

KS4 Music (Teaching, Developing and refining skills, knowledge and understanding)

All students in KS4 were taught Music skills, knowledge and understanding throughout KS3 which underpins their ability to complete work at GCSE standard. Therefore, all students should enter Year 10 with an overview of the necessary key concepts.

Music - Work must demonstrate integrated knowledge, understanding and skills. Work is based around four areas of study, two compositions (a free composition and one based on a set brief from Eduqas) and two performances (one solo piece and one ensemble piece)

Assessment – all tasks are assessed under their Personal Portfolio with FAR marking 6 times a year. Closest grade used for data drops

IMPLEMENTATION

	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Overview of Year 10 – Topic area and Assessment	Forms and Devices	FAR	Forms and Devices	FAR	Introduction to AOS 2	FAR	Introduction to AOS 3	FAR	Introduction to AOS 4	FAR	Revisit topics	FAR
	Performing		Performing						Revisit topics		Composition (Free)	
	Music Theory		Music Theory						Composition (Free)		Performance	
	AOS 1		AOS 1						Performance			
Overview of Year 11 – Topic area and Assessment	Revisit AOS 1	FAR	Revisit AOS 4	FAR	Revisit AOS 2	FAR	Revisit AOS 3	FAR	Exam Preparation	FAR	N/A	FAR
	Set Brief Composition		Set Brief Composition		Set Brief Composition		Compositions					
	Performances		Performances		Free Composition		Performances					
							Exam Practice					

BGN Overview Scheme of Learning

IMPACT				
Topic and Assessment Objectives Covered	Topic	Assessment Method	Mark Scheme / Grade Boundaries	Knowledge/Skills/Understanding
	Forms and Devices AOS 1	<p>Composing (e.g. writing a melody in a simple structure using devices, Theme and Variations, cadences).</p> <p>Start a composing 'sketch book'</p> <p>Listening exercises to develop notation skills</p> <p>Performing in front of others</p>	Eduqas Assessment Objective rubrix and topic exemplar. Eduqas exemplar is also used to teach students' how to cover the Assessment Objectives	<ul style="list-style-type: none"> • with terminology as appropriate: • binary, ternary and rondo forms • repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions • establishing standards and setting targets: first practical assessment • Notating a simple melody • Using ICT in the music department • Appreciating and using the elements/ 'building blocks' • Recapping the basics – aural, notational and listening skills • Introduction to prepared extract – <i>Badinerie</i> • Instrumentation, anacrusis, simple triple time, repeat marks, ornamentation, trill, conjunct movement, sequence, octaves, minuet and trio, G major, D major, chordal analysis (using Roman numerals), perfect cadence, imperfect cadence, modulation to dominant, dominant 7th, chromatic movement
	Performing	Performing in front of others	Eduqas Assessment Objective rubrix and topic exemplar. Eduqas exemplar is also used to teach students' how to cover the Assessment Objectives	<ul style="list-style-type: none"> • Performance Skills – presentation and delivery • Ensemble work through choral study and instrumental ensembles
	Introduction to area of study 2: Music for Ensemble	<p>Ensemble performance and peer assessment of group work</p> <p>Composition Tasks</p>	Eduqas Assessment Objective rubrix and topic exemplar. Eduqas exemplar is also used to teach students' how to cover the Assessment Objectives	<ul style="list-style-type: none"> • Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11). • Composing using texture and sonority (chords and melody) including:

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		<p>Assessment of chordal work and ideas in composing sketch book</p> <p>Short listening tests, interspersed throughout the project</p>		<ul style="list-style-type: none"> • Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody • Introducing additional concepts of melody, harmony and tonality: <ul style="list-style-type: none"> • inversions, dissonance, range, intervals • pentatonic, blue notes, modulations to relative major/minor • Compose a JAZZ WALTZ (continue) • Extension work: compose a contrasting section which demonstrates imitation between the parts of an ensemble • Listening exercises to develop notation skills and aural
	<p>Introduction to area of study 3: Film Music,</p>	<p>Ensemble / Solo performance: show back in front of class, or invited audience</p> <p>Assessment of film music composition, with clear targets set for further development and refinement</p> <p>Composition Tasks</p> <p>Short listening tests</p>	<p>Eduqas Assessment Objective rubrix and topic exemplar. Eduqas exemplar is also used to teach students' how to cover the Assessment Objectives</p>	<ul style="list-style-type: none"> • Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas • The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot • The effect of audience, time and place, and how to achieve this through use of the musical elements • Use of sonority, texture and dynamics to create a mood • How to achieve contrasts and develop initial ideas when composing • Ensemble / Solo performing • Composing to a brief (i.e. a piece of film music): <ul style="list-style-type: none"> - creating the situation - <i>achieving contrasts</i> - <i>composing the 'main' theme(s)</i> - <i>developing the material</i> • Use music technology to achieve best effect • Producing a score / leadsheet • Listening exercises to further <ul style="list-style-type: none"> • develop notation skills • Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4

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	<p>Introduction to area of study 4: Popular Music</p>	<p>Ensemble (and possibly solo) performance</p> <p>Assessment of melody</p> <p>Short listening test to include basic rhythmic and pitch dictation (separately), and recognition of some devices, elements and instruments</p> <p>Composition Tasks</p>	<p>Eduqas Assessment Objective rubric and topic exemplar. Eduqas exemplar is also used to teach students' how to cover the Assessment Objectives</p>	<ul style="list-style-type: none"> • rock and pop styles (revisiting Blues from KS3) • strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation • Appraising - more challenging theoretical and aural work: • primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms • the relationship between melody and chords • How to 'describe' a piece using the elements of musical language • Introduction to prepared extract – <i>Africa (Toto)</i> instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key change
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