

KS4-YEAR 9 Curriculum Overview:

Key Info:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic:</p> <p>3 lessons per fortnight (as of Sept 2021)</p>	<p>Technique and Targets (C2)</p> <p>A scheme that will enable students to develop their own musical skills setting targets based on a development plan in line with the requirements of C2 at BTEC. Focusing initially on developing their performance skills both as a soloist and in an ensemble. Other skills such as time management, self-discipline, working with others and responding to feedback will also be central to this scheme.</p>	<p>Technique and Targets (C2)</p> <p>A scheme that again enables students to develop their own musical skills but this time focusing on 'creation' skills. This will require an application of those skills they developed in Autumn 1 as performers to the creation aspects of the BTEC course. Focus will remain on the more general skills of time management, self-discipling, working with others and responding to feedback.</p>	<p>Exploring Music Genres (C1)</p> <p>A scheme that develops students prior knowledge of the different genres of music covered at KS3. Focusing on a timeline of genres so that students can understand how genres influenced etc and recognise the common key features and contextual points. They will learn to analyse these and perform/create in line with BTEC requirements. Focus may be on performance this half term.</p>	<p>Exploring Music Genres (C1)</p> <p>A scheme that develops students prior knowledge of the different genres of music covered at KS3. Focusing on a timeline of genres so that students can understand how genres influenced etc and recognise the common key features and contextual points. They will learn to analyse these and perform/create in line with BTEC requirements. Focus may be on creation this half term.</p>	<p>Responding to a Brief (C3)</p> <p>A scheme that applies all skills developed throughout Autumn and Spring terms through a mock version of C3. A brief will outline the task required in the format given in year 11 to familiarise students with what is required. Genres covered in the spring term (C1 style) will be listed and additional songs that they have explored in both Autumn and Spring terms (C1 and C2 style). Students will receive a couple of original songs and two alternative genres. They will plan, create and reflect on their own creation of a 'reinterpretation' of the original song.</p>	<p>Responding to a Brief (C3)</p> <p>Continuing a similar approach to Summer 1 ideally offering students another mock C3 brief covering a different song and alternative genres. The songs given may be less familiar to students so they have to apply their skills more creatively and work harder to understand the original song in the first place. This reflects the requirements at year 11 though they will be given a significantly reduced choice of songs and genres to avoid confusion at this point!</p>
<p>Key Knowledge/Skills covered in the scheme</p>	<ul style="list-style-type: none"> Basic performance skills on a chosen instrument Solo performance skills Ensemble performance skills Basic musicianship – tuning and preparing your instrument etc. Target setting Maintaining a log of progress made in line with a skills audit and development plan Time management Self-discipline Working with others Responding to feedback 	<ul style="list-style-type: none"> Basic creation skills (using instruments and technology) Basic musicianship – writing music, basic parts required for a composition etc Features of key genres that must be reflected in the creation task Target setting Maintaining a log of progress made in line with a skills audit and development plan Time management Self-discipline Working with others Responding to feedback 	<ul style="list-style-type: none"> Understanding, identifying and analysing key features of different genres Using these features to inform creative choices. Performing and creating pieces that reflect the original genres and utilise key features. Ensemble and solo performance. Creation using technology and instruments. 	<ul style="list-style-type: none"> Understanding, identifying and analysing key features of different genres Using these features to inform creative choices. Performing and creating pieces that reflect the original genres and utilise key features. Ensemble and solo performance. Creation using technology and instruments. 	<ul style="list-style-type: none"> Application of their understanding of musical genres to practical tasks. Meeting a given brief Creating and performing a reinterpretation Use of technology and software Basic performance and creation skills. Planning based on the given brief Reflecting on the outcome of the practical task – did they meet the brief? Did they do what they had planned to do? If not, why not and what would they do differently next time? 	<ul style="list-style-type: none"> Application of their understanding of musical genres to practical tasks. Meeting a given brief Creating and performing a reinterpretation Use of technology and software Basic performance and creation skills. Planning based on the given brief Reflecting on the outcome of the practical task – did they meet the brief? Did they do what they had planned to do? If not, why not and what would they do differently next time?
<p>Assessment</p> <p>(Bold-School assessment data input)</p> <p>(Colour coded to link with GCSE/BTEC Component focus)</p>	<p>Assessed throughout scheme on target setting and practical progress made through performance skills and general skills as listed above. Skills audit will be used as initial starting</p>	<p>Focused assessment on milestones evidencing the performance skills developed. Ability to recognise time management, self discipline etc will also be assessed</p>	<p>Assessed throughout the scheme on their understanding of key features and their ability to identify or analyse the genres. Their practical application will also be assessed through recorded performances and creation tasks.</p>	<p>Focused assessment on their ability to analyse the features of two different genres, reflecting appropriately on similarities and differences. Ability to apply these to a</p>	<p>Assessed throughout on their approach to the given brief and their application of their understanding of different musical genres Also assessed on their ability to plan and reflect meeting a given brief.</p>	<p>Focused assessment on their response to the brief factoring all aspects of the planning, creating and reflection. BTEC marks schemes etc will be used to support this. A combination of both Summer 1 and Summer 2 work may be</p>

	<p>point. Milestones will be recorded as evidence of progress.</p> <p>C2: Setting Smart targets, completing a skills audit and development plan. Acting on development plan and tracking progress.</p>	<p>through written work tracking progress.</p> <p>Data drop: 9th Nov 2021</p>	<p>C1: Identifying, analysing and evaluation key features of musical genres and application of this to practical tasks. Reflection on their practical tasks in how they meet the key features of the genres etc.</p>	<p>performance and a creation task.</p> <p>Data drop: 8th Feb 2022</p>	<p>C3: Responding to a given brief, creating a reinterpretation of an original song in a contrasting genre whilst maintaining aspects of the original.</p> <p>Data drop: 3rd May 2022</p>	<p>used at this point depending on the progress made.</p> <p>Data drop: 5th July 2022</p>
Building on prior learning	All schemes use knowledge gained at KS3 of different genres of music and their key features. Students will be applying these to new practical tasks and developing their knowledge further to widen their understanding and improve their ability to apply knowledge to practical tasks including both performance and creation. Prior practical skills will be essential to ensure that all students are able to access the given tasks. The elements of music which is a core aspect of KS3 music are referred to heavily throughout.					
Links to National Curriculum	<p>National curriculum – performing and composing, recognising and applying the elements of music, a basic understanding of ‘theory’ (notation), to evaluate music from different styles/periods.</p> <ul style="list-style-type: none"> • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression • improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions • use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions 					
Next Stage of Education: Links to GCSE/BTEC Specification	<p>Each term is allocated one of the BTEC components as a focus point for the new skills. Ultimately these skills are embedded throughout but particular focus is highlighted term by term in different areas.</p> <p>C1 – understanding and applying features of different genres of music to practical tasks and an ability to evaluate these in existing examples. C2 – developing as a musician focusing on target setting and development plans. This will be covered in the Autumn term to better prepare students for the C1 and C3 style work later in the year. C3 – responding to a brief following the requirements in the briefs released in year 11. This requires performance and creation using their knowledge of different genres of music.</p>					
Independent/Home learning	<p>Learning of key vocabulary and rehearsals within the department. Reading tasks centred on the given topics/styles to broaden the repertoire of students. Reflection on practical progress made. Wider listening logs to encourage students to become more familiar with different genres of music, better equipping them for future tasks.</p>					
Cross-Curricular Links	<p>Links to all other PA subjects through performance skills and composition links to devising/choreographing. Key vocabulary can also be cross referenced here. PHSE/Sphere for confidence etc (SMSC).</p>					
Cultural Capital & Extra Curricular Opportunities	<p>Performance opportunities. Extra-curricular clubs and access to the practice rooms during break and lunch. Potential trips/visitors to engage them in other opportunities for performance etc whether this be them performing or watching performances.</p>					
Positive Impact on personal Development (SMSC)	<p>Building confidence Understanding the resilience needed to master such skills Majority will be experiencing new skills that they may never have an opportunity to experience otherwise. Chance to develop skills for working with others, listening, communication etc</p>					