

Year 12: Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>MUSPRA 349 Planning a Career in Music</p> <p>Foci: Intro to unit Skills Audit Workshops Practice Performances Planning and Research</p>	<p>MUSPRA 349 Planning a Career in Music</p> <p>Foci: Assignment begins Research tasks Setting targets</p>	<p>MUSPRA 355 Leading a Music Making Activity</p> <p>Foci: Intro to unit Analyse existing music activities Music activity workshops</p>	<p>MUSPRA 355 Leading a Music Making Activity</p> <p>Foci: Lead practice music activity workshops Analyse practice workshops Plan and prepare a music activity</p>	<p>MUSPRA 355 Leading a Music Making Activity</p> <p>Foci: Assignment begins Lead a music activity Evaluate a music activity</p>	<p>MUSPRA 362 Lead Performer</p> <p>Foci: Intro to unit Importance of stage presence Preparing for a performance Health and safety</p>
	<p>Intro to the course</p> <p>Foci: Expectations Study and practice skills</p>	<p>MUSPRA 365 Auditioning for Music</p> <p>Foci: Intro to unit What is an audition? Research Analysis of current skills</p>	<p>MUSPRA 365 Auditioning for Music</p> <p>Foci: Job roles within the music industry Practice auditions Interview techniques</p>	<p>MUSPRA 365 Auditioning for Music</p> <p>Foci: Assignment begins Final audition</p>		
Assessments	Ongoing teacher feedback (formative & summative)	Submission of MUSPRA 349	Ongoing teacher feedback (formative & summative)	Submission of MUSPRA 365	Ongoing teacher feedback (formative & summative).	Submission of MUSPRA 355

Building on Prior Learning	<p>Substantive Knowledge: Students knowledge of the different genres of music and their experience of planning, practising and performing will be the main structure of the course in V1th form. They will build on their ability to analysis their own skills and set themselves targets for each unit.</p> <p>Disciplinary/procedural Knowledge: Students will draw their experiences in year 10 and 11, whichever course they have come from. Students will have a lot of experience in practice and performance which will prepare them well for the independent skills required for V1th form study.</p>
Cultural Capital	<p>Cultural capital will be found within in this programme of study. The whole V1th form music course is built around the job roles within the music industry exposing students to what the roles require through hands on experience with professionals and organising their own events.</p>
Mastery	<p>By the end of year 12 students should be able to..</p> <p>Plan effectively to develop a range of knowledge and skills to support future engagement with the music profession.</p> <p>Demonstrate the skills to audition effectively for a specific music role and identify strengths and areas for development.</p> <p>Demonstrate the skills to lead music making activity and evaluate its success. Assess own skills and areas requiring further development.</p>
Development of Character	<p>A range of virtues such as courage, empathy, gratitude, creativity, friendliness & confidence are embedded through Music</p> <p>We encourage students to understand the importance of being supportive towards one another’s ideas and demonstrating how to be a good audience member is a big part of the process.</p> <p>Students should be allowed to feel confident and proud in their performances and compositions and have courage in putting forward answers without judgment.</p>
Extra-Curricular opportunities	<p>In School: Trinity Singers, Band Rehearsal opportunities, Instrumental lessons available – Piano, Keyboard, Guitar, Ukulele, Drums and Vocals, Christmas Concert, Performing Arts Championship, Summer Trinity Pyramid Concert, Lunchtimes Showcases, Year 13 Talent Concert.</p> <p>Outside of School: Practice regularly on your instrument, visiting/attending music venues, concerts, local performing arts groups, theatre, local and national festivals. Listen to a new genre of music, ask your family what music they like listening to. Self teach yourself a new instrument on you tube.</p>

Metacognitive Learning	Metacognitive learning will build through modelling and feedback. Students learn through expert modelling and having the chance to repeat and refine skills improving quality and confidence. Retrieval at the start of lessons recapping on previous learning helps to embed knowledge. Repeated assessment criteria mean students understand expectations as they are embedded into lessons, and they can begin to tackle problems and questions more independently.
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