

Music Assessment Plan – 2018/19

Year 7

Term 1	Term 2	Term 3
Creative Creatures	Keyboard Performance	Dance Music Composition
Weeks 11 and 12	Weeks 25 and 26	Weeks 34 and 35

Year 8

Term 1	Term 2	Term 3
Blues Music	Ska/Reggae Composition	Musical Futures
Weeks 11 and 12	Weeks 28 and 29	Weeks 34 and 35

Year 9

Term 1	Term 2	Term 3
Song Writing	Ska/Reggae Composition	Pop Song composition
Weeks 8 and 9	Weeks 22 OR 29	Weeks 33 and 34

What does each assessment involve?

YEAR 7

Creative Creatures

In groups students will explore a range of musical devices and use these to create compositions to suggest a number of given characters. Students will create soundscapes, notate them appropriately and perform them for recording purposes.

Keyboard Performance

Students will be given a choice of contemporary 'pop' pieces to perform individually using only keyboards. They will be expected to work using two hands though not necessarily combining these.

Dance Music

Using accurate rhythm understanding students will work in pairs (or threes) to create a 'characteristic' piece of 'Dance Music' from the contemporary genres such as Grime, Dubstep or Trance. These will be recorded using sequencing software.

YEAR 8

Blues

In small groups students will compose a blues song, refine it and prepare it for a recording. As part of the nature of the performance, each student will be expected to 'improvise' within the structural and tonal limitation and guidelines of the genre.

Reggae Composition

By exploring idiomatic songs by Bob Marley students will develop an understanding of some of the key concepts of Reggae/Ska music. These will then be used by the groups (or smaller duets/solos if students prefer) to devise a sing composition.

Musical Futures

Students work in small groups to create a cover version of a song chosen by themselves from a range provided by the teacher.

YEAR 9

Song Writing

Two assessments, in the first and final terms.

- **Assessment 1** – Song writing – students will submit WRITTEN work in three parts; part 1 – a set of lyrics created by the group; a description of which elements of song form are used by the song (individual) and a clear demonstration of genre specific understanding which could be presented in the form of a Powerpoint, essay, radio broadcast etc.
- **Assessment 2** – as part of a group each student will contribute to a song – in finished form. Students will also submit an evaluation of the song and their role within the group.

Film Music

Students will work in pairs or threes and create a soundtrack for a given animation. This will be created using sequencing software or Sibelius.

Music Assessment Plan – 2018/19

YEAR 10 AND 11

Due to the nature of the course each student will have specific deadlines for particular elements each unit they are undertaking. These deadlines are clearly outlined on the assignment briefs provided for each student along with how each task is assessed and what work should be submitted.

As a guide the following units are scheduled in order to ensure that a continuous flow of teaching, practise and submission is maintained throughout the two years.

YEAR 10

Term 1 – Introductory Unit – this is presented, delivered and assessed in the same way as the formal units will be later in the course. This provides students with a good experience in how coursework will be worked on.

Terms 2 and 3 – Students complete the first of their three practical units (they will choose which unit they wish to study from a list of seven possibilities)

During terms 2 and 3 students will also begin preparation for the externally assessed written examination taken during Year 11

YEAR 11

Term 2 – Written Exam in January; students will also work in groups to complete the Music product unit – this requires a portfolio of individual and group tasks to completed by February of Year 11 (2019).

Term 3 – Shortly after Easter students will complete their third practical unit – similar to that of Y10, this will be selected by the student and submitted early in April.