



<b>Term: 3</b> <b>Year: 7</b> <b>Subject: The Music of China</b>				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<b>An eight-week unit focusing on The Music of China</b> <ul style="list-style-type: none"> <li>➤ To identify notes on the treble clef stave including sharp and flat keys</li> <li>➤ To explore, understand and identify the notes of the pentatonic scale</li> <li>➤ To learn to play China Town using the right hand, and where possible the left-hand accompaniment.</li> <li>➤ To compose a piece of descriptive music using the pentatonic scale</li> </ul>	<ul style="list-style-type: none"> <li>➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>➤ Remote learning workbooks linked to Term 2 Curriculum content via Class Charts and TEAMS.</li> <li>➤ Narrated PowerPoints to be available for students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>➤ Remote learning workbooks linked to Term 3 Curriculum content via Class Charts and TEAMS.</li> <li>➤ Narrated PowerPoints to be available for students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class teacher puts work on MS TEAMS and provides a weekly/fortnightly overview of learning on Class Charts, attaching the in-class PowerPoint and resources</li> </ul>	<b>Knowledge Assessment:</b> <ul style="list-style-type: none"> <li>➤ Knowledge/recall test (completed in week 5)</li> <li>➤ When in lockdown more frequent recall tests/quizzes will be set to check understanding</li> </ul> <b>Depth Assessment:</b> <ul style="list-style-type: none"> <li>➤ Performance exam on China Town and composing task</li> </ul>

**Music – Term 3**

<p><b>Term: 2</b>  <b>Year: 8</b>  <b>Subject: Pictures at an Exhibition/Rondo Form</b></p>				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><b>An six-week unit focusing on Pictures at an Exhibition, and Rondo form as a musical device</b></p> <ul style="list-style-type: none"> <li>➤ To understand the musical structure of Rondo Form</li> <li>➤ To understand Programme</li> <li>➤ To learn about Mussorgsky and his musical work, Pictures at an Exhibition</li> <li>➤ To understand how to use the elements to create a piece of Programme music</li> </ul>	<ul style="list-style-type: none"> <li>➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>➤ Remote learning workbooks linked to Term 3 Curriculum content via Class Charts and TEAMS.</li> <li>➤ Narrated PowerPoints to be available for students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>➤ Remote learning workbooks linked to Term 3 Curriculum content via Class Charts and TEAMS.</li> <li>➤ Narrated PowerPoints to be available for students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class teacher puts work on MS TEAMS and provides a weekly/fortnightly overview of learning on Class Charts, attaching the in-class PowerPoint and resources</li> </ul>	<p><b>Knowledge Assessment:</b></p> <ul style="list-style-type: none"> <li>➤ Knowledge/recall test (completed in week 5)</li> <li>➤ When in lockdown more frequent recall tests/quizzes will be set to check understanding</li> </ul> <p><b>Depth Assessment:</b></p> <ul style="list-style-type: none"> <li>➤ Performance exam – Pictures at an Exhibition composition</li> </ul>

**Music – Term 3**

<b>Term: 3</b> <b>Year: 9</b> <b>Subject: Computer Game Music</b>				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><b>A seven-week unit focusing on computer game music, it's history, development and subsequent influence on other music genres.</b></p> <ul style="list-style-type: none"> <li>➤ To understand the purpose of computer game Music</li> <li>➤ To understand how different genres of games require different styles of music.</li> <li>➤ To examine the instruments used in different computer game genres</li> <li>➤ To learn about computer game composers</li> <li>➤ To understand the role technology in the development of Computer Game Music</li> </ul>	<ul style="list-style-type: none"> <li>➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>➤ Remote learning workbooks linked to Term 3 Curriculum content via Class Charts and TEAMS.</li> <li>➤ Narrated PowerPoints to be available for students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>➤ Remote learning workbooks linked to Term 3 Curriculum content via Class Charts and TEAMS.</li> <li>➤ Narrated PowerPoints to be available for students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class teacher puts work on MS TEAMS and provides a weekly/fortnightly overview of learning on Class Charts, attaching the in-class PowerPoint and resources</li> </ul>	<p><b>Knowledge Assessment:</b></p> <ul style="list-style-type: none"> <li>➤ Knowledge/recall test (completed in week 5)</li> <li>➤ When in lockdown more frequent recall tests/quizzes will be set to check understanding</li> </ul> <p><b>Depth Assessment:</b></p> <ul style="list-style-type: none"> <li>➤ Performance assessment on Computer Game performances and compositions.</li> </ul>

## Remote Learning Contingency Plan – 2020-21

### Music – Term 3

Term: 3				
Year: 10				
Subject: The Conventions of Pop				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>An 8-week introduction to the Area of Study – The Conventions of Pop</p> <ul style="list-style-type: none"> <li>➤ To examine how Pop progressed from the 1960's – present day</li> <li>➤ To explore Riffs in Popular music</li> <li>➤ To investigate the pop ballad.</li> <li>➤ To explore the instruments traditionally used in types of Pop music.</li> <li>➤ To explore different musicians in Pop music.</li> <li>➤ To explore vocal techniques used in Pop music</li> </ul>	<ul style="list-style-type: none"> <li>➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>➤ Remote learning workbooks linked to Term 3 Curriculum content via Class Charts and TEAMS.</li> <li>➤ Narrated PowerPoints to be available for students.</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>➤ Remote learning workbooks linked to Term 3 Curriculum content via Class Charts and TEAMS.</li> <li>➤ Narrated PowerPoints to be available for students.</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources</li> </ul>	<p><b>Knowledge Assessment:</b></p> <ul style="list-style-type: none"> <li>➤ Knowledge/recall test (completed in week 1 &amp; 5)</li> <li>➤ When in lockdown more frequent recall tests/quizzes will be set to check understanding</li> </ul> <p><b>Depth Assessment:</b></p> <ul style="list-style-type: none"> <li>➤ Listening exam style questions based on The Conventions of Pop and music theory covered to date.</li> </ul>

**Music – Term 3**

<b>Term: 3</b> <b>Year: 11</b> <b>Subject: Rhythms of the World</b>				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A continued exploration of music from different countries, their structure, instruments and musical devices</p> <ul style="list-style-type: none"> <li>➤ To explore music from India, South America, The Caribbean and the Middle East.</li> <li>➤ To identify instruments used in music from different countries.</li> <li>➤ To understand the different rhythmic devices used in music from different countries of the world.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>➤ Remote learning workbooks linked to Term 3 Curriculum content via Class Charts and TEAMS.</li> <li>➤ Narrated PowerPoints to be available for students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>➤ Remote learning workbooks linked to Term 3 Curriculum content via Class Charts and TEAMS.</li> <li>➤ Narrated PowerPoints to be available for students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources</li> </ul>	<p><b>Knowledge Assessment:</b></p> <ul style="list-style-type: none"> <li>➤ Knowledge/recall test (completed in week 5)</li> <li>➤ When in lockdown more frequent recall tests/quizzes will be set to check understanding</li> </ul> <p><b>Depth Assessment:</b></p> <ul style="list-style-type: none"> <li>➤ Listening exam style questions based on Rhythms of the World.</li> <li>➤ Mock exam</li> </ul>