


Learning Plan		Subject/Pwnc: Music	Year/Blwyddyn: 10
<p><b><u>The Four Purposes in Creative Arts:</u></b></p> <p><b>Ambitious, capable learners, who:</b> Set themselves high standards; seek and enjoy challenge; are increasingly knowledgeable and skilful; ask questions; enjoy solving problems.</p> <p><b>Enterprising, creative contributors, who:</b> Connect and apply their knowledge and skills to create ideas and products; think creatively to reframe and solve problems; identify and grasp opportunities; take measured risks; lead and play different roles in teams effectively; express ideas and emotions through different media; give of their energy and skills so that other people will benefit.</p> <p><b>Ethical, informed citizens</b></p> <p><b>Healthy, confident individuals, who:</b> Are confident, resilient and empathetic; take part in physical activity; have the confidence to participate in performance; form positive relationships based upon trust and mutual respect; face and overcome challenge.</p> <p><b>Knowledge focus/what matters:</b> Enable learners to develop knowledge, and creative and innovative skills. Learners are expected to consider influences and shape their own creativity. Learners use their creative skills and imagination, discover possibilities and refine ideas to produce their own unique artistic work.</p>			
			
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)	Homework/Gwaith cartref to support progress
<p><b>Week 1</b> Texture, Timbre and Dynamics</p> <p>Film Music: How can we create different moods and feelings?</p>	<p><b>Perform</b> more increasingly difficult musical parts as part of the class ensemble. Perform pieces in major/minor keys. Explore the different sound, beyond “happy” and “sad”.</p> <p><b>Analyse</b> pieces of music apply subject specific knowledge to response.</p> <p><b>Create</b> melody and harmony which is musically interesting content with good structure.</p>	<p><b>Performance &amp; Appraising: ‘The Good the Bad and the Ugly’ E. Morricone</b></p> <ul style="list-style-type: none"> <li>I can begin to create a performance of ‘The Good the Bad and the Ugly’, displaying ‘call and response’ structure.</li> <li>Exploration of Musical themes ‘Star Wars, Raiders of The Lost Ark, Hedwig’s Theme Harry Potter and the Bond Themes</li> <li>I can record performances when they are ready. Give feedback for improvement.</li> <li>Re-cap performing assessment criteria.</li> </ul>	<p>Wk 1</p> <p><b>Homework:</b> Practice performance skills at home working on playing melodies or chords to the piece.</p> <p><b>Set:Week 1 Due:Week 4</b></p> <p>Checked by Instrumental tutor.</p>
<p><b>Week 2 SYL</b> Texture, Timbre and Dynamics</p>	<p><b>Embed knowledge</b> of reading pitch of the treble clef.</p> <p><b>Apply</b> use of musical language to your responses about pieces of music.</p>	<p><b>Performance &amp; Appraising: ‘The Good the Bad and the Ugly’.</b></p> <ul style="list-style-type: none"> <li>I can confidently complete listening exercises using GCSE style questions based on Film Themes.</li> <li>I can demonstrate developing extended writing skills starting to develop longer answers with more musical language being used.</li> </ul>	<p>Wk 2</p>

		<ul style="list-style-type: none"> <li>I can continue to improve my contribution to the class performance of 'The Good the Bad and The Ugly'.</li> <li>I can discuss devices and terminology used in film music such as: Layering, imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas.</li> </ul>		
<b>Week 3</b> Texture, Timbre and Dynamics	<p><b>Remember, understand and apply</b> musical language to appraising work.</p> <p>Learning to <b>perform</b> more increasingly difficult rhythms as part of the class group.</p>	<p><b>Performance &amp; Composing: 'The Good the Bad and the Ugly'.</b></p> <ul style="list-style-type: none"> <li>I can compose Music for a given scene. Creating a soundscape through melody and harmony and chosen instruments.</li> <li>I can develop use of a digital resources to create music.</li> <li>I can compose short ideas in different tonalities and vary their textures</li> </ul>	Wk 3	
<b>Week 4</b> Texture, Timbre and Dynamics	<p><b>Analyse</b> different pieces of music apply subject specific knowledge to responses.</p> <p><b>Create</b> melodies &amp; rhythms which incorporate musically interesting content with good structure.</p>	<p><b>Performing: Jurassic Park theme</b></p> <ul style="list-style-type: none"> <li>I can understand the effect of timbre texture and dynamics on the mood and feeling of a film.</li> </ul> <p><b>Appraising: Section 1: WJEC Activities</b></p> <ul style="list-style-type: none"> <li>I can focus on Texture, Timbre and Dynamics across the area of study through <b>Musical Forms and Devices</b></li> <li>I can recall the 'must-know' musical terms for Texture, Timbre (Sonority) and Dynamics.</li> </ul>	Wk 4	
<b>Week 5</b> Texture, Timbre and Dynamics	<p><b>Create</b> interesting musical content by using a harmony to add to melody ideas.</p> <p><b>Remember and understand</b> popular music styles from different eras understanding the development of the medium.</p>	<p><b>Performing Bond Theme:</b></p> <ul style="list-style-type: none"> <li>I can perform the different melodies for the Bond themes.</li> <li>I can show an understanding of how each theme shows the character in a different mood.</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>I can explore what a chord is, and how it can be changed by adding, removing or altering notes. Add chords to the melody ideas already composed.</li> </ul> <p><b>Appraising: Section 1: WJEC Activities</b></p> <ul style="list-style-type: none"> <li>I can focus on Texture, Timbre and Dynamics across the area of study through <b>Musical Forms and Devices</b></li> <li>I can recall the 'must-know' musical terms for Texture, Timbre (Sonority) and Dynamics.</li> </ul>	Wk 5	<p><b>Homework:</b>  Practice performance skills at home working on playing melodies or chords to the piece</p> <p><b>Set: Week 5</b>  <b>Due: Week 6</b></p> <p>Checked by Instrumental tutor.</p>

<p><b>Week 6</b> Texture, Timbre and Dynamics</p>	<p>Work <b>Collaboratively</b> to prepare and refine a class performance.</p> <p><b>Rehearse</b> and improve my part within an ensemble performance of 'What I Was Made For'.</p> <p><b>Apply</b> performance skills to create a confident and accurate group ensemble playing.</p> <p><b>Evaluate</b> my performance and make improvements based on feedback.</p>	<p><b><u>Song In Film: Sweet Child O Mine (Guns n Roses)</u></b></p> <ul style="list-style-type: none"> <li>• I can understand how song is used in different ways in film.</li> <li>• I can show an understanding of <b>diegetic</b> and <b>non diegetic</b> approaches.</li> <li>• I can perform in an ensemble, an example of a song used in these different approaches.</li> <li>• I can evaluate my contribution to a group performance.</li> </ul> <p><b><u>Appraising: Section 1: WJEC Activities</u></b></p> <ul style="list-style-type: none"> <li>• I can focus on Texture, Timbre and Dynamics across the area of study through <b>Music for the Ensemble</b></li> <li>• I can recall the 'must-know' musical terms for Texture, Timbre (Sonority) and Dynamics.</li> </ul>	<p>Wk 6</p>	
<p><b>Week 7</b> Texture, Timbre and Dynamics</p>	<p>Work <b>Collaboratively</b> to prepare and refine a class performance.</p> <p><b>Rehearse</b> and improve my part within an ensemble performance of 'What I Was Made For'.</p> <p><b>Apply</b> performance skills to create a confident and accurate group ensemble playing.</p> <p><b>Evaluate</b> my performance and make improvements based on feedback.</p>	<p><b><u>Performing: What I Was Made For? B. Eilish</u></b></p> <ul style="list-style-type: none"> <li>• I can <b>recall</b> the piece and build a performance for my group quickly and effectively.</li> </ul> <p><b><u>Appraising: Section 1: WJEC Activities</u></b></p> <ul style="list-style-type: none"> <li>• I can focus on Texture, Timbre and Dynamics across the area of study through <b>Music for the Ensemble</b></li> <li>• I can recall the 'must-know' musical terms for Texture, Timbre (Sonority) and Dynamics.</li> </ul>	<p>Wk 7</p>	<p><b>Homework:</b> Practice performance skills at home working on playing melodies or chords to the piece</p> <p><b>Set: Week 7</b> <b>Due: Week 8</b></p> <p>Checked by Instrumental tutor.</p>
<p><b>Week 8</b> Texture, Timbre and Dynamics</p>	<p><b>Perform</b> confidently in a group setting, demonstrating ensemble skills.</p>	<p><b><u>Appraising: Section 1: WJEC Activities</u></b></p> <ul style="list-style-type: none"> <li>• I can focus on Texture, Timbre and Dynamics across the area of study through <b>Music For Film</b></li> <li>• I can recall the 'must-know' musical terms for Texture, Timbre (Sonority) and Dynamics.</li> </ul>	<p>Wk 8</p>	

	<b>Apply</b> my knowledge of pitch, melody, and performance techniques to performances of all pieces.			
<b>Week 9</b> Texture, Timbre and Dynamics	<b>Apply</b> my knowledge of Texture, Timbre & Dynamics to improve performances of all pieces.  <b>Demonstrate</b> my understanding of musical language when reflecting on my learning and performance of the pieces.	<b>Appraising: Section 1: WJEC Activities</b> <ul style="list-style-type: none"> <li>I can focus on Texture, Timbre and Dynamics across the area of study through <b>Music for Film</b></li> <li>I can recall the 'must-know' musical terms for Texture, Timbre (Sonority) and Dynamics.</li> </ul>		<b>Homework:</b> Practice performance skills at home working on playing melodies or chords to the piece  <b>Set: Week 9</b> <b>Due: Week 11</b>  Checked by Instrumental tutor.
<b>Week 10</b> Texture, Timbre and Dynamics	<b>Demonstrate</b> and <b>apply</b> my understanding of musical language when reflecting on my learning and responding to listening and appraising tasks.	<b>Appraising: Section 1: WJEC Activities</b> <ul style="list-style-type: none"> <li>I can focus on Texture, Timbre and Dynamics across the area of study through <b>Popular Music</b></li> <li>I can recall the 'must-know' musical terms for Texture, Timbre (Sonority) and Dynamics.</li> </ul>		
<b>Week 11</b> Texture, Timbre and Dynamics	<b>Evaluate</b> my progress and set personal targets for future musical learning.	<b>Appraising: Section 1: WJEC Activities</b> <ul style="list-style-type: none"> <li>I can focus on Texture, Timbre and Dynamics across the area of study through <b>Popular Music</b></li> <li>I can recall the 'must-know' musical terms for Texture, Timbre (Sonority) and Dynamics.</li> <li>I can refer to musical elements already covered in all activities.</li> <li></li> </ul>		

**SYL Assessment points:**

**Performing:**

Demonstrate ensemble performance skills through group performances

**Appraising:**

Analyse and describe key musical features using correct musical language. This includes identifying instrumentation, structure, and melodic/rhythmic/harmonic elements in set pieces.

**Composing:**

Create original melodic and harmonic ideas, demonstrating an understanding of structure and musical interest.

**Musical Knowledge:**

Show an understanding of pitch and melody concepts, the treble clef, and the influence of different genres of film music.

**Reflection:**

Reflect on personal progress and identify areas for improvement in performing, appraising, and composing activities

**Develop** critical **listening** and **appraising** skills by identifying key musical elements in popular songs.

**Recall and refine skills surrounding the** understanding of the structure and melody through appraising activities.