

# TCEAT Curriculum & Assessment Overview: *MUSIC*

## Course description and overarching aims (Intent)

**Music at TCEAT is inclusive, aspirational, diverse, and offers high quality musical experiences for ALL students which engender a life-long appreciation of, and love for music.**

Students	Lessons	Teachers	Wider Learning
<ul style="list-style-type: none"> <li>• Are appropriately <b>stretched / supported</b> in the classroom.</li> <li>• Students <b>achieve</b>, or <b>exceed</b>, their potential.</li> <li>• Students develop a sense of <b>curiosity</b> about music and are keen to learn.</li> <li>• Students are <b>inspired</b> and <b>excited</b> about Music.</li> <li>• Develop the ability to <b>communicate, listen and collaborate</b> in Music: working as individuals, in pairs and in groups.</li> <li>• participate in community singing in assemblies and performances throughout the Trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Are <b>inspiring, inclusive</b>, and <b>challenging</b> for all students, whatever their musical experience</li> <li>• Provide a <b>safe, inclusive space</b> for all students to progress their musical skills in a manner appropriate to their own skillset.</li> <li>• Demonstrate a good range of <b>progression</b> from KS3 to KS5</li> <li>• Develop <b>skills</b> in all aspects: singing, performing, composing, music technology, appraising (including Tier 2/3 key terminology and oracy skills)</li> <li>• Explore a range of music from a <b>diverse</b> range of musical styles and backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Are <b>empowered</b> to teach and develop as practitioners as appropriate.</li> <li>• Are <b>supported</b> to become the best teacher they can through Dept-level support (peer observations, collaborative planning, shared resources), school- and Trust-wide INSET and subject-specific CPD.</li> <li>• Are encouraged to retain their <b>intellectual curiosity</b>, be active musicians and challenge themselves musically.</li> </ul>	<ul style="list-style-type: none"> <li>• The Wider Learning programme across the Trust is fully <b>inclusive</b>; activities available for ALL levels of experience, but also offers the <b>highest quality</b>.</li> <li>• Fosters a sense of <b>musical and intellectual curiosity</b> (modelled by staff – academic and peri teachers).</li> <li>• Trips are offered to all students which extend their '<b>cultural capital</b>' and allows them to develop confidence in the musical world, and to enable to them to feel comfortable attending live music events in the future.</li> <li>• Offers opportunities for developing <b>leadership</b> skills (Y12 supporting ensembles, KS3 lessons etc. or Y11 prefects if no 6<sup>th</sup> form).</li> <li>• Opportunities for musicians to <b>collaborate</b> across the Trust.</li> <li>• An <b>inspiring Scholars programme</b> (for those schools with Music places) which challenges, supports and extends their musical experience through musicianship classes, concerts, workshops, trips and mentor meetings.</li> </ul>

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## Curriculum model overview (Implementation)

How is our curriculum planned and why:

- Skills and knowledge are built upon using a spiral approach, with fundamentals of musical understanding learnt first using the acronym 'MAD-TSHIRT' to represent the key musical elements. These are then revisited and built on with greater detail in each year.
- Lessons work progressively through bronze and silver objectives, with multiple checkpoints for teachers and students to reflect on their knowledge and skills gained and allowing teachers to adapt as necessary. Most lessons are designed so that the silver and gold outcome can be demonstrated once bronze is complete, to allow for further differentiation and stretch for the most able.
- Both musical and general skills are developed through repeated experience, with each encounter being in the context of content of increasing complexity (also a spiral approach).
- Literacy is developed through systematic use of sentence starters, explicit teaching of keywords, use of key word glossaries on knowledge organisers, and systematic use of connective discussion of musical analysis and exam command words embedded from KS3 onwards.

## Three tiers and three outcomes

Our curriculum is structured so that all students can access the appropriate level of support and challenge. There are three tiers (Core, Higher, Advanced) which cover the same material at increasing levels of challenge. All lessons have three differentiated outcomes (labelled Gold/Silver/Bronze) at KS3 and KS4. These allow the students to have a high ownership of their learning and a sense of purposeful progression. This means not only is it possible for all students to learn the same key content at a level appropriate to their current understanding, but it also allows students to move between tiers at any point with ease. The spiral nature of the curriculum results in students having the opportunity for further developments in these topics the next time the topic is revisited.

Example: YEAR 7 FILM MUSIC (lesson focus on Melody)

LESSON OUTCOMES	CORE TIER	HIGHER TIER	ADVANCED TIER
I know what a melody is.	<b>Bronze</b>		
I know some features of melody.	Silver	<b>Bronze</b>	
I can recognize a feature of a melody when listening.	<b>Gold</b>	Silver	<b>Bronze</b>
I understand how to describe the way a melody moves.		<b>Gold</b>	Silver
I can use specific terminology to describe the shape of a melody			<b>Gold</b>

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## Assessment Objectives

We have overarching objectives which summarise the skills covered, or the handling of content involved. The internal school assessment system has integrated assessment objectives so that students can be aware of and consciously work on the different strands of content and skills within the subject /course. The internal school system uses the same objectives from Year 7 to Year 13 so that students can build the habit of subject specific self-review as a continuous process from KS3 to KS5

The music curriculum at all Key Stages is derived from the national structure for GCSE and A Level Music which identifies four Assessment Objectives:

- **AO1 Perform with technical control, expression and interpretation**
- **AO2 Compose and develop musical ideas with technical control and coherence**
- **AO3 Demonstrate and apply musical knowledge**
- **AO4 Use appraising skills to make evaluative and critical judgements about music**

All four **Assessment Objectives** are covered in every unit of the curriculum, creating a spiral curriculum that builds on each skill through different topic areas. The topic areas in KS3 and 4 are specifically aligned with the topic areas required for the KS4 pathways (GCSE, following AQA specification, and Edexcel's BTEC Tech Award 'Music in Practice' for the Music Technology pathway) so that all skills and areas of knowledge covered in Y7-9 contribute to the GCSE and BTEC courses in the long-term.

The intention is to maximise the opportunity for all students to access Music courses at KS4, a particular challenge with music, where students come into secondary school with a huge range of different experiences, from nil to highly proficient; and where KS4 courses tend to implicitly rely on students having had access to learning outside school provision.

## Knowledge:

- Substantive knowledge - The main categories that account for the accepted conventions and facts of our subject:
  - PERFORMING
    - Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
  - COMPOSING
    - Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

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- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- APPRAISING
  - Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
  - Listen with increasing discrimination to a wide range of music from great composers and musicians
  - Develop a deepening understanding of the music that they perform and to which they listen, and its history
  
- Disciplinary knowledge - We believe strongly in the development of these concrete musical skills:
  - **Singing and instrumental performance** Singing is an integral tool for learning about and deeply understanding music, not just about performance. It is incorporated into lessons at all Key Stages as a way of understanding more about and analysing music. Additionally, all students sing in assemblies / communions and have weekly year-group singing lessons in Y7 and Y8 as well as their curriculum lesson. Year 7 and 8 regularly sing in public concerts. All students learn the keyboard and guitar (or ukulele) in Y7 and 8 and are encouraged to use their own instruments in lessons as appropriate.
  - **Interpreting music through a range of notations.** Stave notation is taught systematically through a differentiated scheme of work in KS3. Music scholars have an extra 'Advanced Musicianship' class in Y7-Y9, and students have the option of extra music theory lessons taught by peripetatic staff. Although we believe that familiarity with stave notation is an essential transferable skill in Music and allows all students to access further progression in music, it is also important that students find a way to notate their musical ideas (e.g. recording, chord symbols, tab). Every lesson in KS3 and KS4 begins with melody and rhythm dictation using stave notation. This is closely integrated with performing material and supports the development of understanding of stave notation.
  - **Music Technology** Students in KS3 and Year 9 experience music technology through a range of their SOW, with MT tasks integrated holistically into Music teaching, to enable us to utilise music technology as a tool for learning about music, rather than a discrete skill. Students in KS4 and KS5 have the option of composing using Cubase and Sibelius
  - **Analysing music.** Students use musical terminology to describe the music they hear, linking the academic terms to their performance and composition projects through their reflective journals and target setting.
  
- Disciplinary Literacy –

Literacy is developed through systematic use of talk frames, explicit teaching of keywords, use of key word glossaries on knowledge organisers, and systematic use of connective, discussion, experimental write up and exam command word literacy mat.

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**Curriculum seven-year plan:** The MUSIC curriculum is designed to converge at key points throughout the academic year. Music students will follow the TCEAT curriculum as mapped below, which links to the key assessment objectives for GCSE / A-Level as indicated below:

Performing (A01)

Composing (A02)

Appraising / Listening (A03/A04)

Course Overview	Key Stage 3		Key Stage 4			Key Stage 5	
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>Autumn 1</b>	<p><b>INSTRUMENTS OF the ORCHESTRA / KEYBOARD SKILLS</b></p> <p>Keyboard skills are introduced/developed using a range of differentiated pieces (including Ode to Joy) <b>A01</b></p> <p>Introduction of listening and appraising skills using simple terms from MAD-TSHIRT to analyse what they hear in a range of orchestral music. Instruments of the orchestra covered <b>A03/A04</b></p>	<p><b>BLUES</b></p> <p>Singing and Keyboard skills are developed using set work <b>A01</b></p> <p>Development of Arrangement skills in producing their own version of the song <b>A02</b></p> <p>Continue to develop listening and appraising skills using increasingly complex terms from MAD-TSHIRT to analyse what they hear in a range of popular music (Blues and jazz) <b>A03/A04</b></p>	<p><b>MUSIC I - POPULAR MUSIC</b></p> <p>Performance – independent work in small groups to produce a ‘cover version’ of Hallelujah <b>A01</b></p> <p>Arrangement skills in producing cover version – look at bass lines, chord patterns, writing countermelodies etc <b>A02</b></p> <p>Analysis of pop songs using MAD-TSHIRT</p> <p>Logbook : Detailed account of work including target-setting and reflection <b>A03/A04</b></p>	<p>Compositional skills project / portfolio development OR Beginning a rondo for piano composition <b>A02</b></p> <p>Handel Anthems Handel Oratorios Mozart Minuet Haydn Variations Beethoven Allegro <b>A03/A04</b></p>	<p>Solo performances <b>A01</b></p> <p>GCSE Free composition completed &amp; GCSE Brief composition started <b>A02</b></p> <p><b>SET WORK STUDY (optional) Graceland</b></p> <p><i>Diamonds on the soles of her shoes, Graceland, You can call me Al</i> <b>A03/A04</b></p>	<p>Solo performance – Showcase in September &amp; recording for informal assessment <b>A01</b></p> <p>Composition portfolio – skills development; group song composition; introduction to compositional techniques (harmony and arranging) <b>A02</b></p> <p>Vaughan Williams Courtney Pine</p> <p>Musicianship &amp; dictation skills <b>A03/A04</b></p>	<p><i>Informal performances preparing for recitals and Q2 recordings</i> <b>A01</b></p> <p><i>Comp &amp; Chorale</i> <b>A02</b></p> <p>Berlioz Symphonie Fantastique Batman</p> <p>Musicianship &amp; dictation skills <b>A03/A04</b></p>
<b>Autumn 2</b>			<p><b>MUSIC TECH I - Rock</b></p> <p>composition; developing music tech skills in Cubase <b>A02</b></p> <p>Analysis of appropriate songs using MAD TSHIRT</p> <p>Logbook : Detailed account of work including screen shots and critical self-evaluation <b>A03/A04</b></p>	<p>Students record a solo performance (Q2) <b>A01</b></p> <p>Continuation of Portfolio OR Rondo composition <b>A02</b></p> <p><b>SET WORK STUDY: Beethoven Symphony no1, 1<sup>st</sup> mvt</b> <b>A03/A04</b></p>	<p>Final solo performance recorded <b>A01</b></p> <p>GCSE brief composition drafted <b>A02</b></p> <p>Copland Arnold/Max Britten/Tavener Kodaly/Bartok Minimalism <b>A03/A04</b></p>	<p>Solo performance (2+ mins) <b>A01</b></p> <p>Assessment of composing portfolio and harmony assessment <b>A02</b></p> <p>Beatles Bush</p> <p>Musicianship &amp; dictation skills <b>A03/A04</b></p>	<p><i>Performing – Record half recital fo Q2</i> <b>A01</b></p> <p><i>Full draft of composition completed &amp; Chorale exam</i> <b>A02</b></p> <p>Stravinsky Saariaho</p> <p>Musicianship &amp; dictation skills <b>A03/A04</b></p>

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<p><b>Spring 1</b></p>	<p><b>MUSIC OF WEST AFRICA</b></p> <p>A focus on developing djembe and singing skills using a range of differentiated pieces (including set work Shosholoza) <b>A01</b></p>	<p><b>POPULAR MUSIC</b></p> <p>Singing and Keyboard skills are developed using set work Stand By Me <b>A01</b></p> <p>Development of arrangement skills in producing their own version of the song <b>A02</b></p>	<p><b>Up until Q3:</b></p> <p><b>MUSIC ii - Songwriting</b></p> <p>Students will work in small groups to compose and perform their own song</p> <p><i>Could be completed on Cubase if students wish to take a more MusTech pathway</i> <b>A01 A02</b></p>	<p><b>SOLO PERFORMANCE</b></p> <p>Students record a solo performance <b>A01</b></p> <p>Composing a pop song: melodic hooks and chord sequences <b>A02</b></p> <p>Trad: Blues African/Caribbean fusion Latin American British Folk</p>	<p>Ensemble performances <b>A01</b></p> <p>Both compositions refined and completed submitted by end of Spring term to allow for marking &amp; Trust-wide moderation <b>A02</b></p> <p>Revision: The piano works of Chopin and Schumann, the late-romantic requiem. Additionally, the musical elements and theory.</p>	<p>Solo performing (second piece) <b>A01</b></p> <p>Free composition (90 secs) <b>A02</b></p> <p>Psycho Batman Musicianship &amp; dictation skills <b>A03/A04</b></p>	<p><b>March assessment</b> <i>A-level Recital</i> <b>A01</b></p> <p><i>Composition full draft &amp; Chorale mock</i> <b>A02</b></p> <p>Debussy Revision, musicianship &amp; dictation skills <b>A03/A04</b></p>
<p><b>Spring 2</b></p>	<p>Introduction of Arrangement skills in producing their own version of Shosholoza in small groups <b>A02</b></p> <p>Introduction of listening and appraising skills using simple terms from MAD-TSHIRT to analyse what they hear in a range of music from West Africa <b>A03/A04</b></p>	<p>Continue to develop listening and appraising skills using increasingly complex terms from MAD-TSHIRT to analyse what they hear in a range of popular music (popular music) <b>A03/A04</b></p>	<p>Analysis of appropriate songs using MAD TSHIRT</p> <p>Logbook : Detailed account of work including screen shots and critical self-evaluation <b>A03/A04</b></p>	<p>SET WORK STUDY: <b>Esperanza Spalding</b> <b>A03/A04</b></p>	<p>Revision: The piano works of Chopin and Schumann, the late-romantic requiem. Additionally, the musical elements and theory.</p> <p>All prior units, with a special focus on the set works <b>A03/A04</b></p>		
<p><b>Summer 1</b></p>	<p><b>FILM MUSIC</b></p> <p>A focus on performance skills (Keyboard – learning James Bond / Jurassic Park themes) <b>A01</b></p> <p>Composing a short piece of music for film (keyboards) to demonstrate understanding of major/minor and telling a story <b>A02</b></p> <p>Development of listening and appraising skills using</p>	<p><b>POP &amp; DANCE MUSIC</b></p> <p>Focus on composition skills through dance music composition in Cubase (Music Tech) <b>A02</b></p> <p>Continue to develop listening and appraising skills using increasingly complex terms from MAD-TSHIRT to analyse what they hear in a range of popular music (popular music) <b>A03/A04</b></p>	<p><b>MUSIC TECH ii – Hip Hop (trap)</b></p> <p>Students learn about more advanced Mus Tech skills including chopping, drum machines, sampling, LP and HP filters and automation through the process of composing a hip-hop piece. <b>A02</b></p> <p>Analysis of appropriate songs using MADTSHIRT.</p> <p>Logbook : Detailed account of work including screen shots and critical self-evaluation <b>A03/A04</b></p>	<p><b>SOLO PERFORMANCE</b></p> <p>Students record a solo performance for Q4 assessment <b>A01</b></p> <p>FREE COMPOSITION: students start their first assessed composition, using previous AQA briefs <b>A02</b></p> <p><b>Popular music:</b> Musicals Rock 60s-70s Film and Game Pop 90s And REVISION <b>A03/A04</b></p>	<p>All prior units revised in the context of exam practise <b>A03/A04</b></p>	<p>Year 12 Showcase / Q4 recital <b>A01</b></p> <p>Composition – submit 2 mins Bach chorale assessment <b>A02</b></p> <p>Shankar 5 pieces that changed the world project Musicianship &amp; dictation skills <b>A03/A04</b></p>	<p>Recital recorded <b>A01</b></p> <p>Composition recorded and submitted Chorale exam – April/May <b>A02</b></p> <p>Revision Musicianship &amp; dictation skills <b>A03/A04</b></p>

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<p><u>Summer 2</u></p>	<p>simple terms from MAD-TSHIRT to analyse what they hear in a range of music from West Africa</p> <p>A03/A04</p>						
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## Approaches to learning

- Skills and knowledge are built upon using a spiral approach, with fundamentals of musical understanding learnt first using the acronym ‘MAD TSHIRT’ to represent the key musical elements. These are then revisited and built on with greater detail in each year.
- Lessons work progressively through bronze and silver objectives, with multiple checkpoints for teachers and students to reflect on their knowledge and skills gained and allowing teachers to adapt as necessary. Most lessons are designed so that the silver and gold outcome can be demonstrated once bronze is complete, to allow for further differentiation and stretch for the most able.
- Both musical and general skills are developed through repeated experience, with each encounter being in the context of content of increasing complexity (also a spiral approach).
- Literacy is developed through systematic use of sentence starters, explicit teaching of keywords, use of key word glossaries on knowledge organisers, and systematic use of connective discussion of musical analysis and exam command words embedded from KS3 onwards.

## Assessment

The Trust assessment policy is central to support the 10:10 ethic which informs the ethos of all of the Trust’s schools. Effective assessment allows students to know when and how they have done well, it identifies areas of weakness and supports students to know where they have got to improve. The school assessment system is entirely formative as all assessments are designed to be diagnostic for both the students and the teacher, designed to provide information on progress and provide feedback on areas for improvement as part of a feedback loop. The delivery of the curriculum in all subjects allows for a range of assessment activities including:

### AfL – Assessment for Learning

Afl is critical to learning. Throughout each lesson students will be given opportunities test their understanding and give their teacher opportunities to identify issues and correct misunderstandings on the spot. All teachers utilise strategies to ensure they can assess whole class progress rapidly & target

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support within lessons. These strategies include the use of mini whiteboards, green pens (used to distinguish student self-marking /correction from that of the teacher), self-assessment, peer-assessment, circulation, live marking using a visualiser and various types of questioning.

All lessons use a range of strategies such as listening tests in workbooks, peer assessment of performances leading to self- review of targets, Self and Peer assessment of compositions , MWBs, low stakes testing and should lead to adaptive teaching strategies. Student progress signposted by formative feedback in quarterly exams and standardised homework.

### **We use AfL in three ways: audio, visual and verbal feedback.**

- At KS3, all projects have a skills-based ladder of success criteria, and students self-assess at the end of every lesson using the ladder.
- Use of visualiser to support progress in written tasks
- Student accountability is held up in practical tasks by the use of recordings (whole class perform in a low-stakes performance where no one is allowed to opt out at least twice in a project) so performances demonstrate progress e.g. in lesson 2 and lesson 5.
- Reflections at the end of lessons allow students to set personal targets
- Use of composition journals allow students to reflect, set targets and record a conversation about progress with their teacher

### Prep

Prep is designed to support learners to retain and retrieve information therefore strengthening long-term memory. Preps are short tasks, no longer than 15 minutes in length, set each lesson with a due date of the next timetabled lesson. This work is to be completed outside of the classroom (at home or in study club) and is designed to consolidate learning and prepare students for their next lesson.

At KS3, largely preps are set via Microsoft forms, testing understanding of key word terminology, any new concepts introduced in the lesson and incorporating listening questions which ask students to analyse the music heard using musical vocabulary, thereby practising the important skill of thinking analytically about music.

At KS4 and KS5, updating logbooks and journals with reflection and targets is a valuable prep task.

### Standardised assessments

These are longer tasks designed to provide students with a chance to applying work from several lessons. These may be done as homeworks or in class. *These tasks will be in place of prep and have an extended deadline as they will take students longer to complete.*

This could be an essay based on a set work for KS4 / KS5, or preparation for an assessed performance/recording (KS3-5).

Year 9 assessed h/w will help to develop extended writing skills necessary for GCSE and BTEC courses in Y10. For Music Tech, genre analysis projects simulating the BTEC tasks will be set.

Year 10 assessed h/w tasks will include presentations, and 8-mark essays on the set works (with an opportunity to reflect, redraft and re-write afterwards)



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## Quarterly assessments

At fixed points throughout the year students sit exams in a formal setting.

Twice per academic year (December Q2, June Q4) students will sit assessments that take the form of formal exams and examine cumulative skills and content acquisition. These milestones are opportunities for students, staff, parents & carers to take stock of progress and performance at this point. We then have the information and feedback needed to take the next steps in their learning.

Quarter 2 and 4 Assessment points for all Key Stages include all four Assessment Objectives, condensed into two or three sections, following the structure of the GCSE and A-Level qualifications:

1. **PERFORMING** music (AO1) *and/or*
2. **COMPOSING** music (AO2) *plus*
3. **APPRAISING** (listening exam): Demonstrate and apply musical knowledge (AO3) and use appraising skills to make evaluative/critical judgements (AO4)

Quarter 1 and 3 assessments will incorporate aspects of these three units, based on the most appropriate type of assessment for the point in the year (could be a performing assessment, or composition, or a listening exam, or essay).

All exams from Y7-13 ask students to listen to music critically and analyse it using appropriate musical terminology. In Years 7-9, exams are modelled on the design and structure of questions found at GCSE.

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<b>MUSIC – ASSESSMENT</b>				
	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Year 7</b>	<b>No Assessment</b>	Practical assessment in class (50%) Trust listening assessment (50%) – 45 mins	Practical assessment - 100%	Practical assessment (50%) Trust listening assessment (50%) – 45 mins
	<i>Learning habit grades only show on Go4Schools and grade sheets</i>	<i>Marks and grades recorded on Go4Schools. Grade and learning habit grades show on G4S grade sheets</i>	<i>Marks and grades recorded on Go4Schools. Learning habit grades show on G4S grade sheets</i>	<i>Marks and grades recorded on Go4Schools. Grade and learning habit grades show on G4S grade sheets</i>
<b>Year 8</b>	<b>No Assessment</b>	Practical assessment in class (50%) Trust listening assessment (50%) – 45 mins	Practical assessment - 100%	Practical assessment (50%) Trust listening assessment (50%) – 45 mins
	<i>Learning habit grades only show on Go4Schools and grade sheets</i>	<i>Marks and grades recorded on Go4Schools. Learning habit grades show on G4S grade sheets</i>	<i>Marks and grades recorded on Go4Schools. Learning habit grades show on G4S grade sheets</i>	<i>Marks and grades recorded on Go4Schools. Learning habit grades show on G4S grade sheets</i>
<b>Year 9</b>	Practical assessment 1 - 100% <i>Assessed homework (Songwriting) – Hallelujah analysis extended writing task</i>	Practical assessment 1 from Q1 – 30% Practical assessment 2 – 30% Trust listening assessment (45 mins) – 40%	Practical assessment Project 3 - 100% <i>Assessed homework (Trap) – genre analysis extended writing task</i>	Practical assessment 3 from Q1 – 30% Practical assessment 4 – 30% Trust listening assessment (45 mins) – 40%
	<i>Marks and grades recorded on G4S. Learning habit grades show on G4S grade sheet</i>	<i>Marks and grades recorded on Go4Schools. Grade, on track and learning habit grades show on Go4Schools gradesheets</i>		
<b>Year 10</b>	Performing assessment (50%) – <b>could be recorded at home?</b> (Assessed HW) Trust listening assessment (light-touch, AOS1) 50%	Performing assessment (30%) – recording day Composing – 30% (portfolio mark) Trust listening assessment – 40% (listening AOS1 + Mozart – 1 hr )	Performing assessment (50%) – <b>could be recorded at home?</b> (Assessed HW) / rolled over from Q2 Composing – 30% (portfolio mark) Trust listening assessment (light-touch, set work plus listening?) 40% LENGTH	Performing– 30% (Solo recorded in recording day Composing – 30% (one comp WIP mark ) Trust listening assessment – 40% (full paper – 1 hr 30 mins) Performing assessment (30%) – recording day Composing – 30% (portfolio mark) Trust listening assessment – 40%
	<i>Marks entered onto Go4Schools. Learning habit grades only show on Go4Schools and gradesheets.</i>	<i>Marks and grades recorded on Go4Schools. Grade, on track and learning habit grades show on Go4Schools gradesheets.</i>		
<b>Year 11</b>	Performing assessment (50%) – <b>could be recorded at home?</b> (Assessed HW) Trust listening assessment (light-touch, just on set work / AOS) 50%	Performing– 30% (Solo recorded in recording day) Composing – 30% (one comp finished in draft) Trust listening assessment – 40% (full mock paper – 1 hr 30 mins)	Performing– 30% (Solo recorded Q2) plus Ensemble Composing – 30% (TWO comps – one finished, one in draft) Trust listening assessment – 40% (full mock paper – 1 hr 30 mins)	

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	<i>Marks and grades recorded on Go4Schools. Grade, on track and learning habit grades show on Go4Schools gradesheets.</i>			
<b>Year 12</b>	<b>Performance – showcase recording (30%)</b> <b>Composition – harmony assessment (30%) - 30 mins</b> <b>Appraising – listening qu on set work (40%) 45 mins</b>	<b>Performance – Q2 solo recorded (30%)</b> <b>Composition – Comp portfolio &amp; harmony assessment (30%)</b> <b>Appraising – listening qu on set work (40%) + essay 2 hrs 10</b>	<b>Performance – recording (30%)</b> <b>Composition – Comp WIP &amp; harmony assessment (30%) - 30 mins</b> <b>Appraising – listening qu on set work (40%) 45 mins</b> <b>Essay – Assessed HW</b>	<b>Performance – Q4 recording (2 pieces) (30%)</b> <b>Composition – Comp 2mins &amp; harmony assessment (30%)</b> <b>Appraising – Full exam (40%) 2 hrs 10</b>
	<i>Marks and grades recorded on Go4Schools. Grade, on track and learning habit grades show on Go4Schools gradesheets.</i>			
<b>Year 13</b>	<b>Performance – could be recorded at home? (Assessed HW) (30%)</b> <b>Composition – harmony assessment (30%) - 30 mins</b> <b>Appraising – listening qu on set work (40%) 45 mins</b> <b>Essay – Assessed HW</b>	<b>Performance – Q2 recording (2 pieces) (30%)</b> <b>Composition – Comp full draft &amp; harmony assessment (30%)</b> <b>Appraising – Full exam (40%) 2 hrs 10</b>	<b>Performance – full recital - evening (30%)</b> <b>Composition – full comp &amp; harmony assessment (30%)</b> <b>Appraising – Full exam (40%) 2 hrs 10</b>	

### Feedback routines.

Students are given feedback throughout the school year so they can improve.

In lessons students will regularly use their mini whiteboards to show their answers and give teachers the opportunity to correct misconceptions. Teachers use a variety of questioning techniques such as no hands up questions, the use of thinking time (e.g. Pose-Pause-Pounce-Bounce), pair talk (e.g. Think-Pair-Share), No opt-out (e.g. reframing the question to the same pupil) and follow up questions (e.g. asking pupil to elaborate, or avoiding paraphrasing pupils- instead pushing for the ‘best version’ answer). This allows teachers to adapt teaching as necessary.

Formal assessments and Quarterly assessments will be followed by feedback and opportunities to re-check understanding. This will include time for the student to respond to their feedback, time for the teacher to immediately address any significant misconceptions/errors in student understanding, a follow up task or prep that allows students to build on the feedback given and time for students to update their progress tracker at the front of their books.

In Music, feedback always uses assessment grids shared with students at the start of the unit; or GCSE/A Level assessment criteria, explicitly shared with students throughout. Students track their progress through the skills e.g., RAG-ing skills on the front of exams / next steps reflection after exams and standardised homework.

At GCSE / BTEC, composition progress is logged via a logbook document with shared access by student and teacher; regularly updated with self-reflection, target-setting and teacher feedback.

# TCEAT Curriculum & Assessment Overview: *MUSIC*

At A-Level Music & Music Tech, essay marking and coursework feedback use a common structure shared by whole department (composition logbooks with teacher feedback, student reflections, questions and targets, listening suggestions and screenshots (as appropriate)).

## External examinations.

KS4 exam boards: **AQA** (GCSE Music) and **Edexcel – Level 2 BTEC Music in Practice** (BTEC Music Technology)

KS5 exam board: **Edexcel** (A-Levels in Music and Music Technology)

## **EXTRA INFORMATION:**

### Music Scholars:

- Three Schools have 10% of places reserved at Year 7 entry as Specialist Music Places (Music Scholars).
- Music Scholars are given the opportunity and encouraged to fulfil their musical potential and act as an inspiration to their peer group.
- The inspiring scholars programme including classes, wider-learning, performance opportunities, trips, cultural engagement. Music Scholars are required to learn an orchestral instrument and continue to take part in wider learning choirs and ensembles.
- Additionally there is an Honorary Music Scholars programme for those students who successfully audition at the beginning of Year 7 to join the aspirational music cohort.

**Music Specialism/Music College:** exists to support all students in learning, performing and developing a life-long love of music through 1:1/small group lessons, ensembles, choirs, performance opportunities, cultural trips.