

Year 11 Music	Subject Intent	Students should feel passionate about Music and cultivate a strong sense of ownership of their musical education. Our curriculum builds upon the three key skills of Appraisal, Composition, and Performance. Students should be able to verbalise and demonstrate a deep musical understanding as well as theoretically analyse pieces of music. In addition, students should be able to write and perform their own pieces of music.
	KS4 Subject Narrative	Students will undertake three components of work during the two-year course – Appraisal, Composition, and Performance. Through Appraisal work, students learn the theoretical concepts of music, including notation. They will continue to expand their musical horizons, learning from other composers and styles. Through composition, students complete two pieces of entirely self-written music. One of these is a free composition, which can be written in any style, and the other is to a brief. Only one is completed in Year 10. Through performance, students are able to rehearse and improve upon their chosen instrument (or voice), and also learn key performance and self-management skills.
	Routine Assessment Strategies	SAR (Strength Action Response) Periodically through the year for performances. SAR (Strength Action Response) Periodically through the year for one of their composition pieces. Frequent mini-testing of appraisal skills and knowledge through practise questions. Regular in class tasks and questioning.

	WHY THIS, WHY NOW?	Appraisal (Appraisal, Composition and Performance run in parallel, with lessons alternating between each discipline)	Composition (Appraisal, Composition and Performance run in parallel, with lessons alternating between each discipline)	Performance (Appraisal, Composition and Performance run in parallel, with lessons alternating between each discipline)
Year11 Music	Enquiry questions	<ul style="list-style-type: none"> Can you identify what type of interval is being used between the first two notes in bar 2? Can you identify the tonality and key of this piece of music? 	<ul style="list-style-type: none"> What specific musical devices have you used in your composition? Why have you used these and what effect do they create? 	<ul style="list-style-type: none"> Can you identify the key features of a performance that highlight it is a strong or weak one?
	Key Subject Knowledge	<ul style="list-style-type: none"> In depth and analytical knowledge of the set works; Badinerie by J.S Bach, and Africa by Toto Musical Theory 	<ul style="list-style-type: none"> Understanding how to creatively use a wide array of musical devices in composition to create the desired effect (Chord inversions, walking basslines, antiphony, etc) 	<ul style="list-style-type: none"> Reading notation to ensure accuracy in performance Self-management of rehearsal time and prioritization.
	Subject Competencies	<ul style="list-style-type: none"> Identifying a wide variety of musical devices through listening as well as through reading musical notation Describing music effectively, using musical vocabulary that is correct and concise 	<ul style="list-style-type: none"> Effectively and confidently creating music that is coherent, with a sense of musicality and awareness of compositional tools available to create a desired effect. 	<ul style="list-style-type: none"> Performing on a chosen instrument, or voice, a selection of self-chosen pieces that are of a challenge level appropriate for the student, both independently and as part of an ensemble.
	Summative Assessments (High stakes assessments which test cumulative knowledge)	<ul style="list-style-type: none"> Students will complete their final appraisal examination in Year 11. 	<ul style="list-style-type: none"> Students' compositions (one started in year 10, and both completed in Year 11) are graded against course criteria for their final composition grade. 	<ul style="list-style-type: none"> Students will have their performances graded against the course criteria for their final performance grade.
	How does this pave the way for future study?	<ul style="list-style-type: none"> Appraisal and music theory are essential skills to continue a musical education or career. 	<ul style="list-style-type: none"> Composition skills are essential for further musical study post-secondary school. 	<ul style="list-style-type: none"> The ability to play or sing is essential for further musical study post-secondary school.