

KESTEVEN AND SLEAFORD HIGH SCHOOL

Music Scheme of Learning

Year 10 Term Six

Intent – Rationale

When we start term one (Y11) students will record their solo/ensemble performance pieces for their coursework. The purpose of this term is to prepare students for their coursework recording. Students will work on their performance pieces and rehearse both as a soloist and as part of an ensemble. Students will also focus on Wider Listening exercises to prepare them for the MU3 examination. They will become familiar with a variety of pieces that fit in to the AOS for GCSE.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 10, Term 2 – students will continue to build their knowledge of key words related to the set works and their understanding of the requirements of the course</p> <p>Year 10, Term 5 – students focussed on solo performance preparation</p>	<ul style="list-style-type: none"> • Analysis work for further set works and application to listening papers and examination style questions. • Completion of coursework for the course (60%)
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,l
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"> Reading of written aspects of the coursework. <p>FROM THE LIBRARY BBC <i>Music Magazine</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?	
<p><u>Know</u></p> <p>To know the requirements of the MU3 paper in relation to Wider Listening To know the requirements of the marking criteria for Performances</p> <p><u>Apply</u></p> <p>To apply knowledge of the elements of music to enable accurate and meaningful analysis of wider listening pieces To apply key words related to the AOS to analyse pieces of music To apply knowledge of the context of the piece to the wider listening questions To apply performance skills to performances suitable for coursework</p> <p><u>Extend</u></p> <p>To demonstrate a broad knowledge of wider listening pieces</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Terminology from the Specification and mark schemes 	<ul style="list-style-type: none"> • Lesson by lesson AFL to gauge their progress and understanding • Quizzizz and Focus on Sound activities • Examination style questions and practice papers • Performance assessments using the examination criteria

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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1 HK	AOS1 wider listening – can you identify the key features of the piece of music?	Can you compare the piece of music to a set work in AOS1?	Powerpoint on T:Drive; handout
2 SWM	Ensemble performance coursework preparation	Ensemble performance coursework preparation	Powerpoint on T:Drive; handout
3 SWM	AOS1 wider listening – can you identify the key features of the piece of music?	Can you compare the piece of music to a set work in AOS1?	Powerpoint on T:Drive; handout
4 HK	Solo performance coursework preparation	Solo performance coursework preparation	Powerpoint on T:Drive; handout
5 SWM	Ensemble performance coursework preparation	Ensemble performance coursework preparation	Powerpoint on T:Drive; handout
6 HK	AOS2 wider listening – can you identify the key features of the piece of music?	Can you compare the piece of music to a set work in AOS2?	Powerpoint on T:Drive; handout
7 SWM	AOS2 wider listening – can you identify the key features of the piece of music?	Can you compare the piece of music to a set work in AOS2?	Powerpoint on T:Drive; handout
8 SWM	Ensemble performance coursework preparation	Ensemble performance coursework preparation	Powerpoint on T:Drive; handout
9 HK	Solo performance coursework preparation	Solo performance coursework preparation	Powerpoint on T:Drive; handout
10 SWM	AOS3 wider listening – can you identify the key features of the piece of music?	Can you compare the piece of music to a set work in AOS3?	Powerpoint on T:Drive; handout

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11 HK	AOS3 wider listening – can you identify the key features of the piece of music?	Can you compare the piece of music to a set work in AOS3?	Powerpoint on T:Drive; handout
12 SWM	Ensemble performance coursework preparation	Ensemble performance coursework preparation	Powerpoint on T:Drive; handout
13 SWM	AOS4 wider listening – can you identify the key features of the piece of music?	Can you compare the piece of music to a set work in AOS4?	Powerpoint on T:Drive; handout
14 HK	Solo performance coursework preparation	Solo performance coursework preparation	Powerpoint on T:Drive; handout
15 SWM	Ensemble performance coursework preparation	Ensemble performance coursework preparation	Powerpoint on T:Drive; handout
16 HK	Solo performance coursework preparation	Solo performance coursework preparation	Powerpoint on T:Drive; handout