



## YEAR 11: MUSIC CURRICULUM AT LACON CHILDE SCHOOL

Year 11	Autumn Term 1			
<b>Topic</b>	Composition to a Brief			
<b>Big Question</b>	How to effectively respond to the given briefs, to create a GCSE composition.			
<b>Concepts</b>	<p>How to compose to a given idea</p> <p>Understand the different techniques to develop and improve compositional work</p> <p>How to add devices and elements to a piece creatively.</p>			
<b>Knowledge</b>	<p>During composing units, students will make use of musical elements, techniques and resources to create and develop musical ideas with technical control and coherence; feely as the composer chooses. This should show their own development of musical ideas using different conventions and exploring the potential of musical structures.</p>			
<b>Skills</b>	<p>How to compose in response to a stimulus, released every academic year by AQA in mid-September. This gives student's initial time to start their composition to a brief, consisting of 15% of the GCSE course. Students use a guide/booklet to assist the composition process, including the knowledge they need to support the initial process. It is important to note here that autonomy is promoted, and students are required to take full responsibility for the compositional developments. Students will revise the compositional techniques introduces in KS3 and taught again in year 10 for Free Composition.</p> <p>The above declarative knowledge will be assessed through the application of different strategies to the initial composition ideas, how to develop their own compositions. Student's will all be given a booklet to facilitate the logical steps of composition. Students will continue to partake in a series of topical listening questions, with comparisons drawn between compositional techniques and developments.</p>			
<b>Common Misconceptions</b>	<p>'Composers' are old and only write classical music – students learn that composing just means 'making'.</p> <p>Not all musicians can write their own songs – students sometimes need reassuring that there are many ways to compose.</p>			
<b>Key Vocabulary</b>	Compositional Devices	Musical Elements		
<b>Assessment Points</b>	<p><b>Interim Assessment:</b> Data collected from the AQA listening questions and practice exam questions.</p> <p><b>Composition Feedback:</b> Formative feedback using the AQA mark scheme.</p>			
<b>Diversity, Inclusion and Personal Development</b>	<p>Students choose the brief and the genre/structure autonomously as promoted by the exam board AQA. Students are encouraged to play to their strengths and compose for instruments they have a wider understanding of. Students also choose how to notate this in -line with the accepted formats specified by the exam board. Students have full creative control of their work and use a standardised set of success criteria, resources for composing e.g. rhythm banks.</p>			

	During this time, students will still experience vocabulary starter tasks and wider listening and appraising across all four AOS.
<b>How parents can be of support</b>	Parents/carers are promoted to have conversations with their young people at home about their current topics and what they are learning in school. Parents can also promote that students attend revision sessions and other extra-curricular clubs. <b>Parents/carers can also support further by using the topical listening section of the newsletter, with suggested listening and links to a playlist.</b>
<b>Extra Curricular Links</b>	<b>Numeracy:</b> notation values and musical maths. <b>Cultural Capital:</b> variety of listening examples and exposure to different composers.
<b>Wider Resources</b>	

Year 11	Autumn Term 2
<b>Topic</b>	Performance
<b>Big Question</b>	How to produce a quality performance on your primary instrument.
<b>Concepts</b>	What makes a good performance. What are the 'marks' awarded and how to achieve them How to develop performance skills to improve work.
<b>Knowledge</b>  <b>Skills</b>	During performance units, students make use of musical elements, techniques and resources to interpret and communicate their musical ideas with technical control and expression. This must be achieved by playing or singing music. <b>It is important to note that students are encouraged to partake in peripatetic music lessons and regular practice to see effective progression.</b>  Knowledge starts with students identifying the keywords and concepts needed for this unit. Keywords include articulation and other playing techniques e.g. slurs. Concepts such as 'what makes a good performance' includes an analysis of performance, using pre-determined ideas explored throughout KS3, students will use the appropriate marking criteria to 'rate' other performances. Students will also be given time to practice their pieces in school time, with verbal feedback to 'shape' their performances.  Student's will be assessed on how well they communicate their performance skills through an evaluation of fluency and accuracy across their individual pieces. Students can choose to develop BOTH their performances ahead of the GCSE recording during this time, with performances at the Christmas Concert a viable platform for 'practice'.
<b>Common Misconceptions</b>	Voice is not an instrument – students can sing for GCSE. Picking a 'hard' piece will get better marks – AQA GCSE music has a difficulty grading system.

<b>Key Vocabulary</b>	Articulation Performance Marks Intonation Rhythm	Accuracy Pitch Fluency Technical control	Expression Stylistic awareness	
<b>Assessment Points</b>	<p><b>Interim Assessment:</b> Data collected from the AQA listening questions and practice exam questions.</p> <p><b>Performance Feedback:</b> Formative feedback using the AQA mark scheme.</p>			
<b>Diversity, Inclusion and Personal Development</b>	<p>As in all GCSE performance work, piece and choice of performance is the student's own. Autonomy is promoted with guidance from both the class teacher and peripatetic teacher where appropriate promotes autonomy and ownership over the learning. Within reason, students can there choose any piece of music should it suit. GCSE music supports students to form meaningful and personal relationships with music.</p>			
<b>How parents can be of support</b>	<p>Parents/carers are promoted to have conversations with their young people at home about their current topics and what they are learning in school. For performance, parents of GCSE students should be supportive of facilitating time for their young people to practice at home, with guidance of 20mins, 4 times a week. Parents can also promote that students attend revision sessions and other extra-curricular clubs. <b>Parents/carers can also support further by using the topical listening section of the newsletter, with suggested listening and links to a playlist.</b></p>			
<b>Extra Curricular Links</b>				
<b>Wider Resources</b>				

<b>Year 11</b>	<b>Spring Term 1</b>
<b>Topic</b>	AOS1 and AOS3 Revision Mock Exam Preparation
<b>Big Question</b>	How to apply knowledge to an exam style question
<b>Concepts</b>	To develop the ability to apply the knowledge to an exam style questions

<p><b>Knowledge</b></p> <p><b>Skills</b></p>	<p>Students will study in-depth, the set work for AOS1 and AOS3. For AOS1, students will build on KS3 Western Art Tradition (WAM) knowledge. This will be achieved through full analysis of the set work, targeted exam style questioning and unfamiliar listening. Students will also learn the wider context of the artist Mozart and study the his biographical life in music. This will give wider understanding and context to his approach to composing the concerto. Key knowledge includes the factual and finite details surrounding the musical elements present in the set work, learning where they are in the score. The skill is to use this information to answer an exam question effectively, taking the knowledge and applying it to an unseen question.</p> <p>Students will also need to apply the knowledge of subject specific vocabulary when explaining their answers and use the correct terminology when explaining what and why Mozart has composed in a certain way.</p>			
<p><b>Common Misconceptions</b></p>	<p>Students struggle with ‘matching’ the element in the question to the knowledge. Careful consideration of answering exam-style questions is needed.</p>			
<p><b>Key Vocabulary</b></p>	<p>Instruments in Italian Balanced phrases Terraced dynamics</p>	<p>Compound time signature Simple time signature Acapella</p>	<p>Mbaqanga Kwela Mbube Isicathamiya</p>	<p>Sfz Diatonic Harmonic progression Natural horns</p>
<p><b>Assessment Points</b></p>	<p>AOS1 exam-style Question AOS3 exam style Question.</p>			
<p><b>Diversity, Inclusion and Personal Development</b></p>	<p>Students will also aurally identify different parts in the score. During the exam, students will not hear the piece and therefore should be familiar with it’s ‘sound’ beforehand. This skill is facilitated through repeated listening alongside score analysis – setting students up for the KS4 learning needed at A Level.</p>			
<p><b>How parents can be of support</b></p>	<p>Parents/carers are promoted to have conversations with their young people at home about their current topics and what they are learning in school. Parents can also promote that students attend revision sessions and other extra-curricular clubs. <b>Parents/carers can also support further by using the topical listening section of the newsletter, with suggested listening and links to a playlist.</b></p>			
<p><b>Extra Curricular Links</b></p>	<p><b>History:</b> Mozart’s life, WAT timeline. <b>Cultural Capital:</b> Apartheid</p>			
<p><b>Wider Resources</b></p>				