

MUSIC STATEMENT OF AIMS

THE AIM OF THE KS4 CURRICULUM IS TO DEVELOP...

SUCCESSFUL LEARNERS

Students engage actively in the process of music study. They recognise links between the integrated activities of performing, composing and appraising and how these inform the development of music. They broaden musical experience and interests, develop imagination and foster creativity. They develop knowledge, understanding and skills needed to communicate effectively as a musician and work as a team with their peers. They recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology. They reflect upon and evaluate the music of others. They develop as effective and independent learners with enquiring minds. They develop analysis skills, resilience and the ability to manage time effectively when preparing for performance deadlines.

CONFIDENT, INSPIRED INDIVIDUALS

Students develop performing skills individually and in groups to communicate musically with fluency and control of the resources used. They develop awareness of a variety of instruments, styles and approaches to performing. They set targets following practice performances and DIRT time to help them recognise how they will improve. Students have a wide range of opportunities to develop skills in public performance, including showcase evenings, end of year musicals, presentation evenings and Open Evening. Students develop composing skills to organise musical ideas and make use of appropriate resources. They develop awareness of a variety of instruments, styles and approaches to composing. They develop awareness of music technologies and their use in the creation and presentation of music. They reflect upon and evaluate their own music.

ASPIRING, RESPONSIBLE CITIZENS

During year 10, students generally collaborate for classroom tasks, sharing ideas of performing and composing, before they then build on this to work as an individual and produce their coursework. Students develop many transferable soft skills during the course such as team work, dedication, perseverance, determination, perfecting and working towards an end goal. Students engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural.

CURRICULUM MAP KS4

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y10	<p>Component 1: Elements of Music Rhythm, metre, tempo (7 lessons)</p> <p>Component 1: Queen set pieces - analyse Bohemian Rhapsody (8 lessons)</p> <p>Component 2: choose solo pieces and learn fundamentals of performing (15 lessons)</p> <p>Component 3: begin small compositional task - how to use the music tech (10 lessons)</p>	<p>Component 1: Elements of Music Texture, Harmony & Tonality (5 lessons)</p> <p>Queen set pieces - analyse Seven Seasons of Rhye (5 lessons)</p> <p>Component 2: complete first performance (10 lessons)</p> <p>Component 3: complete first compositional task (10 lessons)</p>	<p>Component 1: Rhythm, metre, tempo - rhythm, meter, tempo and melody, tonality. (5 lessons)</p> <p>Component 1: Queen set pieces - analyse Love of My Life (5 lessons)</p> <p>Component 2: begin second performance piece (10 lessons)</p> <p>Component 3: Begin free composition (10 lessons)</p>	<p>Component 1: Queen set pieces - analyse the 3 pieces - Focus on 8 mark questions (10 lessons)</p> <p>Component 2: performance of second pieces (10 lessons)</p> <p>Component 3: develop free compositions (10 lessons)</p>	<p>Component 1: Beethoven set piece and Elements of Music Analyse the piece. (10 lessons)</p> <p>Component 2: Third performance - pupils pick the piece they want to focus on for their GCSE</p>	<p>Component 1: AoS3 and 4 Elements of Music - unfamiliar listening genres. (25)</p> <p>Component 3: Begin programme note discussing free composition (10 lessons)</p>
ASSESSMENT	PPE Paper		Performance PPE day - composition and listening paper			
Y11	<p>Component 1: AOS 2 – Queen set pieces Analysis through listening.. Apply knowledge to exam style questions.</p> <p>Component 2: Solo performance recorded</p> <p>Component 3: Free compositions completed using music technology</p>	<p>Component 1 - AOS1 – Beethoven set pieces Analysis through listening.. Apply knowledge to exam style questions.</p> <p>Component 2: Begin group performances</p> <p>Component 3: Begin brief composition using the briefs provided by AQA</p>	<p>Component 1: Unfamiliar listening practise - exam techniques</p> <p>Component 3: Composition to a brief and free - paperwork completed</p> <p>Component 2: Group performances - pieces are chosen and recorded by the end of the half term.</p>	<p>Component 1: Understanding music practice listening and study works questions - focus on longer answer questions for set pieces</p> <p>Component 3: Free compositions completed</p>	<p>Component 1: Understanding music practice listening and study works questions.</p>	
ASSESSMENT	PPE Paper		GCSE Performances			