**Music Learner Journey**

**S2**

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|  | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Performing Skills** | Learn to play two instruments from the instruments learned in S1. | * Play confidently on my two instruments a variety of different pieces in various styles. * Self-Evaluate my performance, identifying strengths and areas for improvement. | Learners should practise their instruments throughout the week either at home or in the department at lunchtimes. |  | Learner progress is monitored every day in class. Through ongoing dialogue, learners and teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of leaner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |
| **Passport of Skills** |
| * Working with Others * Taking Responsibility |
| **Rock ‘n’ Pop** | Learn about the features of Rock ‘n’ Pop music. | * Aurally recognise Rock ‘n’ Pop concepts (features in the music) while listening to a piece of music. * Define the concepts associated with Rock ‘n’ Pop music. * Perform an instrumental part on one of the chosen instruments as part of a class performance of a Rock or Pop piece of music. * Compose a chord sequence and melody for a verse of a pop song. | 1. Worksheet to reinforce concepts learned in class. 2. Identifying concepts within a song. 3. Music literacy (beats in the bar, naming notes, repetition, treble clef) | Listen to various examples of Rock ‘n’ Pop music and identify the concepts taught in class to reinforce the aural recognition of the concepts. | Learner progress is monitored every day in class. Through ongoing dialogue, learners and teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of leaner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |
| **Passport of Skills** |
| * Taking responsibility for self development. * Working with others. |
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| **Film Music** | Learn about the features of Film Music. | * Aurally recognise concepts (features in the music) while listening to a piece of music. * Define the concepts from this unit. * Perform an instrumental part on one of your chosen instruments as part of a class performance. * Compose a waltz melody to accompany a film extract. |  | Watch a clip from a film or an advert and observe how the music is used to enhance the mood or help sell a product.  While watching the clips try to identify the instruments and concepts to reinforce your aural recognition of each. | Learner progress is monitored every day in class. Through ongoing dialogue, learners and teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of leaner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |
| **Passport of Skills** |
| * Taking responsibility for self development. * Working with others. |
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| **Musicals** | Learn about the features of Musicals | * Aurally recognise concepts (features in the music) featured in Musicals while listening to a piece of music. * Define the concepts associated with Musicals * Perform an instrumental part on one of the chosen instruments as part of a class performance of a song from a Musical. * Create and present a Power Point Presentation on a chosen Musical with a partner from the class. | 1. Choose a piece from a Musical and identify three of the concepts learnt in class.   Recognise the voices and instruments within the piece.   1. Research a piece from a Musical by finding out the title, composer, lyricist, instruments/voices, story line, interesting facts (costumes, props) and identify concepts learnt in class. | Listen to various examples of Musicals and identify the concepts taught in class to reinforce the aural recognition of the concepts. | Learner progress is monitored every day in class. Through ongoing dialogue, learners and teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of leaner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |
| **Passport of Skills** |
| * Taking responsibility for self development. * Working with others. * Communication. |
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| **Music Technology** | Learn how to create sound effects for a video clip.  **Passport of Skills**   * Taking responsibility for self development * Working with others * Communication * Planning, managing & organising | * Create sounds effects for a video clip * Use software and Music technology equipment * Present video clip to classmates |  |  | Learner progress is monitored every day in class. Through ongoing dialogue, learners and teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of leaner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |