



# KS4 Curriculum Content

## **Music**

Year 10	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January – February
Topic	<p><b>Topic: Introduction to the GCSE course (2 weeks)</b></p> <p><b>Knowledge:</b> Build on knowledge and experience at KS3. Consolidate basic musical vocabulary and Knowledge. Study exemplar performances and compositions. Look at the assessment criteria for the coursework tasks.</p> <p><b>Skills:</b> Composing skills through set brief. Pupils develop and grow on their composing skills built in KS3 but with a more in depth focus on the Interrelated Dimensions of Music. Ensemble skills developed further in preparation for end of topic Ensemble performance.</p> <p><b>Topic: Music for Stage and Screen set work AOS:3: J. Williams: ‘Main title/rebel blockade runner’ (from the soundtrack to <i>Star Wars Episode IV: A New Hope</i>)</b></p> <p><b>Knowledge:</b> Explore this piece by using the students’ knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Now that each piece has been studied, comparative and evaluative skills can be practised between the two.</p> <ul style="list-style-type: none"> <li>The study of this set work should examine composing sound to match pictures.</li> </ul> <p><b>Music for Stage and Screen wider listening (2 weeks):</b></p> <ul style="list-style-type: none"> <li>Explore pieces in genres related to the first set work, which may include:</li> </ul>	<p><b>Topic: Music for Stage and Screen AOS:3 S. Schwartz: ‘Defying Gravity’ (from the album of the cast recording of <i>Wicked</i>)</b></p> <ul style="list-style-type: none"> <li>Explore this piece by using the students’ knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music.</li> <li>The study of this set works should examine popular contemporary musical theatre styles.</li> </ul> <p><b>Knowledge:</b> Explore this piece by using the students’ knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Now that each piece has been studied, comparative and evaluative skills can be practised between the two</p> <p><b>Assessment:</b> Pupils will be regularly assessed on their theoretical knowledge of the set work through exam style questions and through practical based performances. Pupils will also complete a mock Composition.</p> <p><b>Music for Stage and Screen wider listening (2 weeks):</b></p> <ul style="list-style-type: none"> <li>Explore pieces in genres related to the set work, which may include: <ul style="list-style-type: none"> <li>songs from musicals like <i>Matilda</i> and <i>Hairspray</i>.</li> </ul> </li> <li>In each case relating the music to the set work studied through their use of musical</li> </ul>	<p><b>Topic: Vocal Music AOS2: Queen: ‘Killer Queen’ (from the album <i>Sheer Heart Attack</i>)</b></p> <p><b>Knowledge:</b> Explore this piece by using the students’ knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. This area of study is diverse but coverage at this stage should reflect 20th-century popular approaches to song writing, including ground bass and verse and chorus structures</p> <p><b>Skills:</b> Identifying and evaluating the effective the music has on the audience, developing a skill to appraise and draw conclusions as to the composer’s intensions. Pupils will perform the song to further develop their performing skills and understanding of the set work.</p> <p><b>Assessment:</b> Pupils will be assessed on their Ensemble performance using the GCSE specification through regular class performances and an end of topic final performances(based on the set work). Plus exam style questioning and homework tasks based on the Edexcel GCSE paper.</p>

	<ul style="list-style-type: none"> <li>– songs from musicals like <i>Matilda</i> and <i>Hairspray</i>.</li> <li>• In each case relating the music to the set work studied through their use of musical elements, musical contexts and musical language.</li> <li>• The wider listening should enhance the study of contemporary musical theatre.</li> </ul> <p><b>Free composition has also begun with pupils creating a composition based around the set work (2 of the 5 hours per fortnight)</b></p> <p><b>Preparation for the solo performance is ongoing with pupils performing at the end of the half term.</b></p>	<p>elements, musical contexts and musical language.</p> <ul style="list-style-type: none"> <li>• The wider listening should enhance the study of contemporary musical theatre.</li> </ul> <p><b>Free composition is ongoing with a focus on AOS:3</b></p> <p><b>Pupils are working towards an ensemble performance working on their individual instrument as part of a group.</b></p>	
Vocabulary Links	GCSE, Theory, Time Signatures, Key Signatures, Crotchets, Minims, Quavers, Semi Quavers, Semi Breves, Dynamicv Markings, Treble Clef, Bass Claff, Composing, Interrelated Dimensions of Music, structure, Cubase, DAW, Digital, Analogue,	GCSE, Theory, Time Signatures, Key Signatures, Crotchets, Minims, Quavers, Semi Quavers, Semi Breves, Dynamicv Markings, Treble Clef, Bass Claff, Composing, Interrelated Dimensions of Music.	GCSE, Theory, Time Signatures, Key Signatures, Crotchets, Minims, Quavers, Semi Quavers, Semi Breves, Dynamicv Markings, Treble Clef, Bass Claff, Composing, Interrelated Dimensions of Music, structure, Cubase, DAW, Digital, Analogue,
National Curriculum	<p>AO1 Perform with technical control, expression and interpretation 30</p> <p>AO2 Compose and develop musical ideas with technical control and coherence 30</p> <p>AO3 Demonstrate and apply musical knowledge 20</p> <p>AO4 Use appraising skills to make evaluative and critical judgements about music</p>	<p>AO1 Perform with technical control, expression and interpretation 30</p> <p>AO2 Compose and develop musical ideas with technical control and coherence 30</p> <p>AO3 Demonstrate and apply musical knowledge 20</p> <p>AO4 Use appraising skills to make evaluative and critical judgements about music</p>	<p>AO1 Perform with technical control, expression and interpretation 30</p> <p>AO2 Compose and develop musical ideas with technical control and coherence 30</p> <p>AO3 Demonstrate and apply musical knowledge 20</p> <p>AO4 Use appraising skills to make evaluative and critical judgements about music</p>

Year 10	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
Topic	<p><b>Topic: Vocal Music AOS2:</b></p> <p>H. Purcell: ‘Music for a While’</p> <p><b>Knowledge:</b> Explore this piece by using the students’ knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music.</p> <ul style="list-style-type: none"> <li>This area of study is diverse but coverage at this stage should reflect Baroque approaches to song writing, including ground bass structures.</li> </ul> <p><b>Skills:</b> Identifying and evaluating the effective the music has on the audience, developing a skill to appraise and draw conclusions as to the composer’s intensions.</p> <p><b>Vocal Music wider listening:</b></p> <p><b>Knowledge:</b> Explore other settings of words to music for soloist and accompaniment, which may include:</p> <ul style="list-style-type: none"> <li>arias by G.F. Handel and J.S. Bach</li> <li>songs by Beach Boys and Alicia Keys</li> <li>if time, songs by Schubert, Faure and/or Britten</li> </ul> <p>In each case looking at the relationship of the words and music, and the use of musical elements, musical contexts and musical language. There should be coverage of the full chronological period from 1600s to 1900s, including a range of structures (strophic, through-composed, verse and chorus, da capo aria, etc.) and styles.</p>	<p><b>Topic: Fusions set work AOS4:</b></p> <p>Esperanza Spalding: ‘Samba Em Preludio’ (from the album <i>Esperanza</i>)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Explore these pieces by using the students’ knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Once each piece has been studied comparative and evaluative skills can be practised between the two.</li> <li>The individual cultures that have been ‘fused’ should be isolated and the resulting fusion evaluated as a work of popular culture. How the cultures of South America and western Jazz have fused together, identifying key features of both traditions.</li> </ul> <p><b>Skills:</b> Identifying and evaluating the effective the music has on the audience, developing a skill to appraise and draw conclusions as to the composer’s intensions. Pupils develop further understanding and appreciation of the music through performing the piece/ extracts of the piece.</p> <p><b>Preparation for a solo performance is ongoing</b></p> <p><b>Free composition is ongoing.</b></p> <p><b>Assessment:</b> On going exam style questions related to the set work. Performance assessment based on the</p>	<p><b>Topic: Fusions AOS4:</b></p> <p>Afro Celt Sound System: ‘Release’ (from the album <i>Volume 2: Release</i>)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Explore pieces in which two or more styles are combined to create a fusion, which should include music from African, Celtic and western popular music have fused together and the effectiveness.</li> <li>In each case relating the music to the set works studied through their use of musical elements, musical contexts and musical language.</li> <li>The stylistic characteristics of each individual style must be isolated and then the fusion of the styles evaluated for its effectiveness.</li> </ul> <p><b>Skills:</b> Identifying and evaluating the effective the music has on the audience, developing a skill to appraise and draw conclusions as to the composer’s intensions. Wider listening skills are developed through comparing and contrasting against similar pieces for both set works within AOS4.</p> <p><b>Preparation for the end of year solo performance is ongoing (pupils will be set homework to rehearse for 2 hours a week) with regular verbal updates and reflection on progress.</b></p>

	<b>Free composition is ongoing.</b>	specification and frequent feedback on free composition	<b>Assessment:</b> On going exam style questions related to each set work. Exam paper based on the 6 set works covered (mock style). A solo performance under exam conditions and completion of their Free composition.
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<b>National Curriculum</b>	AO2 Compose and develop musical ideas with technical control and coherence 30 AO3 Demonstrate and apply musical knowledge 20 AO4 Use appraising skills to make evaluative and critical judgements about music	AO1 Perform with technical control, expression and interpretation 30 AO2 Compose and develop musical ideas with technical control and coherence 30 AO3 Demonstrate and apply musical knowledge 20 AO4 Use appraising skills to make evaluative and critical judgements about music	AO1 Perform with technical control, expression and interpretation 30 AO2 Compose and develop musical ideas with technical control and coherence 30 AO3 Demonstrate and apply musical knowledge 20 AO4 Use appraising skills to make evaluative and critical judgements about music

Year 11	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January - February
Topic	<p>Topic: Instrumental Music 1700–1820 AOS1:</p> <p>J.S. Bach: 3rd Movement from Brandenburg Concerto no.5 in D major</p> <p><b>Knowledge:</b> Explore the piece by using the pupils’ knowledge and understanding of the Interrelated Dimensions of Music, musical contexts and musical language to make critical judgements about the music.</p> <p><b>Skills:</b> Analysing skills developed as well as theoretical understanding. Solo performance skills developed through regular performances to the class.</p> <p><b>Students introduced to the set briefs by the exam board:</b></p> <p>Pupils spend 2 hours a fortnight on their brief set compositions (this also includes after school intervention) drawing on skills developed over year 10 when it comes to composing including:</p> <ul style="list-style-type: none"> <li>• Reference tracks</li> <li>• Chord sequences</li> <li>• Melodic devices</li> <li>• Harmonic devices</li> <li>• Structure</li> <li>• Use of effects and other DAW capabilities</li> </ul> <p><b>Assessment:</b> Exam style questions on the set work, regular assessment/feedback on brief set composition.</p>	<p>Topic: Instrumental Music 1700–1820 AOS1:</p> <p>L. van Beethoven: 1st Movement from Piano Sonata no.8 in C minor ‘Pathétique’</p> <p><b>Knowledge:</b> Explore the piece by using the pupils’ knowledge and understanding of the Interrelated Dimensions of Music, musical contexts and musical language to make critical judgements about the music.</p> <p><b>Skills:</b> Analysing skills developed as well as theoretical understanding. Solo performance skills developed through regular performances to the class.</p> <p><b>Instrumental Music 1700–1820 wider listening:</b></p> <p><b>Knowledge:</b> Students Explore pieces in genres related to the two set works, including:</p> <ul style="list-style-type: none"> <li>– concerti by Vivaldi</li> <li>– concerto grosso by Handel</li> <li>– piano sonata movements by Haydn and Mozart.</li> </ul> <p>In each case relating the music to the set works studied through their use of musical elements, musical contexts and musical language.</p> <p>The works studied here give a background to the set works already studied. The concerto movements give a context for the Bach set work and the piano sonata movements should show a progression in the writing for piano and in the development of sonata form.</p> <p><b>Skills:</b> Analysing and listening, comparing pieces of music.</p> <p><b>composing to a brief is ongoing (deadline Christmas)</b></p>	<p><b>Topic: Composition Intervention and set work recap AOS1, AOS2, AOS3, AOS4:</b></p> <p><b>Knowledge:</b> Explore the 8 pieces already studied by using the pupils’ knowledge and understanding of the Interrelated Dimensions of Music, musical contexts and musical language to make critical judgements about the music. Pupils will gain further understanding of the exam paper through analysis of previous papers and reflection on their Mock exam. Pupils will also be introduced to Musical dictation and how to best approach Q8 of the exam with emphasis on key features and techniques to use.</p> <p>More emphasis will also be on Section B of the exam with regular completion of the 12 marker Q9.</p> <p><b>Skills:</b> comparing, contrasting and drawing conclusions of the 8 set works and Exam techniques.</p> <p><b>Assessment: Regular Exam style questions and papers. 12 marker assessments.</b></p> <p><b>During this half term pupils who require further intervention with composition will receive after school sessions to attend</b></p>

	<p>Students are also rehearsing and prepping for their solo performance during the mock window.</p>	<p>Preparation for the performance component is ongoing.</p> <p><b>Assessment:</b> Pupils complete their GCSE Music mock paper, a solo performance and complete their Brief set composition.</p> <p><b>Pupils will also have their Ensemble performances recorded by the end of the term</b></p>	
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<b>Edexcel Assessment Objectives</b>	<p>AO1 Perform with technical control, expression and interpretation 30  AO2 Compose and develop musical ideas with technical control and coherence 30  AO3 Demonstrate and apply musical knowledge 20  AO4 Use appraising skills to make evaluative and critical judgements about music</p>	<p>AO1 Perform with technical control, expression and interpretation 30  AO2 Compose and develop musical ideas with technical control and coherence 30  AO3 Demonstrate and apply musical knowledge 20  AO4 Use appraising skills to make evaluative and critical judgements about music</p>	<p>AO1 Perform with technical control, expression and interpretation 30  AO2 Compose and develop musical ideas with technical control and coherence 30  AO3 Demonstrate and apply musical knowledge 20  AO4 Use appraising skills to make evaluative and critical judgements about music</p>
<b>Year 11</b>	<p>Half Term 4  February – March</p>	<p>Half Term 5  April - May</p>	<p>Half Term 6  June - July</p>
<b>Topic</b>	<p><b>Topic:</b> Revision of all set works and consolidation of wider listening;</p> <p><b>Knowledge:</b> Explore the 8 pieces already studied by using the pupils' knowledge and understanding of the Interrelated Dimensions of Music, musical contexts and musical language to make critical judgements about the music. Pupils will gain further understanding of the exam paper through analysis of previous papers. Feedback will be given on moderated coursework so that pupils are aware of marks required for their appraisal exam.</p>	<p><b>Topic:</b> Revision of all set works and consolidation of wider listening</p> <p><b>Performing and Composing</b> submitted for moderation by 15 May (1 week).</p> <p><b>Assessment:</b> Past paper exams with in depth look at section B of the paper.</p>	<p><b>Topic:</b> Exam</p> <p><b>Assessment:</b></p>

	<p>A greater focus on wider listening and comparing and contrasting similar works to the given 8 set works.</p> <p><b>Skills:</b> comparing, contrasting and drawing conclusions of the 8 set works and Exam techniques.</p> <p><b>Assessment: Record solo performances and undergo several past papers.</b></p>		
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<b>Edexcel Assessment Objectives</b>	<p>AO1 Perform with technical control, expression and interpretation 30</p> <p>AO3 Demonstrate and apply musical knowledge 20</p> <p>AO4 Use appraising skills to make evaluative and critical judgements about music</p>	<p>AO3 Demonstrate and apply musical knowledge 20</p> <p>AO4 Use appraising skills to make evaluative and critical judgements about music</p>	