

Academic Learning Plan Music Year 11



Intent :

By the end of KS4, students should understand how to develop their own individual and ensemble performance skills, critically analysing the efficacy of their rehearsal process, both individually and with others, to improve performance outcomes.

Students should be able to write extended pieces of music with an understanding of stylistic conventions, structure, harmony, idiomatic writing and to be able to demonstrate an understanding of how they can create effectively developed pieces using their own instruments or technology and write their music down in an appropriate format.

Students should know the elements of music and use them to describe music that they hear and to identify and draw conclusions/comparisons between music that they hear, relating to the areas of study dictated by the exam board, and where appropriate a wider range of music. Students should also have an awareness of the social, historical and cultural contexts of different music and how this may have affected the composition.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11 Units	A0S3 Indian Classical Music and Bhangra Practical Portfolio composition	Year 11 Mock Exam Preparation Practical Composition Ensemble Performances	A0S3 Middle Eastern and Mediterranean Music A0S5 Conventions in Pop Ensemble and/or Solo Performances		Revision and Exam Practice	N/A
Content	To understand how Indian classical music and Bhangra are structured To be able to identify by ear different instruments that relate to Indian Classical Music and Bhangra To know and identify the different musical	Revise and recap key terminology relating to general analytical skills Recap and revise Score reading and aural dictation skills Revision of Areas of Study completed to this point	To understand how Middle Eastern and Mediterranean Music are structured To be able to identify by ear different instruments that relate to Middle Eastern and Mediterranean Music To know and identify the different musical conventions within Middle Eastern and Mediterranean Music Identify and stylistic conventions		Revisiting each area of study with brief practical and analytical tasks to identify key features Extended writing tasks in response to analytical questions relating to pieces of music in all AOS	

	<p>conventions within Indian Classical Music and Bhangra</p> <p>Introduction to Practical portfolio exam questions</p> <p>Be able to research and plan compositional ideas in response to the exam brief</p> <p>Effectively be able to combine rhythmic, melodic and harmonic ideas to create stylistic and structurally effective compositions</p> <p>Plan composition time to be able to meet deadlines</p>	<p>Practise exam style questions</p> <p>Be able to research and plan compositional ideas in response to the exam brief</p> <p>Effectively be able to combine rhythmic, melodic and harmonic ideas to create stylistic and structurally effective compositions</p> <p>Plan and record progress within composition time to be able to meet deadlines</p> <p>Identifying and researching appropriate performance pieces</p>	<p>To understand and recognise the instruments and stylistic conventions of Rock and Roll of the 1950s/60s</p> <p>To be able to recognise how music develops from in the 1970s/80s within the Rock Anthem genre</p> <p>To be able to identify stylistic conventions within pop Ballads of the 70s-90's including use of harmony</p> <p>To be able to explore and explain the rise of the solo artist from the 90's onwards, with a focus on identity and diversity</p> <p>Music technology use within Pop music</p> <p>Be able to recognise and name important artists of each genre</p> <p>Solo and Ensemble skills including communication, accuracy, interpretation, fluency and technical control</p> <p>Mock performance and review tasks to prepare for final performances</p>	<p>Aural dictation and score reading practice</p> <p>Key terminology recap and revision</p> <p>Addressing common misconceptions</p>	
Literacy	<ul style="list-style-type: none"> • knowledge organisers with focus on Literacy and key terminology • Keywords displayed in classrooms • Literacy-focus starters and plenaries e.g. using mini whiteboards, keyword game, etc. • Long answer question, with focus on chronology accurate use of language 				
Knowledge organiser	<p>MADTSHIT knowledge organisers in classroom, and displayed</p> <p>Knowledge organisers available for each AOS and unit within each AOS</p>				
Assessment	Practice exam questions	Practice exam questions	Practice exam questions	Practice exam questions	

	<p>Continuous formative assessment of understanding through micro performing, composition and analysis tasks</p> <p>Year 11 Mock examination</p> <p>Focus on Sound quizzes</p>	<p>Continuous formative assessment of understanding through micro performing, composition and analysis tasks</p> <p>Assessment of Practical portfolio composition</p> <p>Assessment of Solo and Ensemble performances</p>	<p>Continuous formative assessment of understanding through micro performing, composition and analysis tasks</p>		
GCSE AO Link (or other) if applicable	<p>AO1 perform with technical control, expression and interpretation</p> <p>AO2 compose and develop musical ideas with technical control and coherence</p> <p>AO3 demonstrate and apply musical knowledge</p> <p>AO4 use appraising skills to make evaluative and critical judgements about music</p>	<p>AO1 perform with technical control, expression and interpretation</p> <p>AO2 compose and develop musical ideas with technical control and coherence</p> <p>AO3 demonstrate and apply musical knowledge</p> <p>AO4 use appraising skills to make evaluative and critical judgements about music</p>	<p>AO1 perform with technical control, expression and interpretation</p> <p>AO2 compose and develop musical ideas with technical control and coherence</p> <p>AO3 demonstrate and apply musical knowledge</p> <p>AO4 use appraising skills to make evaluative and critical judgements about music</p>	<p>AO1 perform with technical control, expression and interpretation</p> <p>AO2 compose and develop musical ideas with technical control and coherence</p> <p>AO3 demonstrate and apply musical knowledge</p> <p>AO4 use appraising skills to make evaluative and critical judgements about music</p>	<p>AO3 demonstrate and apply musical knowledge</p> <p>AO4 use appraising skills to make evaluative and critical judgements about music</p>
Homework	<p>Solo/Ensemble practice -self directed as part of their exam preparation</p> <p>Composition research – self directed depending on their chosen discipline</p> <p>Extended background listening tasks</p> <p>Focus on Sound lessons/quizzes</p> <p>Linked tasks to embed learning such as glossary creation, revision notes and example finding</p>			<p>Specific revision tasks based on individual or group areas of weakness</p> <p>Focus on Sound lessons/quizzes</p>	
CEIAG	<p>Critical thinking, creativity, synthesis of ideas, capacity for curiosity, development of ideas, independent learning, group/ensemble skills, planning and decision making, evaluating progress, active and critical listening, making connections</p>				

Enrichment	Clubs and activities available Music lessons Trips and visits if appropriate	Clubs and activities available including composition/performance recording support for year 11 Music lessons Trips and visits if appropriate	