

Music Department - Long-Term Sequencing Year 10

SUMMARY & CHRONOLOGY

Our vision is to put creative tools into the hands of all our students, then empower and inspire them to develop their full creative potential. At Stuart Bathurst, we aim to cultivate confident musicians, creative composers, and critical listeners. Music at SB prepares our students with academic and life skills that develop the whole child; instilling discipline, commitment, confidence and perseverance as well as working together as a team. These skills can be applied across all subject disciplines, beyond Key Stage 3 and also beyond the academic environment. Our Music curriculum allows us to study and explore a wide variety of musical genres and styles from across the world and across time. We endeavour to make music fun and exciting, with a high level of engagement. Our curriculum considers our threshold concepts at a fundamental level, and our lessons embed our core attributes. Students are studying the EDUQAS Level 1/2 Vocational Award in Performing Arts, following either a Music Performance, or a Music Technology Pathway. For Unit 1 and 2, assessment is through Coursework/ Project work (not external exams) in response to briefs. The final project for each Unit takes 10 hours to complete in 'controlled' conditions and each Unit is worth 30% of the total qualification. For each Unit students are set a scenario by the exam board and will need to undertake a number of tasks.

In Unit 3, students undertake another project in response to a brief, which takes 20 hours and is worth 40% of the total qualification.

HALF TERM 1: INTRODUCTION & SKILLS

STUDENTS MUST KNOW:

- The structure of the vocational award and the units
- Skills audit & repertoire self-assessment
- How to rehearse
- How to keep a log-book and record evidence

LEARNING KICKSTARTED WITH RESIDENTIAL AT INGESTRE HALL PERFORMING ARTS CENTRE

ASSESSMENT:

HALF TERM 2: UNIT 2 - CREATING

STUDENTS MUST KNOW:

- Composition skills
- Interpreting a brief/theme
- Research relevant creative solutions to the brief
- Maintain logbooks and evidence bank

ASSESSMENT:

Unit 2 - Task 1 (outline components)
Unit 1 – Tasks 1a and 1b (research)
Unit 1 – Task 2 (rehearsal plan)

HALF TERM 3: UNIT 1 PERFORMING + UNIT 2 CREATING

STUDENTS MUST KNOW:

- U1: How to evaluate repertoire and select pieces appropriately
- U1: Rehearsing for performances.
- U1: Start reflective journal (task 3)
- U2: Begin creation of original piece to fulfil the exam board set brief.
- Start development log (task 2)

ASSESSMENT:

Unit 1 – Task 3 (reflective journal)
Unit 2 – Task 2 (development log)

HALF TERM 4: UNIT 1 PERFORMING + UNIT 2 CREATING

STUDENTS MUST KNOW:

- Continue with rehearsals for performances (task 4)
- Continue with reflective journal
- Continue with creation of original work (task 3)
- Continue with development log

ASSESSMENT:

Unit 1 – Task 3 (reflective journal)
Unit 2 – Task 2(development log)

HALF TERM 5: UNIT 2 CREATING

STUDENTS MUST KNOW:

- Presentation of final pieces to panel.
- Completion of evaluation task.
- Unit 2 SUBMISSION

ASSESSMENT:

Unit 2 – Task 3 (present pieces)
Unit 2 – Task 4 (evaluation)

HALF TERM 6: UNIT 1 PERFORMING

STUDENTS MUST KNOW:

- Performances to an audience and panel feedback session.
- Completion of evaluation task.

ASSESSMENT:

Unit 1 – Task 4 (performances)
Unit 1 – Task 5 (evaluation)

HOME LEARNING

Tasks including: research; presentation; repertoire; rehearsal; practice

Music Department - Long-Term Sequencing Year 11

SUMMARY & CHRONOLOGY

Our vision is to put creative tools into the hands of all our students, then empower and inspire them to develop their full creative potential. At Stuart Bathurst, we aim to cultivate confident musicians, creative composers, and critical listeners. Music at SB prepares our students with academic and life skills that develop the whole child; instilling discipline, commitment, confidence and perseverance as well as working together as a team. These skills can be applied across all subject disciplines, beyond Key Stage 3 and also beyond the academic environment. Our Music curriculum allows us to study and explore a wide variety of musical genres and styles from across the world and across time. We endeavour to make music fun and exciting, with a high level of engagement. Our curriculum considers our threshold concepts at a fundamental level, and our lessons embed our core attributes. Students are studying the EDUQAS Level 1/2 Vocational Award in Performing Arts, following either a Music Performance, or a Music Technology Pathway. For Unit 1 and 2, assessment is through Coursework/ Project work (not external exams) in response to briefs. Studied in Y11, students undertake Unit 3, another project in response to a brief, which takes 20 hours and is worth 40% of the total qualification.

HALF TERM 1: UNIT 3 - PREPARATION & KNOWLEDGE

STUDENTS MUST KNOW:

- Skills audit & repertoire self-assessment
- How to rehearse
- How to keep a log-book and record evidence

ASSESSMENT:

HALF TERM 2: UNIT 3 - PREPARATION & KNOWLEDGE

STUDENTS MUST KNOW:

- Composition skills
- Interpreting a brief/theme
- Research relevant creative solutions to the brief
- Maintain logbooks and evidence bank

ASSESSMENT:

Unit 3 - Task 1 (outline components)
Unit 3 – Tasks 1a and 1b (research)
Unit 3 – Task 2 (rehearsal plan)

HALF TERM 3: UNIT 3 - PRACTICAL WORK

STUDENTS MUST KNOW:

- U3: Begin creation of original piece to fulfil the exam board set brief.
- Start development log (task 2)

ASSESSMENT:

Unit 3 – Task 3 (reflective journal)
Unit 3 – Task 2 (development log)

HALF TERM 4: UNIT 3 - PRACTICAL WORK

STUDENTS MUST KNOW:

- Continue with rehearsals for performances (task 4)
- Continue with reflective journal
- Continue with creation of original work (task 3)
- Continue with development log

ASSESSMENT:

Unit 3 – Task 3 (reflective journal)
Unit 3 – Task 2(development log)

HALF TERM 5: UNIT 3 - CONTROLLED ASSESSMENT

STUDENTS MUST KNOW:

- Presentation of final pieces to panel.
- Completion of evaluation task.
- Unit 3 SUBMISSION

ASSESSMENT:

Unit 3 – Task 3 (present pieces)
Unit 3 – Task 4 (evaluation)

HOME LEARNING

Tasks including: research; presentation; repertoire; rehearsal; practice