



KS4 Curriculum Content

Music



Year 10	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January – February
Topic	<p>Topic: Introduction to the GCSE course (3 weeks)</p> <p>Knowledge: 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>Skills: 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>Topic: Instrumental Music 1700–1820 set works (4 weeks)</p> <p>J.S. Bach: 3rd Movement from Brandenburg Concerto no.5 in D major L. van Beethoven: 1st Movement from Piano Sonata no.8 in C minor ‘Pathétique’</p> <p>Knowledge: 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>Skills: Analysing skills developed as well as theoretical understanding. Solo performance skills developed through regular performances to the class.</p> <p>Assessment: Exam style questions on the set work and 1st Ensemble performance at the end of the</p>	<p>Topic: Instrumental Music 1700–1820 wider listening (4 weeks):</p> <p>Knowledge: Students Explore pieces in genres related to the two set works, including:</p> <ul style="list-style-type: none"> – concerti by Vivaldi – concerto grosso by Handel – piano sonata movements by Haydn and Mozart. <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>Skills: Analysing and listening, comparing pieces of music,</p> <p>Topic: Vocal Music set work (2 weeks):</p> <p>H. Purcell: ‘Music for a While’</p> <p>Knowledge: 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"> • This area of study is diverse but coverage at this stage should reflect Baroque approaches to songwriting, including ground bass structures. 	<p>Topic: Vocal Music set work (2 weeks):</p> <p>Queen: ‘Killer Queen’ (from the album <i>Sheer Heart Attack</i>)</p> <p>Knowledge: 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>Skills: Now both pieces have been studied comparative and evaluative skills can be practised between the two.</p> <p>.</p> <p>Topic: Vocal Music wider listening (4 weeks):</p> <p>Knowledge: Explore other settings of words to music for soloist and accompaniment, which may include:</p> <ul style="list-style-type: none"> – arias by G.F. Handel and J.S. Bach – songs by Beach Boys and Alicia Keys – if time, songs by Schubert, Faure and/or Britten <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>.</p>

	topic. Pupils are assessed using the Edexcel GCSE Specification	Assessment: 1 st solo performance and Exam style questions on 'Music for a While'.	Assessment: Pupils will be assessed on their Ensemble performance using the GCSE specification through regular class performances and an end of topic final performances.
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National Curriculum	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	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 10	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
Topic	<p>Topic: Free composition (2 week):</p> <ul style="list-style-type: none"> Discuss possible routes into free composition, based on KS3 experiences, and providing examples and guidance towards inspirations. <p>Thereafter free composition is ongoing.</p> <p>Music for Stage and Screen set work (2 weeks): S. Schwartz: 'Defying Gravity' (from the album of the cast recording of <i>Wicked</i>)</p> <ul style="list-style-type: none"> 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>Topic: Music for Stage and Screen set work (2 weeks): J. Williams: 'Main title/rebel blockade runner' (from the soundtrack to <i>Star Wars Episode IV: A New Hope</i>)</p> <p>Knowledge: 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"> The study of this set work should examine composing sound to match pictures. <p>Music for Stage and Screen wider listening (2 weeks):</p> <ul style="list-style-type: none"> Explore pieces in genres related to the first set work, which may include: 	<p>Topic: Music for Stage and Screen wider listening (2 weeks):</p> <ul style="list-style-type: none"> Explore pieces in genres related to the second set work, which may include: <ul style="list-style-type: none"> excerpts from other film scores by Deborah Lurie and composers like Howard Shore. In each case relating the music to the set works studied through their use of musical elements, musical contexts and musical language. The wider listening should enhance the study of matching music with images undertaken in the set work. <p>Work on free composition.</p>

	<ul style="list-style-type: none"> The study of this set works should examine popular contemporary musical theatre styles. <p>Assessment: 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>	<ul style="list-style-type: none"> – songs from musicals like <i>Matilda</i> and <i>Hairspray</i>. In each case relating the music to the set work studied through their use of musical elements, musical contexts and musical language. The wider listening should enhance the study of contemporary musical theatre. <p>Free composition is ongoing.</p> <p>Preparation for the performance component is ongoing.</p> <p>Assessment:</p>	<p>Preparation for the performance component is ongoing.</p> <p>End-of-year examination (1 week). Final end of year exam and solo performance (Last two weeks)</p> <p>Assessment:</p>
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Year 11

Half Term 1
September - October

Half Term 2
October - December

Half Term 3
January - February

<p>Topic</p>	<p>Topic: Recap of Year One areas of study (3 weeks).</p> <p>Topic: Fusions set work and composition (4 weeks): Afro Celt Sound System: ‘Release’ (from the album <i>Volume 2: Release</i>) Esperanza Spalding: ‘Samba em Preludio’ (from the album <i>Esperanza</i>)</p> <ul style="list-style-type: none"> 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. The individual cultures that have been ‘fused’ should be isolated and the resulting fusion evaluated as a work of popular culture. <p>Preparation for the performance component is ongoing.</p> <p>Preparation for the solo performance component is ongoing.</p> <p>Assessment: On going exam style questions related to each set work.</p>	<p>Topic: Fusions wider listening (4 weeks):</p> <ul style="list-style-type: none"> Explore pieces in which two or more styles are combined to create a fusion, which should include music from African, Turkish, Afro-Cuban Jazz and Latin traditions. In each case relating the music to the set works studied through their use of musical elements, musical contexts and musical language. The stylistic characteristics of each individual style must be isolated and then the fusion of the styles evaluated for its effectiveness. <p>Discussion of composition briefs (1 week):</p> <ul style="list-style-type: none"> Use the guidelines in the specification as a basis for discussion as to how briefs might be tackled. <p>Thereafter composing to a brief is ongoing.</p> <p>Preparation for the performance component is ongoing.</p> <p>Preparation for the solo and ensemble performance component is ongoing.</p> <p>Assessment: On going exam style questions related to each set work</p>	<p>Topic: Composition and Performance – Pupils complete and submit all performance and composition work which makes up 60%. Of the course.</p> <p>Knowledge: Pupils understand the specification and perform and compose in line with the spec. after school revision is focused on the 8 set works and Assessments are also ongoing in the form of exam style questions/ past papers.</p> <p>Skills: Perform with technical control, expression and interpretation. Compose and develop musical ideas with technical control and coherence.</p> <p>Assessment: On going exam style questions related to each set work</p>
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Year 11	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
Topic	Topic: Revision of all set works and consolidation of wider listening (4 weeks). Complete composition to a brief. Record performances (2 weeks). Assessment: Past paper exams with in depth look at section B of the paper.	Topic: Revision of all set works and consolidation of wider listening (5 weeks). Complete free composition Performing and Composing submitted for moderation by 15 May (1 week). Preparation for the solo performance component is ongoing. Assessment: Past paper exams with in depth look at section B of the paper.	Topic: Exam Assessment:
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