

Music Year 11 Big Picture

<i>Autumn 01</i> <i>Weeks 1 – 7 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>	<i>Spring 01</i> <i>Weeks 16 - 21 (6 weeks)</i>
<p>Content- Unit 2 - Composition</p>	<p>Content - Unit 2 - Composition</p>	<p>Content - Exam preparation Pupils will receive the theme and guidance for this year's performance exam. They will complete the preparation documentation and rehearse their material to perform.</p>
<p>Assessment Objectives</p> <p>Students will use creative stimuli to complete small creative tasks, gradually building towards fuller, more complete creative ideas and structures. This could range from riffs that turn into verses or whole songs.</p> <p>Students will also learn about chord sequences, the diatonic scale and how to create a song from scratch coming from different perspectives (lyrics vs Chords/melody line first)</p> <p>Composition Or Composition with Technology</p> <p>Students will use creative stimuli to complete small creative tasks, gradually building towards fuller, more complete creative ideas and structures. This could range from riffs that turn into verses or whole songs.</p> <p>Learners should be aware of the following components to explore when responding to a creative brief, such as:</p> <ul style="list-style-type: none"> • the intended purpose • the intended effect • the intended performance space/occasion • the intended audience • themes and ideas (e.g., consideration of social or historical factors) • the scale of the piece(s) (e.g., number of performers) • their own interests and previous experience resources available (e.g., software, physical resources) • different styles and their demands • the work of at least two named practitioners. 	<p>Assessment Objectives</p> <p>In this unit learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts. This unit can be completed through any one of the following disciplines from either performance or production:</p> <p>Composition Or Composition with Technology</p> <p>Students should create logs of their creative processes, through various different forms;</p> <ul style="list-style-type: none"> • Composition: melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, metre, articulation, scores/lead sheets • Composition using technology: elements of music, effects, sampling, panning, sequencing, live and recorded sound; scores/ lead sheets, recordings. <p>Learners should be able to develop and present the following skills for their chosen discipline:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • appropriate health and safety. <p>They should understand the components involved in Composition:</p> <ul style="list-style-type: none"> • knowledge and use of processes of composition • consideration of the elements of music • consideration of style • knowledge and use of instrumental/vocal resources. <p>Composition using technology:</p> <ul style="list-style-type: none"> • knowledge and use of processes of composition • consideration of the elements of music • consideration of style • knowledge and use of technology as a tool to manipulate sound. 	<p>Assessment Objectives</p> <p>UNIT 3: Proposing Students will create a proposal for an idea for an hour-long performance.</p> <ul style="list-style-type: none"> • Students will begin by devising a short 3 minute song either in groups or solo. • Students will then design and assemble the stage/ lighting/ crew for the hour-long performance. They will need to be able to explain the links to the ideas presented within the performance. • Proposal- once all elements have been created, students will create a presentation about their hour-long performance – discussing any other ideas for setlist, stage design or crew, linking it all together. <p>Alongside this practical work, students will record their process and progress and evaluate their success at the end.</p> <p style="text-align: center;">Guest speakers and case studies will be used to create this unit's work under controlled conditions.</p>

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<i>Spring 02</i> <i>Weeks 22 (Spring 01) – 27 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 28 – 33 (6 weeks)</i>	<i>Summer 02</i> <i>Weeks 34 – 39 (7 weeks)</i>
<p>Content - Exam preparation Pupils will receive the theme and guidance for this year's performance exam. They will complete the preparation documentation and rehearse their material to perform.</p>	<p>Content - Coursework sweep across both Unit 1 and Unit 2 Students will complete what has not been completed or what has been missed based off the department tracker in readiness for submission to the exam board by the deadline date</p>	<p>Content – N/A</p>
<p>Assessment Objectives</p> <p>UNIT 3: Proposing Students will create a proposal for an idea for an hour-long performance.</p> <ul style="list-style-type: none"> • Students will begin by devising a short 3 minute song either in groups or solo. • Students will then design and assemble the stage/ lighting/ crew for the hour-long performance. They will need to be able to explain the links to the ideas presented within the performance. • Proposal- once all elements have been created, students will create a presentation about their hour-long performance – discussing any other ideas for setlist, stage design or crew, linking it all together. <p>Alongside this practical work, students will record their process and progress and evaluate their success at the end.</p> <p>Guest speakers and case studies will be used to create this unit's work under controlled conditions.</p>	<p>Assessment Objectives</p> <p>Complete all work based off feedback from teacher in the appropriate PDF, Word or Mp3 format.</p>	<p>Assessment Objectives N/A</p>
		N/A