

WJEC Creative, Media and Performance Arts MUSIC SO1

Music					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Solo Performance Credit Value: 4</p> <p>Unit Aim: This unit aims to equip the learner with the skills required to perform a variety of solo pieces.</p> <p>Learning Objective 1: To be able to perform solo pieces on instruments/voice.</p> <p>Learning Objective 2: To be able to appraise the solo performances.</p>	<p>Ensemble Performance 1 Credit Value: 5</p> <p>Unit Aim: This unit aims to equip the learner with the skills required to perform a variety of pieces in an ensemble.</p> <p>Learning Objective 1: Be able to perform pieces as part of an ensemble on an instrument.</p> <p>Learning Objective 2: To be able to appraise the ensemble performances.</p>	<p>Ensemble Performance 2 Credit Value: 5</p> <p>Unit Aim: This unit aims to equip the learner with the skills required to perform a variety of pieces in an ensemble.</p> <p>Learning Objective 1: Be able to perform pieces as part of an ensemble on an instrument.</p> <p>Learning Objective 2: To be able to appraise the ensemble performances.</p>	<p>Composing Music 1 Credit Value: 4</p> <p>Unit Aim: This unit aims to equip the learner with the skills required to compose a variety of pieces in different styles.</p> <p>Learning Objective 1: Be able to create and organise musical ideas to produce compositions.</p> <p>Learning Objective 2: Be able to appraise their own compositions.</p>	<p>Composing Music 2 Credit Value: 4</p> <p>Unit Aim: This unit aims to equip the learner with the skills required to compose a variety of pieces in different styles.</p> <p>Learning Objective 1: Be able to create and organise musical ideas to produce compositions.</p> <p>Learning Objective 2: Be able to appraise their own compositions.</p>	<p>Appraising Music Credit Value: 5</p> <p>Unit Aim: This unit aims to equip the learner with the knowledge required to be able to make distinctions within the musical elements and to identify a range of styles and/or traditions.</p> <p>Learning Objective 1: Know the 'building blocks' of music.</p> <p>Learning Objective 2: Know the expressive elements of music.</p> <p>Learning Objective 3: Know the stylistic features of different genres of music</p>
LO1 Assessment:	LO1 Assessment:	LO1 Assessment:	LO1 Assessment:	LO1 Assessment:	LO1 Assessment:
<p>AC1.1- Sing or play short, simple solo pieces.</p> <p>AC1.2- Show some technical control of the chosen instrument/voice.</p> <p>AC1.3- Show some sense of expression</p>	<p>AC1.1- Sing or play short, simple pieces as part of an ensemble</p> <p>AC1.2- Show some technical control of the chosen instrument/voice</p> <p>AC1.3- Show some sense of expression in the</p>	<p>AC1.1- Sing or play short, simple pieces as part of an ensemble</p> <p>AC1.2- Show some technical control of the chosen instrument/voice</p> <p>AC1.3- Show some sense of expression in the</p>	<p>AC1.1 Create simple ideas making use of some musical elements.</p> <p>AC1.2 Organise musical ideas</p> <p>AC1.3 Use resources (instruments/software) in keeping with chosen genres</p> <p>AC1.4 Store the final</p>	<p>AC1.1 Create simple ideas making use of some musical elements.</p> <p>AC1.2 Organise musical ideas</p> <p>AC1.3 Use resources (instruments/software) in keeping with chosen genres</p> <p>AC1.4 Store the final</p>	<p>AC1.1 Identify different tempi in contrasting genres of music</p> <p>AC1.2 Identify different melodic features in contrasting genres of music</p> <p>AC1.3 Identify simple aspects of structure in contrasting genres of music</p>

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			compositions (either in writing or recording)	compositions (either in writing or recording)	
LO2 Assessment:	LO2 Assessment:	LO2 Assessment:	LO2 Assessment:	LO2 Assessment:	LO2 Assessment:
<p>C2.1- Identify the strength(s) and weakness(es) of the solo performances</p> <p>AC2.2- Identify how to address weakness(es)</p> <p>AC2.3- Show an attempt to improve the solo performances</p>	<p>AC2.1- Identify the strengths and weaknesses of the individual performances.</p> <p>AC2.2- Identify the strengths and weaknesses of others in the ensemble performances.</p> <p>AC2.3- Identify how to address individual weaknesses.</p> <p>AC2.4- Show an attempt to improve the ensemble.</p>	<p>AC2.1- Identify the strengths and weaknesses of the individual performances.</p> <p>AC2.2- Identify the strengths and weaknesses of others in the ensemble performances.</p> <p>AC2.3- Identify how to address individual weaknesses.</p> <p>AC2.4- Show an attempt to improve the ensemble.</p>	<p>AC2.1 Identify the strength(s) and weakness(es) of the compositions with reference to the musical elements and selected genres</p> <p>AC2.2 Identify how to address weakness(es)</p> <p>AC2.3 Show an attempt to improve the compositions</p>	<p>AC2.1 Identify the strength(s) and weakness(es) of the compositions with reference to the musical elements and selected genres</p> <p>AC2.2 Identify how to address weakness(es)</p> <p>AC2.3 Show an attempt to improve the compositions</p>	<p>AC2.1 Identify changes in timbre in contrasting genres of music.</p> <p>AC2.2 Identify changes in dynamics (loud and quiet) in contrasting genres of music.</p> <p>AC2.3 Identify simple changes in texture (thick and thin) in contrasting genres of music</p>
LO1 Amplification of Content:	LO1 Amplification of Content:	LO1 Amplification of Content:	LO1 Amplification of Content:	LO1 Amplification of Content:	LO1 Amplification of Content:
<ul style="list-style-type: none"> ✓ 2 pieces ✓ 8-16 bars long. ✓ Up to 5 different notes. ✓ Contain simple rhythms made up mainly of semibreves, minims and/or crotchets if a melodic piece. ✓ Contain more varied rhythms such as dotted and quaver rhythms if played on an untuned instrument. 	<ul style="list-style-type: none"> ✓ 2 pieces ✓ 8-16 bars long. ✓ Up to 5 different notes. ✓ Contain simple rhythms made up mainly of semibreves, minims and/or crotchets if a melodic piece. ✓ Contain more varied rhythms such as dotted and quaver rhythms if played on an untuned instrument 	<ul style="list-style-type: none"> ✓ 2 pieces ✓ 8-16 bars long. ✓ Up to 5 different notes. ✓ Contain simple rhythms made up mainly of semibreves, minims and/or crotchets if a melodic piece. ✓ Contain more varied rhythms such as dotted and quaver rhythms if played on an untuned instrument 	<ul style="list-style-type: none"> ✓ 2 pieces ✓ 2 contrasting genres ✓ Musical elements ✓ Coherent structure ✓ 30 seconds to 1 minute long 	<ul style="list-style-type: none"> ✓ 2 pieces ✓ 2 contrasting genres ✓ Musical elements ✓ Coherent structure ✓ 30 seconds to 1 minute long 	<ul style="list-style-type: none"> ✓ Knowledge of musical elements ✓ Appraise 2 genres ✓ Identify tempi ✓ Recognise simple features in a melody ✓ Recognise different aspects of structure

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<p>LO2 Amplification of Content:</p> <ul style="list-style-type: none"> ✓ Evidence of self-evaluation sheet. ✓Review of the rehearsal period. (What went well?) (Even better if?) ✓Attempt to work on the weakness identified. 	<p>LO2 Amplification of Content:</p> <ul style="list-style-type: none"> ✓ Evidence of self-evaluation sheet. ✓Review of the rehearsal period. (What went well?) (Even better) ✓Attempt to work on the weakness identified. 	<p>LO2 Amplification of Content:</p> <ul style="list-style-type: none"> ✓ Evidence of self-evaluation sheet. ✓Review of the rehearsal period. (What went well?) (Even better) ✓Attempt to work on the weakness identified. 	<p>LO2 Amplification of Content:</p> <ul style="list-style-type: none"> ✓ Evidence of self-evaluation sheet. ✓Review of the rehearsal period. (What went well?) (Even better if?) ✓Attempt to work on the weakness identified. 	<p>LO2 Amplification of Content:</p> <ul style="list-style-type: none"> ✓ Evidence of self-evaluation sheet. ✓Review of the rehearsal period. (What went well?) (Even better if?) ✓Attempt to work on the weakness identified. 	<p>LO2 Amplification of Content:</p> <ul style="list-style-type: none"> ✓Knowledge of musical elements ✓Appraise 2 genres ✓Identify sounds of different instruments ✓Recognise difference between loud and quiet dynamics ✓Recognise changes in texture
<p>Examples of Evidence:</p> <p>Recording of the two performances. Evaluation Worksheet. Recording of a Q&A sessions with the teacher.</p>	<p>Examples of Evidence:</p> <p>Recording of the two performances. Evaluation Worksheet. Recording of a Q&A sessions with the teacher.</p>	<p>Examples of Evidence:</p> <p>Recording of the two performances. Evaluation Worksheet. Recording of a Q&A sessions with the teacher</p>	<p>Examples of Evidence:</p> <p>Recording of the two compositions. Might include a scale or lead sheet (e.g. graphic notation Worksheet Recording of a Q&A session with teacher.</p>	<p>Examples of Evidence:</p> <p>Recording of the two compositions. Might include a scale or lead sheet (e.g. graphic notation Worksheet Recording of a Q&A session with teacher.</p>	<p>Examples of Evidence:</p> <p>Worksheet Recording of a Q&A session with teacher.</p>

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STEPS to success criteria			Music
Strand	An entry 2 student can	An entry 3 student can	Consideration for a level 3 course
Performance	Perform a simple part with errors on an instrument or using his voice.	Perform a complex part accurately with expressive control, making appropriate use of dynamics and phrasing.	Perform showing an excellent understanding of the musical character of his piece, and can do so displaying commitment, conviction, artistic flair and creativity.
Rehearsal	Take direction from others in rehearsal and begin to participate.	Set up and pack away their own instrument/equipment (tuning, levels etc.) properly and safely without assistance. Remain on-task, with only occasional lapses in focus; Offer their opinion on how to improve his ensemble's performance, including evaluating our balance, tempo/rhythm, structure, dynamics, expression, and phrasing.	Show a sensitive approach to leading the music rehearsal, and ensure all musical opinions are heard, while showing an acute understanding of how to exploit the relevant musical elements, in order to steer the group towards a high standard of performance.
Composition	Improvise simple and short rhythmic patterns.	Develop and extend his musical ideas, including some use of contrasting elements (dynamics, articulation, register, structure, rhythm, harmony, melody, timbre, texture, instrumentation)	Create compositions that are original, coherent, idiomatic, and imaginative. Produce an accurate and complete score.
Listening, appraising and understanding music	Name basic music terminology. Find notes on the keyboard with assistance.	Identify moments in his own or others' performance which were successful and suggest improvements using some subject-specific language accurately. Begin identifying rhythmic notation (crochets, quavers). Understand how to form, identify the notes of and play major and minor chords on an instrument. Can identify notes on the keyboard or another instrument without assistance.	Highlight his keen understanding of music through his analytical approach and sophisticated musical vocabulary using verbal responses and written analyses. Accurately notate what he hears (for example can hear a melody and write its rhythm and pitch accurately on a treble or bass clef staff) Understand how to form, identify the notes of and play major, minor, chromatic and pentatonic scales on an instrument.

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How to support your child at home		Music	
What sorts of independent work/homework will they get?	How much help should you give he/she?	What are the top three tips for supporting independent learning?	Useful resources, links and applications for iOS and android.
<p>Although homework is not officially set in music at Highfield school, we encourage students to practice their instrument (if possible) as often as they can - a minimum of 5 times a week for 20 minutes to expect sustained improvement on their instrument. Students can also book practice time at lunch. Students are welcome to sign up for music club, choir, ukulele orchestra and the school band. (This can be used as evidence for their ensemble performance module).</p> <p>If you already have videos/recordings of your child playing their instrument then these can be used as evidence for the modules that we teach.</p> <p>For example:</p> <ul style="list-style-type: none"> • If your child has music lessons outside of school. • If your child has completed ABRSM or equivalent music exams. • If your child plays in an orchestra or band outside of school. • If your child sings in a community choir outside of school. • If your child has ever composed their own song. <p>Please get in contact me if you think you might have any evidence on your child that can be used for credits.</p> <p>tnewman@highfield.wakefield.sch.uk</p>	<p>As much as you possibly can – either through encouragement, praise, advice or any other support.</p> <p>If you have any recordings of your child playing their instrument on their own or in a group then send it to school so that we can moderate it.</p>	<ol style="list-style-type: none"> 1. Encourage their son to practice and book rehearsal time. 2. Expose your son to different styles of Music by playing a range of music from your records, Spotify, YouTube or the radio. 3. Ensure your child makes full use of the music department. 4. Encourage your child to participate in the music clubs 	<p>Virtual Keyboard (http://virtualkeyboard.nsspot.net/?flash=yes) This website provides your child with a virtual keyboard to play on the computer or tablet. This is ideal if you don't have a keyboard at home.</p> <p>Spotify Highfield School music have created their own Spotify playlist for the students to listen to music. This allows your child to listen to a wide variety of music from different genres and cultures in their own time. . This would be beneficial for the appraising music module.</p> <p>GarageBand Turns your iPad, iPhone, and iPod touch into a collection of Touch Instruments and a full-featured recording studio — so you can make music anywhere you go. Use Multi-Touch gestures to play a piano, organ, guitar, and drums. This is the software that we use in school.</p> <p>GrooveMaker</p>

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		<p>on offer at school.</p>	<p>Gives you a completely new way of making music by automatically remixing the hundreds of loops included on the 8 available tracks, in virtually limitless ways for millions of different grooves at your fingertips.</p>
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Keywords and Subject Specific Vocabulary

Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Solo Performance	Ensemble Performance 1	Ensemble Performance 2	Composing Music 1	Composing Music 2	Appraising Music
	<u>Main concepts</u>	<u>Main concepts</u>	<u>Main concepts</u>	<u>Main concepts</u>	<u>Main concepts</u>	<u>Main concepts</u>
	Basics of melody and pitch <ul style="list-style-type: none"> • Tone, semitone • Intervals • Scales • Vocal range Performance and rehearsal skills. <u>Additional concepts</u> <ul style="list-style-type: none"> ➤ Voice types ➤ Verse chorus structure ➤ Call and response 	Performance and rehearsal skills <u>Additional concepts</u> <ul style="list-style-type: none"> ➤ Piano technique ➤ Notes on the keyboard ➤ Basic chords ➤ Major, minor ➤ Learning to perform a piece ➤ Levels ➤ Timings 	Performance and rehearsal skills. <u>Additional concepts</u> <ul style="list-style-type: none"> ➤ Piano technique ➤ Notes on the keyboard ➤ Basic chords ➤ Major, minor ➤ Learning to perform a piece ➤ Levels ➤ Timings 	Rhythmic notation <ul style="list-style-type: none"> • Note lengths • Polyrhythms and cross rhythms • Syncopation • Rests • Pulse and metre • Basic time signatures <u>Additional concepts</u> <ul style="list-style-type: none"> ➤ Phrase marks ➤ Graphic scores ➤ Recording 	Basic elements of music <ul style="list-style-type: none"> • Tempo • Dynamics • Duration • Structure • Texture • Pitch • Timbre (instruments of the orchestra) <u>Additional concepts</u> <ul style="list-style-type: none"> ➤ Phrase marks 	Basic elements of music <ul style="list-style-type: none"> • Dynamics • Rhythm • Pitch • Structure • Melody • Instrumentation • Texture • Harmony • Timbre <u>Additional Concepts</u> <ul style="list-style-type: none"> ➤ Evaluation skills.

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<ul style="list-style-type: none"> ➤ Basic dynamics ➤ Technique ➤ Posture ➤ Rhythm ➤ Notes of the keyboard 	<ul style="list-style-type: none"> ➤ Timings ➤ Team work ➤ Music technology ➤ Setting up equipment. 	<ul style="list-style-type: none"> ➤ Team work ➤ Music technology ➤ Setting up equipment. 	<ul style="list-style-type: none"> ➤ Software training ➤ 	<ul style="list-style-type: none"> ➤ Basic historical context of Classical Music 	<ul style="list-style-type: none"> ➤ Listening skills. ➤ Basic historical context of Classical Music
<p><u>Suggested Music</u></p> <p>'Ode to Joy' 'When the Saints go Marching in'</p>	<p><u>Suggested Music</u></p> <p>'The Passenger' 'The four Chord Song'</p>	<p><u>Suggested Music</u></p> <p>'Somebody that I used to Know'</p>	<p><u>Suggested Software</u></p> <p>'Garageband'</p>	<p><u>Suggested Software</u></p> <p>'Garageband'</p>	<p><u>Suggested Music Genres</u></p> <p>Popular music Jazz Blues Classical Rap Film music Baroque Romantic</p>