**RSL Music Practitioner in Performance Year 11**

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|  | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 |
| Topics | **Introduction to Live Music Performance**  Rehearsal diaries  Stage Plan  Meeting the brief  Mock concert  (202 – 2.1, 2.2, 3.1, 3.2) | Live Music Performance  (202 – 3.2)  Rehearsal diaries  Stage Plan  Meeting the brief  Final concert  (202 – 2.1, 2.2, 3.1, 3.2) | Resubmissions, if necessary, as specified by RSL following external marking of 202 |
| Assessment | Formative assessment of  204 – 1.1, 1.2  201 – 1.1  201 – 1.2 | Portfolio completed and submitted to RSL |  |

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| Building on Prior Learning | Consolidation of music literacy skills (reading notations) and understanding more advanced musical concepts and the knowledge of the manipulation of devices e.g., tonality, harmony, texture, melodic techniques. |
| Links with other subjects | Numeracy; counting beats, bars, sequences, durations, fractions.  Literacy; music specific vocabulary  Humanities; contextual information about musical styles, time place, socio-economic factors and cultural fusion. |
| Extracurricular opportunities | Opportunities to participate in ensembles with a range of internal and external performances and working with external music practitioners.  Use of facilities to develop group performances with staff coaching |
| A successful learner in this subject will demonstrate | The ability to perform accurately and fluently on a chosen instrument in different styles, demonstrating progress in technical ability, dexterity, stamina and control of the instrument. Will demonstrate musical precision, problem solving, fluent and expressive musical communication with increasingly complex pieces, evaluate and articulate progress with target setting and start to analyse music using appropriate musical terms. Collaborate to create performances of contemporary music. Have the ability to link different styles of contemporary music. |
| Impact on personal development | Students will continue to develop resilience, problem solving, confidence, collaboration, independence, presentation, leadership and negotiation skills. |

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| Ways to support student learning in this subject |
| An expectation to participate in extra-curricular music ensembles and attend school performances throughout the year.  An expectation to make use of music department facilities to rehearse in groups during non-contact time.  Consider instrumental tuition (options ranging from individual to large group tuition on a variety of different instruments).  Use Focus on Sound regularly to support classroom learning and complete homework tasks.  Additional resources to support your child’s understanding include;  <https://www.musictheory.net/> <https://www.bbc.co.uk/bitesize/subjects/zpf3cdm>  <https://musicmap.info/?fbclid=IwAR2JaevPXlfJfOe20orSq2w-CqiG2t6iqwidgqi6H5KCGKUB_tTsWEcmCIc> |