

Key Stage 4

Subject: Music

Intent

The experiences offered by Music provide the opportunity to create a vital balance within the school's curriculum; allowing all students to challenge their creative abilities and for their talent to be valued.

Music shapes daily experiences and has done throughout history. Remaining a valuable part of the fabric of society. Music challenges past perspectives, connects students to past societies, and develops understanding of the cultures of the world.

To give and develop within our students a love and appreciation for Music. We aim to equip students with the knowledge to study Music further but also develop their employability skills and the softer skills of Music.

They will develop a critical engagement with music which follows the 3 main strands of GCSE Music

- Compose creatively and with assured confidence of notation and harmony
- Listen with discrimination to a range of musical genres, artists and key fundamentals
- Perform with confidence and musicality.

The curriculum promotes tolerance and understanding of other cultures reflecting the broad cultures from within the school. By incorporating music from many parts of the world, looking at both western and non-western cultures and approaches towards music.

Freedom of expression will be a regular feature in listening work as we distinguish between opinion and fact when discussing different music. Encouraging students to support their differing opinions with factual and contextually relevant references.

The discussions surrounding music from different cultures allows student to challenge the use of stereotypical cultural references and discuss how it can lead to discrimination.

Programme of study and assessment

	Autumn Term	Spring Term	Summer Term
Year 10	Composition Exercises Performances and techniques Key terms Ongoing Listening and Set Works	Composition 1 Solo Performance Ongoing Listening and Set Works	Composition 1 Solo Performance Ongoing Listening and Set Works
Assessment	Continual Performances	Continual Performances	Continual Performances

	<p>Ongoing end of topic tests on set works and listening.</p> <p>These tests will be on the set work studied (varies each year dependant of the cohorts strength) looking at but not limited to</p> <p>Structure</p> <p>Harmony</p> <p>Context</p> <p>Instrumentation</p> <p>Dictation</p> <p>Musical awareness</p> <p>Cadences</p>	<p>Ongoing end of topic tests on set works and listening</p> <p>These tests will be on the set work studied (varies each year dependant of the cohorts strength) looking at but not limited to</p> <p>Structure</p> <p>Harmony</p> <p>Context</p> <p>Instrumentation</p> <p>Dictation</p> <p>Musical awareness</p> <p>Cadences</p>	<p>Ongoing end of topic tests on set works and listening</p> <p>Ongoing end of topic tests on set works and listening</p> <p>These tests will be on the set work studied (varies each year dependant of the cohorts strength) looking at but not limited to</p> <p>Structure</p> <p>Harmony</p> <p>Context</p> <p>Instrumentation</p> <p>Dictation</p> <p>Musical awareness</p> <p>Cadences</p> <p>1st Draft of Composition 1</p>
Year 11	<p>Composition 1 (2nd Draft)</p> <p>composition 2 (composing to a brief</p> <p>Revision of set works</p> <p>Wider Listening</p> <p>Extended answer practise</p>	<p>Composition 2</p> <p>Ensemble</p> <p>Revision of set works</p> <p>Wider Listening</p> <p>Extended answer practise</p>	
Assessment	<p>Continual Performances</p> <p>Ongoing end of topic tests on set works and listening</p> <p>Mock Exams</p> <p>The Mock exam will be a full paper set by</p>	<p>All NEA to be completed and recorded by Feb Half term</p> <p>Ongoing end of topic tests on set works and listening</p>	

	<p>the exam board, testing students on all of their set works, unfamiliar listening and an extended answer question</p> <p>More details on the paper, along with revision materials will be given to students nearer the time but will be looking at but not limited to</p> <p>Structure</p> <p>Harmony</p> <p>Context</p> <p>Instrumentation</p> <p>Dictation</p> <p>Musical awareness</p> <p>Cadences</p>		
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