# The Fisher Way: Curriculum

*The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.*

**Successful and resilient** learners who aspire to and achieve excellence

**Confident** individuals who can explore and communicate effectively

**Responsible** citizens who are active, loving and wise in all their endeavours

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| **Subject** | Music |
| **Year Group** | Year 11 |
| **Intent** | **Successful and resilient learners:** Learners will engage in a number of styles and genres which all pose their own individual challenges and will need determination and commitment to complete the work with success.<br><br>**Confident individuals:** Learners will demonstrate a number of different approached to practical, composition and theoretical work and will develop confidence through a variety of Performances and Self-Evalution, |

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| | **Responsible citizens:** Students will understand the impact that their studied music has had on society and culture, and understand the impact this has had on their own learning and their responsibility to the music world and industry. | | | | | |
| **Narrative** | ***How are they going to be different when they finish the year?*** A culmination of all the key theory and practical aspect covered and resulting in students fully prepared to sit their GCSE exam, and leaving schoo adept musicians who can perform, compose and understand and analyse music to a high level.<br><br>***How does this link to what they have done before?*** Again, all of the theoretical knowledge comes together here for the final pieces of coursework as they are enhanced and developed further from where it all was in Y10. Practice listening papers will mean students will refer back to the music theory of Y7-9 and the "putting it into practice" from Y10.<br><br>***How does this set them up for the years to come?*** Then springboards any student considering Music A-Level and the theory and practical knowledge needed for this – including melody, harmony, structure, texture et. | | | | | |
| **Half term** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Knowledge (topics studied)** | Area of Study 4: Western Classical Tradition 1910 onwards Composition Coursework | Area of Study 4: Western Classical Tradition 1910 onwards (completed) Composition Coursework | Composition 2 Coursework<br><br>Exam Preparation | Composition 2 Coursework<br><br>Exam Preparation | Exam Preparation | N/A |
| **Key skills** | LISTENING to set area works to explore all the music features and skills covered in Y9 - Harmony, Tonality, Rhythm, Metre, Melody, Texture, Dynamic, Articulation, | LISTENING to set area works to explore all the music features and skills covered in Y9 - Harmony, Tonality, Rhythm, Metre, Melody, Texture, Dynamic, Articulation, | All MUSICAL ELEMENTS need to be explored within the composition work and utilised to ensure it is a successful piece of music. Exam skills of LISTENING and | All MUSICAL ELEMENTS need to be explored within the composition work and utilised to ensure it is a successful piece of music. Exam skills of LISTENING and CONTEXTUAL understanding are | Exam skills of LISTENING and CONTEXTUAL understanding are crucial, alongside all MUSICAL ELEMENTS and the musical theory needed for each style and genre. | Exam skills of LISTENING and CONTEXTUAL understanding are crucial, alongside all MUSICAL ELEMENTS and the musical theory needed for each style and genre. |

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| | Structure and Form. Not only identification of these, but being able to now make them relevant to the context of the music they are studying CONTEXTUAL UNDERSTANDING . All MUSICAL ELEMENTS need to be explored within the composition work and utilised to ensure it is a successful piece of music. | Structure and Form. Not only identification of these, but being able to now make them relevant to the context of the music they are studying CONTEXTUAL UNDERSTANDING . All MUSICAL ELEMENTS need to be explored within the composition work and utilised to ensure it is a successful piece of music. | CONTEXTUAL understanding are crucial, alongside all MUSICAL ELEMENTS and the musical theory needed for each style and genre. | crucial, alongside all MUSICAL ELEMENTS and the musical theory needed for each style and genre. | | |
| **Cultural capital and Careers** | <u>Careers</u> and more up to date Classical recording techniques discuss in this more modern music topic.<br><br><u>Careers</u> - Skills are promoted when composition coursework is started:<br><br>**- TIME MANAGEMENT** | Careers and more up to date Classical recording techniques discuss in this more modern music topic.<br><br><u>Careers</u> - Skills are promoted when composition coursework is started:<br><br>**- TIME MANAGEMENT** | Skills in completion of work to deadlines and the skills needed for revision and prep for the exam deadline.<br><br><u>Careers</u> – Post Mock exam results, discussion on results and where learners can access with current results (and does this sit | Skills in completion of work to deadlines and the skills needed for revision and prep for the exam deadline.<br><br><u>Careers</u> – Post Mock exam results, discussion on results and where learners can access with current results (and does this sit with what they “want” to do). | Skills in completion of work to deadlines and the skills needed for revision and prep for the exam deadline. | Skills in completion of work to deadlines and the skills needed for revision and prep for the exam deadline. |

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| | **- PROBLEM SOLVING**<br>**- CAN DO ATTITUDE**<br>**- RESILIENCE** | **- PROBLEM SOLVING**<br>**- CAN DO ATTITUDE**<br>**- RESILIENCE** | with what they "want" to do). | Careers - Skills are promoted when composition coursework is started:<br>**- TIME MANAGEMENT**<br>**- PROBLEM SOLVING**<br>**- CAN DO ATTITUDE**<br>**- RESILIENCE** | | |
| **Assessment** | Mock Solo Performance<br>End of Topic Test | Mock Ensemble Performance<br>End of Topic Test<br>Y11 Mock Exam 1 | Mock Solo Performance<br>Practice Papers<br>Y11 Mock Exam 2 | Actual Performances Recorded<br>Practice Papers | Practice Papers | Practice Papers |