

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Music Scheme of Learning

### Year 10 Term Two

#### Intent – Rationale

This unit is designed to further prepare students for the final examinations in Year 11. Students will continue to build performance skills both as a soloist and as an ensemble performer. It is intended that students will demonstrate continued improvement with melodic and rhythmic dictation and their knowledge and application of key words. Students will build their understanding of the NEA requirements through the completion of performance tasks marked against the criteria.

<b>Sequencing – what prior learning does this topic build upon?</b>	<b>Sequencing – what subsequent learning does this topic feed into?</b>
Year 10, Term 1 – requirements of the course, key words and dictation	<ul style="list-style-type: none"><li>• NEA Coursework</li><li>• Set Work analysis</li></ul>
<b>What are the links with other subjects in the curriculum?</b>	<b>What are the links to SMSC, British Values and Careers?</b>

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<ul style="list-style-type: none"> <li>• Base the content here on what you already know but there will be time in future to liaise further as part of our collaborative work</li> </ul>	<ul style="list-style-type: none"> <li>• SP, SO, M</li> <li>• 4</li> <li>• A, b, d, e,f, g,h,l</li> </ul>
<b>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</b>	<b>What are the opportunities for developing mathematical skills?</b>
<ul style="list-style-type: none"> <li>• Comprehension activities</li> <li>• Key Word Activities to improve students understanding of subject specific terminology <i>FROM THE LIBRARY</i> <i>BBC Music magazine</i> <i>Grove Dictionaries</i></li> </ul>	<ul style="list-style-type: none"> <li>• Rhythmic Values and Counting</li> </ul>

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### Year 10 – Term Two

#### Intent – Concepts

**What knowledge will students gain and what skills will they develop as a consequence of this topic?**

##### Know

- To know the requirements of the course and the weightings of the units
- To know the expectations of the examiner based on marking criteria for the NEA coursework
- To know musical terminology from the elements of music

##### Apply

- To apply musical terminology when analysing or discussing performance pieces
- To apply understanding of the best methods to complete melodic and rhythmic dictation tasks
  - To apply knowledge of key words to discussions about music
  - To apply ensemble skills to performance pieces

##### Extend

- To perform pieces of 'higher level' standard at GCSE

**What subject specific language will be used and developed in this topic?**

**What opportunities are available for assessing the progress of students?**

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- Elements of Music
- Western Classical Tradition
- Terminology from the Specification and mark schemes
- Ensemble
- See Key Words sheets in T:Drive resources

- Students will undertake a solo performance task which will be marked using the performance marking criteria we use for their NEA coursework. They will perform in similar conditions to those of their examination.
- Students will undertake an ensemble performance task which will be marked using the performance marking criteria we use for their NEA coursework. They will perform in similar conditions to those of their examination.
- Students will complete listening exercises, specifically melodic dictation which will be formatted like their MU3 examination paper.
- Students will complete activities on Focus on Sound and Quizizz to enable us to gauge their general understanding.
- Students will have weekly key words tests

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## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1	Can you identify what makes a good performance?	Can you use musical terminology to reflect on different performances and compare their effectiveness?	Powerpoint
2	Can you identify what makes a good composition? Can you demonstrate compositional technique?	Can you demonstrate several features within a short composition?	Powerpoint
3	Can you recall the elements of music and their meaning? Can you hear the elements being used in a piece of Music?	Can you use the elements of music to talk about a piece of music?	Powerpoint
4	Can you identify what makes a good performance? Can you complete a melodic dictation exercise demonstrating you can apply knowledge of shape, direction and intervals?	Can you complete a melodic dictation exercise accurately? Both rhythmically and melodically?	Powerpoint
5	Can you recall key characteristics of Baroque Music?	Can you hear pieces of music and identify the ones that are Baroque?	Powerpoint
6	Can you identify what makes a good performance? Can you apply key characteristics to your own performance?	Can you complete a melodic dictation exercise accurately? Both rhythmically and melodically?	Powerpoint
7	Can you recall key characteristics of Baroque Music?	Can you hear pieces of music and identify the ones that are Baroque?	Powerpoint
8	Can you recall key characteristics of Baroque Music?	Can you hear pieces of music and identify the ones that are Baroque?	Powerpoint

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9	Can you perform demonstrating fluency and accuracy?	Can you perform demonstrating mastery of the instrument?	Powerpoint
10	Can you identify the structure of a piece of music?	Can you compare the structure to other styles and genres?	Powerpoint
11	Can you identify the key melodic material?	Can you identify how the main melodies and motifs are developed throughout a piece?	Powerpoint
12	Can you identify rhythmic motifs?	Can you identify how rhythmic motifs develop throughout the piece and their relationship to the structure?	Powerpoint
13	Can you identify instrumental specific techniques?	Can you talk about idiomatic writing within a piece of music?	Powerpoint
14	Can you apply your knowledge of a piece of music to examination style questions?	Can you talk freely about the piece of music demonstrating a broad understanding of the piece?	Powerpoint
15	Can you identify sections within the piece, recalling specific musical material in each section?	Can you identify sections in the music through listening and comment on how they compare?	Powerpoint
16	Can you comment on the historical and cultural setting of the genre?	Can you compare this genre to other genres and find similarities and differences?	Powerpoint
17	Can you identify pieces of music of similar styles?	Can you identify pieces of music of different styles highlighting their characteristics?	Powerpoint
18	Can you compare and contrast pieces of music using musical terminology?	Can you compare and contrast pieces of music using historical and contextual knowledge?	Powerpoint