

## Medium Term Planning Document: MUSIC Year 11

### Curriculum Intent

The aim of the music curriculum is to build an enthusiastic, broad and creative understanding of the subject and as a tool for positively enriching the lives of young people. This will progress through each key stage, whilst building students' independence and drive to succeed.

The creative and passionate student will engage with all aspects of music, both in and out of lesson time, whilst growing their confidence and understanding of musical career opportunities. Parallel to the curriculum, there will be inclusive opportunities for solo, ensemble and whole class engagement, including the potential additions of peripatetic music lessons and diverse enrichment from network professionals, to enhance the varied and artistic curriculum.

The curriculum focusses on the three core aspects of musical opportunities: composition, performance, and theoretical knowledge. The curriculum has recently been updated to ensure a more positive progression through the key stages, ensuring that through practical music making we effectively intertwine important theoretical knowledge. The updated curriculum chronologically includes musical elements, the creative musician, programmatic music and ensemble performance, which all aim to seamlessly transition the student into KS5. Furthermore, the updated curriculum aims to develop sustained musical ideas, discussions, and performances, alongside a growing passion for the subject.

### 'Why This, Why Now'

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

- Year 11 open the year with the final two units for 'Rhythms of the World', which most students will have a small recognition of from units learnt during KS3
- This leads to the final Unit, 'Concerto Through Time'. This unit is theoretically very challenging and so it is the final unit to be learnt.
- Year 11 have a strong focus on completion of coursework. The two compositions and 2 performances required.

### SEND adaptations

Headphones usage / overlays / Chunking / scaffolding / Checklists / Success criteria – visual aids / Modelling / Giving them a lead role – stretch + challenge / Crib sheet – GCSE – i.e. - Baroque/Classical/Romantic – key features / Model answers / Sentence starters / Praise – encouragement

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The Medium-Term Planning document below is designed to show the journey that every student takes through the music curriculum, leading towards a Music GCSE pathway.

Some elements of the curriculum may be taught over several lessons, others in a single lesson.

MUSIC	Year 11 – Half Term 1		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
African Music	African Music	Bell Work Recall Quizzes	<a href="#">Indian Classical.url</a>
	Listening examples	Mini WB formative assessment in lessons	<a href="#">Bhangra.url</a>
	Brief composition	Listening exercises	<a href="#">Greek.url</a>
	Ensemble performance	Demonstrations Performances	<a href="#">African.url</a>
	ASSESSMENT	3 parts	Assessment /40 - mock exam paper
	<b>Key Words:</b> ensemble, yodelling, texture, drum-head, pitch, timbre, djembe, rhythms, talking drum, pitch bend, dundun, ostinato, balafon, vocal lines, polyrhythms, cross-rhythm, structure, ensemble leader, diatonic, pentatonic, samba, salsa		

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MUSIC	Year 11 – Half Term 2		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
American Music	Music of America (Samba)	Bell Work Recall Quizzes Mini WB formative assessment in lessons Demonstrations Performances	<a href="#">Calypso.url</a> <a href="#">Samba.url</a>
	Drum recognition		<a href="#">Israeli + P.url</a>
	Brief composition starter		<a href="#">RotW revision.url</a>
	Ensemble performance starter		<a href="#">American.url</a>
	ASSESSMENT		3 parts
	<b>Key Words:</b> syncopated, polyrhythms, call + response, carnival, apito, unison, ostinato, clave, surdo, agogo, son clave rhythm, ganza, pitch, ensemble, metre, tempo, 2/4, 4/4, monophonic,		

### Summative Assessment:

Mid-Year Assessments will take place at the end of half term 2. These will cover all content taught in year 10, inclusive of their first composition and performance.

This assessment will inform pupil Rank Order in the subject.

**Total = 200**

## Medium Term Planning Document: MUSIC Year 11

MUSIC	Year 11 – Half Term 3		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Concerto Through Time	Baroque	Bell Work Recall Quizzes Mini WB formative assessment in lessons Listening exercises Demonstrations Performances	<a href="#">Baroque.url</a> <a href="#">Baroque2.url</a> <a href="#">Baroque3.url</a>
	Classical		<a href="#">Classical.url</a> <a href="#">Classical2.url</a>
	Romantic		<a href="#">Romantic.url</a> <a href="#">Romantic1.url</a>
	Key features		
	Identification		
	Coursework development		
	ASSESSMENT	3 parts	Assessment /120 - mock exam paper, mock performance mark, mock composition mark
<b>Key Words:</b> baroque, harpsichord, concerto grosso, basso continuo, ornamentation, contrapuntal, polyphonic, ternary form, binary form, counterpoint, motif, tonic, dominant, sequence, pedal, fugue, modulation, candeza, coda, sonata form, scalic, accents, rondo, homophonic, double stopping, chromatics, virtuoso, dynamic contrast,			

MUSIC	Year 11 – Half Term 4		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Coursework focus	Coursework moderation	Bell Work Recall Quizzes Mini WB formative assessment in lessons Listening exercises Demonstrations Performances	<a href="#">Lesson 1</a> <a href="#">Lesson 1 worksheet</a> <a href="#">Lesson 2</a> <a href="#">Lesson 2 worksheet</a>
	Composition deadline		<a href="#">Lesson 3</a> <a href="#">Lesson 4</a>
	Performance deadline		<a href="#">Lesson 5</a> <a href="#">Lesson 6</a>

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	Revision		<a href="#">Lesson 7</a> <a href="#">Lesson 8</a>
	ASSESSMENT	3 parts	Assessment /120 - mock exam paper, mock performance mark, mock composition mark
	<b>Key Words:</b> tbc		
<b>MUSIC</b>	<b>Year 11 – Half Term 5</b>		
<b>Topic</b>	<b>Content</b>	<b>Formative Assessments?</b>	<b>Link(s) to an example lesson</b>
<b>Revision</b>	Mock paper practice	Bell Work Recall Quizzes	<a href="#">Lesson 9</a> <a href="#">Lesson 10</a>
	Identifying units	Mini WB formative assessment in lessons	<a href="#">Lesson 11</a> <a href="#">Lesson 12</a>
	Revision	Listening exercises Demonstrations Performances	<a href="#">Lesson 13</a> <a href="#">Lesson 14</a>
	ASSESSMENT	Ensemble composition	Assessment /120 - mock exam paper, mock performance mark, mock composition mark
	<b>Key Words:</b> tbc		

End of year Assessments will take place at the start of half term 6. This will be a complete exam mock, inclusive of marks for both compositions and performances.

This assessment will inform pupil Rank Order in the subject.

**Total = 200**