SCHEME OF WORK 4

Key Question:

How do we introduce music to young people that they don't already know and make it relevant to their learning with reference to both musical and extra-musical contexts?

What are the specific aims of this project/scheme?

- To develop an understanding of the language, techniques and working methods of a composer.

- Increase the learners' skill levels in composition and performance.

- To develop the learners' awareness, understanding, and appreciation of compositional elements contained in new music.

- Develop creative approaches to composition through group collaborative processes.

Key outcomes:

- Use creative starting points to develop original compositions.

- Explore ideas through a variety of creative music processes including improvisation, whole class ensemble, and small group work, in order to develop musical ideas, skills and knowledge.

- Refine and assess progress through questioning and reflection.

- Develop a deeper understanding of music.

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Expectations and Differentiation:

Embedding: learners will have contributed to a group composition that used improvisation as a starting point and reflect on the creative process.

Enhancing: most learners will be able to use creative starting points and improvisation as methods to develop a group composition. They will be able to reflect on the creative process and discuss their progress and outcomes.

Extending: some learners will be able to use creative starting points and improvisation to creatively experiment, explore and develop ideas for a composed piece. They will be able to critically reflect, refine, and assess their progress and composed a piece, which they will perform confidently.

Success Criteria:

- **Engagement:** Learners will engage with new music recognising its relevance and importance in music education. They will be introduced to way of extending their learning outside of the music context.

- **Reflection:** Learners will be able to evaluating their creative compositions, and refining them for performance.

- **Assessment for learning:** Learners can question and reflect on their creative approaches, recognising how to proceed and develop their compositions, as well as assess their musical responses.

- **Confidence:** Learners will develop their confidence in improvisation, leading to more independent and original compositions.

- **Creative process:** Learners will develop creative approaches to composition, try out alternatives or new solutions and follow ideas through and connect their own and others ideas in inventive ways.

Prior learning:

It is helpful if learners have:

- Notation is not essential to realise this project but is desirable.

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Personalised learning

Differentiation: Are there learners who will need specially adapted materials or resources that break down processes into understandable forms? Are there young people who play instruments? If so who, which, and to what standard?

Effective teaching and learning: Use wide and variety repertoire of teaching approaches that supports diversity. Offer mentoring between learners as a form of peer support. Vary the experiences of the learners for the ensembles to enable peer to peer support.

Beyond the classroom: Could you offer learners opportunities to develop their skills in/outside the music context to support the whole musician? Could you encourage the musician to join local networks or develop collaborations?

Personal Learning and Thinking Skills

This scheme of work explores the role of the learners becoming **active participants in learning**. The scheme prepares learners to think creatively by generating and exploring ideas and making original connections. The learners will expand this through improvisation and compositional processes, where they will generate ideas and explore possibilities. They will also become self-managers and effective participators responding positively to new musical repertoires. The learners will **work confidently with others** forming collaborative and **reflective** relationships where they will review their progress and act on outcomes.

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