



Scheme of work: Component 1 – Music

Step up to English is made up of two components. For component 1 (literacy), students attempt two topics. For component 2 (creative reading and writing), students attempt one topic.

Each externally-set NEA is supported by a scheme of work, which is designed to provide some teaching ideas/suggested activities. It is not prescriptive and teachers are encouraged to adapt the material so it is appropriate and engaging for the students they teach.

This scheme of work covers Music, a theme for component 1 (literacy). It can be used with students working at Silver step and Gold step.

To find out more about our Step up to English specification, visit aqa.org.uk/5970

Component 1 (literacy)

Theme: Music

The scheme of work is organised to reflect the [scope of study](#) containing:

- reading and comprehension
- writing
- spoken language.

We have provided a suggested lesson sequence for this scheme of work as there is clear progression in skills leading to students presenting their own business plan for a radio show.

Unit overview

Specification content	AOs to be assessed	Suggested resources
<ul style="list-style-type: none">• Take part in group discussions and make an individual presentation.• Read a selection of non-fiction texts (timelines, magazines, factual books, factsheets).• Use the text to learn how to:<ul style="list-style-type: none">• infer• comment on language and structure• evaluate ideas• express personal preferences.• Learn how to plan, write, edit and proofread a piece of informative writing (letter or review).	<ul style="list-style-type: none">• AO1 - Read and understand a range of texts: identify and interpret explicit and implicit information and ideas.• AO2 - Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.• AO4 - Evaluate texts and support this with appropriate textual references.• AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	<p>Music books Music clips Music magazines Music fact sheets Music websites Music adverts Music posters</p> <p>Companies that help to set up School Radio: schoolradio.com/resource_categories/1/resources/44 myliveschool.org/</p>

	<ul style="list-style-type: none">• AO6 - Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.• AO7 - Demonstrate presentation skills.• AO8 - Listen and respond appropriately to spoken language, including to questions and feedback on presentations.• AO9 - Use spoken English effectively in speeches and presentations.	
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3.1.1 Reading and comprehension

What to teach	AO	Suggested activities and sequence
<ul style="list-style-type: none">• How to infer.• How to compare.• How to understand how language is used.• How to understand how structure is used.	AO1	<p>Lesson 1</p> <p>Starter: Listen to some sound clips of different music genres eg blues, reggae, hip hop, folk, rock, jazz, country, classical, pop. Using mini white boards ask students to identify the genre (this could be through multiple choice on a PowerPoint or independently).</p> <p>Activity: Put students into groups. Tell each group they are going to create a mini presentation about a set music genre that you will give to them. Each group will get a different genre. You may like to provide research roles or responsibilities within groups. Provide groups with reading sources (music based books, music magazines, websites, fact sheets that are appropriate for their reading level) and either A3 paper or a laptop to feed ideas back. You could give prompts, eg When was the music genre popular? What famous musicians/singers are linked to the genre? What instruments are linked to the genre? What clothing styles are linked to the genre? What dance is linked to the genre?</p> <p>Extension: Students could go on to research their favourite genre, musician and singer and repeat lessons 1-3.</p>

What to teach	AO	Suggested activities and sequence
	AO1	<p>Lesson 7</p> <p>Starter: Play an acrostic game. Put a topic specific word on the board eg music, radio, sound. Individually, in pairs or groups, students write a word for each letter eg M = Microphone. First to finish or the most used letters wins.</p> <p>Activity: As a whole group gather together the data from the surveys and display on the board.</p> <p>Ask students to interrogate the data. Encourage retrieval, inference and reference to the text through a combination of open and closed questions, eg What is the most popular music genre? Why do think that it is popular? What is the least popular music genre? Why do you think it is least popular?</p>
	AO4	<p>Lesson 8</p> <p>Starter: Play odd one out. Put five words or pictures on the board, eg TV, Radio, Podcast, Blog and Vlog.</p> <p>Ask students to choose (using mini white boards) the odd one out and be prepared to say why.</p> <p>Activity: Read about jobs or roles in a radio show using a resource such as Resource 1 or Resource 2</p> <p>Ask students to choose which role they would apply for and which role they would not apply for and explain their choices.</p>

What to teach	AO	Suggested activities and sequence
	AO2	<p>Lesson 10</p> <p>Starter: Simile or strap line starter. Give students the beginning of a starter and ask them to come up with the end/choose an ending, eg 'As cool as...', 'As smooth as...', 'As loud as...', 'Fun, like...'.</p> <p>Activity: Advertising. Look at, or listen to, adverts for music radio shows such as: Smooth Radio and BBC Radio 1.</p> <p>You could provide freeze frame stills and the transcript. Ask students to identify (or identify for students):</p> <ul style="list-style-type: none"> • key words and ask them to explain why those words have been chosen • key images and explain why those have been chosen • any literary devices that have been included and why.
	AO1	<p>Lesson 13</p> <p>Starter: Use a Reveal the picture template and place a music based picture behind. Slowly reveal the picture, asking students to use inference to guess what it might be, until the whole of the picture is revealed.</p> <p>Activity: Ask students to research music magazines that they could advertise their new radio show in. Pose a mixture of simple retrieval questions to draw out key features (such as the name of the magazine). You can include inference based questions like 'Who do you think the target audience is for the magazine and why?'</p>

3.1.2 Writing

What to teach	AO	Suggested activities
<ul style="list-style-type: none"> • How to plan a letter/review. • What good looks like: <ul style="list-style-type: none"> • appropriate form • language • structure. • How to edit. • How to proofread. 	AO5	<p>Lesson 2</p> <p>Starter: Bingo starter. Give each student, pair or group a bingo card based on music genres. Tell them to listen carefully as you play music clips. If they have that music genre, they cross it off. The first to get a full house shouts 'bingo!' Remind students that this is good for listening skills.</p> <p>Activities: Ask students to plan their presentation in their groups. Remind students to include sequence, key points, bullet points etc.</p> <p>They could use a PowerPoint presentation.</p>
	AO6	<p>Lesson 5</p> <p>Starter: Play 'Correct my mistake'. Put some sentences (level appropriate) on the board, one at a time, eg I am a fan of Hip Hap. On mini whiteboards ask students to spot the spelling mistake and write the correct spelling on their boards.</p> <p>Activity: Ask students to design a survey to help them plan their radio show. They need to find out:</p> <ul style="list-style-type: none"> • target audience • what music to play • when to broadcast • what other features to include.

What to teach	AO	Suggested activities
	AO5	<p>Lesson 9</p> <p>Starter: Give students sentence starters (on card or on a PowerPoint) aimed at different audiences, eg 'Hiya, wish you were here....', 'Firstly, you need to...', 'Hey guys, so today...', 'Dear Sir/Madam...', 'Today, at 6'oclock...'. They must decide if they are from a formal or informal text. They could also guess which text you have taken each piece of text from.</p> <p>Activity: Watch a clip about structuring a formal letter.</p> <p>Ask students to write a covering letter to a radio station to apply for a chosen position. They should include which position they would like to apply for, what they like about the role, what their strengths are and how they would contribute.</p> <p>Extension: Students could also fill in an application form or write a CV to apply for the position. They could attend an interview for the position.</p>
	AO5 and AO6	<p>Lesson 11</p> <p>Starter: Play a 'Who am I?' punctuation game: give clues for students to guess which piece of punctuation is being described. You can differentiate depending on level. Try Who Am I?! as a starting point.</p> <p>Activity: Discuss features of a script. Ask students to write their own advert (for TV or radio) to advertise their music radio show.</p>

What to teach	AO	Suggested activities
	AO5 and AO6	<p>Lesson 14</p> <p>Starter: Students work in pairs as a sales team. Put an everyday object on the board, eg a pen. Then give students a set of differentiated cards with a mixture of rhetorical question openers, sentences that start with verbs, persuasive statement openers and powerful adjectives.</p> <p>Try the advertisements section in this document for inspiration.</p> <p>Each student takes turns to turn over a card and use it as the opening statement or word to start selling the object. When they have finished, their partner turns over the next card and continues the sales pitch with the new opening statement or word. Continue until the cards have run out.</p> <p>Activity: Explore poster or article features. Ask students to write either a poster or an article to publish in a magazine to persuade people to tune into their new radio show.</p>
	AO5 and AO6	<p>Lesson 15</p> <p>Starter: Play a connectives game. For example Game 1 or Game 2.</p> <p>Activity: Ask students to put together all the work they have completed on market research, roles and advertising. Ask them to write a business plan to present to either their teacher, the Headteacher or Governors for their proposal for a school or community music radio show.</p> <p>Extension: Ask students to write a letter to a local celebrity to invite them to the launch of the music radio show or write a review of the first radio show for the school magazine.</p>

3.1.3 Spoken language

What to teach	AO	Suggested activities
<ul style="list-style-type: none"> • How to plan effectively. • How to communicate ideas effectively. • How to respond to others appropriately. 	AO7	<p>Lesson 3</p> <p>Starter: Body language starter. Explain that body language is important in presenting ideas. In pairs ask students to mime a song title (either their own or one they are given) remembering gesture, eye contact, stance and facial expression.</p> <p>Activity: Students take it in turns to present their mini presentations. The other groups take notes about the genre to build their music genre knowledge. This can be differentiated by giving students a pre-populated sheet where they can circle and tick key genre features, eg blues, jazz, pop or reggae.</p>
	AO8	<p>Lesson 4</p> <p>Starter: Timeline: Put students into groups. Give each student a different music genre (picture and word or just word). Ask students to line up in the correct order according to the time period when the music was most popular. When all groups are in order, reveal the correct timeline. Make it explicit that they have created a timeline.</p> <p>Activity: Tell students that they are going to plan a school or community music radio show. Show a clip about school radio.</p> <p>Using Rainbow Groups ask students to plan a radio show. This could be a hypothetical show, a one-off show or a long or medium-term radio station project.</p> <p>Remind them to think about:</p> <ul style="list-style-type: none"> • target audience • music genres • venue • cost • advertising • roles

What to teach	AO	Suggested activities
	AO8	<p>Lesson 6</p> <p>Starter: Dominos: Give one group of students a card with half a statement on, eg 'I like music because...', 'I listen to music when...', 'I don't like...', 'My favourite music is...', 'I listen to music on...'. Give the other group of students the other half of the statement, eg 'it helps me chill out...', 'in the car...', 'dance music...', 'it's too fast...', 'hip hop...', 'it makes me smile...', 'the radio in the car'. Students circulate to find the person who completes their statement. Alternatively, give the students all the statements on their table, where they can work together to make complete statements.</p> <p>Activity: Students should conduct the survey they have written with a specified group in school or the wider community.</p>
	AO8	<p>Lesson 12</p> <p>Starter: Use Thought shower to provide ideas for ground rules for a spoken language group such as 'Never laugh at someone else's idea'. Agree the ground rules for the task.</p> <p>Activity: In groups, students evaluate the radio advert plans written in the previous lesson (they can be anonymous and taken from a different group to avoid confrontation or upset). The group choose one to record. Work on the final version. Assign roles and record advert.</p> <p>EXTENSION: Peer assess finished adverts.</p>

What to teach	A0	Suggested activities
	AO7 and AO9	<p>Lesson 16</p> <p>Starter: Play the 'Yes/No game': In pairs students are given questions that they may be asked about their presentation, including some questions about themselves. They can also improvise questions. Examples can include: 'Do you think students will want to listen to your radio show?' and 'Have you got any brothers or sisters?'</p> <p>Each pair has 90 seconds to try and catch their partner out. Swap roles. Remind students that to keep their audience interested they need to extend their ideas.</p> <p>Activity: Present their business plan for a school or community radio show or station to either their teacher or the class or the year group or the Headteacher or the board of Governors.</p> <p>EXTENSION: This can be filmed and peer or self assessed.</p>

Cross-curricular links

Music, eg compose a piece of music, perform music

Science, eg the ear, vibrations

Dance, eg for a music video, music advert

History, eg how music was influenced by different historical events

Geography, eg where different music styles have evolved from, cultural significance

Art, eg music posters, art forms linked to music genres such as hip hop and graffiti art

ICT, eg create radio show/TV show, school music magazine, music video

Design and Technology, eg design and construct an instrument

Business, eg to create a business plan

Suggested field trips

Visit a local radio station

Visit a local music magazine company

Visit a local music studio

Watch a band/choir/singer (it could be a school band/choir)

Invite a singer/musician into school (try your school music teachers)

Invite a local DJ into school to talk about their jobs

Suggested variations on the focus:

Music magazine, music vlog, music blog, music podcasts.