

Key Stage 4 Course Outlines, Subject leader contact details, Examinations, Assessment arrangements and Homework Statements 2017-2019

| Subject leader contact details Key Stage Four Course outline | Examination Board, Exam Papers and Revision guides | Assessment arrangements 'How work will be marked' | Homework statement | Materials you can access to deepen your knowledge and improve your level of resourcefulness |
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| Music Year 10 – Subject leader Mrs E Soulsby esoulsby@taptonschool.co.uk | | | | |
| <p>At the beginning of the course students are introduced to key skills and concepts through general musical vocabulary and a wide range of practical activities. They then start to prepare for coursework and have a series of skills based lessons, covering performance and composition. Preparation for composition coursework starts at the end of Term 1 in Y10, carrying through until the end of the academic year, when they will have completed their free composition, worth 15% of their final grade. The course can be divided up as follows:</p> <p>Unit 1. Listening (40%) During the course, students listen to music from a wide variety of genres, e.g. pop music, world music and classical music and study set works from these genres. At the end of the course there is a listening exam that includes a range of music from all the genres and will include questions based around the genres and works that we have studied.</p> <p>Unit 2. Performing (30%) In this unit students will complete solo and ensemble performances lasting a minimum of 4 minutes in total, with the ensemble performance a minimum of 1 minute. Any number of pieces can be performed. The solo performance is recorded at the beginning of Y11 and the ensemble performance is recorded in October/November. Prior to both recordings</p> | <p>AQA</p> <p>Unit 1: – 1 ½ hours Listening Paper (Taken at the end of Y11)</p> <p>Unit 2: - Solo performances and an ensemble performance lasting a minimum of 4 minutes (Both completed in Y11)</p> <p>Unit 3: - A free composition (completed in Y10) and a composition set to a given brief (completed in Y11)</p> <p>Students will be provided with a paper revision guide listing all the vocabulary for the course and notes on the set works.</p> <p>They could also purchase the new AQA GCSE music revision guide: - http://www.rhinegoldeducation.co.uk/prod</p> | <p>On-going formative marking: Students will complete regular listening questions in class to check their understanding of key vocabulary and musical concepts. Depending on the nature of the question some may be self or peer marked in class providing immediate feedback, others will be taken by the teacher for detailed marking. Students will get regular verbal feedback during their composition and performance work. They will also perform or playback their work in small groups and will be asked to evaluate and suggest improvements to their own and others' performances and compositions, using the AQA exam criteria.</p> <p>Summative assessment: Towards the end of the performance units students will record their performances and will be given final feedback before their real recording. Equally, towards the end of the planning for the composition units, students will be offered guidance before they begin their final pieces.</p> <p>Controlled assessment: Compositions are completed in lesson time and are marked in</p> | <p>The purpose of homework is to:</p> <ul style="list-style-type: none"> • Build on and enable students to practise the musical skills of performing, composing, listening and appraising. • Encourage independent learning <p>Homework will be set once a week. It may take the form of a written task, which could be theory based, musical analysis or evaluating a piece of practical work. This will help prepare students for the Unit 1 listening exam, which takes place at the end of the course. Homework may also involve practising your instrument ready for the unit 2 performances or using the computer facilities in the department to plan compositional tasks for unit 3.</p> | <ol style="list-style-type: none"> 1. Practise your instrument regularly, for at least 30 minutes four times a week. 2. Plan and work on your compositions in-between the controlled sessions. 3. Practise listening to music in your own time and analyse it using the key vocabulary (DR P SMITH). |

taking place students are given preparation time where performance techniques are covered in detail. Students also receive an individual coaching session at the end of Y10. For a high mark in performance, students should remember that the emphasis is very much on how well the piece is performed rather than the difficulty level. Any instrument is acceptable and students can also opt for DJing or rapping. All students are encouraged to take part in the many instrumental and vocal groups at Tapton. There are a number of concerts held throughout the year, with regular solo performance opportunities.

3. Composing (30%)

In this unit students compose 2 different pieces of music, one in any style or genre and the other to a set brief. Computer software is used for composition and students usually opt to use Sibelius, but Cubase and Reason are also available. Each piece should exploit aspects of rhythm, melody, harmony, timbres and texture. Compositions are completed during lessons. Students learn compositional techniques before they start the free composition in Y10. The briefs for the second composition will be released by the exam board in Y11. Both compositions require a programme note lasting 150 words.

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accordance with the guidance provided by the exam board. The mark scheme is also shared with the students in advance and advice given when planning their final pieces of composition and programme notes.

Units 1 is marked externally and Units 2 and 3 are marked internally and sent to the exam board for moderation.