



Key Stage 4 Framework for Learning Year 10 2018-2019: Successful Foundations Curriculum Area: GCSE Music









Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Syllabus	AQA Music GCSE 8271	AQA Music GCSE 8271	AQA Music GCSE 8271	AQA Music GCSE 8271	AQA Music GCSE 8271	AQA Music GCSE 8271
Knowledge	Western Classical Tradition 1650-1910 - Reading staff notation of up to 12 bars of unfamiliar music - Understanding rhythms and metre (simple and compound time) - Musical Vocabulary linked to dynamics and articulation melody and sonority (timbre) - Contextual information about Haydn	Western Classical Tradition 1650-1910 - Reading staff notation of up to 12 bars of unfamiliar music - Writing staff notation up to 8 bars - Musical Vocabulary linked to Structure, texture, tempo, metre and rhythm - Contextual information about Western Classical Tradition 1650-1910	Western Classical Tradition 1650-1910 - Reading staff notation of up to 12 bars of unfamiliar music - Chord systems - Scales - Musical Vocabulary linked to harmony and tonality - Contextual information about Western Classical Tradition 1650-1910 (including Haydn)	Popular Music - Reading staff notation of up to 12 bars of unfamiliar music - Music Vocabulary relevant to Pop Music linked to dynamics, articulation, melody and sonority (timbre) - Technology in Pop Music - Contextual information about the Beatles (With a Little Help From My Friends)	Popular Music - Reading staff notation of up to 12 bars of unfamiliar music - Understanding how to perform, compose and aurally recognise syncopation - Music Vocabulary relevant to Pop Music linked to structure, texture, tempo, metre and rhythm - Contextual information about the Beatles (Within You, Without You)	Popular Music - Reading staff notation of up to 12 bars of unfamiliar music - Chords and Chord Symbols (including 7ths) - Music Vocabulary relevant to Pop Music linked to harmony and tonality - Contextual information about the Beatles (Lucy in the Sky with Diamonds)
Skills	- Performance Skills: Performing extracts of music composed by Handel, Beethoven on personal instruments - Listening and Appraising: Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre) - Composition skills linked to the musical elements of dynamics and articulation melody and sonority (timbre)	- Performance Skills: Performing extracts of music composed by Mozart and Haydn on personal instruments by - Listening and Appraising: Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm - Composition skills linked to the musical elements of structure, texture, tempo, metre and rhythm	- Performance Skills: Performing extracts of music composed by Chopin and Schumann on personal instruments - Listening and Appraising: Be able to aurally identify musical elements linked to harmony and tonality - Composition skills linked to the musical elements of harmony and tonality	- Performance Skills: Performing an extract of 'With a Little Help from my Friends' - Listening skills: Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre) in Pop Music - Composition skills linked to the musical elements of dynamics and articulation melody and sonority (timbre) found within Pop Music	- Performance Skills: Performing an extract of 'Within You, Without You' - Listening skills: Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm in Pop Music - Composition skills linked to the musical elements of structure, texture, tempo, metre and rhythm found within Pop Music	- Performance Skills: Performing an extract of 'Lucy in the Sky with Diamonds' - Listening skills: Be able to aurally identify musical elements linked to harmony and tonality in Pop Music - Composition skills linked to the musical elements of harmony and tonality found within Pop Music
Assessment	Marking Point 1 Listening Assessment on Haydn: Symphony 101 in D major The Clock, movement 2 Marking Point 2 MINI Composition Assessment based on	Marking Point 1 Performance Assessment of extract of study piece: Symphony 101 in D major The Clock, movement 2 Marking Point 2 Mozart Listening Test	Marking Point 1 Composition Assessment based on traditional compositional techniques linked to Western Classical Tradition Marking Point 2	Marking Point 1 Listening Assessment on the 3 Beatles study pieces Marking Point 2 Performance Assessment of an extract of 'With a Little Help From My Friends'	Marking Point 1 Y10 Solo MOCK Marking Point 2 Composition 1: Draft 1 Marking Point 3 Zig Zag Listening Task to prepare for Section A of	Marking Point 1 Y10 Listening & Appraising Exam Marking Point 2 Composition 1: Draft 2 Marking Point 3 Written Task: Researching

ELE - 1 Day

Year 10 Work Experience - 2 Weeks



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	<p>Sibelius skills</p> <p>Marking Point 3 A written research task about contextual information on Haydn.</p>	<p>Marking Point 3 A written research task on contextual information about Symphony 101 in D major The Clock, movement 2.</p>	<p>Listening Assessment on WCT comp techniques</p> <p>Marking Point 3 Zig Zag Listening Task to prepare for Section A of the Understanding Music Exam (Unfamiliar Music).</p>	<p>Marking Point 3 Written Task: Researching contextual information about The Beatles' study pieces (<i>With A Little Help From My Friends, Lucy in the Sky With Diamonds, Within You Without You</i>)</p>	<p>the Understanding Music Exam (Unfamiliar Music).</p>	<p>Innovative Technology in the 1960s.</p>
Cultural Enrichment	<p>READ: Haydn AQA Study Guide</p> <p>WATCH: A live performance of 'The Clock' Symphony online</p> <p>VISIT: A classical music concert at the RNCM</p>	<p>READ: A Beethoven Biography</p> <p>WATCH: Beethoven Symphonies Nos. 5, 6 and 7</p> <p>VISIT: Perform as part of a classical music ensemble at CHS on Saturday mornings</p>	<p>READ: A biography of an artist who you admire as a performer</p> <p>WATCH: A DVD of any live concert in a genre of your choice</p> <p>VISIT: A concert and analyse the performance skills shown</p>	<p>READ: Anatomy of a Song: The Inside Stories Behind 45 Iconic Hits – Marc Myers</p> <p>WATCH: A DVD of a concert of a rock band from the 1960's/1970's</p> <p>VISIT: Go to a composition workshop at the Z Arts Centre or Contact Theatre</p>	<p>READ: Music in Video Games: A Brief History – Jake Davies</p> <p>WATCH: A range of films and analyse the music</p> <p>VISIT: Attend a game music workshop at the School of Sound Recording</p>	<p>READ: George Harrison biography</p> <p>WATCH: It Was 50 Years Ago Today! The Beatles: Sgt. Pepper & Beyond DVD</p> <p>VISIT: A classical music concert at the RNCM</p>
Character	 <p>QofS – Optimism</p> <p>Optimistic in learning and understanding the context of compositions within the Western Classical Tradition and to learn new skills and knowledge in order to succeed.</p>	 <p>QofS – Empathy</p> <p>Empathetic for the context surrounding study pieces and learning the key skills and techniques needed to improve abilities on instruments/vocals and empathetic when working with peers for performances and practice.</p>	 <p>QofS – Creativity & Curiosity</p> <p>Creative and curious about learning new compositional techniques and prepared to practice these skills. Working independently on compositions.</p>	 <p>QofS – Responsibility & Reflection</p> <p>Responsibility to learn study pieces. Reflective on new skills and techniques surrounding Pop Music. Reflective on performance, composition and listening skills.</p>	 <p>QofS – Practice & Resiliency</p> <p>Resilient with results from Composition 1 Draft 1, use of practice in order to develop composition skills.</p>	 <p>QofS – Motivation</p> <p>Motivated within the composition process to complete the second draft to target level so it only needs tweaks in Y11.</p>



Key Stage 4 Framework for Learning Year 10 2018-2019: Successful Foundations Curriculum Area: NCFE Music Technology









Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Syllabus	NCFE Level 2 Technical Award In Music Technology (602/6774/9)	NCFE Level 2 Technical Award In Music Technology (602/6774/9)	NCFE Level 2 Technical Award In Music Technology (602/6774/9)	NCFE Level 2 Technical Award In Music Technology (602/6774/9)	NCFE Level 2 Technical Award In Music Technology (602/6774/9)	NCFE Level 2 Technical Award In Music Technology (602/6774/9)
Knowledge	Unit 3: Studio Recording Learning Outcomes: 1. Plan a recording session in response to a given scenario 2. Undertake a studio recording session Unit 4: Sound Creation Learning Outcomes: 1. Explain sound creation of movies and video games	Unit 3: Studio Recording Learning Outcomes: 1. Plan a recording session in response to a given scenario 2. Undertake a studio recording session Unit 4: Sound Creation Learning Outcomes: 1. Explain sound creation of movies and video games	Unit 3: Studio Recording Learning Outcomes: 3. Demonstrate mixing of the studio session Unit 4: Sound Creation Learning Outcomes: 2. Plan and undertake the sound creation for a given brief	Unit 3: Studio Recording Learning Outcomes: 3. Demonstrate mixing of the studio session Unit 4: Sound Creation Learning Outcomes: 2. Plan and undertake the sound creation for a given brief	Unit 3: Studio Recording Learning Outcomes: 4. Review their mix down from LO2 and 3 Unit 4: Sound Creation Learning Outcomes: 3. Review their completed sound creation brief	Unit 3: Studio Recording Learning Outcomes: 4. Review their mix down from LO2 and 3 Unit 4: Sound Creation Learning Outcomes: 3. Review their completed sound creation brief
Skills	U3: Understanding Health and Safety - Setting up microphones (placement and DI) - How to work an audio interface - How to set up preamps - Using a multitrack recorder - How to monitor sound levels - How to effectively plan a studio session U4: Understand different forms of media - Understand different types of sound creation	U3: Understanding Health and Safety - Setting up microphones (placement and DI) - How to work an audio interface - How to set up preamps - Using a multitrack recorder - How to monitor sound levels - How to effectively plan a studio session U4: Understand different forms of media - Understand different types of sound creation	U3: How to mix using different mixing techniques and different types of hardware and software related to the mixing process U4: Understand different forms of media - Understand different types of sound creation - Use this information to compose a piece of music to a set brief	U3: How to mix using different mixing techniques and different types of hardware and software related to the mixing process U4: Understand different forms of media - Understand different types of sound creation - Use this information to compose a piece of music to a set brief	U3: Understanding how to review the final mix down U4: Understand how to review the mix down and use correct SPAG	U3: Understanding how to review the final mix down U4: Understand how to review the mix down and use correct SPAG
Assessment	Marking Point 1 Health and Safety coursework Marking Point 2 Microphones coursework	Marking Point 1 Studio recording session Marking Point 2 Mock Exam	Marking Point 1 Mixing of studio session first draft Marking Point 2 Written course work	Marking Point 1 Mixing of studio session Marking Point 2 Mock Exam	Marking Point 1 Review – 1 st draft U3 Marking Point 2 Video evidence of U4	Marking Point 1 Review – U3 Marking Point 2 Mock Exam

ELE – 1 Day:

Year 10 Work Experience – 2 Weeks



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	Marking Point 3 Studio Plan	Marking Point 3 Interim Unit 4 composition assessment	linked to U4 Marking Point 3 Sound creation Plan	Marking Point 3 Composition Assessment – U4	Marking Point 3 Review – 1 st draft U4	Marking Point 3 Review – U4
Cultural Enrichment	<p>READ: Music in Video Games: A Brief History – Jake Davies</p> <p>WATCH: Video game trailers online and analyse the music</p> <p>VISIT: Attend a game music workshop at the School of Sound Recording</p>	<p>READ: Scoring the Screen: The Secret Language of Film Music – Andy Hill</p> <p>WATCH: Sound of Cinema DVD</p> <p>VISIT: Watch a live orchestra perform film themes (e.g. RNCM/Albert Hall)</p>	<p>READ: A History of Film Music – Mervyn Cooke</p> <p>WATCH: Watch a series of films and analyse the music heard</p> <p>VISIT: A film company at Media city</p>	<p>READ: Sound on Sound magazine</p> <p>WATCH: Foo Fighters – Sound City DVD</p> <p>VISIT: Visit a local studio and shadow the engineer</p>	<p>READ: Computer Music magazine</p> <p>WATCH: Love & Mercy DVD</p> <p>VISIT: Go to a School of Sound Recording open day</p>	<p>READ: Basic Mixing Techniques – Paul White</p> <p>WATCH: Raw Technique Studios YouTube Channel</p> <p>VISIT: Go to a live venue during a concert/sound check and observe the engineer</p>
Character	 <p>QofS – Optimism Optimism: Being proactive in a group situation in order to produce high quality videos within the studio. Being optimistic about learning new skills in the studio in order to achieve highly in this unit.</p>	 <p>QofS – Empathy Empathy: Working within a scenario and setting up a recording for others. Reflection on recording process in terms of group work Working empathetically in order to ensure a successful recording as a group</p>	 <p>QofS – Creativity & Curiosity Curiosity: about sound creation and composition Practice – creating piece, reviewing and developing ideas in order to create a successful piece Creativity: Composition of Pop song</p>	 <p>QofS – Responsibility & Reflection Responsibility: Showing responsibility throughout the composition process and during coursework completion Reflection: Being independent throughout the composing process and reflecting up on the composition process in preparation for the review</p>	 <p>QofS – Practice & Resiliency Practice: Writing a review in draft format for unit 3 Resiliency: Writing the review</p>	 <p>QofS – Motivation Motivation: Completion of all units to target level or above</p>