**Music Learner Journey**

**S3**

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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 S2 on two chosen instruments. | * Play confidently on two instruments, a variety of different pieces in various styles. * Self-Evaluate performance, identifying strengths and areas for improvement. | Learners should practise their instruments for 15 minutes 4 times a week either at home or in the department at lunchtimes or after school. | Listen to and watch video clips of other performers. | 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** |
| * Managing, Planning, Organising * Taking Responsibility |
| **Understanding**  **Music** | Learn listening concepts (features in the music). | * Aurally recognise concepts associated with the following music:   Popular Music  World Music  Scottish Music  Instrumental Music   * Define the concepts associated with each of the above units. * Complete music literacy exercises by naming notes, adding the correct time signature, writing phrases of music using repetition and sequence. | Learners will complete two homework activities per unit by identifying concepts through listening to excerpts of music to reinforce their aural recognition and the definition of each. | Listen to the concepts learned in class to reinforce aural recognition of each and understanding of their definition. This can be done by using the class booklet to listen to examples on Google Classroom or MyMusicOnline. | Learners will complete a listening assessment at the end of each unit.  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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| **Composing Skills** | Learn to compose music. | * Compose a 12-bar blues melody with bass line and drum kit part. * Compose a 16 bar Scottish melody in two sections with piano accompaniment. * Complete various exercises on melody writing. * Compose a 16 bar Latin piece for two instruments. * Use the music software Sibelius to listen to my compositions and amend where needed. | Complete aspects of class work 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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