

## More Able Students at TMWS

As part of stretching and challenging our more able students I would like to set up a super curriculum that allows these students to work beyond our curriculum taught in school

A super-curriculum is important because it can represent all those opportunities to develop depth and breadth of learning which extend beyond what the curriculum requires. It finds many forms: clubs and societies, national and international competitions, visiting speakers and festivals, study tours, independent research projects, and blogs. It enables pupils to develop specialist knowledge in areas that already seize their interest, but it can also inspire curiosity about areas previously unknown and unventured.

Universities and employers are showing increasing interest in pupils' super-curricular profiles. They recognise the need for specialism with breadth, and the flexibility that this implies. In an age in which information can be instantaneously available, other aspects of lifelong learning are becoming key: young people's sense of curiosity and their readiness to make intellectual connections; their ability to think creatively and critically; their confidence to collaborate and communicate.

For each department and running alongside your curriculum I would like you to plan a parallel super curriculum to promote the interest and curiosity of our more able students. I would like you to plan an extension activity per half term that our more able students can be directed to.

The activities can be broad and can take many forms: reading, watching, listening, attending, participating, researching, discovering, creating, following or entering. This is an opportunity to signpost students to some of the many resources we get sent that they can in their own time access and spend their own time on.

<b>Subject Music</b>	<b>Y7</b>
<b>Spring Term 1</b>	<b>Spring Term 2</b>
<u>I've Got Rhythm</u> Create your own rhythm composition using the rhythms we have learnt about in class, and any other rhythms you know about. You can use instruments, beatmaker on Chrome Music Lab, or your voice. Record your work and send it to Miss Higgs on EPraise.	<u>Form and Structure</u> Choose three pieces of music, or see Miss Higgs for suggestions. Analyse each piece of music's structure, and then compare them with each other. Additionally, comment on the use of the musical elements which sets each section apart from each other and provides musical contrast. Use the Google Doc posted on your Google Classroom to complete your work. Please send Miss Higgs an EPraise message when you complete the task.
	<b>Y8</b>
<b>Spring Term 1</b>	<b>Spring Term 2</b>
<u>Variations</u> Take a well-known musical theme, or see Miss Higgs for some suggestions, and create your own set of variations on it, using some of the techniques we have learnt about in class. You can use instruments, Chrome Music Lab, or your voice. Record your work and send it to Miss Higgs on ePraise.	<u>Video and computer game music</u> Watch 'A Brief History of Video Game Music': <a href="https://www.youtube.com/watch?v=eSSgqeMkuJM">https://www.youtube.com/watch?v=eSSgqeMkuJM</a> and note down interesting points you learn. Use the Google Doc posted on your Google Classroom to complete your

	work. Please send Miss Higgs an EPraise message when you complete the task.
	<b>Y9</b>
<b>Spring Term 1</b>	<b>Spring Term 2</b>
Rotations N/A	<u>Music theory</u> See Miss Higgs for some ABRSM music theory papers, to practice knowledge developed in class, and learn further concepts which will strengthen your performance, composition and appraisal skills.
	<b>Y10</b>
<b>Spring Term 1</b>	<b>Spring Term 2</b>
<u>Popular Music</u> Complete some research on The Beatles. Find out information about the band's career and music, and their impact on popular music. Take time to watch footage of their performances (found on YouTube), and write critically about the songs you listen to. Use the Google Doc posted on your Google Classroom to complete your work. Please send Miss Higgs an EPraise message when you complete the task.	<u>Film Music</u> Watch a film of your choice and write a review of its music. You should describe the music and its impact on you as a viewer, using as much musical vocabulary as possible. As part of your review, you could research the film's composer, to understand better their creative choices. Use the Google Doc posted on your Google Classroom to complete your work. Please send Miss Higgs an EPraise message when you complete the task.
	<b>Y11</b>
<b>Spring Term 1</b>	<b>Spring Term 2</b>
<u>Composition - brief</u> See Miss Higgs to borrow a copy of Alfred Blatter's 'Instrumentation and Orchestration' to learn more about the ways to compose for the instruments you have chosen to write for.	<u>Theory</u> Create a timeline of music through the Baroque, Classical and Romantic eras. Include information about key composers, types of work, instruments and musical features. Make your work visually eye-catching. Alongside it, compile a playlist of key musical works across each era. Please send Miss Higgs an EPraise message when you complete the task. You can use this timeline as a helpful revision aid when preparing for the listening exam.
	<b>Y7</b>
<b>Summer Term 1</b>	<b>Summer Term 2</b>
<u>Instruments of the Orchestra</u> Listen to Holst's 'The Planets' and use this guide to help you understand it: <a href="https://www.classicfm.com/composers/holst/pictures/holsts-planets-guide/mercury/">https://www.classicfm.com/composers/holst/pictures/holsts-planets-guide/mercury/</a> . Plan a composition that represents planet Earth. Consider your choice of instruments, and use of the musical elements to represent your idea of what Earth is like. Use the Google Doc	<u>Music from around the World</u> Select a country of your choice and research its music. Present your findings as a poster or infographic, and compile a playlist. Use the Google Doc posted on your Google Classroom to complete your work. Please send Miss Higgs an EPraise message when you complete the task.

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	<b>Y8</b>
<b>Summer Term 1</b>	<b>Summer Term 2</b>
<u>All that Jazz</u> Select a well-known jazz musician, or see Miss Higgs for a suggestion of one. Research the musician, finding out interesting information about their musical career and work. Use the Google Doc posted on your Google Classroom to complete your work. Please send Miss Higgs an EPraise message when you complete the task.	<u>Band Skills</u> Select an album you are listening to and write a review. You can research background information (how it was put together/recorded, instrumentation etc.) Use the Google Doc posted on your Google Classroom to complete your work. Please send Miss Higgs an EPraise message when you complete the task.
	<b>Y9</b>
<b>Summer Term 1</b>	<b>Summer Term 2</b>
<u>Performance</u> Attend a concert or watch one online, and write a review of the performance. Consider important performance skills, such as stage presence, ensembleship and musicality, and how you might incorporate these into your own performance. Use the Google Doc posted on your Google Classroom to complete your work. Please send Miss Higgs an EPraise message when you complete the task.	<u>Composition - free</u> Create a short solo composition for your instrument. Use the musical features we have learnt about in class, and take time to consider the capabilities of your instrument when composing. Record your work and send it to Miss Higgs on ePraise.
	<b>Y10</b>
<b>Summer Term 1</b>	<b>Summer Term 2</b>
<u>Composition - free</u> See Miss Higgs to borrow a copy of Alfred Blatter's 'Instrumentation and Orchestration' to learn more about the ways to compose for the instruments you have chosen to write for.	<u>Performance</u> Attend a concert or watch one online, and write a review of the performance. Consider important performance skills, such as stage presence, ensembleship and musicality. Use the Google Doc posted on your Google Classroom to complete your work. Please send Miss Higgs an EPraise message when you complete the task.
	<b>Y11</b>
Summer Term 1	Summer Term 2
N/A	N/A