

MUSIC - Key Stage 4 Curriculum Implementation Plan

In KS4 Music students will work towards completing the Eduqas Level 1/2 Vocational Award in Performing Arts (Technical Award). In Year 9, students will complete preparatory units to help them build their knowledge of Music. Half termly 'projects' will give students an opportunity to gain the skills needed to pass this course. In Years 10 and 11, students will follow the suggested course plan as outlined by Eduqas. Although the subject is titled 'Performing Arts', lessons will be taught specifically to cater for Music, and Music Technology students.

Assessments

Students are expected to work towards completion of 2 internal units and one externally assessed terminal units provided by Eduqas.

Unit 1: Performing (Internal)

Unit 2: Creating

Unit 3: Performing Arts in Practice

Students are taught to regularly self and peer assess in lesson and exemplars are provided, when possible, from previous cohorts work. Detailed feedback will be provided by the class teacher through both verbal interaction and regular assessments following the assessment criteria. All work and feedback will be available on Microsoft Teams.

Additionally, students will attend instrumental peripatetic lessons. Students will be entered for graded music exams yearly (calendar permitting). These lessons will give students an opportunity to gain extra support and advice that they can use to improve their work in normal lessons and improve their overall Musicianship.

Accessibility

All students are able to access the same curriculum as the department makes use of differentiated materials and tasks. We make use of a number of department-designed booklets and help guides to help students build literacy skills and access more difficult written and verbal tasks.

Year 9 – Preparatory Work

		HT1	HT2	HT3	HT4	HT5	HT6
YEAR 9	Perf	<ul style="list-style-type: none"> - Baseline unit - Perform a song of your choice (solo) - Evaluation - Performance techniques - Health and safety and set up - Target setting 	<ul style="list-style-type: none"> - Introduction to booklets - Rehearsal techniques - Purpose of Pop - Pop Performance Brief (Ensemble) - Evaluation 	<ul style="list-style-type: none"> - Performing arts in practice - What is needed to organise an event - Plan a Music event - Evaluation 	<ul style="list-style-type: none"> - Research a song and artist - Short presentation - Perform 1 song from that genre (solo) - Evaluation 	<ul style="list-style-type: none"> - Basics of composition - Lyric writing - Song structure and chord sequences - Write your own song - Evaluation 	<ul style="list-style-type: none"> - Music theory exam - Grade exam focus (solo performance) - Practical musicianship - Planning in detail
	Tech	<ul style="list-style-type: none"> - Baseline unit - Show/perform song of your choice (solo) - Evaluation -Basics of Logic - Health and safety and set up 	<ul style="list-style-type: none"> - Introduction to booklets - Rehearsal techniques - Purpose of Pop - Pop brief (solo composition) - Evaluation 	<ul style="list-style-type: none"> - Performing arts in practice - What is needed to organise an event - Plan a Music event - Evaluation 	<ul style="list-style-type: none"> - Research a song and artist - Short presentation - Create one song from that genre (solo) - Evaluation 	<ul style="list-style-type: none"> - Basics of composition - Lyric writing - Song structure and chord sequences - Create your own song - Evaluation 	<ul style="list-style-type: none"> - Music theory exam - Grade exam focus (solo performance) - Practical musicianship - Planning in detail
Links to Prior Learning		Links back to KS3 learning <ul style="list-style-type: none"> - Use of staff notation - Play and perform confidently with musicality, fluency, accuracy and expression - Check up on skill set learnt 	This project links back to Year 7 Performer unit. Students are shown how to find notation and lyrics for songs, rather than being given them. We also revisit KS3 feedback techniques, and build on them	This studio is mostly new to students upon delivery, however feedback given from the previous two projects will contribute to students ideas.	Links back to KS3 and use of listening books: <ul style="list-style-type: none"> - Listening and analysing Music discussing tonalities, lyrical content, and production values - Gaining a deeper understanding of famous composers and history of music 	Links to use Songwriting, and Freelance Rapper units in KS3. Students will have prior knowledge of creating simple chord sequences and writing lyrics. Peripatetic lessons will also help students to understand composition	Students are encouraged to reflect on all performances/ compositions they have done and use learning to deliver their best yet under exam conditions.

Year 10 – Complete Unit 1 and 2

Content focus	
Autumn 1	Autumn 1 - Year 10
	<p>Introduce <i>Unit 1</i>.</p> <ul style="list-style-type: none"> Discuss how different briefs could affect the outcome – what would make a good/bad response to a brief in terms of content? Why? What do learners need to research before deciding on the repertoire they will perform? (refer to the task details) Consider repertoire which could be selected. Some learners may be more experienced and will have several suggestions, but others will require resources such as scripts, music scores etc. A selection of materials should be made available so that learners can play an active role in the decision making. Learners should be taught about purpose, impact, space, resources, audience etc. as well as undertaking background research on the selected performance repertoire, covering the original creator, the style/genre, the social/historical context, themes etc. <p><i>Unit 1 Task 1a: Outline the findings of the research you have undertaken for your chosen piece(s). (1 hour)</i></p> <p><i>Unit 1 Task 1b: Discuss how this research will influence your performance and what impact you are hoping to achieve. (1 hour)</i></p> <p>This could be submitted as a written piece, or as an audio/video presentation.</p>
	<p>Introduce <i>Unit 2</i>.</p> <ul style="list-style-type: none"> Discuss how different briefs could affect the outcome – what would make a good/bad response to a brief in terms of content? Why? How might the theme be interpreted? Make a mind map or similar of the theme to draw out the possibilities for creative potential. What do learners need to research or consider before they come up with their creative brief? Learners should be taught about purpose, effect, performance space, audience, ideas, required performers, resources available, any relevant social or historical factors and at least two named practitioners, and should also consider their own interests and experience. (Refer to the task details.) Learners should write a creative brief, then complete Task 1. <p><i>Unit 2 Task 1: Outline the components that you considered when writing your creative brief. (2 hours)</i></p> <p>This could be submitted as a written piece, or as an audio/video presentation.</p>

Autumn 2	Autumn 1 continued
	<p><i>Unit 1 and 2</i></p> <ul style="list-style-type: none"> What is the importance of rehearsal and practice? What different types of rehearsal are there? How do you practise effectively? What is the point of a rehearsal plan? What can you learn from practising, and how can you use this to improve both your performance and your creative work? Explore rehearsal and practice so that learners can complete Unit 1 Task 2. <p><i>Unit 1 Task 2: Outline a rehearsal schedule that will enable you to be fully prepared for the performance required in the brief. (1 hour)</i></p> <p>This can be presented in any appropriate format.</p>
	Autumn 2
	<p><i>Unit 1</i></p> <ul style="list-style-type: none"> Now that repertoire has been chosen and a rehearsal schedule set, learners should begin to prepare for their performance. Task 3 should be completed over time as a diary of the process of preparation. In order to complete this, learners should be taught about the importance of planning, personal practice away from group rehearsals, how to give and respond to direction as appropriate to the chosen discipline, how to make useful notes during rehearsal time, the importance of improving and refining their work and also relevant Health and Safety requirements including safe movement, use of electrical and other equipment, hearing protection, general hazards etc. Learners can then produce an appropriate template to complete over time as they prepare for their performance. Learners should also be given the opportunity to take part in workshops, or work with specialist tutors (such as a ballet teacher, DJ etc.) to develop discipline-specific skills or to learn how to use specialist equipment, methods of notation etc. <p><i>Unit 1 Task 3: Produce a reflective journal that records the rehearsal process required to ensure you are fully prepared for the performance required in the brief. (3 hours)</i></p> <p>This can be presented in any appropriate format. Learners are required to make 3 recordings of their performance – at the beginning, during the rehearsal process and the final performance, so the first of these will need to be done once repertoire is selected.</p>

	Autumn 2 continued
	<p><i>Unit 2</i></p> <ul style="list-style-type: none"> • Now that the creative brief has been set, learners should begin creating their piece for presentation. • Task 2 should be completed over time as a log of the process of creating the original piece of work. In order to complete this, learners should be taught about the elements of the discipline they have chosen, including the appropriate technical language. • Learners should also have opportunities to take part in workshops to develop their skills or to undertake teacher set exercises to develop particular discipline-specific skills which need to be taught. These could be, for example, drama devising workshops, learning how to sew a costume together, or music composing exercises as well as how to use equipment and software. These can occur regularly through the learning as required. • Learners should produce an appropriate template or decide on a format for their log and begin to make entries in it as they work on their original piece. <p><i>Unit 2 Task 2: Produce a development log that records the exploration and development of your ideas in response to the creative brief. (3.5 hours)</i></p> <p>This can be presented in any appropriate format.</p>
Spring 1	Spring 1
	<p><i>Unit 1</i></p> <ul style="list-style-type: none"> • Learners should use this half term to continue to prepare for a performance scheduled in the second half of the Spring term. • Workshops and access to discipline-specific teaching should continue to be available as before, with tutors and teachers giving general giving feedback, which should be detailed in the journal. <p><i>Unit 1 Task 3: Produce a reflective journal that records the rehearsal process required to ensure you are fully prepared for the performance required in the brief. (3 hours)</i></p> <p>This can be presented in any appropriate format.</p>

	Spring 1 continued
	<p><i>Unit 2</i></p> <ul style="list-style-type: none"> • Learners should use this term to continue work on their response to the creative brief. • Learners should still have access to workshops and discipline-specific teaching as before, with tutors giving general feedback and suggestions for improvement. They should continue to add to their log. <p><i>Unit 2 Task 2: Produce a development log that records the exploration and development of your ideas in response to the creative brief. (3.5 hours)</i></p> <p>This can be presented in any appropriate format.</p>
Spring 2	Spring 2
	<p><i>Unit 1</i></p> <ul style="list-style-type: none"> • Learners should perform their chosen piece(s) in front of an audience (which could be the other members of the class). They should have the opportunity to demonstrate evidence of discipline specific ideas and techniques. <p><i>Unit 1 Task 4: Perform/present your chosen piece(s) to an audience. (2 hours)</i></p> <p>This should be recorded in an appropriate format – either audio or video – and accompanied by a copy of the original published piece(s) e.g., a music score, script.</p> <p>Unit 2 must be completed in time to be assessed and submitted by 5th May, so centres may prefer to move this Unit 1 task into the Summer term.</p>
Spring 2	<i>Unit 2</i>
	<ul style="list-style-type: none"> • Learners should use this term to continue work on their response to the creative brief. • Learners should still have access to workshops and discipline-specific teaching as before, with tutors giving general feedback and suggestions for improvement. They should continue to add to their log. <p><i>Unit 2 Task 2: Produce a development log that records the exploration and development of your ideas in response to the creative brief. (3.5 hours)</i></p> <p>This can be presented in any appropriate format.</p> <p><i>Unit 2</i></p> <ul style="list-style-type: none"> • Learners should perform or present their created piece(s) to an audience (which could be the other members of the class.) They should have the opportunity to demonstrate that they have explored communication, creativity, development of ideas, appropriate health and safety and discipline specific ideas and techniques. <p><i>Unit 2 Task 3: Present your final piece(s) to an audience. (2 hours)</i></p> <p>This should be recorded in an appropriate format – either audio or video – and accompanied by any relevant documents or other materials e.g. a score, script, diagrams, photographs.</p>

Unit 2

- Learners will now have performed or presented their created piece(s) in front of an audience.
- The final task for the unit is an evaluation. Learners should be taught how to write a thorough and evidence-based evaluation of an originally created piece, perhaps by completing class tasks evaluating pre-recorded materials e.g. from talent shows, live or recorded performances of original work.
- Learners should be encouraged to focus on the bullet points identified in the task they will be completing whilst learning how to write this type of piece of work. They should be allowed to view/listen to the recording made of their performance or presentation and refer to their work completed for the other Tasks to complete their own self-evaluation.
- Part of the task is to respond to feedback, so there should be opportunities to receive feedback formally and informally from the teacher, tutors, any other relevant professionals and/or peers.

Unit 2 Task 4: Evaluate the success of your creative process and final creation. Discuss the areas of your work that need improving/developing and explain how you would make the improvements or justify why particular feedback has not been acted upon. (2.5 hours)

This can be presented in any appropriate format.

This completes Unit 2.

Content focus

Summer

Unit 1

- Learners will now have performed their chosen piece(s) in front of an audience.
- The final task for the unit is an evaluation. Learners should be taught how to write a thorough and evidence-based evaluation of a performance, perhaps by completing class tasks evaluating pre-recorded materials e.g., from talent shows such as the *X Factor* and *Britain's Got Talent*.
- Learners should be encouraged to focus on the bullet points identified in the task they will be completing whilst learning how to write this type of piece of work.
- Learners should be allowed to view/listen to the recording made of their own performance and refer to their work completed for the other Tasks to complete their own self-evaluation.
- Part of the task is to respond to feedback, so there should be opportunities to receive feedback formally and informally from the teacher, tutors, any other relevant professionals and/or peers.

Unit 1 Task 5: Evaluate the success of your performance including what you have learned from undertaking this work and how it will inform your future performances. (2 hours)

This can be presented in any appropriate format.

This completes Unit 1. It can be submitted for January or Summer assessment, so learner work should be stored securely.

Summer

Year 11 – Unit 3

Content focus	
Autumn 1	Autumn 1 – Year 11
	<p><i>Introduce Unit 3.</i></p> <ul style="list-style-type: none"> In advance of the publication of the brief, there are a number of topics which should be taught. The overall aim of Unit 3 is to plan and pitch an event around a given theme. The following topics should be taught so that learners can refer to them in their proposals: Job roles in performing arts – this could link with work experience or invited speakers who work in different roles. Named practitioners who have created performance work. Again, workshops or visiting speakers would add to this. Named organisations which create or commission performance work.
Autumn 2	Autumn 2
	<p><i>Unit 3</i></p> <ul style="list-style-type: none"> Performance spaces and venues. Consider visiting local venues or looking at the school hall as a performance space. Target audience. The process of putting on an event: planning, resources, timelines, what is viable. Budgeting. Promotion, advertising, and marketing including using social media. <p>It will be useful for learners to have a file of information on the above to refer to when working on the tasks for Unit 3.</p>

Spring 1	Spring 1
	<p><i>Unit 3</i></p> <p>When the brief is published:</p> <ul style="list-style-type: none"> Discuss the brief in general terms, to ensure the learners fully understand, and can consider how this could affect the outcome – what would make a good/bad response to the brief in terms of content? Why? Are there specific social/political/historical context which need to be considered thoughtfully? <p>Learners should each devise their own proposed performance piece, then go on to complete Task 1.</p> <p><i>Unit 3 Task 1: Outline the factors that have influenced the creation of your proposed performance work. (2 hours)</i></p> <p>This can be presented in any appropriate format.</p> <p>Learners should now be ready to complete Task 2.</p> <p><i>Unit 3 Task 2: Produce your plans and ideas for your proposed event. (2 hours)</i></p> <p>This can be presented in any appropriate format.</p> <ul style="list-style-type: none"> At this point candidates could begin work towards Task 5, which requires learners to produce practical examples from the proposed event. This will not be completed yet but could help to inform Task 3 and Task 4, which will also refer to previous learning. <p><i>Unit 3 Task 3: Outline the timeline, personnel and resources required for the implementation of your creative proposal. (1.5 hours)</i></p> <p><i>Unit 3 Task 4: Outline how you could use marketing and public relations to promote your event. (1.5 hours)</i></p> <p>These can be presented in any appropriate format.</p> <p><i>Unit 3</i></p> <ul style="list-style-type: none"> Continuing from the previous term, learners should devise and practise as necessary to complete Task 5, making recordings and rehearsing if they plan to present their examples live in Task 6. (<i>Candidates can utilise others as part of this work if necessary, as unassessed participants. However, unassessed participants must not contribute any ideas or direction to the piece.</i>) <p><i>Unit 3 Task 5: Produce practical examples from your proposed event connected to one or more disciplines listed in task 2 (see task for full details). (8 hours)</i></p> <p>These should be recorded in an appropriate format – either audio or video – and accompanied by any relevant documents or other materials e.g., a score, script, diagrams, photographs.</p>

Spring 2	Spring 2
	<p><i>Unit 3</i></p> <ul style="list-style-type: none"> Learners should be taught how to present and pitch an idea and given opportunities to practise. They could review pre-recorded presentations and pitches (such as in <i>The Apprentice</i>) and practise by giving a short presentation to the class on a hobby or interest, or reviewing a film/TV show, then discussing what was successful in the presentation and what needed to be improved. Learners should focus on presentation skills and communication, including pace, clarity and use of tone. It would be beneficial for learners if a panel who would be able to ask thoughtful questions and give meaningful feedback could be assembled for the Task 6 presentations. <p><i>Unit 3 Task 6: Produce and pitch your creative proposal, including your practical examples, to an audience and gain feedback. (2.5 hours)</i></p> <p>These should be recorded in an appropriate format – either audio or video – and accompanied by any relevant documents or other materials e.g., a score, script, diagrams, photographs.</p>

Summer 1	Summer 1
	<p><i>Unit 3</i></p> <ul style="list-style-type: none"> Learners will now have presented their proposal to an audience. The final task for Unit 3 is an evaluation. They have already completed similar tasks in Unit 1 and Unit 2 but should be reminded of the qualities of a thorough, evidence-based evaluation before they complete the final task. Learners should be allowed to view/listen to the recording made of their presentation and refer to their work completed for the other tasks to complete their own self-evaluation. Part of the task is to respond to feedback, so there should be opportunities to receive feedback formally and informally from the teacher, tutors, any other relevant professionals and/or peers, which could be in addition to that referred to in Task 6. <p><i>Unit 3 Task 7: Evaluate the success of your creative proposal. Discuss what you have learnt from undertaking this work and how it will inform your future planning of events. (2.5 hours)</i></p> <p>This can be presented in any appropriate format.</p> <p>This completes Unit 3.</p>