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 11 – GCSE MUSIC
RATIONAL / NARRATIVE	In Year 11 students will develop and enrich their skills learnt in Year 10. 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
KNOWLEDGE	**AoS2 - Popular Music** - Reading staff notation of up to 12 bars of unfamiliar music - Understanding how to perform, compose and aurally recognise syncopation - Music Vocabulary relevant to Pop Music linked to structure, texture, tempo, metre and rhythm - Contextual information about Mozart's Clarinet Concerto in A - Unfamiliar music – Music of Broadway 1950s – 1990s, Rock Music of 1960s and 1970s, Film and computer gaming music 1990s to present, Pop music 1990s to present	**AoS3 - Traditional Music** - Reading staff notation of up to 12 bars of unfamiliar music - Chord systems - Scales - Musical Vocabulary linked to harmony and tonality - Unfamiliar music – Blues music from 1920- 1950, Fusion music incorporating African and/or Caribbean music, Contemporary Latin music	**AoS3 - Traditional Music** - Reading staff notation of up to 12 bars of unfamiliar music - Chord systems - Scales - Musical Vocabulary linked to harmony and tonality - Unfamiliar music – Blues music from 1920- 1950, Fusion music incorporating Contemporary folk music of the British Isles	**AoS4 – Western Classical Traditional Music Since 1910** - Listen attentively to unfamiliar music from the following styles/genres to identify and accurately describe musical elements, musical contexts and musical language: -The orchestral music of Copland -British music of Arnold, Britten, Maxwell-Davies and Tavener -The orchestral music of Zoltán Kodály and Béla Bartók -Minimalist music of John Adams, Steve Reich and Terry Riley.	**AoS1-4 – Revision** - Students must be able to listen attentively to unfamiliar music from all **four** areas of study to identify and accurately describe musical elements, musical contexts and use musical language (including staff notation). - the effect of audience, time and place on how the study pieces were created, developed and performed - how and why the music across the selected areas of study has changed over time - how the composer's purpose and intention for the study pieces is reflected in their use of musical elements - relevant musical vocabulary and terminology for the study pieces.
SKILLS	- **Performance Skills**: Performing an extract from 'Little Shop of Horrors'	- **Listening and Appraising:** Be able to aurally identify musical elements linked to harmony and tonality.	- **Listening and Appraising:** Be able to aurally identify musical elements linked to dynamics and articulation	- **Performance Skills:** Performing an extract of chosen ensemble music - **Listening skills:** Be able to aurally identify musical	- **Listening skills:** Be able to aurally identify musical elements linked to all elements of music

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	Listening skills: Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm in Musical Theatre - **Composition skills** linked to the musical elements of linked to structure, texture, tempo, metre and rhythm found within Musical Theatre	- **Composition skills** linked to the musical elements of harmony and tonality	melody and sonority (timbre) - **Composition skills** linked to the musical elements of dynamics and articulation melody and timbre	elements linked to structure and sonority (timbre) in WCT - **Composition skills** linked to the musical elements of dynamics and articulation melody and sonority (timbre) found within WCT	- Apply skills to unfamiliar extracts of music across all AoS1-4
ASSESSMENT	**MP1:** Free Composition Final Draft **MP2:** Performance Assessment Solo	**MP3:** Excerpts listening test **MP4:** Composition Set Brief Draft 1	**MP1:** Progress Test **MP2:** Composition Set brief final draft	**MP3:** Performance assessment ensemble **MP4:** Mock	**MP1:** MOCK Exam
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
READING, WRITING, TALK, NUMERACY	Writing – Responding to feedback from performance and composition assessments. Reading – Learning the context of the Broadway Musicals. 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 Tradition Music	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 – Applying knowledge about the origins of AoS1-4 and the context of different scores. Talk – Working as a team to complete a collaborative task
TIER 2 VOCABULARY	Compare Identify Explain	Contrast Identify Explain	Define Identify Explain	Compare Identify Explain	Contrast Identify Explain
TIER 3 VOCABULARY	Neapolitan 6th Harmonic Flux Perfect Cadence	Enharmonic Falsetto Bossa Nova	Staccato Ostinato Riff	Tutti Virtuosic Serialism	Syncopation Stab chords Chromaticism

| 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
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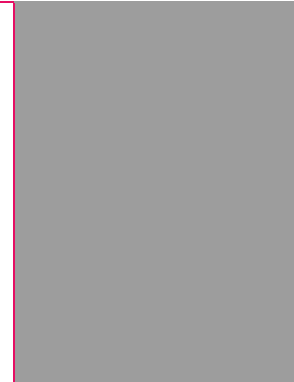
YEAR GROUP	YEAR 11 – TECH AWARD IN MUSIC PRACTICE

RATIONAL / NARRATIVE	The Tech Award in Music Practice gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. The focus is on four areas of equal importance, which cover the:
	• development of key skills that prove learners' aptitude in music, such as responding to a musical brief using musical skills and techniques
	• processes that underpin effective ways of working in the music sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production, and performance to respond to a music brief
	• attitudes that are considered most important in the music sector, including personal management and communication
	• knowledge that underpins effective use of skills, processes, and attitudes in the sector, such as musical skills and styles. This Tech Award complements the learning in GCSE programmes by broadening experience and skills participation in different types of musical techniques for different musical styles. The Tech Award gives learners the opportunity to apply knowledge and skills in a practical way through exploration and development of techniques and styles.

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
KNOWLEDGE	**Component 2: Music Skills Development** A: Demonstrate professional and commercial skills for the music industry B: Apply development processes for music skills and techniques	**Component 2: Music Skills Development** A: Demonstrate professional and commercial skills for the music industry B: Apply development processes for music skills and techniques **Component 3: Responding to a Music Brief** Introduction to Component 3	**Component 3: Responding to a Music Brief** AO1: Understand how to respond to a music brief AO2: Select and apply musical skills in response to a music brief AO3: Present a final musical product in response to a music brief AO4: Comment on the creative process and outcome in response to a music brief	**EXAM BEGINS** **Component 3: Responding to a Music Brief** AO1: Understand how to respond to a music brief AO2: Select and apply musical skills in response to a music brief AO3: Present a final musical product in response to a music brief AO4: Comment on the creative process and outcome in response to a music brief	**EXAM FINISHES** **Component 3: Responding to a Music Brief** AO1: Understand how to respond to a music brief AO2: Select and apply musical skills in response to a music brief AO3: Present a final musical product in response to a music brief AO4: Comment on the creative process and outcome in response to a music brief
SKILLS	Composition Production Performance Reflection Communication Time Management Self-Discipline	Composition Production Performance Reflection Communication Time Management Self-Discipline	Exam Preparation Writing Comprehensive Researching Organisational	Time Management Technical Organisational Researching Preparation Creation	Time Management Technical Organisational Researching Preparation Creation
ASSESSMENT	**MP1:** Composition Assessment **MP2:** DAW Assessment	**MP3:** Skills test **MP4:** C2 deadline	**MP1:** Skills test **MP2:** Skills test	**MP3:** Skills test **MP4:** C3 Deadline	**OFFICIAL EXAM**

HOME LEARNING	Completion of Teams Assignments Listening diary	Completion of Teams quiz Listening diary	Completion of Teams Assignments Listening diary	Completion of Teams quiz Listening diary	Completion of Teams Assignments Listening diary	
READING, WRITING, TALK, NUMERACY	Writing – SPaG. Being able to write comprehensively. Being able to balance arguments. Identify, describe, explain. Being able to question scenarios and form own opinion.	Reading – briefs Talk – discussion around set stimuli Writing – research of set stimuli	Talk: Feedback loops and learning conversations to improve grades to match up with target levels.	Talk: Feedback loops and learning conversations to improve grades to match up with target levels.	Talk: Feedback loops and learning conversations to improve grades to match up with target levels.	
TIER 2 VOCABULARY	Introduce Improve Deepen	Organise Arrange Participate	Collaborate Engage Compose	Produce Record Develop	Generate Interpret Evaluate	
TIER 3 VOCABULARY	Loop Chord Harmony	Bounce Balance Compression	Input Plugin Reverb	MIDI DAW Compression	Balance Clipping Panning	
PSPSMC, BRITISH VALUES AND DIVERSITY	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 BTEC	PERSONAL and SOCIAL: Developing social skills through the creation of compositions MORAL – Doing what's right in lesson and outside of lesson in order to be successful in the Music BTEC	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 BTEC	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 BTEC	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 BTEC	