



THE ARNEWOOD SCHOOL

KEY STAGE 4 MUSIC



Implementation:

Year 9

Projects in Year 9 encourage students to engage actively in the process of music study, develop their performing skills to communicate musically with fluency and technical control and develop their composing skills by effectively organising their musical ideas.

Half Term	Curriculum Focus	Landmark assessment
Autumn 1	Reggae is one of the most enjoyable musical genres to listen to and play. Students will understand how reggae developed as a musical genre and listen to a wide range of example. They will learn to play a reggae piece as an ensemble, developing their musical communication and fluency as a group. They will also learn how to compose a reggae piece, using the rhythmic and melodic ideas they have learnt through their performances.	Formative assessment of performing and listening skills throughout the project, including accuracy of technique. A summative assessment of students' performances based against a brief.
Autumn 2	Pop ballads and 4-chord sequences: pop songs, especially pop ballads, have generic features which students will study. They will listen to a wide variety of examples and understand the harmonic and melodic similarities between them. They will learn to play famous 4-chord sequence from a number of different songs. Students will also compose their own 4-chord sequence pop song, utilising common features such as harmonic progression, timbre and melodic development.	Formative assessment of composing skills throughout the project, including use of chords and ability to match lyrics with music. A summative assessment of pupils' compositions based against the brief.
Spring 1	Pop Music set work: Students will start to analyse the basic features of the pop music set work (currently Africa by Toto). They will learn to play key parts of the	Formative and summative assessment of the set work using practise questions.





	piece, and opportunity is there to perform the piece as an ensemble.	Formative assessment of the performance of the piece
Spring 2	Film Music – leitmotifs Students will study examples of Film Music by looking at leitmotifs. They will analyse features of different genres of Film Music – superhero themes, horror, fantasy, sci-fi, romantic and action. Students will compose simple themes to each of these genres, using timbre, tonality, rhythm, and melodic/harmonic development.	Formative assessment of performing skills throughout the project.
Summer 1	Film Music – leitmotifs contd Students will continue developing their leitmotifs. They will deepen their understanding of melodic and harmonic development, along with analysing tonality, structure and texture. Students will choose one genre of leitmotif and develop a more fully rounded theme, using features described above.	Formative assessment of composing skills throughout the project, including use of rhythm and riff. Summative assessment of final leitmotif piece.
Summer 2	Musicals Students will listen to and analyse a number of songs from musicals. They will deepen their understanding of voice types (soprano to bass), and texture (monophonic, homophonic and polyphonic). They will also improve their knowledge of melody and how it moves. Students will choose a musical song to learn and perform.	Formative assessment of listening skills throughout the project. A summative assessment of students' performances

Year 10

Projects in Year 10 continue to encourage students to engage actively in the process of music study, develop their performing skills to communicate musically with fluency and technical control and develop their composing skills by effectively organising their musical ideas.

Half Term	Curriculum Focus	Landmark assessment
Autumn 1	Forms and Devices Students will listen to a wide range of Western Classical music. They will analyse key features of this music, including structure, harmony, and	Formative assessment of composing and listening skills throughout the project.





	<p>tonality. They will look at the different ways a melody moves. They will study examples of conjunct, disjunct, chromatic, pentatonic and arpeggio melodies. Students will learn to compose their own melodies based on these examples throughout this half term, to deepen their knowledge.</p>	
Autumn 2	<p>Forms and Devices set work: Students will study the key features of the Forms and Devices set work (currently Badinerie – Bach). They will learn to play the main melodic passages to further deepen their understanding of how the melody works.</p>	<p>Formative assessment of listening skills throughout the project, using practise questions.</p> <p>Summative assessment based on practise questions</p>
Spring 1	<p>Popular Music: Students will understand and analyse the features of musical fusion and bhangra and how these styles have had an influence on popular music. Students will learn to perform examples of these styles. They will also compose their own music using features learnt from the listening examples.</p>	<p>Formative and summative assessment of the set work using practise questions.</p> <p>Formative assessment of the composition.</p>
Spring 2	<p>Music for Ensemble – Jazz and Blues Students will analyse features of jazz and blues, including the 12 bar blues structure, call and response, improvisation, blue notes and scales, rhythmic features, riffs, and extended chords.</p> <p>Students will learn to play the 12 bar blues including a walking bass line. They will compose a simple piece of blues music which includes lyrics.</p>	<p>Formative assessment of performing skills throughout the project.</p> <p>Summative assessment of performance.</p>
Summer 1	<p>Chamber Music Students will learn about the historical origins and context of chamber music. They will analyse and discuss the key features, including basso continuo and figured bass. They will learn about the development of chamber music in the classical period, especially the string quartet.</p>	<p>Formative assessment of listening skills throughout the project.</p> <p>Summative assessment of composition piece based on criteria.</p>





	Students will further deepen their musical knowledge by composing music for a string quartet, based on a brief.	
Summer 2	<p>Popular Music Having studied the set work in Year 9, students will widen their pop music repertoire by listening to and analysing a range of examples in popular music. This will include music from the last 70 years, voice types, instruments, structure, melody, rhythm, harmony and riffs.</p> <p>Students will learn to play a number of riffs from famous pop and rock songs in order to deepen their understanding of melody and rhythm.</p>	<p>Formative assessment of listening skills throughout the project.</p> <p>Formative assessment of students' performances</p>

Year 11

Projects in Year 11 consolidate the musical learning the students have developed so far. They need to produce at least two performances and two compositions as part of their coursework submission. They will undertake mock exams as preparation for the end of year listening exam.

Half Term	Curriculum Focus	Landmark assessment
Autumn 1	<p>Set work revision Students will revise and deepen their knowledge of the two set works from Area of Study 1 and Area of Study 4. Features of music from Forms and Devices and Popular Music will be covered and analysed.</p> <p>The free composition will be completed during the Autumn term.</p> <p>One performance will be recorded during the Autumn term</p>	<p>Formative assessment of composing and listening skills throughout the project.</p> <p>Summative assessment through practise questions.</p> <p>Summary assessment of performance and composition using grading criteria</p>
Autumn 2	<p>Area of Study 2 and Area of Study 3 revision Students will revise and deepen their knowledge of features of Music for Ensemble (including Chamber Music, Jazz and Blues and Musicals), and Film Music. There will be a mock exam in November as part of the preparation for the listening exam at the end of Year 11.</p>	<p>Formative assessment of listening skills throughout the project, using practise questions</p> <p>Summative assessment through mock examination.</p>





Spring 1	<p>Revision Exam revision will be undertaken for all 4 Areas of Study. Practise questions will be used, with particular attention on learning exam technique and notation skills. Revision of glossary vocabulary will be undertaken in relation to listening examples and practise questions.</p> <p>The brief composition will be completed during the Spring term.</p> <p>The ensemble performance will be recorded during the spring term.</p>	<p>Formative assessment of listening skills throughout the project, using practise questions</p> <p>Summary assessment of performance and composition using grading criteria</p>
Spring 2	<p>Revision Continuation of revision for the listening exam, as per Spring 1.</p> <p>Any compositions and performances to be completed by the end of Spring 2.</p>	<p>Formative assessment of performing skills throughout the project.</p> <p>Summative assessment of performance.</p>
Summer 1	Listening Exam	
Summer 2		

