


| Learning Plan 3 | | Subject/Pwnc: | Year/Blwyddyn: |
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| <p><u>The Four Purposes in Creative Arts:</u></p> <p>Ambitious, capable learners, who: set themselves high standards; seek and enjoy challenge; are increasingly knowledgeable and skilful; ask questions; enjoy solving problems.</p> <p>Enterprising, creative contributors, who: 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>Ethical, informed citizens</p> <p>Healthy, confident individuals, who: 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>Knowledge focus/what matters: Explore, analyse, perform and compose across different styles and structure of music using different musical techniques conventions to deepen you knowledge and improve your musical skills.</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 |
| Week 1 Structure and styles | <ul style="list-style-type: none"> Recap on Areas of Study: Popular Music 'Yellow'(Coldplay) Prepare an ensemble performance of the song Yellow. Recall all previous learned theory on pitch notation, note duration and chords to create a good performance. Recap song performance 'Every Breath You Take' | <ul style="list-style-type: none"> I can plan and mange own creative tasks with minimal support · I can confidently recall and apply prior learning to new context. I can produce a programme note about the song 'Yellow' which explores links to Music in Wales. · I can play an active part in an ensemble performance of the song Yellow by Coldplay. | Wk 1 Set: Performance Practice Due: Weekly check at peripatetic music lesson |
| Week 2 SYL | <ul style="list-style-type: none"> Compare and Contrast Refine your performance ensembles of both pieces until performance ready. Engage in dialogue about meaning technique and context. | <ul style="list-style-type: none"> I can lead learning through self-direction and reflective practice. I can engage in dialogue about meaning technique and context. I can analyse and show understanding of the harmony of both pieces 'Yellow' and 'Every Breath You Take' Identify similarities and differences. I can complete GCSE style questions based on Style and Structure. | Wk 2 Homework/Gwaith Cartref: Set: Performance Practice Due: Weekly check at peripatetic music lessons |

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| <p>Week 3 Developing compositional ideas using different musical styles.</p> | <ul style="list-style-type: none"> • Create and refine compositional ideas based on Music for film and the following briefs. · Compose a theme for a new drama based on the Welsh freedom Fighter Owain Glyndwr or Compose a theme for a youth culture drama called 'Never Give up'. | <ul style="list-style-type: none"> • I can demonstrate a growing understanding of how musical elements are used expressively. • I can reflect critically and constructively about creative work. • I can integrate digital technology to enhance quality and presentation of music composition. | <p>Wk 3</p> | <p>Homework/Gwaith Cartref:</p> <p>Set: Development of compositional ideas using 'Bandlab' and instruments at home.</p> <p>Due: End of week 4</p> |
| <p>Week 4 Understanding the historical and cultural significance of the Jazz and blues movement.</p> | <ul style="list-style-type: none"> • Performance work creating a Jazz ensemble 'Picnic Piece' • Appraise the piece 'Now you <i>has</i> Jazz' apply musical language and conventions to improve your analysis of the piece. | <ul style="list-style-type: none"> • I can engage in dialogue about meaning technique and context of Jazz and Blues music. • I can analyse the structure of 12- Bar Blues and the Blues scale. • I can appraise and analyse pieces of music in the Jazz style. | <p>Wk 4</p> | |
| <p>Week 5 SYL</p> | <ul style="list-style-type: none"> • Understand & analyse the structure of the set work 'Sir Duke' by Stevie Wonder. • Composition: Use your study of 'Sir Duke' to help you answer GCSE style questions on the piece. | <ul style="list-style-type: none"> • I can describe artistic/musical processes and intentions with appropriate terminology. • I can demonstrate growing autonomy when making artistic choices. • I can apply my skills of analysis to answer GCSE style questions on 'Elizabeth Remembered'. | <p>Wk 5</p> | <p>Homework/Gwaith cartref: Revise and learn key information on Sir Duke</p> <p>Set: Week 5 Due: Week 6</p> |
| <p>Week 6 Synthesize ideas and innovate and adapt material to create music compositional and performance</p> | <ul style="list-style-type: none"> • Perform as part of a group ensemble the pieces 'Yellow' by Coldplay & the Picnic Piece by C. Norton. | <ul style="list-style-type: none"> • 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>Wk 6</p> | <p>Homework/Gwaith Cartref: Set: Write final evaluation on completed work. Due: End of Term</p> |