

<b>Subject</b>	Music
<b>Term</b>	Cycle 1
<b>Duration (approx.)</b>	12 weeks
<b>Module</b>	Conventions of Popular music

## Summative Assessment

Final performance recording assessed using E,P,D,A, demonstrating a range of performance techniques in an individual part within a group. The performance may be an existing song, arrangement OR a composition students have created themselves  
Listening test using GCSE questions

### Skills and concepts to be developed and assessed (linking to identified AOs)

The typical features and processes of music from 1950s to present day  
Performance techniques relating to instruments used in popular music  
The development of music from 1950s to present day including technological advancements  
Stylistic study of a range of genres, including new fusion styles

### Factual knowledge to be taught and assessed (including subject specific vocabulary)

Rock n Roll of the 1950s and 60s  
Rock Anthems of the 1970s and 1980s  
Pop Ballads of the 1970s, 1970s, 1980s  
Solo artists from 1990s to present day  
Song processes such as song form, word painting, hooks, riffs, texture, melody, harmony etc

### Formative Assessment/key piece of work prior to end of unit:

An individual performance within a group (own part to be distinguished) demonstrating the conventions of popular music-peer assessment  
Listening and understanding test on the development of music from 1950s to present day - quizlet  
Homework project: study on a genre of student's choice from 1950s to present day-pair/share

### Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Vocal work in y8 will be revisited- vocal techniques, voice types  
Composing using a clear structure, developed from previous composition work using phrasing  
Chords work- guitar project in y8, chord progressions

### Spelling-Punctuation-Grammar How will you promote high standards within this module?

Supported online with Quizlet and homework  
Students proof read their work, peer assess spellings.  
Focus on using full sentences in written work

### Link forward: where next for the learning?

This unit of work prepares students for Area of Study 5- Conventions of Pop- in the 1-9 GCSE Music Course  
Technical language and knowledge of processes will be transferable to other Areas of study at GCSE such as Rhythms of the World and Film Music.  
Students will move on to compose a Club Dance piece in the second cycle building on their knowledge of music technology and its effect on popular music, structures of modern music and the use of hooks and riffs

<b>Subject</b>	Music
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	12 weeks
<b>Module</b>	Music Technology

## Summative Assessment

- Club Dance composition – in pairs, assessed using E,P,D,A thresholds
- Listening test – GCSE style questions

## Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

### Skills and concepts to be developed and assessed (linking to identified AOs)

- Understanding of the development of music technology
- Understanding of copyright law and legal issues relating to downloading and sharing digital music
- Be able to use music technology to create a modern club dance piece
- Understand the processes and typical features of modern electronic music

### Factual knowledge to be taught and assessed (including subject specific vocabulary)

- Use music technology techniques such as looping, panning, digital editing, sampling, sequencing to create a modern club dance piece
- Technical language to be known such as breakdown, drops, panning and other music technology processes
- A knowledge of hardware and software used by current artists
- The development of music technology such as ipod/mp3 formats as well as virtual software, including the impact on how people experience music in the modern age
- The structure of modern club dance music, including breakdown, drop, tension and release

### Formative Assessment/key piece of work prior to end of unit:

- Club dance composition peer assessment- log books
- Listening comparison-chart
- Technical language study – Quizlet
- The development of music technology – test

- Use of music sequencing software (Garageband) in y7/8, basic editing and creation of tracks.
- Structure of modern music- song form
- Revisit hooks/riffs

## Spelling-Punctuation-Grammar How will you promote high standards within this module?

Supported online with Quizlet and homework Students proof read their work, peer assess spellings.

Focus on using full sentences in written work

## Link forward: where next for the learning?

- The unit prepares students for GCSE composition work where music technology may be used
- The unit also prepares students for the GCSE listening paper where music technology processes should be known
- Following on in year 9, the film music unit requires sequencing and a focus on tension and release

<b>Subject</b>	Music
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	12 weeks
<b>Module</b>	Film Music

**Skills and concepts to be developed and assessed (linking to identified AOs)**

- AO1 Performing – perform a fanfare, understand the construction of fanfares with reference to the harmonic series
- AO2 Composing – film music composition focussing on battle/war scenes and creating an effective sense of ‘action’ through the music
- AO3 Listening and appraising – Knowledge and understanding of film and gaming music structures, processes and musical elements

**Factual knowledge to be taught and assessed (including subject specific vocabulary)**

- Orchestral instruments, families, names, sounds and specific instrument techniques
- Film and gaming music composers
- Drones and ostinato, creating accented rhythms
- Building tension through texture and dynamics, and release to match film cues
- Construction of a fanfare for a battle/war scene

**Formative Assessment/key piece of work prior to end of unit:**

- Orchestral instrument study, student will experience live hands-on instruments – identification test
- Composer study – John Williams, Hans Zimmer etc...chart
- Fanfare performance – star wars or similar to understand the construction of a fanfare
- Peer assessment – tension and release (use of building textures and dynamics)
- Comparison – Listening and appraising (Heroes GCSE question)

**Summative Assessment**

- Battle/War composition, to include fanfare, tension and release, rhythmic patterns, following film cues
- GCSE style questions on Area of study 4 – Film Music (to include gaming music as in GCSE 1-9)

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

- Revisit descriptive music from y7 Leitmotif composition and Y8 Horror music unit
- Keyboard work developed earlier in the KS3 course
- Scales and Modes – developed from y7 and y8

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Supported online with Quizlet and homework Students proof read their work, peer assess spellings. Focus on using full sentences in written work

**Link forward: where next for the learning?**

- This unit prepares students for GCSE Area of study 4 – Film Music content, assessed through composition and listening examinations
- Knowledge and understanding of orchestral instruments, structures (tension and release), dynamics, scales, texture, rhythmic accents also supports GCSE areas of study 2: The Concerto through time and Area of study 3 Rhythms of the World