting        Teamwork</p> <p>Problem solving   Staying positive</p>
Enrichment	<ul style="list-style-type: none"> <li>Students performing their performances or compositions in assembly to their own or another year group, and in school concerts.</li> <li>Performers visiting the school, and pupils listening to, and evaluating their compositions.</li> <li>Watching or attending performances of pop concerts.</li> </ul>	<ul style="list-style-type: none"> <li>Students performing their performances or compositions in assembly to their own or another year group, and in school concerts.</li> <li>Workshop visits to a Gamelan orchestra.</li> <li>Performers visiting the school, and pupils listening to, and evaluating their compositions.</li> </ul>	<ul style="list-style-type: none"> <li>Students performing film compositions in assembly to their peers.</li> <li>Students watch and analyse a variety of different film music.</li> <li>Students complete an in-depth study of a well-known film composer.</li> </ul>
Assessment	<p><b>1. Grade 8</b></p> <p><b>1.1 To achieve grade 8 candidates will be able to:</b></p> <ul style="list-style-type: none"> <li>perform challenging music with a high degree of fluency and sensitivity</li> <li>compose using a wide range of musical elements with sophistication, creating effective</li> </ul>	<p><b>1. Grade 8</b></p> <p><b>1.1 To achieve grade 8 candidates will be able to:</b></p> <ul style="list-style-type: none"> <li>perform challenging music with a high degree of fluency and sensitivity</li> <li>compose using a wide range of musical elements with sophistication, creating effective musical</li> </ul>	<p><b>1. Grade 8</b></p> <p><b>1.1 To achieve grade 8 candidates will be able to:</b></p> <ul style="list-style-type: none"> <li>perform challenging music with a high degree of fluency and sensitivity</li> <li>compose using a wide range of musical elements with sophistication, creating</li> </ul>

	<p>musical ideas and sustaining interest through their development</p> <ul style="list-style-type: none"> <li>• demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language</li> <li>• evaluate music to make convincing judgements using musical terminology accurately and effectively</li> </ul> <p><b>2. Grade 5</b></p> <p><b>2.1 To achieve grade 5 candidates will be able to:</b></p> <ul style="list-style-type: none"> <li>• perform music with some technical challenges broadly fluently with some sensitivity</li> <li>• compose using a range of musical elements with coherence, creating musical ideas and developing interest with some success</li> <li>• demonstrate, through aural identification, mostly accurate knowledge of a range of musical elements, contexts and language</li> <li>• evaluate music to make clear judgements using musical terminology appropriately</li> </ul> <p><b>3. Grade 2</b></p> <p><b>3.1 To achieve grade 2 candidates will be able to:</b></p> <ul style="list-style-type: none"> <li>• perform simple pieces with limited fluency and sensitivity</li> <li>• compose using a range of musical elements, creating musical ideas with some appeal and limited development</li> <li>• demonstrate, through aural identification, some knowledge of musical elements, contexts and language</li> <li>• evaluate music to produce simple reflections with inconsistent use of musical terminology</li> </ul> <p><b>Form of Assessment (two to be conducted each half term)</b></p> <ul style="list-style-type: none"> <li>• Solo performance</li> <li>• Ensemble performance</li> <li>• Composition to a brief</li> <li>• Culminative listening assessment</li> </ul>	<p>ideas and sustaining interest through their development</p> <ul style="list-style-type: none"> <li>• demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language</li> <li>• evaluate music to make convincing judgements using musical terminology accurately and effectively</li> </ul> <p><b>2. 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