

Music GCSE Scheme of work

Year 10

Autumn Term

- Introduction to Music GCSE, set works and assessment.
- Consolidation of basic musical vocabulary and theory, ensuring accurate reading of both treble and bass clefs.
- Thoroughly understand the elements of music through listening and analysis tasks using excerpts from set works and other works as appropriate.
- Developing musical dictation skills.

Appraising

- Instrumental music 1700-1820

Set works:

Bach - understanding and recognising the features of Baroque music
 - the concerto grosso and solo concerto

Beethoven - the Classical and Romantic periods of music
 - sonata form
 - writing successfully for a solo instrument

- Emphasis on the analysis of musical elements.
- Awareness of context and audience.
- Developing the ability to make critical judgements about the music and compare to similar works.

Continuous assessment during classroom and homework activities.

Composition

- How to get started with composition
- Starter activities such as extending a melodic line, writing chordal harmony, writing a counter melody and understanding cadences.
- Using inspiration from the set works for composition, for example, writing in a Baroque style and writing for a solo instrument with accompaniment.
- Understanding the capabilities and limitations of instruments, for example, pitch range.

Continuous assessment of each composition task.

Performing

- Developing confidence in individual performance.
- Self-reflection tasks.
- End of term performance in front of peers.

Spring Term

Composition

- Ongoing throughout the term, developing longer compositions and practising composing to a brief, continuous assessment.

Performance

- Ongoing self-evaluation, feedback and discussion as a group.
- Performance in the end of term concert.

Appraising

- Vocal music

Set works:

- Purcell
- links to features of Baroque music studied last term with emphasis on song writing and ground bass form
 - examination of word setting and word painting
 - analysis of musical elements
 - comparison with similar works
- Queen
- popular music and verse/chorus structure
 - Music technology, particularly multi-tracked recording and overdubbing
 - guitar effects and techniques
 - comparison with the Purcell set work and popular music songs chosen by students.

Assessed by student presentations comparing one of the set works with a piece of vocal music of their choice.

- Fusions

Afro-Celt Sound System

- building on earlier work on music technology to discuss looping and other production techniques
- introduction to World Music, particularly Celtic and African
- comparison with fusions from other traditions including English folk music, Indian music, Punjabi and Bhangra

Summer Term

Composition

- Developing skills gained throughout the year to produce an end of year assessed composition.

Performance

- Ongoing practice and development, end of year assessed performance.

Appraising

- Fusions

Esperanza Spalding

- examining the features of Latin American music
- Jazz harmony and use of extended and altered chords
- Using the knowledge gained in the study of both fusions works and works from other traditions to evaluate what makes a 'good fusion'.

- Revision of key areas studied this year.
- Assessment by end of year exam.

Year 11

Autumn Term

Composition

- Composition briefs are released.
- Discussion of what is required for each brief
- Examination of the marking criteria for the assessed compositions
- Choosing a brief to work on and ongoing work on this throughout the term

Performing

- Individual one to one practical sessions
- Choosing pieces for solo and ensemble performance assessment
- Examination of the marking criteria for the assessed performances

Appraising

- Music for Stage and Screen

Set works:

Star Wars - examining how music can be imposed to follow on screen action

- leitmotif
- scene and mood setting with music, analysis of how use of different musical elements enables this

Defying Gravity

- Music for contemporary musical theatre
- purpose of solo/duet in musical theatre
- using songs to illustrate characters' feelings and intentions and develop the storyline

- Mock exam
- Feedback and analysis of mock exam, recommendations for individual development

Spring Term

Composition

- Complete composition to a brief
- Begin free composition, work then ongoing throughout the term

Performance

- Practice sessions for both solo and ensemble pieces
- Recording for assessment

Appraising

- Revision of all set works
- Examination of how to score maximum marks in the extended writing question
- Completion of practice exam questions
- Practice dictation exercises

Summer Term

Composition

- Complete free composition and record both compositions for submission

Performance

- Submit recorded performances for assessment

Appraising

- Continue revision and consolidation of key skills and wider listening
- Appraising Exam