

Plan Of Learning For The Year (Unit/Topic/Project Context)

<p>Term 1</p> <ul style="list-style-type: none"> • Composition Y12: Introduction to A level composition. Research and explore stimuli for free composition. • Composition Y13: Consolidate free composition from Y12. Research and explore stimuli for brief composition. • Listening & Appraisal: AOS1 The Baroque Solo Concerto and AOS4 Music for Theatre. • Performance: Explore and rehearse appropriate performance repertoire. <p>Term 2</p> <ul style="list-style-type: none"> • Composition Y12: Development of free composition including production of detailed score/aural guide. • Composition Y13: Development of brief composition including production of detailed score/aural guide. 	<ul style="list-style-type: none"> • Listening & Appraisal: AOS1 Romantic Piano Music and consolidation of AOS4 Music for Theatre. • Performance: Explore and rehearse appropriate performance repertoire. <p>Term 3</p> <ul style="list-style-type: none"> • Composition Y12: Competition of free composition including production of detailed score/aural guide and programme notes. • Composition Y13: Completion of brief composition including production of detailed score/aural guide and programme notes. • Listening & Appraisal Y12: Consolidation of AOS1 Set works and AOS4. • Listening & Appraisal Y13: Consolidation of all AOS1 Set works and AOS2 & 4 for Section C of exam. • <u>Y13 Composition and Performance coursework complete for external moderation.</u>
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Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> • Self and peer assessment via discussion • Questioning • Frequent listening, vocabulary and aural tests based on A level listening questions and general theory • Composition (free/brief) contributing 25% to overall A level grade (externally assessed) • Mock listening exam • Performance (externally assessed) contributing 35% of overall A level grade 	<ul style="list-style-type: none"> • All Saints Voices (vocal group) • All Saints Band (all instrumentalists) • Peripatetic lessons from specialist teachers for piano, drums, guitar, voice, flute and violin • School musical (singing, acting and dancing) • Opportunities to support in lower school lessons 	<ul style="list-style-type: none"> • Studying a range of musical styles, genres and composers offered on the A level specification • Study of set works from Western Classical Canon • Creativity through composition and performance • Developing specific instrumental/vocal skills • Explore a range of job roles and careers associated with music and performing arts

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> • Understanding Italian terms and musical symbols • Lack of confidence with composition • Understanding how music benefits all career pathways due to vast number of transferable skills developed 	<ul style="list-style-type: none"> • Subject specific vocabulary taught practically through listening, performance and composition • Build glossary of key terms used throughout course • Practical application of vocabulary regularly applied to practice listening questions • Apply knowledge of musical elements from theory lessons to performance and composition coursework 	<ul style="list-style-type: none"> • Scaffolding and writing frames for essay questions • Solo and ensemble performance • Support for performance from specialist instrumental/vocal tutors • Freedom to choose composition brief and performance repertoire