**Music Learner Journey**

**Advanced Higher**

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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** | Further develop performing skills from S5. | * Play confidently on two instruments a variety of level specific music. * Self-evaluate performance, identifying strengths and areas for improvement. | Learners should practise their instruments throughout the week for 30 minutes each time either at home or at lunchtime/after school. | If learners have access to their chosen instruments at home, encourage them to play to you on a regular basis and ask them to evaluate their performance, strengths and areas for improvement. | 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.  SQA will assess the performing skills through an external examination in May. Learners will perform on both instruments for a total of 15-17 minutes and will contribute to 60% of the final grade. |
| **Passport of Skills** |
| * Managing, Planning, Organising * Taking Responsibility |
| **Understanding**  **Music and Analysing Music** | Learn listening concepts (features in the music).  Learn to analyse music. | * Identify and analysing the use of level specific concepts when listening to excerpts of music. * Analyse style and form, melody and rhythm and the impact of social and cultural influences on the development of music by the composers such as Mozart, Shostakovich, Schoenberg. * Complete SQA exam style questions based on the Advanced Higher paper. * Complete music literacy exercises based on SQA exam style questions.   . | Learners will complete three homework activities per listening unit by identifying concepts through listening to excerpts of music to reinforce aural recognition and understanding of the definition of each. | Listen to the concepts covered in class to reinforce aural recognition of each and understanding of the definition. This can be done by using class and concept booklets to listen to examples on Google Classroom and MyMusicOnline.  Where possible, attend concerts by the RSNO, BBC Symphony Orchestra, Operas, Ballets, and Musicals. | Learners will be assessed at the end of each unit to check their understanding of the concepts and exam style questions.  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.  SQA will assess learners Understanding Music through an external examination in May. This will contribute to 40% of the final grade. |
| **Passport of Skills** |
| * Taking responsibility for self-development * Working with others * Communication |
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| **Composing Skills** | Learn to compose music. | * Analyse how a range of composing methods and musical concepts are used by other composers and the influences on their music. * Experiment and use music concepts and compositional methods in creative ways to develop and create original music. * Develop musical ideas to compose a piece of original music * Critically reflect on music composed and choices and decisions made throughout the process. | Complete aspects of analysing three pieces of music as directed by the class teacher.  Experiment with compositional methods to create original music.  Completing aspects of the final piece of music as directed by the class teacher. |  | 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 * Planning, Managing, Organising |
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