

## **Summative End-points: Music curriculum at MGSG**

### **Key Stage 3**

**By the end of Year 7**, students should be able to:

- Sing with correct use of voice, accurate pitching, a sense of ensemble and performance.
- Perform on an instrument with accuracy and a degree of expression.
- Compose to a brief: incorporate suitable rhythmic and melodic ideas and some basic harmony.
- Read staff notation: recognise note lengths (semiquaver to semibreve and dotted notes), pitches on the treble clef.
- Understand and use musical terminology when responding to music, including the elements of music (with a few Italian terms), ostinato, riff, sequences.
- Correctly place musical instruments in their instrumental families and aurally identify common orchestral instruments from recorded music.

**In addition to the above, by the end of Year 8**, students should be able to:

- Sing with good phrasing and a sense of dynamic shading.
- Perform and improvise music from selected styles of music; arrange a group performance of a well-known song and perform it with accuracy and expression.
- Compose to a brief: understand how music can be composed to generate moods and create different atmospheres; produce compositions to a brief with a focus on mood and atmosphere.
- Use Soundtrap (a Digital Audio Workstation) to compose and realise music.
- Use an increased range of musical terminology with accuracy when responding to music from different cultures and genres, including Italian terms and vocabulary specific to styles and genres of music covered.

**By the end of Year 9, building on the above**, students should be able to:

- Perform pieces of music from a selection of carefully chosen, differentiated repertoire with accuracy and an increased level of expression.
- Compose to a brief: work within established structures, choose a key to work in from a given selection, include appropriate chord patterns, bass lines and melodic parts, demonstrate an understanding of cadences to appropriately punctuate the music. Show development of musical ideas.
- Use Soundtrap to compose and realise ideas, explore further features and ways of manipulating MIDI.
- Read bass clef notation, understand rhythmic features such as triplets and syncopation, and successfully use these in practical work. Read notated rests and understand their value. Explore chromaticism, imitation, pedal/ inverted pedal.

## Key Stage 4

By the end of Year 10, students should be able to:

- Recall the knowledge learnt in Key Stage 3 and apply to their KS4 studies
- Analyse five set works, identifying rhythmic, melodic, harmonic, textural, tonal and structural features. Discuss and write about these features.
- Compare different pieces of music within the same genre, identifying, comparing and contrasting musical features
- Successfully make links between musical features within pieces of music and given questions
- Use their knowledge of musical features in composing a series of short pieces to given briefs with a particular focus on development of initial ideas
- Use Flat and/or Soundtrap as a tool for notating/ sequencing their compositions
- Identify next steps in the composing process
- Understand and discuss what makes a first-rate performance and apply to their own preparation for performances
- Research into performance practices and genres of music that are significant to the style in which they are working
- Perform as a soloist and ensemble member with accuracy, good interpretation and expression.

By the end of Year 11, students should be able to:

- Build on the above, analysing the remaining three prescribed set works
- Successfully interpret listening questions and successfully apply knowledge and listening skills
- Write successful 12-mark questions (evaluating the success of prescribed musical elements in two different pieces of music, one set work, the other an unfamiliar piece)
- Produce two successful compositions for NEA submission, one to a brief, the other a free composition.
- Perform successfully for NEA submission: solo and ensemble pieces
- Ultimately, students should be able to draw on all previous learning, make links and refine their skills in order to successfully undertake their GCSE Music assessments.

## Key Stage 5

By the end of Year 12, students should be able to:

Build on all of the above in order to:

- Appreciate, understand and build knowledge of the development of the symphony (AOS A: The Western Classical Tradition) through extensive listening, reading, note-taking and study of scores. Year 12 study will go from 1750 to the early Romantic era (approximately 1830).
- Analyse in depth the two prescribed set works for AOS A: students should be able to accurately identify structure (by bar number), tonality, harmonic points of interest, melodic themes and development, rhythmic features of interest

- Appreciate, understand and build knowledge of the development of Musical Theatre (AOS C) through extensive listening and note-taking. Students need to recognise and identify the music of six prescribed composers
- Answer exam-style questions on both AOS A and C: listening, analysis and essay-style
- Compose to a higher standard than at GCSE: develop skills in writing at a higher level through short exercises, leading to longer compositions to briefs. Particularly focus on development of ideas, richer harmonic language, modulation.
- Produce a composing log for each piece they write, focussing on the process.
- Perform with a high degree of accuracy, interpretation and expression.

**By the end of Year 13**, students should be able to:

- Appreciate, understand and build knowledge of the development of the symphony (AOS A: The Western Classical Tradition) through extensive listening, reading, note-taking and study of scores from 1750 to 1900. They should have a strong selection of listening repertoire from which to evidence the development, as well as the set works covered in Year 12.
- Appreciate, understand and build knowledge of the development of music in the 20<sup>th</sup> Century (AOS E) through extensive listening and note-taking. Students need to recognise and identify the music of a number of suggested composers, including the in-depth study of two set works.
- Answer exam-style questions on AOS A, C and E: listening, analysis and essay-style
- Produce the required number of NEA compositions, depending on the chosen pathway, to a high standard of composition. These should demonstrate a rich harmonic vocabulary, clear tonality and structure and imaginative use of melodic ideas. In addition, a detailed log of the compositional process for submission.
- Plan a suitable performing program to perform maturely and expressively, with a good deal of accuracy and imaginative interpretation, to a visiting examiner.