



Key content

Musical Elements

- learners will gain knowledge and understanding of musical elements

Musical Context

Through the four areas of study:

Area of Study 1: Musical Forms and Devices

Learning Focus: Structure and compositional devices.

Area of study 2: Music for Ensemble

Learning Focus: Sonority and texture.

Area of study 3: Film Music

Learning Focus: Sonority (timbre and tone colour), texture and melody.

Area of study 4: Popular Music

Learning Focus: Sonority, structure, harmony and tonality

Learners will gain knowledge and understanding of musical contexts including:

- *the purpose and intention of composers, performers and those who commission music*
- *the effect of the occasion, audience and choice of venue on the way music is composed and performed*
- *how music is created, developed and performed in different social, historical and cultural contexts*
- *Understanding of musical context will be assessed in all three components*

Musical Language

Through four areas of study, learners will gain knowledge and understanding of musical language including:

- *reading **and** writing treble **and** bass clef staff notation in simple time*
- *reading treble **and** bass clef staff notation in compound time*
- *roman numerals for chords I, ii, iii, IV, V and vi in a major key*
- *contemporary chord symbols for chords within a major key e.g. C, Dm, Em, F, G(7) and Am*
- *reading and writing key signatures to four sharps and flats*
- *musical vocabulary related to areas of study*
- *Musical language will be explicitly assessed in Component 3, although it is hoped that learners will also develop their knowledge and understanding of musical language through Components 1 and 2.*

Key assessment points

Internal half-termly assessment on component 1. (Performing) and component 3. (Appraising)

Component 2 will regularly receive verbal feedback.

Component 2 will be assessed formally in February term 2.

End of year assessment:

Component 1: Performing, 4-6minutes

Non-exam assessment 30% of qualification

Component 2: Composing, 3-6minutes (each)

Non-exam assessment 30% of qualification

1 x Free composition

1 x Response to brief

Component 3: Appraising, 1 hour 15 minutes

Written examination 40% of qualification

Christian ethos

St Mary Magdalene CofE believes that all members of the school have a God-given gift to be identified and developed. Music is a subject in which those gifts can be recognised, honed and nurtured so that students reach their full potential.

Music is a central feature of religious services and as such students can participate and enhance the services through using their gifts.

Within all lessons, teachers will promote the importance of treating each other as we like to be treated. Central to music is kindness, honesty and forgiveness. Students are required to perform half-termly and their peers will act as an audience and will be required to be polite, respectful and well-mannered.

British values

Democracy: students will examine that ability in music is colour blind as such it has been at the forefront raising issues with social-injustice and discrimination.

Rule of law: students will explore the use of music within the world, how music makers respond to new laws or rally to help put in place new laws (through protest).

Individual liberty: Students will develop tolerance and understanding through collaboration with other trainees from various cultural traditions and belief systems. Team building skills are taught and learned through positive, supportive and engaging environments where trainees feel safe to express their personal values and beliefs. Students write original music based on reflections on personal experiences and journeys. Students are taught to debate, taking in to account different point of views, to reach the best outcome in ensemble performances.

Mutual respect and tolerance of those of different faiths and beliefs: Students explore the role music plays in different nations and faiths in order to understand them better.

