

Subject: Ternary Form	Year Group: 7
Spring 1 – Curriculum Plan	Homework Plan
<p>1) Understand what a melody is.</p> <p>2) Understand what question and answer phrasing is and why it is important to music.</p> <p>3) Understand what ternary form structure is.</p> <p>4) Practise and perform a simple melody.</p> <p>5) Practise and perform a piece of music in Ternary form.</p> <p>6) Compose music using Ternary form. Compose a melody using question and answer phrasing.</p>	<p>Embed: Homework Booklet 2 – focus on note reading, time signatures and keywords. 5 homeworks over 1 term to accommodate 2 – week timetable.</p>
	<p>Apply: Finger Exercises – assisting with keyboard/guitar playing.</p>
	<p>Challenge/Interleaving: Homework booklet developing core music theory skills which will develop and tie in with their understanding of Schemes of work.</p>
	<p>Improve/Go Green: 5) Coding and TP:GG on Back of Homework Booklet</p>
<p>Spring 1 Assessment:</p> <ol style="list-style-type: none"> 1) Performance of Love me Tender 2) Composition of Ternary form and Question and Answer Melody 3) Spellings and definitions test on musical vocabulary. (QWC) 	

Subject: Ground Bass	Year Group: 8
Spring 1 – Curriculum Plan	Homework Plan
<p>1) Understand what a ground bass is.</p> <p>2) Understand how repetition is used in music.</p> <p>3) Practise and perform a ground bass.</p> <p>4) Understand how chords are used with harmony.</p> <p>5) Compose a ground bass.</p> <p>6) Compose variations of a ground bass.</p>	<p>Embed: Homework Booklet 2 – focus on note reading, time signatures and keywords. 5 homeworks over 1 term to accommodate 2 – week timetable.</p>
	<p>Apply: Finger Exercises – assisting with keyboard/guitar playing.</p>
	<p>Challenge/Interleaving: Homework booklet developing core music theory skills which will develop and tie in with their understanding of Schemes of work.</p>
	<p>Improve/Go Green: 5) Coding and TP:GG on Back of Homework Booklet</p>
<p>Spring 1 Assessment:</p> <p>4) Performance of Pachelbel’s Canon/Michael Nyman Time Lapse</p> <p>5) Composition of Ground Bass and Harmony</p> <p>6) Spellings and definitions test on musical vocabulary. (QWC)</p>	

Subject: Baroque Music AMF Performance and Music Theory KUR	Year Group: 9
Spring 1 – Curriculum Plan (Unit break down and list of objectives) <u>Baroque Music AMF</u> <u>Set Works: Bach and Purcell AMF</u> 1) Recap and identify key terms within each set work. 2) Mini listening tests 3) Score Reading <u>Ternary Form Composition AMF</u> (Continuing from Autumn Terms) <ul style="list-style-type: none"> • Genre, context and linking with KS3 work. • How to write a melody. • How to develop a melody. • How to write accompaniment for a melody. <u>Basic Music Theory KUR</u> 1) Reading Rhythm 2) Time signatures 3) Composing rhythms 4) Note reading 5) Scale theory 6) Chord theory <u>Performance KUR</u> 1) Continuing performance skills. 2) Practise skills and grading criteria. 3) Listening and appraising performance. 4) Performing practise.	Homework Plan Embed <ol style="list-style-type: none"> 1) Instrument Practise 2) Keywords of set works 3) Keywords of elements 4) Music theory exercises. Scales, rhythm, texture, dynamics Homework booklet tailored to each student. Apply: Use keywords in written work. Challenge/Interleaving Linking knowledge between AMF and KUR lessons. Work developed for PAH, PAM & PAL students. <u>Improve/Go Green</u> 4) Based on the feedback you have received on your Set Work questions you need to go green. To help you do this use the following: <ul style="list-style-type: none"> - Teacher feedback - Mark scheme - Model student answer 5) Composition Techniques feedback. 6) Performance and practise skills feedback. 7) Improve section from homework booklet.
Spring 1 Assessment: <ol style="list-style-type: none"> 1) Set Work 1 & 3 Listening Questions AMF 2) Composition Progress Assessment AMF 3) Music Theory mini assessments KUR 4) Performance Assessment KUR 	

Subject: GCSE Music	Year Group: 10
Spring 1 – Curriculum Plan	Homework Plan
<p>(Unit break down and list of objectives)</p> <p><u>Set Work Focus – 7 & 8</u></p> <ol style="list-style-type: none"> 1) Keywords 2) Instrument identification 3) Score reading 4) Listening 5) Test <p><u>Performance</u></p> <ol style="list-style-type: none"> 1) Performance skills 2) 1-2-1 sessions 3) Keyword revision 4) Performance Assessment. <p><u>Composition</u></p> <ol style="list-style-type: none"> 1) Circle of fifths 2) Scales 3) Cadences 4) Structure 5) Melodic devices 6) Develop our compositions 	<p>Embed</p> <ol style="list-style-type: none"> 1) Music theory booklet – PAL, PAM, PAH 2)
	<p>Apply</p> <ol style="list-style-type: none"> 3) Use keywords in written assessment Set Work 7&8
	<p>Challenge/Interleaving</p> <ol style="list-style-type: none"> 4)
	<p>Improve/Go Green:</p> <ol style="list-style-type: none"> 5) Listening Assessment & Feedback 6) Composition development and Assessment. 7) Performance feedback
<p>Spring 1 Assessment:</p> <ol style="list-style-type: none"> 1) Performance Progress Assessment February 2019 2) Listening Assessment February 2019 April 2019 3) Composition Assessment February 2019 	

Subject: GCSE Music	Year Group: 11
(winter)Spring 1 – Curriculum Plan	Homework Plan
<p>(Unit break down and list of objectives)</p> <p>Each lesson starts with theory recap on one of the set works. Kahoot/Spellings/Definitions/Exam Quesitons/Command words</p> <p>Set work Focus – Knowing the song</p> <ol style="list-style-type: none"> 1) Identify the song and instruments. 2) Identify the section and texture 3) Score reading 4) Unfamiliar Listening <p>Practical Lessons</p> <p>Composition</p> <ol style="list-style-type: none"> 1) Using Sibelius Independently 2) Using PLC's to develop compositional ideas <p>Performance</p> <ol style="list-style-type: none"> 1) Practise and develop our solo performances 2) Peer assessment feedback 3) 1-2-1 Feedback listening to December recording. 	<p>Embed Music Theory Booklet – Pal, PAM, PAH</p> <p>Apply:</p> <ul style="list-style-type: none"> - Practise for at least 20 mins a day. - Compose ideas for compositions - Attend afterschool intervention. <p>Challenge/Interleaving</p> <ol style="list-style-type: none"> 1) Incorporating keywords and skills from homework booklet into all units. 2) Incorporate performance skills to perform composed ideas. <p>Improve/Go Green</p> <p>Performance assessment feedback. Essay writing feedback. Composition feedback. Homework Booklet feedback</p>
<p>Autumn 2 Assessment:</p> <ol style="list-style-type: none"> 1) Keyword assessment January 2019 2) Listening Assessment February 2019 March 2019 3) Performance Assessment 1 - January 17th 2019 (Recording) 4) Composition Assessment – Monday 4th February 	