

## CURRICULUM SUMMARY - Music

### YEAR 9 - GCSE AQA 8271

TERM 1	TERM 2	TERM 3
<p><b>CONTENT GCSE music</b>  <b>ESTABLISHING THE FOUNDATIONS OF THEORY</b>  <b>Year 9 is the Foundation Year in GCSE music where basic principles and all theory is consolidated</b>  <u>Composition</u> Students are introduced to the basic tools of composition, working in groups  <b>They learn how to use Musescore as a compositional tool</b>  <u>Theory</u> Students work through theory tasks in order to support their compositions  <b>scales/chords/cadences/ intervals/melodic dictation</b>                      All theory knowledge is supported and consolidated by practical compositional activities  <u>Unseen listening</u> Students begin to apply their knowledge of basic theory to answering simple listening exercises                      Students start to learn how to recognize/identify instruments                      Students do research on Orchestra project</p>	<p><b>CONTENT</b>  <u>Composition</u> Students now work independently on composition and work on an ABA structure, with the theme of Water as their starting point, using ostinatos as a starting point <u>Theory</u> Ongoing theory tasks/exercises related to composition and listening skills  <u>Set works</u> students begin on the first of the Beatles set works_    <b>AOS BROAD INTRODUCTION</b> Students are given a broad stylistic introduction in to the 4 main genres of music covered by AQA GCSE  <b>Students begin learning AOS2 –POPULAR MUSIC</b>                      Students create their own PP and independent research    <u>Performance</u> Students work on an ongoing basis improving their performance skills through instrumental lessons and regular practice. <b>Students from the outset, understand the assessment criteria for performance</b></p>	<p><b>CONTENT</b>  <u>Composition</u> Students now work independently on their first composition ABA structure and learn how to use <b>the Musescore computer program to write their compositions</b>  <u>Set works</u> students begin the second of the Beatles songs    <b>AOS2 – students continue to complete this 4 part AOS through listening, performance and composition tasks related to the AOS</b>                        Students create their own PP and independent research    <u>Performance</u> Students work on an ongoing basis improving their performance skills through instrumental lessons and regular <b>practice and in class peer assessment according to AQA criteria .</b></p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Theory tests</li> <li>• Vocabulary tests</li> <li>• Essay writing</li> <li>• Listening exercises</li> <li>• <b>Short composing tasks – melody/harmony/rhythm</b></li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Composition – ongoing development of ideas and exploration of different genres.</li> <li>• Theory tests</li> <li>• Vocabulary tests</li> <li>• <b>Listening tests -general and AOS2 POPULAR MUSIC</b></li> <li>• Listening and appraising set works</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• <b>Composition – ongoing development of ideas and exploration of different genres.</b></li> <li>• Theory tests</li> <li>• Vocabulary tests</li> <li>• Listening tests</li> <li>• Listening and appraising set works</li> <li>• <b>Performance Assessment -</b></li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>                      Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>                      Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>                      Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p>

YEAR 10 - GCSE AQA 8271

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b>  <u>Composition</u> Students work on their FREE compositions and start to plan out their GCSE compositions according to their plan. Students research their chosen genre and instruments and present a Powerpoint on their individual research            Students made aware of assessment criteria and work on composition according to given criteria  <u>Set works</u> Haydn Clock Symphony            Ongoing listening and advanced theory to support both composition and listening  <b>Students begin on the 4 part AOS1 and concentrate on Instrument recognition</b></p>	<p><b>CONTENT</b>  <u>Composition</u> First composition now halfway through and notated either by hand or preferably, Sibelius score.  <u>Deadline given to students for submission of first composition</u>  <u>Year 10 mocks</u> Revision sessions timetabled  <u>Performance</u> Students now presenting performances to class with an understanding of GCSE levels of assessment.  <b>Their solo performance counts for 15% of their mid-year exam</b>  <u>Theory</u> Ongoing to support listening paper  <u>Set work</u> Clock symphony <b>completed with emphasis in Year 10 in the role and function of the instruments</b></p>	<p><b>CONTENT</b>  <u>Composition</u> Ongoing with regular feedback from teacher.  <b>Hand in and marking of first composition by JULY</b>  <u>Theory</u> Related to either set works or composition techniques. Students should be planning out their second composition.  <u>Set works</u> Song no. 3 of Beatles compilation  <u>Performance</u> Students working on an ongoing basis. Most Student preparing their final performance for recording.            Completion of AOS1 and starting on AOS3 ( traditional music )</p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Performance – students present their solo performance/s understanding GCSE levels</li> <li>• Theory tests</li> <li>• Vocabulary tests</li> <li>• Listening and essay writing tests</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Performance – students present their solo performance/s understanding GCSE levels</li> <li>• Theory tests</li> <li>• <b>Understanding how the Elements of Music relate to the longer essay questions</b></li> <li>• Vocabulary tests</li> <li>• Listening and essay writing tests</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Performance – students preparing for final recording of their solo pieces.</li> <li>• Vocabulary and set work/listening tests.</li> <li>• Essay writing exercises/tests.</li> <li>• <b>Understanding how the Elements of Music relate to the longer essay questions</b></li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p> <p>Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p> <p>Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p> <p>Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>

**YEAR 11 – GCSE AQA 8271**

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<p><b>CONTENT</b>  <u>Composition</u> Students now working on second composition according to the given brief given on <b>Sept 15<sup>th</sup> by AQA</b>  <u>Set works</u> Revision of set works covered in Yr 9 and 10 – Haydn and Beatles            Detailed exploration of AOS1 and AOS2 genre recognition Refer to genre booklet  <b>AOS4 – 4 PART – students begin this AOS and find links to AOS1</b>  <b>Reinforcement of instrument recognition</b>  <b>Performance: students to select their ensemble performances in conjunction with teacher and myself to assess LOD according to AQA requirements.</b>  <b>All timings carefully checked and written down to comply with the 4 minute minimum requirement</b></p>	<p><b>CONTENT</b>  <u>Composition</u> Students now working on second composition according to the given brief given at end of Sept by AQA            Students notating their composition either by hand or Sibelius  <u>Set works</u> Revision of set works covered in Yr 9 and 10 – Haydn and Beatles            Detailed exploration of AOS3 and AOS4 genre recognition Refer to genre booklet            Listening tests focused on AOS 3 and 4            Reinforcement of instrument recognition –extended to World music and guitar and drum kit techniques            Performance :students to select their ensemble performances in conjunction with teacher and myself to assess LOD</p>	<p><b>CONTENT</b>            Course work deadlines for Ensemble performance and composition no 2            Students need to hand in a written essay on their composition process according to the AQA brief -150 words for each composition  <b>Students given close guidance as to the brief write up and help in choosing their chosen Elements for examination and assessment</b>  <b>Revision and past papers form a large part of this term,</b>  <b>Genre recognition</b>  <b>Vocabulary</b>  <b>Essay writing</b></p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Set work tests and listening</li> <li>• Performance assessments according to GCSE requirements</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Revision of set works – essay writing for the 8 mark question</li> <li>• Listening tests</li> <li>• Vocab tests</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Revision of set works – essay writing</li> <li>• Listening tests from AOS 1-4</li> <li>• Vocab tests</li> <li>• Essay for compositions 1 and 2</li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p> <p>Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p> <p>Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p> <p>Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>