

Year 9 and GCSE Music

Curriculum Content

	Year 9	Year 10	Year 11
Autumn 1	<p>Baseline Listening Test Rock'n'roll</p> <ul style="list-style-type: none"> • Performing on guitar/keyboards/drums/bass/vocals – Improvising using blues scale – Understanding the conventions and influence of blues upon early popular music 	<ul style="list-style-type: none"> • Recap chords/ Sibelius techniques - Notating skills/developing accompaniment patterns • Folk Music of the British Isles (including composition skills) - Understanding scales, structures, techniques and instruments used within folk conventions; - Composing original folk/fusion composition • Latin American – Caribbean (including composition skills) - Understanding rhythms, structures, techniques and instruments used within Latin conventions; - Composing original Latin/fusion composition • 1st Performance draft recording – SOLO - Focus on technical control, practising techniques - Understanding levels of demand within syllabus 	<ul style="list-style-type: none"> – Recap Mozart Clarinet Concerto • Little Shop of Horrors - Set Work Analysis – Indepth analysis of three songs – Perform songs / improvise around songs – Essay practice • Music for Film and Computer Games - Understanding use of sonorities (orchestral/electronic instruments, performance techniques, articulation) - Composing ideas for film/game scenes • Explore brief compositions from exam board / develop free composition further • Record solo performances

Autumn 2	<p>Folk Ballads</p> <ul style="list-style-type: none"> • Performing chords/melodies on guitar and/or keyboard/vocals • Rehearsing and performing as an ensemble • Understanding the context and conventions of folk ballads and local repertoire 	<ul style="list-style-type: none"> • Orchestral Music of Haydn, Mozart & Beethoven <ul style="list-style-type: none"> - Understanding the conventions of Classical period (including functional harmony, classical orchestra) - Improvising and developing melodic ideas on balanced phrasing • Mozart Clarinet Concerto SET WORK <ul style="list-style-type: none"> - In-depth analysis of the concerto - Understanding period instruments and scoring - Understanding typical 18th C structures, approaches to tonality and harmony, and melodic devices - Essay practice • Romantic Piano Music <ul style="list-style-type: none"> - Understanding the conventions of Romantic period (including development of the piano) - Recognising key features aurally - More able challenged to use romantic harmony (chromatic chords) within composition 	<ul style="list-style-type: none"> • 20th Century British Composers - Maxwell-Davies/Tavener/Britten/Arnold <ul style="list-style-type: none"> - Understanding the conventions of 20th century music (including modern orchestra, use of instruments/performance techniques, dissonant harmony, ethnomusicology) - Exploring the different timbres and performance techniques of instruments used in own compositions. • Orchestral music of Copland • Romantic Requiem <ul style="list-style-type: none"> - Understanding the conventions of Romantic period (including chromatic harmony, classical orchestra) - Improvising and developing melodic ideas on balanced phrasing • Revisit Little Shop and Mozart Set Works <p>Continue Brief composition</p> <ul style="list-style-type: none"> • Record ensemble performances
Spring 1	<p>Film/Motifs</p> <ul style="list-style-type: none"> • Composing and developing a motif and ostinato to a given video clip • Understanding the conventions of film music composition • Utilising composing and sequencing software 	<ul style="list-style-type: none"> • Extended answers on Mozart's Clarinet Concerto • 1960s/70s rock (including composition skills) <ul style="list-style-type: none"> - Understanding the conventions of 60s/70s rock (instruments, chord sequences, technology) - Performance of Beatles Songs. • 1990s – Now Popular music (including composition skills) <ul style="list-style-type: none"> - Develop chord sequences / song-writing skills • Handel Anthems and Oratorio <ul style="list-style-type: none"> - Understanding the conventions of Baroque period (orchestra, form, melodic devices) 	<ul style="list-style-type: none"> • FINAL PERFORMANCES RECORDINGS and COMPOSITION DEADLINES (MARCH) • Revision of all AoS

		<ul style="list-style-type: none"> - Exploring word setting and use of voice • 2nd Practice Performance recordings - Focus on expression and interpretation 	
Spring 2	<p>Ragtime</p> <ul style="list-style-type: none"> - Performing syncopated ragtime melodies and primary chords on keyboard - Understanding the context of African-American and European pre-jazz - Recording using software. 	<ul style="list-style-type: none"> • African Music <ul style="list-style-type: none"> - understanding the conventions of African music (instruments, textures, polyrhythms) - Understanding social context • Minimalism <ul style="list-style-type: none"> - understanding the conventions of minimalism (texture, cross-rhythms, melodic development, instrumentation and technology) - Compose and develop original composition ideas using minimalist techniques 	<ul style="list-style-type: none"> • Mock Exam • Continue with Brief Composition and Preparing Solos/Ensembles • Revision
Summer 1	<p>Dance</p> <ul style="list-style-type: none"> • Using sequencing software to record and edit samples to create a dance track • Understanding the conventions of electronic music. 	<ul style="list-style-type: none"> • Orchestral Music of Kodaly/Bartok • Formal Mock Listening Exam (revision/listening tests) • Final draft for FREE composition – End of term deadline 	<ul style="list-style-type: none"> • Listening Exam Practice • Revision
Summer 2	<p>GCSE: Introduction to the course Baseline theory and listening tests.</p> <p>Blues</p> <ul style="list-style-type: none"> - Exploring the conventions of the style through ensemble performance and improvisation - Developing composition skills (keys, rhythms and simple time signatures, chord construction and melody writing) through the completion of a blues composition - Introduction to notation software <p>Prepare solo performance</p>	<ul style="list-style-type: none"> • Feedback from Mock Exam • Songs from Musicals <ul style="list-style-type: none"> - understanding the conventions of Broadway/West End (song structure, ensemble types, word setting and song-writing) • Final draft for FREE composition – End of term deadline 	

Skills

- Students will develop their vocal and instrumental skills through rehearsals and apply them in performances
- Students will gain an in depth understanding of set musical works and explore them in practical and listening and appraising tasks.
- Students will understand the way music is composed and how to interpret it.
- Students will explore different stimuli to compose, improvise and develop musical ideas.
- Students will develop their knowledge of Music history and an understanding of the interconnectedness of different styles.
- Students will develop their knowledge of various styles of and understand how to apply the techniques in each genre. (Western Classical, World Music and Popular styles)
- Students will develop their writing and analytical skills through exploration of set works.
- Students will understand all areas of Music including performing, composition and listening and analysis.

Differentiation

- Baseline listening test informs teachers of the ability of students to identify musical features (e.g. instruments, melodic contour, tonality etc.)
- Performing skills – any pieces performed in class will be accessible for all, either through differentiated resources, or task within ensembles (e.g. playing a melody is often more challenging than accompanying with chords; more able are challenged to lead within groups or improvise beyond written notes; students are encouraged to use their own instruments in class and to practise beyond the lesson; less able are given targeted teacher or peer support; resources adapted for individuals; students are encouraged to perform to peers with allowances for those who find this difficult; when available extra musical support is offered by support staff.

Assessment

Internal assessment takes place in each unit of work throughout the course, and in line with the school's assessment policy.

Year 9

Formative assessment is integral to developing music and this will often be a dialogue between teacher and student as well as between students. A final summative assessment will also take place at the end of each unit.

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Regular feedback on performances and composition (verbal and written) will be given so students understand how to improve. Again, a two-way discussion is encouraged here.

Listening tests will be conducted in class to prepare students for the listening exam.

Final performances and compositions will be recorded and marked by the music department before being sent to a moderator.

Homework – it will be expected that students will continuously practise their instruments (at least 3 times a week for a minimum of 20 minutes, though this should increase over time and students performing more challenging /higher grade exams will need to increase this substantially).

- Unit 1: Understanding Music – externally assessed listening and written exam (40%) Externally assessed
- Unit 2: Performing – students record a solo and an ensemble; as an alternative they can multitrack and mix (30%) NEA
- Unit 3: Composing – students create one free composition and one to a brief set by the exam board (30%) NEA

Further details about the course can be found at <https://www.aqa.org.uk/subjects/music/gcse>