

Subject:	Music Intent	Our Exam Board is: EDUQAS
MUSIC	<p>The Music department aims to provide our students with performing, composing, listening and appraising skills in order to ensure that they become all-rounded musicians. We aim to help our students develop broad musicianship with complex knowledge and understanding of music and many other academic disciplines that underpin music, like maths, acoustics, languages, history, art, tech and design and English. Equally, we want to develop students' practical and analytical skills, self-discipline and critical thinking as well as their creativity and imagination. By its nature, music engages the whole brain, balances simultaneous use of its left and right hemisphere and ensures development of multi-tasking, enhances memory and improves concentration. All of these are life skills that build confidence and prepare our students for an ever changing world, ensuring their place in it as productive and valuable individuals.</p>	

### The Big Questions...

Year 10	Year 11
<p><b>Introduction to the course, key requirements, software and ABRSM grade3 and 4 Music Theory:</b> What are solo and ensemble performing requirements? How can we chose the suitable performing pieces? What are Logic and Sibelius and how can we use them to create successful compositions and scores? What are major and minor scales? What are circle of 5<sup>th</sup> and 4ths, cadences, chord progressions and how can we use them in compositions and performances and identify them in listening exam? How does understanding of music theory and instrumentation develop our musicianship, knowledge, music-making and aural recognition? What is Kodaly method and how can it help us?</p> <p><b>Performing:</b> What does successful solo and ensemble performances sound like? What is the assessment criteria given by Eduqas? What does acceptable score look like? How do I practice with specific focus to ensure the development of my instrumental/vocal techniques, sense of style, balance, sense of ensemble, accuracy, dexterity and secure intonation?</p> <p><b>Composing:</b> How do we utilise the understanding of music theory in composing? What are the stylistic features of baroque, neo-classicism, fusion funk-rock and be-bop? How can we develop harmony, texture, instrumentation and melodic writing in a particular music genre? How do we maximise Logic and Sibelius to help us compose a successful Free Composition to a chosen brief? Can we apply music technology where and when appropriate? What is a Composing Log and how to complete and submit one?</p> <p><b>Listening and Appraising:</b> What is the language of music? How do we ensure accurate and fast aural recognition? How and why do we use notation? How do we use and apply knowledge and understanding of music theory when listening, analysing and appraising? What are the Areas of Study and how do you ensure full understanding of: AOS1 (Musical Forms and Devices), AOS2 (Music for Ensemble), AOS3 ( Film Music) and AOS4 (Popular Music). Why is it important to distinguish swing jazz from Bhangra, classicism from minimalism, trio sonata from concerto grosso, string quartets from programme music or Led Zeppelin' from Soundgarden's catalogue? How do we apply correct music language and terminology in prose form when analysing pieces of unknown music? How can we differentiate EQ from compression? How do we read the score?</p>	<p><b>Performing:</b> What are articulation, intonation and interpretation? How do you ensure delivery of accurate, stylish refined and well-balanced solo and ensemble performance? What are performing directions and how should they be communicated to your audiences and clarified in scores? How can you maximise your performing coursework mark?</p> <p><b>Composing:</b> What are Set Briefs and how to choose the most suitable one for your second composition? How do you apply knowledge gained in listening/appraising and performing to your composition? How can you create develop and refine Composition to the Set Brief? How to finalise Composing Log and submit it? How to develop and complete a suitable score? How can you record live tracks to software? How can you maximise your composing coursework mark?</p> <p><b>Listening and Appraising:</b> How to revisit all four Areas of Study and ensure secure understanding of topics learnt in Year 10? What are Set Pieces for examination year 2021 and 2022 (onwards)? Who are Mozart and Rainbow? Who are J.S Bach and Toto? What are the musical features, devices and elements of the following set pieces:</p> <p><b>Exam Year 2021:</b></p> <p><b>Mozart's 'Minuet and trio' (3rds movement from Eine Kleine Nachtmusik) and Rainbow's 'Since You've Been Gone'</b></p> <p><b>Exam Year 2022 (onwards): J.S Bach's 'Badinerie' and Toto's 'Africa'</b></p> <p>How can you develop and refine clear and detailed understanding of Set Pieces, their respective music styles and genres and relate auditory source to their relevant scores? How can you use your analytical and evaluative skills critically to showcase your understanding of Set Pieces? How to revise and prepare for the Listening and Appraising Mock Exam? Can you apply refined and secure knowledge of ABRSM grade 4/5 Music Theory as well as your aural skills on Set Pieces and content of all 4 Areas of Study?</p> <p><b>Exam Preparation:</b> How to develop secure exam technique? How can Kodaly method be applied in 5/6 mark questions requesting aural recognition? How to revise for the exam to ensure fast and accurate recall and aural recognition? Can you successfully follow multi-instrumental score? How to maximise marks in 10 mark questions requiring prose written analysis of unknown excerpt of music? How to score well in comparative questions? What is chaal rhythm and can you notate it? Can you differentiate between conjunct and disjunct melody and between perfect and diminished 5<sup>th</sup>?</p>

### What skills will I develop?

- Students will develop performing, composing, listening and appraising skills.
- Students will also develop your numerical and linguistic skill through the study of music theory and notation as well as through practical music-making.
- Variety of vocal/instrumental playing skills will be developed for students' specific instrument(s).
- Students' aural skills will also progress and they will understand principles of acoustic better.
- Through the use of Sibelius and Logic the ICT skills will support further creativity.
- Students will become independent learners and their critical thinking skills will be improved and linked to other curricular areas.
- Students will also learn to play as a soloist and members of an ensemble.
- Music requires self-discipline, organisation, independent thinking and initiative, so these skills will grow as students move through lower school.

### What great resources can I use?

- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) contains great links to all materials studies as well as test students can take online.
- Use of composing software like Logic, Sibelius, Noteflight, Musescore and Garage Band can help stretch composing and arranging skills.
- Ability to play musical instrument and/or sing is invaluable and essential to mature musicianship. This can be achieved through additional instrumental tuition and self-disciplined practice and/or aural-style of learning and online tutorials.
- Regular practice of set tasks in between lessons.
- ABRSM Music Theory grade 3, 4 and 5 books and tests can be very helpful too.
- Listening to a variety of music styles via Spotify, Tidal. You Tube and/or via parents' vinyl/cassette tape/CD library is a valuable learning tool.
- Joining and extra-curricular music ensemble will help to develop students' musicianship.
- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) contains a plethora of excellent materials for all Areas of Study, musical genres, performing and composing ideas.
- [www.bbc.co.uk/teach/ten-pieces](http://www.bbc.co.uk/teach/ten-pieces) is another excellent, thorough, comprehensive and valuable website.
- Focus on Sound or musicfirst.co.uk software used by Yateley School contains relevant and detailed information needed for GCSE Music. This software is interactive too.
- Watch and listen to our school concerts and peers' performances.

### How will I be assessed?

- Regular ongoing verbal and written feedback for improvement is given and students are asked to improve their coursework accordingly.
- At the end of each Area of Study, students will complete a short listening test.
- In Year 10, students are expected to submit scores and MP3 recording of their Free Composition by February half-term (1<sup>st</sup> draft), before Easter holiday (2<sup>nd</sup> draft) and at the end of June (final submission). Teacher's marks are given, then moderated in Year 11.
- In Year 10, students have to submit the scores of their chosen solo and ensemble performances and they have to perform these in order to be recorded. Deadlines are before February half-term (1<sup>st</sup> draft) and before Easter (2<sup>nd</sup> draft). Teacher marks and offers feedback for improvement.
- In Year 10 students will take Year 10 Listening and Appraising Exam which will be marked by the teacher.
- In Year 11: solo and ensemble pieces will be performed and recorded in school in October and before October half term (final submission).
- Composition to the Set Brief (MP3 and score) must be submitted before October half-term (1<sup>st</sup> draft) before Christmas Holiday (2<sup>nd</sup> draft) and just before February half term (final submission).
- Teachers to mark and moderate by early March.
- Composing Log must be completed and submitted by the 1st week of March.
- January: Listening and Appraising Mock Examination (teacher to mark).
- May/June: Listening and Appraising Exam (externally marked).
- Performing and Composing coursework is internally marked and externally moderated.

### Ways that parents/carers can help...

- Supporting students in their aspiration to learn to play chosen music instrument.
- By engaging in conversations with your child about music to connect them with the music you appreciate and enjoy.
- Sharing with your child your own vinyl/cassette tape/CD/download collection and engaging them in active listening.
- Visiting music concerts, festivals and gigs with your child.
- Drawing attention to soundtracks of your choice and music from around the world that reflects our diverse culture.
- By contacting the Music department whenever you need additional support or have questions about the course [music@yateley.hants.sch.uk](mailto:music@yateley.hants.sch.uk).
- By contacting the Instrumental Programme in school on [admin@yateley.hants.sch.uk](mailto:admin@yateley.hants.sch.uk) (for attention of Mrs Hill and Mrs Affleck-Cruise)
- Support and ensure that students attend lessons, rehearsals and period 7 regularly.
- Help your son/daughter with organisation, ensuring instruments and correct equipment are brought to school.
- Support our extra-curricular, offer and encourage students to join in and attend regularly; participation usually generates performing and composing coursework.
- Support students' attendance of instrumental /vocal lessons.
- Support practice and regular weekly revision at home.
- Support your son/daughter's out of school involvement in live music events and rehearsals
- Share your love of music with your child; talk about your music experiences and preferences.

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- Make a use of Yateley School's instrumental/vocal programme; sign up, practice and attend instrumental/vocal lessons.