

| | Year 11 - Autumn | Year 11 - Spring | Year 11 - Summer |
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| Unit | Integrated Portfolio – Practical Component – Listening and Appraising | Integrated Portfolio – Practical Component – Listening and Appraising | Integrated Portfolio – Practical Component – Listening and Appraising |
| Objectives | <p>AoS 1: to record AoS 1 performance during this term, in a context chosen by the teacher. Students choose and finalise their Ensemble Performance choice. Lesson time for preparation will depend on the type of students in the class</p> <p>Composition: Release of Composition Briefs. Workshop through the brief, linking this (where appropriate) to the relevant areas of study.</p> <p>AoS 2: The Concerto through Time Exploration of the concerto through class/group performances, composition tasks and listening exercises. If time, review AoS 5 as well. Assessment: End of Unit Listening Test.</p> | <p>Prepare and record ensemble performances.</p> <p>Composition: Students select most appropriate composition brief and controlled time is given for the OCR set brief composition.</p> <p>Revisit AoS 3 and AoS 4 through practical workshops and listening tests.</p> | <p>Revision of AoS 2, 3 and 4. Students recap vocabulary and do practice questions.</p> <p>Submission of Integrated portfolio and Practical component.</p> <p>Listening Exam</p> |
| NC links (where applicable) | N/A | N/A | N/A |
| Key Words | <p>Tier 3 - Pulse / Beat. The regular division of time in music Triplet 3 notes played in the space of 2. Swing tempo Dotted rhythm. Jagged and uneven effect Phrase. A unit of music often ending with cadence (Traditionally of 4 bars) Phrase Structure. The way phrases build into complete pieces Simple Time. The beat divides in two Compound Time. The beat divides into three e.g. as in 6/8 Duple Time. Two beats in the bar Triple Time. Three beats in the bar Quadruple Time. Four beats in the bar Irregular Time. Where the number of beats in a bar keeps changing Tala. A rhythmic phrase or pattern in Indian music Syncopation. Accenting against the beat Off-beat. Like syncopation – notes playing across the beat Cross-rhythm. Another form of notes playing across the beat Counterpoint. Where the rhythms are in layers of texture, often imitatively</p> | <p>Tier 3 - Monophonic. One sound at a time Heterophonic. Different sounds played together Homophonic. In chords. Notes at same time Polyphonic. Many sounds in clear layers or strands Counterpoint. In Baroque music, like polyphony eg Fugue Solo. One performer Unison. All performers using same notes Doubling. Playing the same notes as another instrument Tutti. All performers together Counter melody. Goes against the main melody Descant. A counter melody above the other voices</p> | <p>Tier 3 - Movement by: Step. Melody going up or down by one note Leap. Movement by intervals of more than one note Scalic. A melodic passage moving by step Chromatic. Use of all semitones in scale and opposite of Diatonic Glissando. Slide up or down a series of notes Consonance/Dissonance. Sound good/bad together Major. A scale running: tone tone semitone tone tone tone semitone Minor. A scale with a flattened third and alternative 6th and 7th notes Modal. White note scale not starting at C. i.e. the order of tones and semitones is different from major Atonal Music. without a key centre Cadences: Perfect – V to I Full close Plagal – IV to I Amen cadence Interrupted – V to VI Interrupted to a minor chord Imperfect ? - V Half close Modulation. A change of key during a passage of music Transpose. Change the pitch of the music Pedal. Single sustained note Drone. Single sustained note or Multiple notes Arpeggio/Broken Chord. Spread out notes of a chord</p> |
| Homework | Weekly homework using resources from Musical Contexts, Concerto Through Time Study Guide | Weekly homework using resources from Musical Contexts Study and Revision Guides | Weekly homework using resources from Musical Contexts Study and Revision Guides |
| Career link (Unifrog) | Music teacher Composer Performer | Pop singer/performer Song writer Music journalist | Music Therapist Song writer/composer Music journalist |
| Employability skills (Highlight applicable) | <p>Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive</p> | <p>Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive</p> | <p>Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive</p> |
| Enrichment | <ul style="list-style-type: none"> Students watch or attend a live performance of a concerto. Students to perform their concerto composition to their peers. Students to research one of the key composers of concerti. | <ul style="list-style-type: none"> Students to perform their solo and ensemble pieces to their peers. Workshop visits to a local composer. Students to attend virtual workshops in order to expand their knowledge of the four appraising components. | <ul style="list-style-type: none"> Students to attend revision workshops explaining and analysing the four appraising components. |
| Assessment | <p>1. Grade 8 1.1 To achieve grade 8 candidates will be able to:</p> | <p>1. Grade 8 1.1 To achieve grade 8 candidates will be able to:</p> | <p>1. Grade 8 1.1 To achieve grade 8 candidates will be able to:</p> |

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| | <ul style="list-style-type: none"> perform challenging music with a high degree of fluency and sensitivity compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their development demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language evaluate music to make convincing judgements using musical terminology accurately and effectively <p>2. Grade 5</p> <p>2.1 To achieve grade 5 candidates will be able to:</p> <ul style="list-style-type: none"> perform music with some technical challenges broadly fluently with some sensitivity compose using a range of musical elements with coherence, creating musical ideas and developing interest with some success demonstrate, through aural identification, mostly accurate knowledge of a range of musical elements, contexts and language evaluate music to make clear judgements using musical terminology appropriately <p>3. Grade 2</p> <p>3.1 To achieve grade 2 candidates will be able to:</p> <ul style="list-style-type: none"> perform simple pieces with limited fluency and sensitivity compose using a range of musical elements, creating musical ideas with some appeal and limited development demonstrate, through aural identification, some knowledge of musical elements, contexts and language evaluate music to produce simple reflections with inconsistent use of musical terminology <p>Form of Assessment (two to be conducted each half term)</p> <ul style="list-style-type: none"> Solo performance Ensemble performance Composition to a brief Culminative listening assessment | <ul style="list-style-type: none"> perform challenging music with a high degree of fluency and sensitivity compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their development demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language evaluate music to make convincing judgements using musical terminology accurately and effectively <p>2. Grade 5</p> <p>2.1 To achieve grade 5 candidates will be able to:</p> <ul style="list-style-type: none"> perform music with some technical challenges broadly fluently with some sensitivity compose using a range of musical elements with coherence, creating musical ideas and developing interest with some success demonstrate, through aural identification, mostly accurate knowledge of a range of musical elements, contexts and language evaluate music to make clear judgements using musical terminology appropriately <p>3. Grade 2</p> <p>3.1 To achieve grade 2 candidates will be able to:</p> <ul style="list-style-type: none"> perform simple pieces with limited fluency and sensitivity compose using a range of musical elements, creating musical ideas with some appeal and limited development demonstrate, through aural identification, some knowledge of musical elements, contexts and language evaluate music to produce simple reflections with inconsistent use of musical terminology <p>Form of Assessment (two to be conducted each half term)</p> <ul style="list-style-type: none"> Solo performance Ensemble performance Composition to a brief Culminative listening assessment | <ul style="list-style-type: none"> perform challenging music with a high degree of fluency and sensitivity compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their development demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language evaluate music to make convincing judgements using musical terminology accurately and effectively <p>2. Grade 5</p> <p>2.1 To achieve grade 5 candidates will be able to:</p> <ul style="list-style-type: none"> perform music with some technical challenges broadly fluently with some sensitivity compose using a range of musical elements with coherence, creating musical ideas and developing interest with some success demonstrate, through aural identification, mostly accurate knowledge of a range of musical elements, contexts and language evaluate music to make clear judgements using musical terminology appropriately <p>3. Grade 2</p> <p>3.1 To achieve grade 2 candidates will be able to:</p> <ul style="list-style-type: none"> perform simple pieces with limited fluency and sensitivity compose using a range of musical elements, creating musical ideas with some appeal and limited development demonstrate, through aural identification, some knowledge of musical elements, contexts and language evaluate music to produce simple reflections with inconsistent use of musical terminology <p>Form of Assessment (two to be conducted each half term)</p> <ul style="list-style-type: none"> Solo performance Ensemble performance Composition to a brief Culminative listening assessment |
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