

UCC - Year 12 Scheme of Learning: Music Dept

This programme of study is constantly updated, this is the most recent version.

Autumn	Theme	Introduction to Btec Level 3 Music	Unit 1: Practical Music Theory & Harmony LA1					Unit 1: Practical Music Theory & Harmony LA2				Unit 1: Practical Music Theory & Harmony LA3				
	Topic	Students get to know each other and are set some practical tasks working as ensembles. Course overviews are handed out and the two year plan is discussed.	Focus on Rhythm and Pitch in staff notation including clefs, names and values of notes, rests and accidentals.	Focus on Rhythm and Pitch in staff notation including time signatures, key signatures and intervals.	Focus on Rhythm and Pitch in alternative forms of notation such as tab, drum notation, chord charts, lead sheet, graphic score and tonic sol-fa.	Focus on how tempo, dynamics and expression can be noted including metronome markings, dynamic markings, articulation and instrumental techniques.	Discussion and setting of LA1 assignment brief with deadline covering all previous content.	Discussion of scales and their construction to include major, minor (natural, harmonic and melodic), major and minor pentatonic, blues and modal.	Discussion of how melodies are constructed and developed such as sequence, imitation and call and response.	Discussion of rhythmic devices such as syncopation, riffs and triplets.	Discussion of writing for specific instruments and exploring different textures such as string quartet and backing vocals.	Learning how to identify keys whilst looking at a piece of music and how to start putting simple triads to a melody.	Look at primary and extended chords and how to include them in a harmonisation.	Look at augmented, diminished and seventh chords and how to include them in a harmonisation.	The use of chord progressions and cadences which are typically found such as 12-bar blues, circle of fifths, perfect, plagal, interrupted and imperfect cadences.	Continue completing assignment brief for LA2, LA3 and LA4 (not covered yet).
	PSHE Numeracy	Working as groups and communication.	Pitch links to numbers.	Rhythm links to fractions.	Alternative notation links to numeracy.	Looking at expression and self.	Working to a deadline and mental health.	How tonality can affect mood.	How melody can affect mood.	Linking fractions to augmentation.	How texture and sonority affects mood.	Major/minor triads and how they affect mood.	Extensions and how they affect mood.	Augmented/diminished affect mood.	Chord progressions affect mood.	Working to a deadline and mental health.
Spring	Theme	Unit 1: Practical Music Theory & Harmony LA4						Unit 2: Professional Practice in the Music Industry LA1			Unit 2: Professional Practice in the Music Industry LA2					
	Topic	Setting of final task: Provided with a piece of vocal music that needs to be arranged for a different musical ensemble. It should contain accurate performance directions and should be fit for purpose.	Discussion of details that must be included in scores to make them accurate and playable. Development of ensemble composition and how to transfer chords to melody instruments.	As part of their arrangement it must include at least two transposing instruments that will need their parts written in an appropriate key for them.	Discussion of the most appropriate method of notation for each of the performers (for example, some may prefer chord charts or tab whilst others will need conventional notation).	In addition, as is industry practice, the piece needs to be available in at least one other key so it is suitable for different voices.	Final setting and submission of unit 1 LA1, LA2, LA3 and LA4 in its entirety.	Reinforcing behaviours with a set of licenses - permission (given licenses) to use certain equipment or access certain spaces and withdrawn if unprofessional.	Adopting of positive habits amd discontinuing habitual behaviour. Allow plenty of reflection and review their current work. Challenge behaviours to aid learning,	Developing a planner or school diary to review professionalism in rehearsals. Brief discussion of finance. Health and safety awareness and audit.	Discussion of various roles and responsibilities and how teams function together. Lots of relevance to contexts and problem solving.	Legal content such as copyrighting and further discussion of health and safety. Ask a guest or visitor to come in and discuss these issues.				
	PSHE Numeracy	Working as groups and communication.	How to present work accurately.	Numbers and transposition.	Inclusivity and appropriateness.		Working to a deadline and mental health.	Managing behaviour.	Reflective practice.	Health and safety and reflective practice.	Groups and individuals.	Health and safety, money management.				
	Theme	Unit 2: Professional Practice in the Music Industry LA3		Unit 2: Professional Practice in the Music Industry LA4		Unit 2: Mock	Unit 2: Mock	Unit 2: Professional Practice in the Music Industry Exam	Unit 6: Solo Performance LA1				Unit 6: Solo Performance LA2			
Summer	Topic	Discussion of how to be self-sufficient and self-reliant as a self employed musician. Gathering of contact details of classmates and expanding this to the industry and agency contacts.	Look at a case study of a workplace visit or link into year 12 works experience opportunities. Discussion of quality of work and quality assurance - success criteria.	Professionalism captured through video journals. Looking at project plans and how to present the information. Discussion of rationale and how to show you have justified your decisions.	Discussion of how the learners personality and professionalism resulted in a successful resolution of the scenario.	Preparation in readiness for the unit 2 examination.	Preparation in readiness for the unit 2 examination.	First attempt at the external unit 2 examination.	This learning aim encourages learners to engage with their performance craft in a way they may not have done before. They should look at examples and think about how to improve stage presence and performing skills.	Focus on interpretative skills. A wrong note does not kill a performance but an expressionless and dull rendition of the piece does. Add in dynamic contrast, phrasing and articulation - having researched their pieces.	Set assignment brief and complete initial skills research.	Set assignment brief and complete initial skills research.	Setting of performance dates. Students will explore technical exercises and warm-ups which will help their musicianship.	Setting of summer task - weekly rehearsals to show attention to detail, determination and regularity of practice needed to achieve high quality results.		
	PSHE Numeracy	Communication.	Works experience - quality assurance.	Scenarios and justifications.	Personality and professionalism.	Learning styles and exam pressure.		Exam pressure and stress.	Stage presence & performing skills.	Interpretation.	Research project - independent study skills.		Conditioning through rehearsal.			