





Music

Key Stage 4 Framework for Learning





Year 10 2017-2018: Successful Foundations

Syllabus:



AQA Music GCSE 8271

Autumn 1	
Knowledge	<p>Western Classical Tradition 1650-1910</p> <ul style="list-style-type: none"> - Reading staff notation of up to 12 bars of unfamiliar music - Understanding rhythms and metre (simple and compound time) - Musical Vocabulary linked to dynamics and articulation melody and sonority (timbre) - Contextual information about Haydn
Skills	<ul style="list-style-type: none"> - Performance Skills: Performing extracts of music composed by Handel, Beethoven on personal instruments - Listening and Appraising: Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre) - Composition skills linked to the musical elements of dynamics and articulation melody and sonority (timbre)
Assessment	<p>Marking Point 1 Listening Assessment on Haydn: Symphony 101 in D major The Clock, movement 2</p> <p>Marking Point 2 MINI Composition Assessment based on Sibelius skills</p> <p>Marking Point 3 Zig Zag Listening Task (HL)</p>
Cultural enrichment	<ul style="list-style-type: none"> - Participation in Battle of the Bands - Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Musical Rehearsals) - Peripatetic Lessons to develop instrumental skill (funded for PP students) - Understanding the culture linked to Western Classical Tradition
Character	<div style="text-align: center;">  <p>QoS – Optimism</p> </div> <p>Optimistic in learning and understanding the context of compositions within the Western Classical Tradition and to learn new skills and knowledge in order to succeed.</p>
Autumn 2	
Knowledge	<p>Western Classical Tradition 1650-1910</p> <ul style="list-style-type: none"> - Reading staff notation of up to 12 bars of unfamiliar music - Writing staff notation up to 8 bars - Musical Vocabulary linked to Structure, texture, tempo, metre and rhythm - Contextual information about Western Classical Tradition 1650-1910
Skills	<ul style="list-style-type: none"> - Performance Skills: Performing extracts of music composed by Mozart and Haydn on personal instruments by - Listening and Appraising: Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm - Composition skills linked to the musical elements of structure, texture, tempo, metre and rhythm
Assessment	<p>Marking Point 1 Performance Assessment of extract of study piece: Symphony 101 in D major The Clock, movement 2</p> <p>Marking Point 2 Mozart Listening Test</p> <p>Marking Point 3 Haydn Research Task (HL)</p>
Cultural enrichment	<ul style="list-style-type: none"> - Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Musical Rehearsals) - Performance in the Winter Concert - Performance in the musical - Performance in End of Year assemblies - Peripatetic Lessons to develop instrumental skill (funded for PP students) - Understanding the culture linked to Western Classical Tradition
Character	<div style="text-align: center;">  <p>QoS – Empathy</p> </div>




	Empathetic for the context surrounding study pieces and learning the key skills and techniques needed to improve abilities on instruments/vocals and empathetic when working with peers for performances and practice.
Spring 1	
Knowledge	Western Classical Tradition 1650-1910 <ul style="list-style-type: none"> - Reading staff notation of up to 12 bars of unfamiliar music - Chord systems - Scales - Musical Vocabulary linked to harmony and tonality - Contextual information about Western Classical Tradition 1650-1910 (including Haydn)
Skills	<ul style="list-style-type: none"> - Performance Skills: Performing extracts of music composed by Chopin and Schumann on personal instruments - Listening and Appraising: Be able to aurally identify musical elements linked to harmony and tonality - Composition skills linked to the musical elements of harmony and tonality
Assessment	Marking Point 1 Composition Assessment based on traditional compositional techniques linked to Western Classical Tradition Marking Point 2 Listening Assessment on WCT comp techniques Marking Point 3 Zig Zag Listening Task (HL)
Cultural enrichment	<ul style="list-style-type: none"> - Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band) - Peripatetic Lessons to develop instrumental skill (funded for PP students) - Understanding the culture linked to Western Classical Tradition
Character	  <p>QoS – Creativity & Curiosity</p> <p>Creative and curious about learning new compositional techniques and prepared to practice these skills. Working independently on compositions.</p>
Spring 2	
Knowledge	Popular Music <ul style="list-style-type: none"> - Reading staff notation of up to 12 bars of unfamiliar music - Music Vocabulary relevant to Pop Music linked to dynamics, articulation, melody and sonority (timbre) - Technology in Pop Music - Contextual information about the Beatles (With a Little Help From My Friends)
Skills	<ul style="list-style-type: none"> - Performance Skills: Performing an extract of 'With a Little Help from my Friends' - Listening skills: Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre) in Pop Music - Composition skills linked to the musical elements of dynamics and articulation melody and sonority (timbre) found within Pop Music
Assessment	Marking Point 1 Listening Assessment on the 3 Beatles study pieces Marking Point 2 Performance Assessment of an extract of 'With a Little Help From My Friends' Marking Point 3 Beatles Research Task (HL)
Cultural enrichment	<ul style="list-style-type: none"> - Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band) - Peripatetic Lessons to develop instrumental skill (funded for PP students) - Understanding the culture linked to UK Pop Music
Character	  <p>QoS – Responsibility & Reflection</p> <p>Responsibility to learn study pieces. Reflective on new skills and techniques surrounding Pop Music. Reflective on performance, composition and listening skills.</p>
Summer 1	
Knowledge	Popular Music <ul style="list-style-type: none"> - Reading staff notation of up to 12 bars of unfamiliar music - Understanding how to perform, compose and aurally recognise syncopation - Music Vocabulary relevant to Pop Music linked to structure, texture, tempo, metre and rhythm



	- Contextual information about the Beatles (Within You, Without You)
Skills	- Performance Skills: Performing an extract of 'Within You, Without You' - Listening skills: Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm in Pop Music - Composition skills linked to the musical elements of linked to structure, texture, tempo, metre and rhythm found within Pop Music
Assessment	Marking Point 1 Y10 Solo MOCK Marking Point 2 Composition 1: Draft 1 Marking Point 3 Zig Zag Listening Task (HL)
Cultural enrichment	- Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band) - Participation in Chorlton Arts Festival activities inside and outside of the classroom - Participation in Composers and Choreographers and Chorlton Young Musician - Peripatetic Lessons to develop instrumental skill (funded for PP students) - Understanding the culture linked to UK Pop Music
Character	  <p>QoS – Practice & Resiliency</p> <p>Resilient with results from Composition 1 Draft 1, use of practice in order to develop composition skills.</p>

Summer 2

Knowledge	Popular Music - Reading staff notation of up to 12 bars of unfamiliar music - Chords and Chord Symbols (including 7ths) - Music Vocabulary relevant to Pop Music linked to harmony and tonality - Contextual information about the Beatles (Lucy in the Sky with Diamonds)
Skills	- Performance Skills: Performing an extract of 'Lucy in the Sky with Diamonds' - Listening skills: Be able to aurally identify musical elements linked to harmony and tonality in Pop Music - Composition skills linked to the musical elements of harmony and tonality found within Pop Music
Assessment	Marking Point 1 Y10 Listening & Appraising Exam Marking Point 2 Composition 1: Draft 2 Marking Point 3 Innovative Technology in 1960s Research Task (HL)
Cultural enrichment	- Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band) - Participation in the Summer Music Concert - Peripatetic Lessons to develop instrumental skill (funded for PP students) - Understanding the culture linked to UK Pop Music
Character	 <p>QoS – Motivation</p> <p>Motivated within the composition process to complete the second draft to target level so it only needs tweaks in Y11.</p>