FRAMEWORK FOR LEARNING

CHS South

CREATIVE	An education where imagination, curiosity and resilience enable us to ignite our learning.
HAPPY	A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.
SUCCESSFUL	Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT	Music

INTENT

Our mission is to ignite creativity, uncover potential, and develop transferable skills through the arts, moulding creative, happy, and successful students at CHS South and beyond.

Our subject intends to inspire, provide motivation and nurture passion for all students to help them develop their musicianship and transferrable skills further. Studying music shows a real drive and determination to improve ourselves, not only as musicians but also humans. It has been scientifically proven that playing an instrument or singing releases endorphins which promotes wellbeing, and we harness this as a department to support students on their creative, happy and successful journey through school.

Students are expected to take music lessons if they opt for GCSE, whether in school or outside, as performance makes up 30% of the final grade. They learn appraisal skills in relation to set study pieces and there are many opportunities to compose as well as develop skills as a performer.

Students opting for Music Technology need to have a basic understanding of composing using a Digital Audio Workstation (DAW). Music Technology students learn about knowledge of the music industry, how to produce and promote a musical product, they get a hands-on knowledge of recording and working within a studio and also learn how to compose music.

Studying music enables students to develop highly desirable skills in areas such as self-management, creativity, data analysis, performance, teamwork, problem-solving, and communication, all of which makes them an attractive prospect for potential employers. There are numerous careers that anyone studying Music or Music Technology could go into, such as session musician, sound engineer, tour manager, musical director, music or instrumental teacher or a job at a studio or record label.

YEAR GROUP	YEAR 10 – GCSE MUSIC
RATIONAL / NARRATIVE	In Year 10 students will develop and enrich their skills learnt in Year 9. They will analyse the study pieces in detail and become a fountain of knowledge on these. They will develop their performance and composition skills and build up their confidence in these units. The GCSE Music course is designed to harness students' passion for the art and develop their musicality further.

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KNOWLEDGE	**AoS1 - Western Classical Tradition 1650-1910** - Reading staff notation of up to 4 bars of unfamiliar music - Understanding rhythms and metre (simple and compound time) - Musical Vocabulary linked to dynamics and articulation melody and sonority (timbre) - Contextual information about Western Classical Tradition 1600-1910	**AoS1 - Western Classical Tradition 1650-1910** - Reading staff notation of up to 8 bars of unfamiliar music - Writing staff notation up to 8 bars - Musical Vocabulary linked to Structure, texture, tempo, metre and rhythm - Contextual information about Mozart	**AoS1 - Western Classical Tradition 1650-1910** - Reading staff notation of up to 12 bars of unfamiliar music - Chord systems - Scales - Musical Vocabulary linked to harmony and tonality - Contextual information about Western Classical Tradition 1650-1910 (including Mozart) - Handel Anthems, Requiems, Romantic Piano music	**AoS2 - Popular Music** - Reading staff notation of up to 16 bars of unfamiliar music - Music Vocabulary relevant to Pop Music linked to dynamics, articulation, melody and sonority (timbre) - Structure of Popular music - Instrumentation and technology used in Popular music	**AoS2 - Popular Music** - Reading staff notation and score analysis - Understanding how to perform, compose and aurally recognise rhythmic features - Music Vocabulary relevant to Pop Music linked to structure, texture, tempo, metre and rhythm -Further Contextual information about Little Shop of Horrors	**AoS2 - Popular Music** - Reading staff notation and score analysis - Chords and Chord Symbols (including 7ths) - Music Vocabulary relevant to Pop Music linked to harmony and tonality - Contextual information about the Beatles (Lucy in the Sky with Diamonds)
SKILLS	**- Performance Skills:** Performing extracts of music - solo performance on personal instruments **- Listening and Appraising:** Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre) **- Composition skills** linked to the musical elements of dynamics and articulation melody and sonority (timbre)	**- Performance Skills:** Performing extracts of music - Ensemble performance on personal instruments **- Listening and Appraising:** Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm **- Composition skills** linked to the musical elements of structure, texture, tempo, metre and rhythm	**- Performance Skills:** Performing extracts of music composed by Handel on personal instruments **- Listening and Appraising:** Be able to aurally identify musical elements linked to harmony and tonality **- Composition skills** linked to the musical elements of harmony and tonality - Composition using standard notation software	**- Performance Skills:** Performing an extract of 'Little Shop of Horrors' **- Listening skills:** Be able to aurally identify musical elements linked to structure and sonority (timbre) in Pop Music **- Composition skills** linked to the musical elements of dynamics and articulation melody and sonority (timbre) found within Pop Music	**- Performance Skills:** Performing an extract of chosen popular piece. **- Listening skills:** Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm in Pop Music **- Composition skills** Free brief composition start Application of composition skills using devices and elements	**- Performance Skills:** Performing as an ensemble for chosen pop style **- Listening skills:** Be able to aurally identify musical elements linked to harmony and tonality in Pop Music **- Composition skills** linked to the musical elements of harmony and tonality found within chosen free brief

ASSESSMENT	**MP1:** Baseline Test **MP2:** Performance Assessment	**MP3:** Excerpts listening **MP4:** Composition Assessment	**MP1:** Progress Test **MP2:** Performance Assessment	**MP3:** Free Composition **MP4:** Exam Style listening paper	**MP1:** MOCK Exam **MP2:** Performance Assessment	**MP3:** Free Composition Draft **MP4:** Listening Test
HOME LEARNING	Completion of Teams quiz Performance Practice	Completion of Teams quiz Performance Practice	Completion of Teams quiz Performance Practice	Completion of Teams quiz Composition development	Completion of Teams quiz Composition development	Completion of Teams quiz Composition development
READING, WRITING, TALK, NUMERACY	Writing – Responding to feedback from performance and composition assessments. Reading – Learning the context of the Western Classical Traditions. Talk – Working as a team to practice for a performance. Giving feedback on peer performances.	Reading and Writing: Reading feedback loops, analysis of criteria - Writing: Review and analysis of Western Classical Tradition contexts	Writing – Being able to correctly fill out an exam style paper. Filling in feedback. Reading and Writing – Learning about contextual information for the genre. Looking at case studies Talk – Working as a team to practice for a performance. Giving feedback on peer performances.	Reading and Writing: Research, reading feedback loops, analysis of criteria - Writing: Review (evaluation skills) Talk – Working as a team to complete a composition in the style of chosen music genres.	Reading and writing – Learning about the origins of film music and the context of different scores. Completing composition grids. Talk – Working as a team to complete a composition. Giving feedback on peer compositions.	Writing – Extended written question. Reading – inferring requirement for question types Talk – Join score analysis with interrelated elements
TIER 2 VOCABULARY	Compare Identify Explain	Contrast Identify Explain	Define Identify Explain	Compare Identify Explain	Contrast Identify Explain	Define Identify Explain
TIER 3 VOCABULARY	Chord Progression Stylistic features Compositional devices	Forms Compound Phonic words	Harmony Rhythm Instrumentation Structure	Distortion Sound Engineer Technology	Syncopation Stab chords Chromaticism	A cappella Slash chord Belt
PSPSMC, BRITISH VALUES AND DIVERSITY	SOCIAL: Developing social skills through planning and undertaking practice sessions MORAL: Understanding how well you work as a team affects the grades of others CULTURAL: Understanding the cultural development of other genres	SOCIAL: Developing social skills through planning and undertaking practice and composition sessions MORAL: Understanding how well you work as a team affects the grades of others CULTURAL: Understanding the cultural development of other genres	PERSONAL and SOCIAL: Developing social skills and understanding of the context of the genre MORAL – Doing what's right in lesson and outside of lesson to be successful CULTURAL: Understanding the cultural development of other genres	PERSONAL and SOCIAL: Developing social skills and understanding of how to compose and create. MORAL – Doing what's right in lesson and outside of lesson to be successful. CULTURAL: Understanding the cultural development of other genres	PERSONAL and SOCIAL: Developing social skills and understanding of how to compose and create. MORAL – Doing what's right in lesson and outside of lesson to be successful.	SOCIAL: Developing social skills through planning and undertaking practice and composition sessions MORAL: Understanding how well you work as a team affects the grades of others CULTURAL: Understanding the cultural development of other genres

YEAR GROUP	YEAR 10 – TECH AWARD IN MUSIC PRACTICE					
RATIONAL / NARRATIVE	In Year 10 Music Technology students will continue to develop the skills learnt in Year 9 and build their confidence using Logic, exploring music products and styles, developing their music skills and responding to a music brief. Students will begin their course and not only develop their understanding of music sequencing, but also develop skills needed to make it in the music industry.					
TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KNOWLEDGE	**Component One** Exploring Music Products and Styles	**Component One** Exploring Music Products and Styles	**Component One** Exploring Music Products and Styles	**Component One** Exploring Music Products and Styles	**Component Two** Music Skills Development	**Component Two** Music Skills Development
SKILLS	Listening skills Opinion forming skills Performance skills Software Skills Appraising skills Music Theory Composition Skills	Listening skills Opinion forming skills Performance skills Software Skills Appraising skills Music Theory Composition Skills	Listening skills Opinion forming skills Performance skills Software Skills Appraising skills Music Theory Composition Skills	Listening skills Opinion forming skills Performance skills Software Skills Appraising skills Music Theory Composition Skills	Time Management Self-discipline Working with others Correct and safe use of equipment Identifying resources required Auditing existing skills and maintaining a development plan	Organisation skills Identifying priorities Setting targets Using planning tools and technology Project skills Musical skills Music production skills
ASSESSMENT	**MP1:** Styles Comprehension **MP2:** Composition Assessment	**MP3:** Skill check **MP4:** Skill check	**MP1:** Progress Test **MP2:** Component 1 task 1	**MP3:** Component 1 task 2 **MP4:** Skill check	**MP1:** Composition Assessment **MP2:** Skill check	**MP3:** Progress Test **MP4:** Composition Assessment
HOME LEARNING	Completion of Teams quiz Listening diary	Completion of Teams quiz Listening diary	Completion of Teams quiz Listening diary	Completion of Teams quiz Listening diary	Completion of Teams quiz Listening diary	Completion of Teams quiz Listening diary
READING, WRITING, TALK, NUMERACY	Reading and Writing: Research on chosen genres, exploration of different genres through listening and writing. Talk: Discussion of listening activities	Reading and Writing: Research, reading feedback loops, analysis of criteria - Writing: Review (evaluation skills)	Communication Feedback loops and learning conversations to improve grades to match up with target levels.	Writing – SPaG. Being able to write comprehensively. Being able to balance arguments. Identify, describe, explain. Being able to question scenarios and form own opinion.	Writing – Punctuation Written research genres of music. Reading – Finding out about styles of music and their characteristics through reading and research	Writing – SPaG. Being able to write comprehensively. Identify, describe, explain. Being able to question scenarios and form own opinion. Reading – Being able to create and read through fact files of genres.
TIER 2 VOCABULARY	Interpret Source Justify	Interpret Source Justify	Interpret Source Justify	Interpret Source Justify	Interpret Source Justify	Interpret Source Justify

TIER 3 VOCABULARY PSPSMC, BRITISH VALUES AND DIVERSITY	Instrumentation Texture Genre	Automation Panning Effects	Tonality Structure Rhythmics Techniques	Mixing Composition Effects	Production Timbre Melodic Techniques	Stylistic Accuracy Expression Phrasing
	PERSONAL and SOCIAL: Developing social skills through the creation of a music product MORAL – Doing what's right in lesson and outside of lesson in order to be successful in the Music Award	SOCIAL: Developing social skills through planning and undertaking recording sessions MORAL: Understanding how well you work as a team affects the grades of others	PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition MORAL – Doing what's right in lesson and outside of lesson in order to be successful in the Music Award	PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition MORAL – Doing what's right in lesson and outside of lesson in order to be successful in the Music Award	SOCIAL: Developing social skills through planning and undertaking recording sessions MORAL: Understanding how well you work as a team affects the grades of others	PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition MORAL – Doing what's right in lesson and outside of lesson in order to be successful in the Music Award