

# GCSE Music – Year 10

## Curriculum Map for Students

|                       | Autumn 1   | Spring 1   | Summer 1   |
|-----------------------|--|--|--|
| <b>Topic Overview</b> | Area of Study 4: Bhangra and Pop Music (Exam)<br>Developing initial solo performing & Composing  | Elements of Music (Exam)<br>Developing Ensemble performance & composing  | Area of Study: 2 and 3 (Exam)<br>Final solo and ensemble. Composing Pop Music  |
| <b>Focus</b>          | <p>-In year 9, students studied Pop Music. There is a continuation and further building on knowledge by investigation Area of Study 4: Popular Music in preparation for the Year 11 GCSE exam</p> <p>-Students start by looking into Bhangra, which is one of the music types as part of Area of Study 4. Bhangra is a type of Indian ‘pop’ music, so whilst they develop a wider awareness of what Pop is. It is also an engaging and fun entry into GCSE Music, which provides the majority of students with something fresh and new.</p> <p>-After this, students take a closer look at more typical types of Popular Music, such as rock and pop music. They will spend time, like with Bhangra, developing relevant practical music skills but also learning key concepts.</p> <p>-Students developing composing skills in the form of Dance Music using music technology, which provides key aspects of learning for this type of music.</p> <p>-Students develop their instrumental skills by learning and performing a solo piece of music</p> <p>-Students work on a ‘Rock Canon’ composition. This will give the fundamentals of composition – building on learning about Pop but also introducing classical music form.</p> | <p>-With students experiencing the learning process of one of the Areas of Study, the course exam content for this term is broken into ‘elements’ of music</p> <p>-Students will spend the term learning about MAD TSHIRT – a mnemonic for the elements. They start with a range of written and practical tasks that will build knowledge of ‘M’, standing for Melody. Learning the elements will feed into all types of music learnt on the course and give them a clear path of knowledge that can be applied widely.</p> <p>-Each element will take approximately 1-2 weeks to complete, with a short assessment listening test at the end of each component.</p> <p>-After each 1-2 weeks, a new element will be explored i.e. <b>A</b>rticulation, <b>D</b>ynamics, <b>T</b>exture, <b>S</b>tructure, <b>I</b>nstrumentation, <b>R</b>hythm, <b>T</b>iming.</p> <p>-Students will further develop their performance skills, not as a soloist but this time as an ensemble. By the end of year 11, students should have a solo and ensemble performance, and so by starting this in year 10, will give students plenty of opportunity to ensure a good performance recording.</p> <p>-Students work on music for a Horror Film, returning to skills learnt in year 8 Film Music topic. This composition will reinforce composing skills and techniques but introduce them to new concepts.</p> | <p>-With students composing music for a Horror Film and also covering exam content on the elements on music, they will now return to looking at the types of music as part of the 4 Areas of Study (as initially looked at in Autumn)</p> <p>-Students will learn about the music in Area of Study 4: Film Music. Having had knowledge from last term, they will further reinforce their learning on this.</p> <p>-In the second half term, students will look at Area of Study 2: Music for Ensemble, which involves music such as Jazz, Blues, and musicals.</p> <p>-Students will perform a solo and ensemble performance, bringing together skills from the whole school year. The pieces do not have to be different, but need to show progress from the Autumn and Spring performance recordings.</p> <p>-Students work on a final Composition for year 10 – Pop Music (tbc). This enables students to return to knowledge learnt from the Autumn term, and also continues to tie in music from Area of Study 2 (i.e. Blues is a popular music type)</p> |
| <b>Assessment</b>     | <p>-Mini classroom assessments, such as performance tasks and short listening activities</p> <p>-Half Termly tests based on the key concepts of Popular Music, including Bhangra</p> <p>-Performance and Composing Assessment</p>  | <p>-Mini classroom assessments, such as performance tasks and short listening activities</p> <p>-1-2 weekly listening tests on elements of music</p> <p>-Performance and Composing Assessment</p>  | <p>-Mini classroom assessments, such as performance tasks and short listening activities</p> <p>-Solo and ensemble performance recordings</p> <p>-Composition assessment</p> <p>-End of year mock exam (removing AoSI)</p>   |

# GCSE Music – Year 11

|                | Autumn 1   | Spring 1  | Summer 1   |
|----------------|--|---|--|
| Topic Overview | Area of Study 1: Musical Forms and Devices<br>Reviewing Music Theory Skills<br>Solo and ensemble performance skills<br>Composing Piece 1   | Elements of Music<br>Area of Study 1-4 Review<br>Solo and Ensemble performance skills<br>Composing Piece 2  | Preparation for main exam  |
| Focus          | <p>-Students complete the final Area of Study on Forms and Devices, in preparation for the Exam (mock Dec).</p> <p>-They return to the general music theory concepts and conventions covered in year 10, reflect on last year's work, and make further improvements.</p> <p>-Students prepare and perform a solo and ensemble performance, which can be the same from the previous term.</p> <p>-Students choose one of the three compositions covered in year 10 and, using prior feedback, make necessary improvements.</p> <p>-Towards the end of the term, students receive an exam board set composition brief whereby they will respond using the skills and techniques in composing music as acquired in year 10.</p> | <p>-In the first half term, student return to the study of music elements as studied in year 10. They will refine their knowledge further and explore these in greater depth. By having a firm base in understanding the musical elements, students will be able to apply this knowledge in all area of the music listening exam.</p> <p>-In the second half term, students recap the four Areas of Study, covering content on specific styles and genres as necessary for the listening exam.</p> <p>-Students will return to the development of their solo and ensemble skills, with a final end of term recording day as their last official opportunity to do this.</p> <p>-Students will continue and complete the exam board set brief 'Composing Piece 2', utilising their skills and knowledge from previous composition activities to respond to this.</p> | <p>-Students will further prepare for the GCSE exam by taking short regular mini tests to check their knowledge and understanding.</p> <p>-Students will take part in a number of activities in creating revision materials that are suitable for their learning needs and covering the content needed for the music exam.</p> |
| Assessment     | <ul style="list-style-type: none"> <li>• Mini tests of knowledge</li> <li>• Mock Exam December</li> <li>• Solo and Ensemble performance end of term recording day assessment</li> <li>• Composing piece 1 complete</li> </ul>  | <ul style="list-style-type: none"> <li>• Mini tests of knowledge</li> <li>• Mock Exam March</li> <li>• Solo and Ensemble performance end of term recording day assessment</li> <li>• Composing piece 2 complete</li> </ul>  | <ul style="list-style-type: none"> <li>• Mini tests of knowledge</li> <li>• Further mock tests</li> </ul>  |