




Music

Key Stage 3 Framework for Learning

Year 9 2017-2018: Creative Foundations

Syllabus:
AQA Music GCSE 8271

Autumn 1


Knowledge	<p>Western Classical Tradition 1650-1910</p> <ul style="list-style-type: none"> - Notes of the treble clef - Notes of the bass clef - Basic Rhythms and metre - Time Signatures - Melodic Devices - Contextual information about Haydn: Symphony 101 in D major The Clock, movement 2
Skills	<ul style="list-style-type: none"> - Performance Skills: Performing extracts of music composed by Haydn on personal instruments on the treble and bass clefs - Performance Skills: Performing as an ensemble - 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 Ensemble Performance MOCK 1</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"> - Textures - Playing Techniques - Contextual information about Mozart, Beethoven and Handel
Skills	<ul style="list-style-type: none"> - Performance Skills: Performing extracts of music composed by Haydn on personal instruments - Performance Skills: Performing as an ensemble - 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 Progress Test: Listening & Appraising</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	 <p>QoS – Empathy</p> <p>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>
------------------	--


Spring 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 - Chord systems - Scales - Common combinations of instruments used in Western Classical Tradition - Contextual information about Chopin and Schumann
------------------	--

Skills	<ul style="list-style-type: none"> - Performance Skills: Performing extracts of music composed by another Western Classical composer on personal instruments - Performance Skills: Performing as an ensemble - 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	<p>Marking Point 1 Composition Assessment based on traditional compositional techniques linked to Western Classical Tradition</p> <p>Marking Point 2 Ensemble Performance MOCK 2</p> <p>Marking Point 3 Zig Zag Listening Task (HL)</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 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 and collaboratively on compositions.</p>
------------------	---



Spring 2

Knowledge	<p>Popular Music</p> <ul style="list-style-type: none"> - Identifying and writing rhythms - Reading staff notation of up to 12 bars of unfamiliar music - Chords (including power chords and 7th chords) - Music Vocabulary relevant to Pop Music - Contextual information about the Beatles: Sergeant Pepper's Lonely Heart's Club Band
------------------	---



Skills	<ul style="list-style-type: none"> - Performance Skills: Performing extracts of music composed by the Beatles on personal instruments on the treble and bass clefs - Performance Skills: Performing as an ensemble in preparation for the Year 9 GCSE concert - Understanding key musical elements of harmony and tonality linked to Pop Music - Composition skills linked to the musical elements of harmony and tonality
---------------	---

Assessment	<p>Marking Point 1 Listening Assessment on the Beatles study pieces</p> <p>Marking Point 2 Progress Test: Ensemble Performances</p>
-------------------	---



	<p>Marking Point 3 Beatles 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, Big Band) - Peripatetic Lessons to develop instrumental skill (funded for PP students) - Compulsory Year 9 GCSE Music Concert - Understanding the culture linked to UK Pop music
Character	<div style="display: flex; align-items: center;">   <div style="margin-left: 20px;"> <p>QoS – Responsibility & Reflection</p> <p>Responsibility to learn study pieces. Reflective on new skills and techniques surrounding Pop Music. Reflective on ensemble performance.</p> </div> </div>


Summer 1

Knowledge	<p>Popular Music</p> <ul style="list-style-type: none"> - Understanding rhythmic devices linked to Popular Music - Chord development techniques when composing (e.g. arpeggios/broken chords) - Major and Minor chords and their associated symbols to identify orally and written - Contextual information about Musical Theatre and Rock music of the 1960's and 1970's
Skills	<ul style="list-style-type: none"> - Performance Skills: Performing extracts of music composed by the Beatles on personal instruments on the treble and bass clefs - Performance skills: solo preparation - Understanding key musical elements of harmony and tonality found in Pop Music - Composition skills linked to the musical elements of Structure, Tempo metre and rhythm <p>Listening skills: Understanding key terminology linked to the musical elements of Structure, Tempo metre and rhythm found in Pop Music</p>
Assessment	<p>Marking Point 1 Mini Performance Assessment of one of The Beatles' study pieces</p> <p>Marking Point 2 Draft Composition</p> <p>Marking Point 3 Zig Zag Listening Task (HL)</p>
Cultural enrichment	<p>Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band)</p> <ul style="list-style-type: none"> - 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	<div style="display: flex; align-items: center;">   <div style="margin-left: 20px;"> <p>QoS – Practice & Resiliency</p> <p>Resilient when rehearsing instruments and studying a new skill. Use of practice in order to develop compositions and performance skills.</p> </div> </div>

Summer 2

Knowledge	<p>Popular Music</p> <ul style="list-style-type: none"> - Structures in Pop Music - Developing compositions through texture - Contextual information about film and computer gaming music 1990's to present and pop music 1990's to present
Skills	<ul style="list-style-type: none"> - Listening and Appraising: Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre) found in Pop music - Performance skills: solo preparation - Composition skills linked to the musical elements of dynamics and articulation melody and sonority (timbre) - Performance and Composition Skills: Composing a live performance to a set brief
Assessment	<p>Marking Point 1</p>



	<p>Composition Assessment of a piece of Pop Music</p> <p>Marking Point 2 Progress Test: Composition</p> <p>Marking Point 3 Performance Assessment: Solo mock exams</p>
Cultural enrichment	<p>Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band)</p> <ul style="list-style-type: none">- 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 and when rehearsing solos.</p>