



## MUSIC

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#### Why is the study of Music important?

Music is a valuable subject for all to study whether you are a gifted musician or have never engaged in music outside of school. Music's place in your education has important wider benefits on personal and social development building your confidence, self-esteem, sense of achievement and ability to relate to others.

The study of music is important because music is an important component of our human experience. Whether singing, playing, or listening, the study of music helps you listen and hear in new ways. Plato said that music "is a more potent instrument than any other for education". Music requires you to use both sides of your brain and develops your ability to think academically, emotionally, physically and spiritually. What would life be like with no music? Studying music can lead to your personal life time pursuit of music for your own personal enjoyment. Fill your life with the power of music.

Music is academic; it trains your brain for higher forms of thinking. Music can be physical and like any performance skill requires practice and rehearsal but it also promotes movement through rhythm and promotes health and well-being as it demands an emotional engagement. Music is an art form. We are emotional beings and your study of music from Year 7 will provide an artistic outlet and a vehicle for expression. Music is for life you may not be able to play an instrument but we can all feel uplifted by music. See it's study as a gift - you could have fun learning how to play in ensembles, experience the fast paced changes to music technology and perform. You will listen to musical compositions from a wide variety of genres from classical, different cultures and dance, to pop and film music.

#### What skills will the study of Music teach you?

Music plays an important role in academy life both inside and outside of your lessons, developing a wide range of skills and opportunities to enjoy live music experiences and participate in music making in a range of genres. Why not get inspired and motivated to engage further with music through clubs, bands, choirs, performances and music instrumental lessons. Music will teach you to understand critical engagement (LISTENING), Expression (PERFORMING) Creation (COMPOSING)

- listen
- perform
- compose
- participate

- collaborate

### **What will you know and understand from your study of Music?**

From Year 7 you will be exposed to a wide variety of music genres from classical, cultural music, drumming and dance, to pop and film music. Across your music study you are encouraged to make connections through your music-making in order to place the music in context. You will develop your knowledge of music theory, relevant notations, traditions and skill based learning on guitar and keyboard which will ensure that you develop as musically literate individuals, capable of playing a musical instrument, with a solid understanding of the global importance of music and an ability to analyse and justify your opinions to enhance your critical understanding. Technology plays an important role in supporting, extending and enhancing the teaching of music. You will find it interesting to use programmes that support your music making and this will inspire, motivate and stretch your engagement in music making.

If you have a specific interest in developing your talent for music and wish to work towards your graded examinations you will have the opportunity to take up music lessons on your chosen instrument be it guitar, drums, voice, brass or woodwind. We offer support with these lessons for any students choosing to study music for GCSE.

You will learn

- practical music skills
- composition
- notation
- aspects of music technology
- elements of performance
- cultural richness of music
- music history

### **How does your study of Music support your study in other subjects?**

Study of any subject in our curriculum takes full advantage of links with other subject areas- we term these as interdisciplinary links and we make the most of them because we know that deep learning requires the transference of knowledge and skills from one topic of learning to another. Once you can transfer your learning across topics and subject areas then you are really mastering what you know and how to apply your understanding and skills.

Music touches and links to many of your other subjects and importantly your wider life experience. Music is an intrinsic part of our lives. Music can play an active part in developing cultural awareness and celebrating diversity and in this way it has strong links with Religious Education, Geography, Citizenship and our wider British values.

Music plays a significant role in creating an appropriate balance between work and play and positively affects our physical and mental wellbeing. It has strong connections to Physical Education, Dance and Drama and also complements the wider agenda of emotional health and wellbeing - it can help change the way we feel.

New technologies are transforming the way in which we work and learn in music and this creates strong links with ICT, Computer Science and Media Studies. Creativity and critical thinking is fostered by music study. It develops your capacity for original ideas and purposeful action. The development of musical knowledge through the key processes of performing, composing, listening, reviewing and evaluating contains many elements that could truly inspire your creativity. Here there are strong links to other creative subjects such as Art, Design Technology and English. In music you learn much about the notations of composers and the sounds made by musicians. You look at counting, rhythm, scales, intervals, patterns, symbols, harmonies, time signatures, overtones, tone and pitch. These are all connected to mathematics. Even tuning instruments rests in mathematics.

### **How can you deepen your understanding of Music?**

You will have access to a wealth of exciting and rewarding extra-curricular opportunities to enhance your study of Music – a testament to the enthusiasm, passion and creativity of both staff and students of all year groups. Students engage in work with professional companies and artists that are brought into the academy to deliver workshops and performances. There are plenty of occasions to work with students from different year groups ensuring that music is a great way to build friendships and have fun. Why not join the enrichment clubs within the academy and give yourself the opportunity to show what you can do? The experience will develop your skills and confidence as you can take part in a variety of musical events be it summer concerts, carolling, choir or band or taking up opportunities to take part in high quality productions and performances both within your academy and across the Trust where appropriate. This has a tangible impact on your achievement and enjoyment of Music. In Music we aim to support the study of music with peripatetic music classes (these are funded for any students studying Music at GCSE). Why not get involved in our weekly music enrichments, which are aimed at developing your skills and interests so that you can showcase your work and develop your love of performance? From this, you can gain much-needed experience in rehearsing, time management and performance as well as benefiting from being involved in singing clubs and instrument ensembles on a more regular basis. There are plenty of other ways to be involved. We run various trips and events that allow you to watch quality music and theatre productions in different venues be they local or national theatres.

### **How are you assessed in Music?**

Throughout the Music course you are assessed using the following assessment objectives which ensure that you can cumulatively build your subject understanding in preparation for future GCSE study. There are 3 assessment points each year that, in Key Stage 3, that we term Praising Stars©, In Key Stage 4 there are 5 assessment points in Year 10 and 11. We assess how you at your current stage of study are on track to reach your end of stage targets which are formulated on aspirational expectation from their KS2 starting points. We make an informed prediction from our holistic assessments based on our subject mapping of expectation across the Music curriculum.

## **Key Assessment Objectives**

### **Performing: Playing and Singing**

- Demonstrate fluency and accuracy on at least two instruments
- Demonstrate ensemble listening skills in a group task
- Use appropriate musical notation when playing and singing
- Coordinate their musical role with other performer(s), considering timing and balance
- Include solos or moments of musical leadership in performance
- Make adjustments to facilitate musical interpretation and sensitive ensemble performance

### **Creating: Composing and Improvising**

- Select appropriate sounds for solo or group compositions, making appropriate choices about instrumental forces and timbre
- Create compositions which make thoughtful use of the inter-related musical elements
- Develop and extend musical ideas and patterns effectively
- Create music in more than one genre, evidencing melody development and rhythmic interest, making use of musical features and devices
- Refine ideas effectively, through improvisation, mutual evaluation and discussion
- Identify, comment on and make links between musical devices in curriculum topics

### **Critical engagement**

- Identify a variety of different instrument sounds and families
- Identify and comment on musical devices in a range of topics
- Recognise musical symbols and appropriate notation, demonstrating an ability to use these in performance
- Have a secure understanding of appropriate notations
- Evaluate the success of their own work and set realistic targets for improvement
- Explore the contexts and origins of a variety of different musical styles, genres and traditions

## **How can Music support your future?**

We offer GCSE Music at KS4. Students can then continue their studies at local colleges, followed by University.

Music is offered at most prestigious universities either as a single honours or a joint honours subject studied alongside other disciplines. The very fact that you have been able to study creative thinking will help your future applications be they for colleges, universities, apprenticeships or employment.

Careers that the study of Music supports include:

- Performers & Writers

- Recording
- The Record Industry
- Music Business
- Music Industry Touring
- Facility, Arena & Club management
- Film Music
- Music Journalism
- Music Education
- Public Relations & Advertising
- Radio & Television
- Symphony and Orchestra
- Music Health
- Music industry and merchandising
- Instrument work and development

### **Music Curriculum Progression Pathway At Outwood Academy Acklam**

For some units in KS3, students in Music operate on a carousel, rotating each half-term

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<b>Autumn 1</b>	<p><b>The Elements of Music &amp; Rhythmic Notation</b></p> <hr/> <p>In this unit, students learn about Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence and are introduced to Graphic Notation and Graphic Scores. It is hoped that this unit will develop student's understanding of the Elements of Music and provide pupils with a foundation of musical vocabulary for use at Key Stage 3 which can be developed for GCSE Music.</p> <p><b>Djembe and Rhythms</b> Within our Element studies we will also use the Djembe (West African drum) as an introduction to rhythm and rhythmic notation. Students will also learn how to produce different hand tones on the djembe, a range of African patterns, the role of the Master Drummer (the "griot") and produce short performances of traditional West African pieces.</p> <p><b>Singing</b></p>	<p><b>Hand Percussion</b></p> <hr/> <p>In this unit students will revisit rhythmic notation and take it to the next level.</p> <p>They will learn several different rhythms in a Mambo style and layer them on top of each other (known as "polyrhythmic").</p> <p>Once a class performance has been established with four different rhythms simultaneously, then students will work in groups of four with, in most cases, just one student per part.</p> <p><b>Singing</b> Short singing tasks will take place throughout the term to help build the confidence of the students.</p>	<p><b>How do I Play a Drum Kit and Dance Music</b></p> <hr/> <p>Students will revisit rhythmic notation via the drum kit. They will learn a variety of patterns as a class to develop their macro-motor coordination for both hands and feet. They will study a range of exercises and learn how to play along with some famous songs, initially via air-drumming and using sticks on mats. Students will then have individual opportunities to perform on a drum kit.</p> <p>Dance music studies will connect with drumming and rhythmic studies. Students will take an explorative look into rhythm and metre in a variety of different types, styles and genres of dance music.</p> <p>On the keyboards, students will explore how to elaborate a chord to make a rhythmic pattern for a</p>	<p><b>AOS 1: Forms &amp; Devices/Performance</b></p> <hr/> <p>Introduction to area of study 1 "Forms and Devices".</p> <p>Listening: This is a classical unit that will introduce students to their first set work, Badinerie by JS Bach.</p> <p>Composition connected to this area of study will be primary chords (I-IV-V), major scales, keys and modulation, classical and variations, binary, ternary and rondo form. Techniques such as ostinato, broken chords and sequences.</p> <p>Terminology will include: binary, ternary and rondo forms, repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions.</p>	<p><b>Revisit AO1 Forms &amp; Devices in more depth. Performance continue. Composition 2 to be started.</b></p> <hr/> <p>Recognition of features of baroque, classical and romantic periods. Revisit: imitation, pedal, canon, alberti bass, keys, chords, dominant 7ths, modulations and all harmonic features, binary form, ternary form, minuet and trio, rondo, variations, strophic form.</p> <p>Commence work on Eduqas prescribed composition brief. Specific composition technique lessons alongside review of marking criteria.</p> <p>Completion of a second free composition.</p> <p>Develop solo performance and ensemble skills.</p>

	Short singing tasks will take place throughout the term to help build the confidence of the students.		specific dance, essentially “comping” in different styles.		Enhanced, detailed listening activities.
<b>Autumn 2</b>	<p><b>Introduction to String Instruments</b></p> <hr/> <p>Students will learn about the string family. They will also start learning to play the violin. They will learn the names of the strings and how to play pizzicato (plucking with fingers). They will then learn how to hold the bow and play the violin with it.</p> <p>Students will watch exemplary players across a wide variety of styles and use the elements of music to discuss what they hear and see.</p> <p>As part of this unit, they will continue their use of rhythmic notation and now also gain an initial understanding of treble clef pitch notation.</p> <p><b>Singing</b></p>	<p><b>Introduction to Woodwind Instruments</b></p> <hr/> <p>Students will explore the woodwind family and learn to play the fife. They will learn about how sound is produced for flutes and for reed based instruments.</p> <p>Students will watch exemplary players across a wide variety of styles and use the elements of music to discuss what they hear and see.</p> <p>They will have an introduction to the principles of the flute via the fife. The fife is similar to a recorder but with a flute mouthpiece and makes a great stepping stone towards the flute itself. They will learn to play simple tunes.</p>	<p><b>Introduction to Brass Instruments</b></p> <hr/> <p>Students will learn about the brass family and learn to play the trumpet. They will learn how sound is produced in brass instruments.</p> <p>Students will watch exemplary players across a wide variety of styles and use the elements of music to discuss what they hear and see.</p> <p>They will have an introduction to the principles of the trumpet, how to blow the instrument, how to use the valves and how to produce different pitches with the same valve.</p>	<p><b>AOS 1 cont &amp; AOS 4: Forms &amp; Devices/Popular Music</b></p> <hr/> <p>Introduction to prepared extract – Badinerie (JS Bach): Instrumentation, anacrusis, simple triple time, repeat marks, ornamentation, trill, conjunct movement, sequence, octaves, minuet and trio, G major, D major, chordal analysis (using Roman numerals), perfect cadence, imperfect cadence, modulation to dominant, dominant 7th, chromatic movement. Popular Music, with terminology as appropriate: rock and pop styles (revisiting Blues from KS3) strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation. Appraising - more challenging</p>	<p><b>Revisit Area of Study 4 (Popular Music), Mock Exam, Performance &amp; Composition Development</b></p> <hr/> <p>Building GCSE skills and coursework in composition and performance with 1-1 support.</p> <p>Revisit Set Work Africa (by Toto).</p> <p>Loops, samples, panning, phasing, melismatic/syllabic, rock and pop, strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fills, breaks, intros, outros, blues scale, pentatonic scale, runs, syncopation, cadences, power chords, instrumentation, walking bass, lead and backing vocals, lead guitar, bass guitar,</p>

	<p>Short singing tasks will continue to take place throughout the term to help build the confidence of the students.</p>	<p>This unit will require more use of both rhythmic notation and the treble clef.</p> <p style="text-align: center;"><b>Singing</b></p> <p>Short singing tasks will continue to take place throughout the term to help build the confidence of the students.</p>	<p>This unit will require further use of both rhythmic notation and the treble clef.</p>	<p>theoretical and aural work: primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms, the relationship between melody and chords. How to 'describe' a piece using the elements of musical language. Introduction to prepared extract – Africa (Toto): instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass and key change.</p>	<p>wah-wah and other pedals, improvisation, back phrasing.</p> <p>Exam techniques: hints and tips Building a vocabulary revision list</p>
<p><b>Spring I</b></p>	<p style="text-align: center;"><b>Keyboard Skills</b></p> <hr/> <p>This unit is all about effective keyboard performance technique including basic treble clef staff notation. The unit begins with a general introduction and "Keyboard Treasure Hunt" around a standard classroom keyboard which is a good chance to navigate</p>	<p style="text-align: center;"><b>All About The Bass</b></p> <hr/> <p>Bass Clef Reading and Notation forms the foundation of this unit which explores a range of commonly used Bass Line Patterns within a variety of different types, styles, and genres of music from</p>	<p style="text-align: center;"><b>Minimalism</b></p> <hr/> <p>This unit develops students' understanding of minimalism. Students will compose short pieces with simple motifs that they will then layer to create their own minimalist compositions with polyphonic texture.</p>	<p style="text-align: center;"><b>AOS 2: Music For Ensemble</b></p> <hr/> <p>Introduction to area of study 2: Music for Ensemble. Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics</p>	<p style="text-align: center;"><b>Revisit AOS2 Music For Ensemble in more depth</b></p> <hr/> <p>Revisit Music for Ensemble (with more advanced topic/class/practical content) including Chamber Classical Music, Blues, Jazz and Musical Theatre, covering</p>




	<p>basic keyboard functions, establish good playing routines and rectify and troubleshoot any potential technical problems. Students learn about other keyboard instruments such as the Harpsichord, Accordion, Organ and Synthesisers before establishing the importance of correct playing position and posture and the importance of keyboard warm-ups. Pupils will start with just the black notes and will then move on to learn about using keyboard fingering for better playing skills, built through a range of exercises such as scales and simple right hand melodies in the key of C Major. Pupils explore the layout of the keyboard in terms of white and black keys and their note names; sharps and flats as enharmonic equivalents and explore how to “read music” in the form of simple melodies and melodies from popular songs from treble clef staff notation. They then move on to add a second part of basic chords with the left hand.</p>	<p>different times and places. Students begin by exploring the various meanings of the term ‘bass’ before looking at the Bass Clef and the names of the notes in the lines, spaces and ledger lines on the Bass Staff.</p> <p>Famous bass riffs will be learned alongside learning about the bass guitar.</p>	<p>Advanced students might also explore motivic evolution.</p> <p>Listening tasks will include Steve Reich’s “Clapping Music” and Mike Oldfield’s “Tubular Bells” as well as discussing its common use in adverts such as car adverts..</p>	<p>in year 11). Composing using texture and sonority (chords and melody) including: Monophonic, homophonic, unison, chordal, melody and accompaniment, counter melody. Introducing additional concepts of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor.</p>	<p>music from Haydn through to BB King:</p> <p>Polyphonic, layered, round, canon and counter melody, solos, chorus,</p> <p>Be close to completion for coursework aiming for accurate scores and recordings next half-term.</p>
<p><b>Spring 2</b></p>	<p><b>How do I Play Guitar?</b></p> <hr/>	<p><b>Caribbean &amp; Reggae</b></p> <hr/> <p>This unit explores reggae music and the culture it</p>	<p><b>Film Music</b></p> <hr/> <p>This unit aims to give students the experience of being “film</p>	<p><b>AOS3: Film Music</b></p> <hr/> <p>Introduction to area of study 3: Film Music, with devices</p>	<p><b>Revisit Music Film Music in more depth</b></p> <hr/>

	<p>Students will begin to learn the names of the parts of the guitar and the letters of each string.</p> <p>They will then learn to play along to a range of famous pop songs initially using just open strings. They will be performing with the original tracks and so they will need to develop the ability to play exactly in time.</p> <p>Techniques such as slides, power chords and bends will form part of the assessment as well as the performances of famous songs.</p>	<p>comes from. After exploring the origins of reggae music as one of a number of different styles of Caribbean music, students learn about the importance of bass lines in reggae music and how offbeat chords are a key feature of music of this genre. Students explore the strong and weak beats of the bar, syncopation and the effect that this has on reggae music, before looking at how “fragmented” melodic parts can be used as bass line riffs and melodic hooks. Students will explore the different textural layers which make up reggae music</p>	<p>soundtrack composers” and explores the challenges and musical devices used in film soundtrack composition. The unit focuses on listening and composing, including much use of Garageband that will prepare students for GCSE composition.</p> <p>Listening tasks will include specific films and will revisit the Elements of Music particularly through tempo and instrumentation. More specifically, students will need to connect the elements with music with how a piece creates the sense of chase or anticipation, or any other emotion.</p> <p>Students will take a silent movie clip called “Fixing Woody” from Toy Story and will create their own music to go with this clip. They will also explore “micky mousing” which involves using instruments, often percussion, to represent things such as doors opening and drawers</p>	<p>and terminology: Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas. The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot. The effect of audience, time and place, and how to achieve this through use of the musical elements. Use of sonority, texture and dynamics to create a mood. How to achieve contrasts and develop initial ideas when composing.</p>	<p>Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of pattern-work, sustained notes and polyphonic textures to vary the textures.</p> <p>All performance and composition work recorded and submitted to Eduqas.</p>
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			closing. They will learn how to synchronise these exactly with the movie clip.		
<b>Summer I</b>	<p align="center"><b>Folk Music</b></p> <hr/> <p>This unit investigates some of the different techniques of Musical Accompaniments through the exploration of Folk Songs. The concept of Harmony, relating specifically to Intervals, is reinforced through progressively more complex Musical Accompaniments from a simple Pedal (octave), Drone and Ostinato (fifth), to Chords as Triads, Broken Chords and, for the more advanced, even Arpeggios and Alberti Bass patterns (root, third, fifth). The unit takes “The Wellerman” Sea Shanty as its case study where students sing and perform the melody and add different forms of Musical Accompaniment patterns to form their own arrangements.</p> <p>During this unit, students will develop their knowledge and understanding of Folk Music as a “traditional” musical genre, explore the musical instruments, timbres</p>	<p align="center"><b>All That Blues</b></p> <hr/> <p>This unit develops students’ understanding of chord progression, the blues scale and bass lines. They will act as a foundation for improvisation which will in turn aid them with composition over the coming years.</p> <p>Students begin by learning about the history, origin and development of the Blues and its characteristic 12-bar Blues structure exploring how a walking bass line is developed from a chord progression. Students also explore the effect of adding a melodic improvisation using the Blues scale and the effect which “swung” rhythms have as used in jazz and blues music. Students are introduced to seventh chords and how these are formed and their</p>	<p align="center"><b>Video Game Music</b></p> <hr/> <p>This unit will look at various themes such as Mario Peaches and Minecraft Calm. Students will have 3 tasks through the unit:</p> <ol style="list-style-type: none"> <li>1. They will listen to video game music using the elements of music to explain how it creates the correct style for a game (eg action).</li> <li>2. They will perform Mario Peaches on a keyboard.</li> <li>3. They will create their own video game music for a game of their choice using the elements of music to help them make it suitable.</li> </ol>	<p align="center"><b>Free Composition/Recap</b></p> <hr/> <p>Students will cover every aspect of GCSE assessment so that a formal review of their level and predicted grades can be achieved.</p> <p>They will perform and be assessed on one solo piece and one ensemble piece using the Eduqas GCSE criteria.</p> <p>Students will complete one past paper GCSE question most weeks in several different areas of study as a guided tasking, helping them learn what to listen for and identify. They will then have a full past paper for their Year 10 Mock.</p> <p>They will work on a free composition project (of choice). They will continue to build aural skills through frequent practice. Mock</p>	<p align="center"><b>Listening Practice and Exam Technique</b></p> <hr/> <p>Detailed preparation, with past paper questions for the GCSE exam.</p>

	<p>and sonorities commonly associated with Folk Music performance, the texture and basic form and structure of Folk Songs and further their knowledge of performing chords in different accompaniment patterns on the keyboard/piano.</p>	<p>characteristic sound used in jazz and blues music. Students examine the lyrics of blues songs and their AAB structure.</p> <p>Listening examples will range from early blues through to the influence that Blues had on artists such as Elvis Presley.</p>		<p>Performance Assessment – two pieces, with at least one ensemble</p>	
<p><b>Summer 2</b></p>	<p style="text-align: center;"><b>Folk Music 2</b></p> <hr/> <p>The folk unit will continue this term but with a wider variety of instruments so that a range of chord patterns can be explored and ensembles developed.</p> <p>Students will explore the ukulele, the string names and how to position their fingers to master simple chords.</p> <p>They will then learn different accompaniment patterns that will allow them to create alternative arrangements of The Wellerman.</p> <p>Finally ensembles will be formed with keyboard, vocals and ukulele or guitar.</p>	<p style="text-align: center;"><b>Ensemble Skills</b></p> <hr/> <p>Students will work on a multi-instrument project: “Never Gonna Give You Up” by Rick Astley.</p> <p>They will learn chords on keyboards and ukulele.. More advanced students will elaborate the chords, using two hands and creating rhythmic patterns in a style known as “comping” on the keyboard.</p> <p>Ukulele lessons will include learning the same chords and various different picking patterns.</p>	<p style="text-align: center;"><b>What Makes A Good Song?</b></p> <hr/> <p>In this unit, students explore the genre of popular song and song structure. They will learn about the purpose and intent behind different sections including introductions, verses, choruses, instrumentals, middle 8s and outros.</p> <p>Students will use “Africa” by Toto as a guide to their work. They will explore an introduction with alternating riffs, verses with 4 chords and 4 bar phrases, drum fills leading into choruses and the pentatonic scale.</p>	<p style="text-align: center;"><b>Revision, Performance &amp; Course Work Composition I</b></p> <hr/> <p>Revisit all topics from year 10 using past paper examples.</p> <p>Start a free composition project (of choice). Continue to build aural skills through frequent practice. Final assessment of composition to Eduqas criteria. Discussion should follow with learners re. targets, refinement etc. Mock listening exam based on all areas of study.</p>	

		<p>Towards the end of the summer term, students will work in groups aiming to have ukulele and piano playing in time with each other, thus developing teamwork and ensemble skills.</p> <p>Listening tasks will include exploring the structure of the song and cover versions. Cover versions will lead to discussion of the elements of music such as instrumentation, tempo and dynamics, including the use of music-specific technical terms.</p>		<p>Assessment of composition, solo performance and ensemble will be to Eduqas criteria.</p>	
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