




Music

Key Stage 4 Framework for Learning

Year 11 2017-2018: I am Creative, Successful and Happy


Syllabus:

AQA Music GCSE 8271

Autumn 1	
Knowledge	<p>Popular Music</p> <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, Within You, Without You)
Skills	<ul style="list-style-type: none"> - Performance Skills: Performing an extract of ‘With a Little Help from my Friends’, ‘Within You, Without You’ - 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	<p>Marking Point 1 Self, peer and formative assessments of class listening tests</p> <p>Marking Point 2 Solo MOCK</p> <p>Marking Point 3 Composition 1 – Final Draft</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 UK Pop Music
Character	<div style="text-align: center;">  </div> <p>QoS – Optimism Optimistic in learning and understanding the context of compositions within the Pop Music AOS and to apply this optimism to completing Composition 1.</p>
Autumn 2	
Knowledge	<p>Popular Music</p> <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 (Lucy in the Sky with Diamonds) - Unfamiliar music – Music of Broadway 1950s – 1990s, Rock Music of 1960s and 1970s, Film and computer gamic music 1990s to present, Pop music 1990s to present
Skills	<ul style="list-style-type: none"> - Performance Skills: Performing an extract of ‘Lucy in the Sky with Diamonds’ - 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	<p>Marking Point 1 Composition 2 – Draft 1</p> <p>Marking Point 2 Solo Exam</p> <p>Marking Point 3 Listening Exam College Entry Exam</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 UK Pop Music
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Character	 <p>QofS – Empathy 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.</p>
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Spring 1

Knowledge	<p>Traditional Music</p> <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 <i>Smooth, Migra, Love of my Life</i> - Unfamiliar music – Blues music from 1920-1950, Fusion music incorporating African and/or Caribbean music, Contemporary Latin music, Contemporary folk music of the British Isles
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Skills	<ul style="list-style-type: none"> - Performance Skills: Performing extracts of 'Smooth', 'Migra', 'Love of my Life' - 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
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Assessment	<p>Marking Point 1 Self, peer and formative assessments of class listening tests</p> <p>Marking Point 2 Ensemble MOCK</p> <p>Marking Point 3 Composition 2 – Draft 2</p>
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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 Traditional Music
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Character	  <p>QofS – Creativity & Curiosity Creative and curious about learning new compositional techniques and prepared to practice these skills. Curiosity about Traditional Music. Working independently on compositions.</p>
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Spring 2



Knowledge	<p>Western Classical Tradition Since 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 Aaron Coplan ('Saturday Night Waltz' and 'Hoedown' from <i>Rodeo</i>.) - Unfamiliar music – The orchestral music of Copland, British music of Arnold, Britten, Maxwell-Davies and Tavener, The orchestral music of Zoltan Kodaly and Bela Bartok, Minimalist music of John Adams, Steve Reich and Terry Riley
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Skills	<ul style="list-style-type: none"> - Performance Skills: Performing extracts of music composed by Copland 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)
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Assessment	<p>Marking Point 1 Ensemble Exam</p> <p>Marking Point 2 Composition 2 – FINAL Draft</p> <p>Marking Point 3 Listening Exam MOCK</p>
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 Traditional Music
Character	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QoS – Responsibility & Reflection Responsibility to learn study pieces. Reflective on new skills and techniques surrounding WCT Since 1910. Reflective on performance, composition and listening skills.</p>

Summer 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 - 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 - Recap Contextual information about Haydn - Unfamiliar music – The Coronation Anthems and Oratorios of Handel, The orchestral music of Haydn, Mozart and Beethoven, The piano music of Chopin and Schumaan, The Requiem of the late Romantic period
Skills	<ul style="list-style-type: none"> - Performance Skills: Performing extracts of music composed by Handel, Beethoven, Mozart and Haydn, Chopin and Schumann on personal instruments - 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 Self, peer and formative assessments of class listening tests</p> <p>Marking Point 2 Coursework Resits</p> <p>Marking Point 3 Listening Exam</p>
Cultural enrichment	<ul style="list-style-type: none"> - 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 Western Classical Music
Character	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QoS – Practice & Resiliency Resilient with results from compositions and performances, use of practice in order to develop listening & appraising skills.</p>