

YEAR: 11 SUBJECT/PWNC: Music

Knowledge Focus: Areas of study : Year 2 GCSE Music

Music for Film, Music for the Ensemble, Musical Devices & Popular Music



Skills, knowledge and understanding to be developed in this Learning Plan:

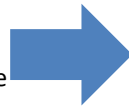
To be able to apply musical theory to performances and compositions. Improving appraising skills with increasingly sophisticated technical terms. Students will develop their confidence with their independent learning by making more of their own choices and decisions when creating and expressing themselves through music.

Key terms to be learned in this LP:

Simple triple time, repeat marks, conjunct and disjunct movement, triadic, sequence, rondo, modulation to relative major, chordal analysis (using Roman numerals), perfect cadence, imperfect cadence, Instrumentation.

Week/Wythnos 1 Learning Objectives:

I can plan and manage own creative tasks with minimal support ·
I can confidently recall and apply prior learning to new context.
I can listen to music and develop the ability to identify musical elements AO3 and appraising skills AO4.



Objective assessments:

Be able to:

Appraising Activities

Class appraisal of *Anitra's Dance by Greig* drawing out relevant teaching points.

Performing Activities

Continued practice of performance pieces for Unit 1 NEA.

Introduce the performance of 'Wonderwall' by Oasis to the group.

Homework/Gwaith cartref:

Set:

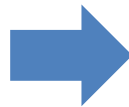
Performance Practice

Due:

Weekly check at peripetetic music lesson

Week/Wythnos 2 Learning Objectives:

I can lead learning through self direction and reflective practice.
I can engage in dialogue about meaning technique and context



Objective assessments:

Appraising Activities

Class appraisal of *Anitra's Dance by Greig* drawing out relevant teaching points.

Continued practice of performance pieces for Unit 1 NEA.

Performing Activities

Building up performance skills and experience playing a group performance of 'Wonderwall' by Oasis

Composing Activities

Introduce board prescribed task and the five available choices of brief. Students will make informed decisions about choosing their chosen brief.

Homework/Gwaith cartref:

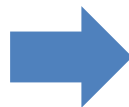
Set: Revise and learn key information on 'Everything Must Go by The Manic Street Preachers'

Due:

Weekly check at peripetetic music lesson

Week/Wythnos 3 Learning Objectives:

I can demonstrate a growing understanding of how musical elements are used expressively.
I can reflect critically and constructively about creative work.
I can successfully identify pieces of music from different musical periods of history.



Objective assessments:

Be able to:

Appraising Activities

Recognition of features of baroque, classical and romantic periods using HWB Cymru resources.

Fossils appraising activity. (WJEC Resources)

Continued regular practice on appraising questions in the style of the examination, including comparisons of extracts.

Performing Activities

Continued practice and performance of pieces for Unit 1 NEA and group performance of 'Wonderwall' by Oasis

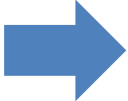


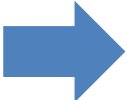
Composing Activities

Development of compositional ideas for board task on an individual basis for Unit 2 NEA.

Use of Chord progressions resource to help improve and refine compositional ideas with the development of appropriate mood (Nashville chords no. system)

Homework/Gwaith cartref:

Set: Development of compositional ideas on board prescribed task
Due: Ongoing

<p>Week/Wythnos 4 Learning Objectives: I can engage in dialogue about the meaning of the technique and context of different styles of Music.</p>	 <p>Objective assessments: Be able to: Apraising Activities Appraising task based on Wonderwall by Oasis focussing on key musical language and terminology. (WJEC resources)) Performing Activities Continued practice and performance of pieces for Unit 1 NEA and group performance of 'Wonderwall' by Oasis Composing Activities Continue work on the piece for the WJEC Composition set brief. Continued regular practice on appraising questions in the style of the examination, including comparisons of extracts.</p>	
<p>Week/Wythnos 5 Learning Objectives: I can describe artistic/musical processes and intentions with appropriate terminology. I can demonstrate growing autonomy when making artistic choices.</p>	 <p>Objective assessments: Be able to: Apraising Activities Set work: 'Everything Must Go' by The Manic Street Preachers background notes retrieval task. Analysis in detail of the piece followed by exam style questions. Performing Activities Continued practice and performance of pieces for Unit 1 NEA and group performances of 'What was I made for?' revisited. Composing Activities Develop and refine work on the piece for the WJEC Composition set brief . Continued regular practice on appraising questions in the style of the examination, including comparisons of extracts.</p>	<p>Homework/Gwaith cartref:</p> <p>Revise and learn key information on 'Everything Must Go by The Manic Street' Preachers'</p> <p>Set: Week 5</p> <p>Due: Week 6</p>
<p>Week/Wythnos 6 Learning Objectives: I can synthesise ideas across art forms to innovate creatively. I can innovate and adapt confidently using problem solving skills as a natural part of the process.</p>	 <p>Objective assessments: Be able to: Apraising Activities Conituation of the study of Everything must go by the Manic Street Preachers with additional exam style questions to help develop exam technique. Performing Activities Continued practice and performance of pieces for Unit 1 NEA and group performances of 'Every breath you take' revisited. Composing Activities Continue to develop and refine compositional ideas for Board Prescribed Task. Focus now should be on development of a good structure that is suitable for the piece</p>	<p>Homework/Gwaith cartref:</p> <p>Set:</p> <p>Due: End of Term</p>
<p>Week/Wythnos 7 Learning Objectives: I can engage in dialogue about meaning technique and context. I can innovate and adapt confidently using problem solving as a natural part of the creative process.</p>	 <p>Apraising Activities Initial assessment of performance tasks. Initial Assesmnet of appraising Task 'Winter' by Vivaldi. Performing Activities Final performance of Wonderwall by Oasis with group ensemble performance being the focus Composing Activities Continue to develop and refine compositional ideas for Board Prescribed Task.</p>	

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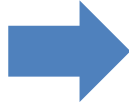
Focus now should be on development of the finished ideas ready to begin the production of a finished recording.

Week/Wythnos 8 Learning

Objectives:

I can synthesize ideas across art forms and curriculum areas to innovate creatively.

I can recall and analyse a variety of musical styles using appropriate musical language and musical elements.



Apraising Activities

Preparation for Mock exam walkthrough with detailed analysis of question types and musical language associated with each question on the paper.

Composing Activities

Continue to develop and refine compositional ideas for Board Prescribed Task. Focus now should be on development of a good structure that is suitable for the piece