




Music KS5 - CIE

Domains of Knowledge	Rehearsal, Aural, Practical, Analysis, Performance	These domains are built upon the foundation provided by the English National Curriculum and bookended by the assessment criteria used in iGCSE, BTEC and A Level Music. They also extended beyond school to the domains of knowledge used to classify modules taken by students studying music at Conservatoire or University Level.
Concepts	Concepts are adapted and vary from topic to topic but fit within each umbrella domain.	<p>For Example, composing skills (Practical and Aural) : as a concept will be taught in increasing orders from Y7 - Y13</p> <ol style="list-style-type: none"> 1. Manipulation of pitch 2. Manipulation of tempo 3. Use of scales - major, minor, modal 4. Harmonising 5. Circle of fifths 6. Bach Chorales

Application of 5Cs in Music:

Music provides a powerful platform for teaching and nurturing values such as **community, compassion, creativity, confidence, and challenge**. Through participation in music ensembles, students experience the importance of teamwork and collaboration, fostering a sense of **community** as they work towards a common goal. The emotional expression inherent in music allows students to connect with the feelings and experiences of others, fostering **compassion** and empathy. The **creative** process of composing or improvising music encourages students to think outside the box, explore new ideas, and express themselves artistically. As students tackle complex musical pieces or overcome technical **challenges**, they develop **confidence** in their abilities and gain a sense of accomplishment. The pursuit of musical excellence and the continuous refinement of skills presents a constant **challenge**,

encouraging students to push their boundaries and strive for personal growth. In this way, music education not only develops musical skills but also instils important values that extend beyond the realm of music, nurturing well-rounded individuals.

<p><i>Other Opportunities</i></p>	 <p>TBS Music Academy Encourage, Empower, Excite</p> <p>Clubs and 1:1 lessons provided - contact HoF</p>	<p>Music Events throughout the year: Lunchtime Open mics Winter Concert Spring Showcase One World Gala/ Summer SHowcase Assembly performances Other Event Performances</p>
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	Year 12			Year 13
Term 1	Exam	Composing	Performance	Candidates choose two from Components 3, 4 and 5. The focus of the second year of study is on candidates learning to develop and apply their skills at a higher level of musicianship. Candidates do this through choosing two from extended studies in performance, composition and investigating music.
Topic and Content	Intro to music A Level recap. (*due to late start on AS level, the students started content at Dashain)	Developing Composition Skills	Solo Performance - Record Ensemble Performance - Record	Component 3 - Extended Performance: This is a skills-based component. There is no set content. Teachers and candidates have the flexibility to structure this component to support candidates' musical experience, interests and abilities and to work within their available resources.
Skills	Notation Musical Cliche Harmony - tonality	See skills section composing	See skills section performing in	Extended Performance Skills: <ul style="list-style-type: none"> prepare and research for the performance by selecting and evaluating appropriate sources

	and modulations Melody	in Specification	Specification	<ul style="list-style-type: none"> • make connections between research elements and practical outcomes, displaying appropriate aural awareness • perform with fluency and confidence • perform with technical control across a range of technical skills • perform with accuracy in their interpretation of the technical and expressive aspects of music notation • perform with contextual understanding of performance conventions within the chosen performing focus • express independent thinking and reflection.
Methods of Assessment	Exam styles questions In class questioning Scaffolded essays	Composing progress check	Recorded performance Check	100 marks 25 per cent (A Level) Performance of 15–20 minutes Written report
Term 2				
Topic and Content	Section B: Myths and Legends - Debussy - Greig Section C - Comparing Music in Context. - Indian Classical - Popular Music	Composing a Popular Song - MP3 - Detailed Written Summary	Solo Performance - Record Ensemble Performance - Record	Component 4 - Extended Composition: This is a skills-based component. There is no set content. Teachers and candidates have the flexibility to structure this component to support candidates' musical experience, interests and abilities and to work within their available resources. Candidates should be encouraged to develop the musicianship required in composition through increasingly focused listening, contextual understanding and musical literacy. Their work needs to be both technically competent and show personal responsiveness. Extended composition can help students develop an increased

	- Film Music			understanding of the skills of performance and investigating music.
Skills	<p>Section B: Linking the musical choices of the composers to the outcome of the music.</p> <p>Section C: Comparing and contrasting different genres of music.</p>	<p>4 chord songs</p> <p>Control of texture</p> <p>Multitracking + use of technology</p> <p>melody and counter melody</p> <p>Harmony - vocals</p> <p>Modulation</p> <p>Contrasting bridge</p>		<ul style="list-style-type: none"> • engage in initial research • integrate selected musical techniques and devices from their listening with a sense of autonomy in their own composing • formulate a detailed composing concept • shape distinctive materials – these may be ideas formed from the basic elements of pitch, rhythm and textures • choose and use harmonic language in a coherent and convincing way • balance and pace musical events through control and informed judgement • develop a secure structural musical framework to meet the demands of an extended composition. <p>refine, develop and extend ideas; connect ideas effectively</p> <ul style="list-style-type: none"> • judge the effective use of continuity and contrast or gradual change or unfolding <ul style="list-style-type: none"> • build effective larger-scale structures over an extended musical timescale • use a variety of possible musical figurations and textures using sound sources alone and in combination • use medium-specific skill, for example setting text in the use of voice or technology skills for composing in an electro-acoustic medium. • make connections between research elements and practical outcomes, displaying appropriate aural awareness • use music technology or instruments/voices to record the composition, with a focus on expressive communication • communicate the composing intention using appropriate notation and/or written explanation as appropriate to the chosen

				<p>tradition or write a detailed written account of the process of composition</p> <ul style="list-style-type: none"> • express independent thinking and reflection.
Methods of Assessment	Scaffolded essays Exam style essays	Final Composition 1		<p>100 marks 25 per cent (A Level) Candidates must compose a single composition, which may comprise of parts, lasting 6–8 minutes.</p>
Term 3				
Topic and Content	<p>Section B: Myths and Legends</p> <ul style="list-style-type: none"> - Rimsky Korsakov <p>Section A Composing techniques in Bach and Handel</p> <p>Section C - Comparing Music in Context.</p> <ul style="list-style-type: none"> - Indian Classical - Popular Music - Film Music 	Composing a Guitar Sonata	<p>FINAL: Solo Performance</p> <ul style="list-style-type: none"> - Record <p>Ensemble Performance</p> <ul style="list-style-type: none"> - Record 	<p>Component 6 - Extended Essay: This is a skills-based component. There is no set content. Teachers and candidates have the flexibility to structure this component to support candidates' musical experience, interests and abilities and to work within their available resources. Candidates should be encouraged to develop the academic musicianship required in investigating music through increasingly focused listening, contextual understanding and musical literacy. Their work needs to be both academically sound and show personal responsiveness. Investigating music can help students develop an increased understanding of the skills of performance and composition.</p>
Skills		Composing within a structure		prepare and research for the investigation by selecting and evaluating appropriate sources and forming an overview of significant knowledge

		<p>(Sonata Form - ABA)</p> <p>Use of classical conventions :</p> <ul style="list-style-type: none"> - Balanced phrasing - Functional harmony - Decorated melody line - Homophonic texture 		<ul style="list-style-type: none"> • make connections between research elements and practical outcomes, displaying appropriate aural awareness • apply knowledge and understanding of music, including musical features, to their listening • express understanding of contexts, for example historical • analyse musical features, including comparatively • use appropriate notation • use clear and coherent written communication skills, following the conventions of academic writing, including: <ul style="list-style-type: none"> – correct terminology – supporting arguments with musical examples – referencing • develop the skills and understanding for an effective investigation • express independent thinking and reflection.
Methods of Assessment	Scaffolded essays Exam style essays	Final Composition 2		The writing should be presented as an essay of 2500–3000 words.

Term 4	Exam	Term 4	Coursework Submitted - Course Completed/
Topic and Content		Topic and Content	
Skills		Skills	
Methods of Assessment		Methods of Assessment	