





Big Question



AoLE: EXPRESSIVE ARTS	Subject: MUSIC	Year: 9
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum
Britpop - Learn it, Master it, Teach it!	Learners will advance and excel their performing abilities through the medium of Britpop. They will learn about the cultural significance of Britpop, as well as the historical context in which it came to be. Once they have performed the song back to their peers, learners will then look at building on previous digital media skills by creating a tutorial video. This video will allow learners to synthesise their learning into a product which demonstrates their progress.

What does progression look like in this 'Big Question?'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can synthesise and apply experience, knowledge and understanding with sophistication and intent when communicating my ideas.</p> <p>I can design creative outcomes to professional and industry-standard with sophistication, clear purpose and intent.</p> <p>I can consider artistic intent, purpose and audience in an informed way when performing, presenting and marketing my creative work.</p>	<p><b>Invent</b> and <b>develop sophisticated</b> tutorial or tutorial videos, that are well structured and that utilise different techniques found in this industry.</p> <p><b>Analyse</b> their own and other's work – considering intent, purpose and audience.</p> <p><b>Evaluate</b> the effectiveness of their product, commenting on how to improve and what makes it successful.</p> <p><b>Apply</b> technical control into my instrumental performance, including use of specialist techniques.</p> 
Advancing	<p>I can explore and experiment with my own and others' creative ideas, demonstrating increasingly complex technical control, innovation, independent thinking and originality to develop my work with confidence, being able to explain my reasons behind choices made and evaluate their effectiveness on my creative work.</p> <p>I can effectively evaluate my own creative work and that of others showing increasing confidence to recognise and articulate strengths, and to demonstrate resilience and determination to improve.</p> <p>I can use my experimentation and investigation to manipulate creative work with purpose and intent when communicating my ideas.</p> <p>I can perform, produce, design, exhibit and share my creative work showing an awareness of artistic intent and of the audience.</p>	<p>Use <b>oracy</b> to break down the steps involved to perform my piece, as a multimedia tutorial – conveying confidence and intent for the audience.</p> <p><b>Build</b> a media project by implementing video editing techniques using video software – demonstrating originality and technical control.</p> <p>Fully <b>perform</b> a Silver/Gold piece of Britpop.</p> 
Securing	<p>I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, tools and technologies showing innovation and resilience.</p> <p>I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary.</p>	<p><b>Demonstrate</b> security through a confident performance of a Bronze piece of <b>Britpop</b> music.</p> <p><b>Implement</b> recording and video technology to <b>Create</b> a tutorial.</p> <p><b>Use</b> different camera angles and basic recording techniques within their work.</p> <p><b>Break down</b> relevant targets and feedback for their own and others' work.</p>



	<p>I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes and outcomes.</p> <p>I can draw upon my familiarity with a range of discipline-specific techniques in my creative work.</p> <p>I can perform, produce, design, exhibit and share my creative work in formal and non-formal contexts, considering the impact of my creative work on the audience.</p>	
Beginning	<p>I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies.</p> <p>I can give and accept feedback as both artist and audience.</p> <p>I am beginning to apply techniques in my creative work with guidance and direction.</p> <p>I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences.</p>	<p><b>Identify</b> what a chord is and how to play one.  <b>Describe</b> what makes a successful performance.  <b>Describe</b> what makes a successful video tutorial.  <b>Identify</b> areas in which they or their peers can improve their performance.  <b>Beginning to demonstrate</b> a performance of Britpop (unconfident/unfinished Bronze).  <b>Beginning to implement</b> their ideas and technology in order to create a tutorial video.</p> 

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Students will delve into the iconic sounds of Britpop by learning to play classics from bands such as Oasis, Blur, and Pulp on various instruments or using their voices. This immersion will enable them to understand the genre's historical and cultural context, fostering a deeper appreciation and connection to British musical heritage. Additionally, students will employ digital software to create tutorial videos, demonstrating their musical proficiency and comprehension of Britpop. This project will encompass not only musical performance but also video editing techniques, where students will learn to splice, sync, and enhance their recordings. By sharing their videos on online platforms, students will engage in peer feedback and potentially collaborate with international students, enriching their global perspective and digital literacy. Such an integrated approach ensures that learners gain practical skills in music performance, digital production, and cross-cultural communication.</p>	<p>Cross curricular links:  Learners will make use of recording (audio/visual), as well as video editing software.</p> <p>Numeracy: <b>Compound Measure</b>  <b>Beginning:</b> "Can identify the BPM in a piece of music in common time with a constant pulse"  <b>Securing:</b> "Can identify the BPM in a piece of music in compound time"  <b>Advancing:</b> "Can identify the BPM in a piece of music where the pulse dissipates"  <b>Excelling:</b> "Can identify the bpm with no rhythmically implied pulse"</p> <p>DCF:  <b>Creating digital content: manipulating audio and video.</b>  "I can create, edit and organise multimedia components (text, images, sound, animation and video) in selected software"</p> <p><b>Evaluating and improving digital content.</b>  "I can explain reasons for the layout and content of my own work and the work of others."</p>

Assessment (How will we know that students have learnt what we taught them?)	
<p>Formative assessment:  Demonstration of performance progress.  Ability to perform melody, chords and both.  Ability to perform drum fills and accented off-beats.  Ability to sing in a different register.  Produced recording of audio and video.  Manipulation of video editing software.</p>	<p>Assessment point 1 (Formal/summative).  Completed digital portfolio (recordings/tutorial recordings)</p>




Big Question



AoLE: EXPRESSIVE ARTS	Subject: MUSIC/MEDIA	Year: 9
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum
Reggae Reggae music sauce.	Through studying the history and foundational rhythms of reggae, learners will develop the skills to compose their own reggae songs, embracing creativity and musical expression. This journey will culminate in a project where learners produce and broadcast their original songs on a radio station they design and record themselves, blending traditional musical learning with modern digital media skills. By engaging in this multifaceted experience, learners will not only gain musical proficiency but also cultivate technical expertise, collaboration, and a profound appreciation for reggae's impact on global music culture.


What does progression look like in this 'Big Question?'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>Musical Competencies:</p> <p>Mastering Techniques:</p> <p>I can demonstrate exceptional skill and creativity in all aspects of reggae music, mastering complex techniques and compositions. (Mastering Reggae Elements: I exhibit a deep understanding and fluency in all aspects of reggae music. Exceptional Instrumental and Vocal Skills: I demonstrate exceptional skill and creativity in playing and singing.)</p> <p>Innovative Composition: I can compose innovative and original reggae music that showcases my personal style and artistic vision. (Innovative Composition: I compose innovative and original reggae music that showcases my personal style.)</p> <p>Digital Competencies:</p> <p>Expert Digital Proficiency:</p> <p>I can master all features of digital audio software, including advanced sound design and production techniques. (Expert Digital Tools Usage: I master all features of digital audio software, including advanced sound design. Professional Audio Production: I produce high-quality audio tracks ready for professional distribution.)</p> <p>Broadcast-Quality Video: I can create broadcast-quality videos, incorporating advanced graphics, seamless transitions, and professional-grade audio-visual synchronisation. (Broadcast Quality Video Production: I create broadcast-quality videos, incorporating advanced graphics, seamless transitions, and professional-grade audio-visual synchronisation.)</p>	<p>Master and perform all aspects of reggae music fluently.</p> <p>Critically evaluate performances for technical and expressive quality.</p> <p>Demonstrate exceptional skill and creativity in playing and singing.</p> <p>Innovate with instrumental and vocal techniques to showcase personal style.</p> <p>Compose innovative and original reggae music.</p> <p>Critically assess the composition for originality and impact.</p> <p>Master all features of digital audio software, including advanced sound design.</p> <p>Produce professional-quality audio tracks ready for distribution.</p> <p>Employ professional audio production techniques.</p> <p>Evaluate the final audio product for broadcast quality.</p> <p>Create broadcast-quality videos with advanced graphics and seamless transitions.</p> <p>Assess the overall quality and effectiveness of the video production.</p> 
Advancing	<p>Musical Competencies:</p> <p>Creating Original Works: I can compose original reggae music using various instruments and vocal techniques, showing creativity and advanced skills. (Creating Original Compositions: I can compose original reggae music using various</p>	<p>Compose an original reggae song.</p> <p>Evaluate the composition for creativity and adherence to reggae style.</p> <p>Perform complex rhythms and solos with proficiency.</p> <p>Critique the performance for technical accuracy and expressiveness.</p> <p>Perform a reggae song using dynamic vocal techniques.</p>



	<p>instruments and vocals. Advanced Instrumental Techniques: I demonstrate proficiency in playing complex rhythms and solo parts.)          Dynamic Expression: I can use dynamics and phrasing in my vocal performances to convey emotion and storytelling. (Dynamic Vocal Performance: I use dynamics and phrasing to convey emotion and story in my singing.)          Digital Competencies:</p> <p>Advanced Digital Skills: I can utilise advanced features of digital audio software to apply effects and master audio tracks. (Advanced Digital Tools Usage: I use advanced features of digital audio software for effects and mastering. Creative Audio Production: I employ creative techniques in audio production to enhance my final product.)          Professional Video Production: I can create polished and professional video tutorials using advanced editing techniques. (Professional Video Editing: I create polished tutorial videos with advanced editing techniques.)</p>	<p>Assess the effectiveness of dynamics and phrasing in conveying the song's emotion and story.          Apply advanced effects and mastering techniques to an audio track.          Evaluate the final product for professional sound quality.          Use creative audio production techniques to enhance a reggae song.          Assess the impact of creative techniques on the final audio product.          Produce a polished tutorial video using advanced editing techniques.          Evaluate the tutorial video for clarity, engagement, and professionalism.</p> 
Securing	<p>Musical Competencies:</p> <p>Applying Techniques: I can apply more complex rhythms and chords characteristic of reggae music, demonstrating improved control and coordination. (Applying Reggae Rhythms: I can perform more complex rhythms and chords characteristic of reggae music. Improving Instrumental Proficiency: I am improving my technique and coordination on my instrument.)          Expressing Emotion: I can use my voice to express basic emotional content and clear diction in reggae songs. (Expressing Vocally: I can sing with basic emotional expression and clear diction.)          Digital Competencies:</p> <p>Intermediate Digital Skills: I can use digital audio software to layer multiple tracks and create balanced audio compositions. (Intermediate Digital Tools Usage: I can use digital audio software to layer multiple tracks. Editing and Mixing Skills: I can edit and mix audio tracks to create a balanced sound.)          Enhanced Editing: I can add text overlays and basic effects to my video tutorials to make them more engaging. (Enhanced Video Editing: I can add text overlays and basic effects to my video tutorials.)</p>	<p>Apply more complex reggae rhythms and chords.          Break down the components of a reggae rhythm and chord progression.          Play reggae music with improved technique and coordination.          Identify areas for technical improvement and work on them.          Sing a reggae song with clear diction and emotional expression.          Analyse the emotional content of a reggae song and express it vocally.          Create a multi-track recording using digital audio software.          Analyse the layers in a multi-track recording for balance and clarity.          Edit and mix audio tracks to create a balanced sound.          Evaluate the quality of the mix and make necessary adjustments.          Add text overlays and effects to a video tutorial.          Assess the effectiveness of text overlays and effects in enhancing the video.</p> 
Beginning	<p>Musical Competencies:</p> <p>Exploring and Experimenting:</p> <p>I can explore and experiment with basic rhythms and structures of reggae music using simple techniques and tools. (Exploring Basic Reggae Elements: I can explore and experiment with basic rhythms and structures of reggae music.)          Developing Skills: I can develop my instrumental and vocal skills through practice and experimentation. (Developing Instrumental Skills: I am beginning to play simple chords and rhythms on my chosen instrument. Practising Vocal Skills: I can sing simple reggae melodies in tune.)          Digital Competencies:</p> <p>Using Digital Tools:</p> <p>I can use basic digital tools to record and edit simple audio tracks.</p>	<p>Identify key elements of reggae music.          Describe basic rhythm patterns and structures.          Demonstrate playing basic reggae rhythms and chords on an instrument.          Recall the melody of a simple reggae song.          Sing the melody of a reggae song in tune.          Identify main functions of digital audio software.          Explain how to use basic functions in the software (Wavacity).          Record a short audio clip using basic recording tools.</p>



	<p>I can record my voice or instrument using simple recording tools.</p> <p>I can make simple cuts and transitions in video editing software</p>	<p>Edit a video to include basic cuts and transitions.</p> 
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Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p><b>Learning experiences:</b> Learners can immerse themselves in the musical culture of Wales through classroom-based experiences and listening opportunities. They can listen to and analyse recordings of local reggae musicians, gaining insight into the regional adaptation of the genre. Classroom discussions and projects on the history and impact of reggae in Wales can enhance their understanding. Additionally, interactions with local radio station feeds can provide an understanding of broadcasting and radio production.</p> <p><b>National/international Links:</b> Expanding beyond the local context, learners can explore national and international perspectives on reggae through curated listening sessions and virtual experiences. Nationally, they can listen to recordings and watch performances of renowned UK-based reggae artists, discussing the stylistic elements and cultural significance in class. Internationally, they can engage with the works of established, professional reggae artists.</p>	<p><b>Cross curricular links:</b> Learners will make use of recording (audio/visual), as well as video editing software.</p> <p><b>DCF:</b> <b>Creating</b> digital content: <b>manipulating</b> audio and video. "I can create, edit and organise multimedia components (text, images, sound, animation and video) in selected software" "I can select and use a variety of appropriate software, tools and techniques to create, modify and combine multimedia components for a range of audiences and purposes"</p> <p><b>Evaluating and improving</b> digital content. "I can explain reasons for the layout and content of my own work and the work of others." "I can justify the reasons for choices and explain the advantages and disadvantages of the different digital outputs I create."</p>

Assessment (How will we know that students have learnt what we taught them?)	
<p><b>Formative assessment:</b> Understanding, articulation and demonstration of mood and emotion - through oracy and musical ideas. Creativity of musical ideas and techniques. Answers to questioning from musical examples and performances. Progress in composition, recording and digital products.</p>	<p><b>Summative assessment:</b> Completed composition. Completed multimedia project recording.</p>

Evaluation (to be completed 2024)		
Strengths	Areas for Development	Pupil Voice






Big Question


AoLE: EXPRESSIVE ARTS	Subject: MUSIC	Year: 7
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum
What is your final showcase?	Learners will practise and perform a variety of musical pieces, before presenting them back as completed products. Here they will have the opportunity to operate as a musician in the industry and as a reflective practitioner. Learners will engage with a variety of differentiated musical pieces, with the freedom to study a desired musical genre or pathway. Learners will have to complete a reflective diary which will use literacy skills to compare and articulate the progress that they have made.

What does progression look like in this 'Big Question'?

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can effectively evaluate my own creative work and that of others showing increasing confidence to recognise and articulate strengths, and to demonstrate resilience and determination to improve.</p> <p>I can perform, produce, design, exhibit and share my creative work showing an awareness of artistic intent and of the audience.</p> <p>I can draw upon my experiences and knowledge to inform and develop strategies to overcome creative challenges with imagination and resilience.</p>	<p><b>Perform a completed Gold level</b> piece of music.  <b>Justify</b> how you and another performer can improve a performance and <b>Develop</b> an action plan to do so.  <b>Formulate</b> and <b>Implement</b> targets in order to improve your practice.  <b>Analyse, Criticise and conclude</b> how progress has been made by comparing yourself now to previously.</p> 
Advancing	<p>I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary.</p> <p>I can perform, produce, design, exhibit and share my creative work in formal and non-formal contexts, considering the impact of my creative work on the audience.</p> <p>I can identify and respond creatively to challenges with resilience and flexibility.</p>	<p><b>Perform a completed Silver level</b> piece of music.  <b>Justify</b> how you and another performer can improve a performance.  <b>Implement</b> targets in order to improve your practice.  <b>Analyse</b> and <b>Criticise</b> how progress has been made by comparing yourself now to previously.</p> 
Securing	<p>I can give and accept feedback as both artist and audience.</p> <p>I can compare my own creative work to creative work by other people and from other places and times.</p> <p>I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences.</p> <p>I am beginning to demonstrate resilience and flexibility in approaching creative challenges.</p>	<p><b>Perform a completed Bronze level</b> piece of music.  <b>Explain, describe and demonstrate</b> how you and another performer can improve a performance.  <b>Show</b> an area in which you can improve your practice.  <b>Summarise</b> what progress has been made by comparing yourself now to previously.</p> 



<p>Beginning</p>	<p>I can listen to and respond to views about my own creative work and that of others.</p> <p>I am beginning to compare my own creative work to the creative work of others.</p> <p>I can share my creative work.</p>	<p><b>Copy</b> and <b>Perform</b> a song from labels on my instrument.</p> <p><b>Explain</b> and <b>Describe</b> how you or another performer can improve their performance.</p> <p><b>Identify</b> an area of improvement within your practice.</p> <p><b>Describe</b> how you have made progress.</p> 
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Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p><b>Learning experiences:</b> Learners will have the opportunity to perform on a variety of instruments, or with their voices. They will build resilience to challenge and also when it comes to performing for their peers. Learners' confidence and comfort will be challenged in the process.</p> <p><b>National/international Links:</b> Learners will have the opportunity to perform all kinds of music from many parts of the country or the wider world. Whether it's Britpop pieces from bands such as Oasis, or music from the West Coast of the USA. Learners may also opt to learn pieces of music from different places and times, such as the world of classical music.</p>	<p>Cross curricular links:</p> <p><b>Literacy</b></p> <p>"I can use varied, appropriate and precise vocabulary including "EXPRESSIVE ARTS" specific words for different purposes."</p> <p>Learners will use <b>connectives</b> and musical key terms to reflect on and compare their ability now to previously. Learners will therefore comment on progress in the form of a literacy task.</p>

Assessment (How will we know that students have learnt what we taught them?)	
<p><b>Formative assessment:</b> Instrumental or vocal progress lesson to lesson - technique, form, precision, timing, rhythm, articulation, accenting, posture, breathing, diction. Responses to questioning, feedback and the success criterion of their instrument/voice. Peer assessment and target setting.</p>	<p><b>Summative assessment:</b> Final performance showcase (live/video recorded product).</p>

Evaluation (to be completed 2024)		
Strengths	Areas for Development	Pupil Voice