



CURRICULUM INTENT

We aim to develop a sense of social awareness, exploring what makes us human and how we can impact the lives of others.

In Music at Avanti Fields, lessons focus around developing skills in three aspects of Music – Performance, Composition and The Music Industry. Pupil’s will be able to think for themselves and explore the links between character and conduct as well as developing empathy to help explore the importance of music within different societies and cultures. Lessons include a range of activities starting with how to read rhythmic and stave notation, moving onto group and solo performance skills and ending with composition and how to analyse different pieces of music from a wide range of genres. Students gain valuable knowledge of key Music concepts with explicit links to the Model Music Curriculum from KS3 as well as the Specification outlined by WJEC. This versatile approach to Music allows students to develop a secure understanding as well as develop skills that will support them in other subjects. In addition to this, students will understand how to work collaboratively with others and ensure that they can individually contribute to a project so that they are well equipped with adult life skills, enhancing employability and prospects.

THE AVANTI WAY

EDUCATIONAL EXCELLENCE



CHARACTER FORMATION



SPIRITUAL INSIGHT



The performative nature of Music requires resilience, dedication and high expectations. Perseverance is vital – ‘if you make a mistake, don’t give up and keep going.’ Being part of the audience is as equally important. It encourages listening, respect and concentration.

We reflect on our own character and explore others by looking at the connections with music from different genres. Focusing on how musicians build relationships, self-reflect upon their own practices allows us to see how we ourselves act in this world and develops empathy.

Music enables people to cultivate a deeper, meaningful connection to the world, others and to God. Studying a variety of different genres can allow us to challenge discrimination to create a more positive and integrated society. Music is an active vehicle to build a sense of community. Looking at the importance of music within different societies and cultures helps us to form empathy with us.

PROGRAMME OF STUDY

At KS4 pupils will be studying the Level ½ Vocational Award, Performing Arts with WJEC.

They will be given the opportunity to study Performance, Composition and the Music Industry by studying for 3 Units: Performance, Composition and Performing Arts in Practice. Pupils will submit coursework for these 3 units which will form their final grade of either a Pass, Merit or Distinction.

Students will be provided opportunities to develop the following knowledge, skills and understanding in Music:

- **Musical Theory**
 - Know and understand how to read Bass and Treble clef.
 - Know and understand how to read rhythmic notation, include 4/4, ¾, 2/4 and 6/8-time signatures.
 - Know and understand how to
 - Understand how to work collaboratively with others.
 - Contribute ideas as an individual to the final performance.



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- **Performance Skills**
 - Learn how to practice and use given time wisely.
 - Contribute as an individual to the live performance as well as solo performance.
- **Composition**
 - Be able to generate their own musical ideas and develop them using a range of techniques.
 - Explore the social, cultural and stylistic aspects of a piece and incorporate them within their own work
- **Music from different Cultures and the Entertainment Industry.**
 - Explore the context around different genres and styles of music have
 - Understand how best to sustain audience interest in a performance.
 - Explore the procedures that are used to organise, promote and put on a live performance.
 - Explore the work of other artists, events and venues to develop a better understanding.
- **Using Musical Vocabulary**
 - Recall and understand the key bank of words in Music.
 - Use a range of vocabulary and language when speaking. Develop their social and linguistical spoken language.
- **Analysing and Evaluating Music**
 - Analyse and evaluate performances in Music
 - Analyse and evaluate the use of rhythm, melody and instrumentation in pieces of music.

TERM	YEAR 10
AUTUMN 1	<p style="text-align: center;">Music Theory</p> <p style="text-align: center;">Time Signatures, Common note values, Perform in time with a group, Dictation Skills.</p> <p>Lessons include a range of activities starting with how to read rhythmic and stave notation. This versatile approach to Music allows students to develop a secure understanding as well as develop skills that will support them in other subjects</p> <p style="text-align: center;">Intent: Musical Theory, Using Musical Vocabulary and Performance skills.</p>
AUTUMN 2	<p style="text-align: center;">Music Theory</p> <p style="text-align: center;">Treble and Bass Clef, Pitch identification, Perform in time with a group, Dictation Skills.</p> <p style="text-align: center;">Intent: Musical Theory, Using Musical Vocabulary and Performance skills.</p>
SPRING 1 + SPRING 2	<p style="text-align: center;">Unit 1 – Performance</p> <p>They will then move on to Unit 1 which focuses on performance. They will be asked to choose suitable pieces for a given assignment brief, research pre-existing performances and then rehearse the piece for a performance.</p> <p>Pupils will learn how to respond to a given brief by researching suitable pieces to perform. They will then work in small groups to rehearse their chosen pieces. They will be evaluating their rehearsals and progress as they go along.</p> <p style="text-align: center;">Work needs to be handed in ready for submission in May.</p> <p style="text-align: center;">Intent: Musical Theory, Using Musical Vocabulary, Analysing and Evaluating.</p>



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<p>SUMMER 1 + SUMMER 2</p>	<p style="text-align: center;">Unit 2 - Composition</p> <p>Pupils will begin by learning how to compose their musical ideas by looking at different popular forms and structures. They will then learn how to develop them into full compositions by experimenting with different methods of development.</p> <p>Unit 2 focuses on Composition. Pupils will examine different styles of popular music, looking at how the different elements of music are incorporated within them. They will experiment to help them find their own style before composing their own piece for submission.</p> <p style="text-align: center;">They will then move onto compose their own piece that fulfils a given brief by the exam board. They will evaluate their work as they go on.</p> <p style="text-align: center;">Work needs to be handed in ready for submission in May.</p> <p style="text-align: center;">Intent: Analysing and Evaluating, Performance Skills, Composition, Musical Theory and Using Musical Vocabulary.</p>
<p>Autumn 1, Autumn 2 and Spring 1</p>	<p style="text-align: center;">Unit 3 - Composition</p> <p>In the Final Unit pupils are given the opportunity to create their own proposal for a set brief from the exam board focusing on creating a performance. They will develop an understanding of the Music and Entertainment industry by conducting research, creating budgets, examples of possible works as well as a live presentation.</p> <p>By studying this course Pupil's will be able to think for themselves and explore the links between character and conduct as well as developing empathy to help explore the importance of music within different societies and cultures. They will be able to self and peer assess work, while developing the skills to provide useful and clear feedback to support their fellow peers. In addition to this, students will understand how to work collaboratively with others and ensure that they can individually contribute to a project so that they are well equipped with adult life skills, enhancing employability and prospects.</p>
<p>ASSESSMENT AND FEEDBACK</p>	
<p>Students are assessed regularly in Music through a combination of formative and summative assessments. All assessments link back to the course specification.</p> <p>Students will receive timely feedback after each assessment, following the whole school 'Strengths, Improvements, and Actions' (SIA) policy. During performances, students will conduct a peer and self-assessment where targets will be set for the next topic.</p> <p>FORMATIVE ASSESSMENT: All lessons at KS4 will have a strong focus on practical work. Every lesson will offer students a chance to reflect on their own work in relation to the objectives and outcomes that are outlined at the start of the lesson. Pupils will also be given the opportunity to self-reflect on their progress.</p> <p>SUMMATIVE ASSEMENT: Pupils will have to submit coursework at pre-designated points in line with the exam boards specification.</p>	



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SUPPORT AND GUIDANCE

1. Use the **KEYWORD BOOKLET** on Google Classroom to **learn** the key words for each SOW: READ – COVER – WRITE method → MASTER THE MINIMUM.
2. **Test yourself** on the keywords for each topic: use **FLASH CARDS** on Quizlet or Quizzes
3. Use **Musicca. Com** to help practice and embed notation skills.
4. Practice performance pieces by clapping the rhythms, reading the notes out loud or using instruments if available to practice on.

EXTRA-CURRICULAR / SUPER-CURRICULAR OPPORTUNITIES

Practice Rooms: Lunchtimes open (Year 7: Tuesday, Year 8: Wednesday, Year 9: Thursday) to students to rehearse their assessment pieces. Students will have access to scripts and performance space.

School Ensemble: On a Tuesday after school. Any pupil that has their own instrument is encouraged to join.

Instrumental Tuition: Individual instrumental lessons are now available on the following instruments: Piano, Guitar (Electric and Acoustic), Bass, Ukulele, Drums, Vocal. More to be confirmed ASAP but if there is something you would like your child to learn please get in contact and we will try our best to accommodate.