

KESTEVEN AND SLEAFORD HIGH SCHOOL

Music Scheme of Learning

Year 10 Term One

Intent – Rationale

This topic is designed to give students the skills they require to access GCSE music in greater detail than Key Stage Three Music can allow. It intends to promote the expectations of the course and to give students an opportunity to get to grips with the requirements of the mark schemes. Students should develop musical terminology in this term that will support their future learning. Activities have been designed to give them a snap shot of the work they will complete across their two years of study.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Year 7, Term One – Theory of Music Performance activities from Key Stage Three Musical Terminology from Key Stage Three Year Seven, Term 3, The Baroque Period	<ul style="list-style-type: none"> All GCSE Topics. This is the Ground School term for GCSE Music.
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?

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<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • SP, SO, M • 4 • A, b, d, e,f, g,h,I
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • Comprehension activities • Key Word Activities to improve students understanding of subject specific terminology <p><i>FROM THE LIBRARY</i> <i>BBC Music magazine</i> <i>Grove Dictionaries</i></p>	<ul style="list-style-type: none"> • Rhythmic Values and Counting

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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 pieces of music
- To apply understanding of compositional techniques to short composition tasks
- To apply knowledge of melody and structure to complete melodic dictation tasks

Extend

- To be able to comment using musical terminology on pieces of music using compare and contrast formats

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
- Idiomatic
- Motifs

- Students will undertake a 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 'show me' style compositions which will be assessed against simplified criteria based on the examination criteria.
- 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.

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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