



|  |   | Fluency   |
|--|---|---|
| Subject  | Year  | Term  |
| Music  | 11  | 2   |
| Topic  |   |   |
| Musical Fusions, Ensemble Performance and Composition 2  |   |   |
| Content (Intent)   |   |   |
| <b>Prior Learning (Topic)</b> Focus on October Mock, Solo Performance, Composition 1 and Area of Study 1 set works   |   |   |
| For Appraising, the focus will be on the analysis of pieces from Area of Study 4 Fusions that were introduced last term. Students will also be rehearsing ensemble pieces for recording this term and completing a second composition. The end of the term will focus on making quality realisations of the compositions – recordings and score production. Students will also be sitting their mocks in January.  |   |   |
| <b>Future Learning (Topic)</b> Revision for Appraising Paper   |   |   |
| What Knowledge and Skills will be taught (Implementation)  | How will your understanding be assessed & recorded (Impact)   |   |
| <p><b><u>Samba Em Preludio</u></b><br/>A brief history of Bossa Nova<br/>The musical features of Bossa Nova and how these relate to the familiar element headings and to Samba Em Preludio</p> <p><b><u>Afro Celt Sound System – Release</u></b><br/>The musical traditions of Africa and Ireland including instrument specifics and music with an oral tradition<br/>Fusions with Western pop and electronic music<br/>Wider listening to fusion music.</p>   | <p>Set work listening and wider listening<br/>Class discussion, questioning and notes.<br/>Practice examination questions from Section A – short answer appraising leading to Section B – essay question.</p> <p>Y11 January Mock Appraising Examination</p>  |   |
| <p><b><u>Ensemble Performing</u></b><br/>Reinforce skills of personal practice and collaborative rehearsal in ensemble preparations.<br/>Exploiting the mark scheme in the ensemble performance.</p> <p><b><u>Composition 2</u></b><br/>Students will complete their second composition and learn skills of enhancing their pieces through live recording or computer sequencing final realisations. They will also learn how to produce their final scores – appropriate to the style of their piece.</p> | <p>Students will participate in a recording of an ensemble performance, therefore completing Unit 1 – Performing. This will be internally marked and externally moderated</p> <p>Students will therefore have refined and recorded two compositions by the end of term 2. These will be internally marked and externally moderated.</p> <p>There will be opportunities to record compositions after school to take advantage of a quieter environment for live recording.</p> |   |
| How can parents help at home?  |   |   |
| <ul style="list-style-type: none"> <li>Encouraging practice on the student's main instrument or voice.</li> <li>Providing instrumental tuition either through school with Music for Life or through private tuition on an instrument or voice.</li> <li>Supporting composition development through use of appropriate personal devices (software on phones, iPads etc.. can be ideal for recording compositional ideas)</li> </ul>   |   |   |
| Helpful further reading/discussion (including Reading and Vocabulary Lists)  |   |   |
| <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>GCSE Music Revision Guide (Rhinegold)</li> <li>BBC documentary 'Bossa Nova and Brazil' (YouTube)</li> </ul>   | <p><b>Vocabulary Lists:</b></p> <p><b>Release:</b><br/>Fusion<br/>Techno<br/>Groove<br/>Bodhran<br/>Kora<br/>Uilleann Pipes<br/>Hurdy Gurdy<br/>Breakdown</p>   | <p><b>Samba Em Preludio:</b><br/>Bossa Nova<br/>Cover Version<br/>Acoustic Bass<br/>Clave Rhythm<br/>Tempo Rubato<br/>Extended Chords<br/>Altered Chords<br/>Jazz Harmony<br/>Enharmonic Change</p> |