

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

**Half Term 1: Brief composition/ AOS3 & AOS2 Section B**

- Throughout Y11 you will compose your composition to a brief set by the exam board. This is worth 15% of your overall GCSE grade and must be completed by Easter. In theory lessons you will focus on AOS3: Traditional music, and begin to look at your second set works for Section B of the exam: songs by Queen.

**Half Term 2: Brief composition/Performance & AOS2 Section B**

- Whilst preparing your performance and composition components, you will continue to study the three songs by Queen for Section B of the exam.

**Half Term 3: Brief composition/Performance continued, Section B**

- In this half term you will focus on the whole of Section B which includes Beethoven and Queen.

**Half Term 4: Musical elements listening (all AOS) & Performance completion**

- Your composition and performance components will be completed this half term. You will revise all musical elements for listening questions in Section A. Composition and Performance coursework complete.

**Half Term 5: Exam revision**

- You will focus on all musical elements and areas of study to revise for both sections of the listening exam.

<b>Feedback, Retrieval &amp; Assessment</b>	<b>Super curriculum opportunities / extra-curricular activities</b>	<b>Cultural Capital, SMSC, Careers and Futures</b>
<ul style="list-style-type: none"> <li>• Self and peer assessment via discussion</li> <li>• Whole class feedback via discussion</li> <li>• Questioning</li> <li>• Frequent listening and vocabulary tests based on GCSE practice questions</li> <li>• Composition to the brief (15% of GCSE grade)</li> <li>• Mock listening exam</li> <li>• Teacher assessed composition &amp; performance NEA – externally moderated (60% of GCSE grade in total)</li> </ul>	<ul style="list-style-type: none"> <li>• All Saints Voices (vocal group)</li> <li>• Peripatetic lessons from specialist teachers for piano, drums, guitar, voice, woodwind and strings (violin and cello)</li> <li>• School musical (singing, acting and dancing)</li> </ul>	<ul style="list-style-type: none"> <li>• Studying a wide range of musical styles, genres and composers offered on the GCSE specification</li> <li>• Study of set work: Beethoven Symphony No.1 and Queen</li> <li>• Creativity through composition and performance</li> <li>• Developing specific instrumental/vocal skills and reading musical notation</li> <li>• Explore a range of job roles and careers associated with music and performing arts</li> </ul>

**Common misconceptions**

**Connecting New Knowledge**

**Challenge for all**

<ul style="list-style-type: none"> <li>• Understanding Italian terms and musical symbols</li> <li>• Lack of confidence with composition</li> <li>• Understanding how music benefits all career pathways due to vast number of skills suitable for all employers</li> <li>• Understanding musical notation</li> </ul>	<ul style="list-style-type: none"> <li>• Subject specific vocabulary taught practically through listening, performance and composition</li> <li>• Build glossary of key terms used throughout course</li> <li>• Practical application of vocabulary regularly applied to practice listening questions</li> <li>• Apply knowledge of musical elements to performance and composition coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Scaffolded performance and composition tasks</li> <li>• Scaffolding and writing frames for essay questions</li> <li>• Solo and ensemble performance</li> <li>• Music tech performance available</li> <li>• Freedom to choose composition brief and performance repertoire</li> </ul>
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