



Long Term Plan – GCSE Music

Vision:

Music touches the very heart of our humanity and a sense of the wonder of music has touched human societies throughout history. Music education offers young people the chance to understand, perform and create in an aural dimension that often sits outside our capacity to describe in words. For many pupils, the music they love will be part of the narrative of their lives and bring colour to the experiences that shape them.

The aim of the Music Department is to provide an aspirational five year curriculum offer that seeks to enthuse, enrich, and engage all students in a wide range of Musical endeavours. Music is a universally inclusive language. The Music Department seeks to develop all learners of all ability levels and cultural backgrounds through performance, composition and aural appraisal of a range of musical styles.

The curriculum offer (inc. Extra-Curricular opportunities) is designed to be forward-thinking, developmental, career focussed and through our extensive links with external partners, prepares students for an independent leading role in the cultural & creative world in which they live. The curriculum should aim to reach those core 'human' experiences and ignite students wonder for the creative world.

	HT1	HT2	HT3	HT4	HT5	HT6	Threshold concepts
Year 10	<u>10.1 Rhythm & Metre</u> Re-Introduction to the Elements of Music (MAD-T SHIRT) Students will understand how features of Rhythm and Metre operate across a range of genres and all areas of study. Students must identify / describe: <ul style="list-style-type: none">Rhythmic DurationSyncopationGenre specific rhythmsTempoTime SignatureMetre	<u>10.2 Harmony & Tonality</u> Students will understand how features of Harmony & Tonality operate across a range of genres and all areas of study. Students must identify / describe: <ul style="list-style-type: none">Degrees of the ScaleChords (Primary & Secondary)CadencesDrone / PedalDissonanceMajor / Minor / Modal / PentatonicModulations (Dom / RM)	<u>10.3 Melody & Texture (inc. Articulation)</u> Students will understand how features of Melody, Texture and Articulation operate across a range of genres and all areas of study. Students must identify / describe: <ul style="list-style-type: none">AnacrusisRangeIntervals up to an OctaveMelodic Movement (Con/Dis/Asc/Des)Melodic Features (Seq/Imi/Rep/Con)Melodic Decoration (Ornaments / Countermelody)Stylistic Melodic features (Leitmotif, Phrasing, Thematic, Chromatic, Blue Notes etc)Monophonic / Homophonic / PolyphonicDescant / Round / CanonStylistic Textures (Alberti Bass / Stab Chords / Walking Bass)	<u>10.4 Structure & Form (inc. Dynamics)</u> Students will understand how features of Structure, Form and Dynamics operate across a range of genres and all areas of study. Students must identify / describe: <ul style="list-style-type: none">Standard Classical Forms and related terminology<ul style="list-style-type: none">BinaryTernaryMinuet & TrioTheme & VariationsStandard Popular Forms and related terminology<ul style="list-style-type: none">Strophic32 Bar Song12 Bar BluesStructural Features<ul style="list-style-type: none">RepetitionContrastCall & ResponseOstinatoImprovisationPhrasing	<u>10.5 Study Piece</u> Bach Badinerie Structural Forms and Devices – Western Classical Tradition 1650-1910 Through listening to and performing extracts from the above piece, students will analyse in depth the forms and devices used to create and develop the piece. Students will be able to identify and describe features of: <ul style="list-style-type: none">The Context of the pieceMelodyArticulationDynamicsTextureStructureHarmony & TonalityInstrumentation & TimbreRhythmTempo	<u>10.6 Study Piece</u> Bach Badinerie Structural Forms and Devices – Western Classical Tradition 1650-1910 Through listening to and performing extracts from the above piece, students will analyse in depth the forms and devices used to create and develop the piece. Students will be able to identify and describe features of: <ul style="list-style-type: none">The Context of the pieceMelodyArticulationDynamicsTextureStructureHarmony & TonalityInstrumentation & TimbreRhythmTempo	Students should have knowledge of... <ul style="list-style-type: none">MAD T SHIRT – Critical analysis of Elements of Music using a range of specific technical musical adjectivesAural analysis of Melody, Harmony, Tonality, Form & Structure, Dynamics, Sonority, Texture, Tempo, Rhythm & MetreAural Instrumental Recognition – Orchestral, Popular, Traditional & Electronic InstrumentsMusical Contexts – the purpose and intention of composers and performers, the effect of occasion, audience and venue on compositional elements and social, historical and cultural contexts of pieces.Musical Notation – Reading and writing in treble and bass clef in simple & compound time, roman numerals and contemporary chord symbols for chords in a major key, key signatures up to 4 sharps and flatsMusical Language – understand and use specific technical language appropriate to each area of studyPerformance and rehearsal technique specific to their chosen instrument and control over a chosen piece of music relevant to ability level. Experience of Ensemble performance.Compositional process of responding to a brief, development of musical ideas, technical control of musical elements and resources and musical coherence and understanding.
	Ensemble Performance	Ensemble Performance	Solo Performance: Individual Focus	Solo Performance: Individual Focus	Study Piece: Badinerie (Bach)		
					Solo Recording Season	Ensemble Performance: Examination Prep	
	Composition: N/A	Composition 1 Stimuli Exploration	Composition 1: Free Brief	Composition 1: Free Brief	Composition 1: Free Brief	Composition 1: Free Brief	



Long Term Plan – GCSE Music

Year 11	11.2 Study Piece	11.2 Study Piece	11.3a AoS1 Revision	11.3b AoS2 Revision	11.4a AoS3 Revision	11.4b AoS4 Revision	Written Paper Preparation		Students should have knowledge of... <ul style="list-style-type: none">• MAD T SHIRT – Critical analysis of Elements of Music consistently using specific technical musical adjectives• Aural analysis of Melody, Harmony, Tonality, Form & Structure, Dynamics, Sonority, Texture, Tempo, Rhythm & Metre• Aural Instrumental Appraisal – Specific Orchestral, Popular, Traditional and Electronic Instruments• Musical Contexts – the purpose and intention of composers and performers, the effect of occasion, audience and venue on compositional elements and social, historical and cultural contexts of pieces.• Musical Notation – Reading and writing in treble and bass clef in simple & compound time, roman numerals and contemporary chord symbols for chords in a major key, key signatures up to 4 sharps and flats• Musical Language – understand and consistently use specific technical language appropriate to each area of study• Performance and rehearsal technique specific to their chosen instrument and consistent control over a chosen piece of music relevant to ability level. Experience of Ensemble performance.• Compositional process of responding to a brief, development of musical ideas, consistent technical control of musical elements and resources and musical coherence and understanding.
	Toto Africa Popular Music	Toto Africa Popular Music							
	Through listening to and performing extracts from the above piece, students will analyse in depth the forms and devices used to create and develop the piece.	Through listening to and performing extracts from the above piece, students will analyse in depth the forms and devices used to create and develop the piece.							
	Students will be able to identify and describe features of: <ul style="list-style-type: none">• The Context of the piece• Melody• Articulation• Dynamics• Texture• Structure• Harmony & Tonality• Instrumentation & Timbre• Rhythm• Tempo	Students will be able to identify and describe features of: <ul style="list-style-type: none">• The Context of the piece• Melody• Articulation• Dynamics• Texture• Structure• Harmony & Tonality• Instrumentation & Timbre• Rhythm• Tempo							
	Study Piece: Africa (Toto)								
	Ensemble Performance: Examination Piece	Solo Performance: Individual Focus	Recording Preparation: Solo & Ensemble		Performance Recording Season				
	Composition 2: Composing to a Brief	Composition 2: Composing to a Brief	Composition 2: Composing to a Brief		Composition 2: Composing to a Brief				
	Brief Exploration & Stimuli Selection	Composition Development	Composition Development		Recording / Submission				



Long Term Plan – GCSE Music

Curriculum Intent

Year 10	Year 11
<p>By the end of 10 students are able to plan, rehearse and perform independently on their chosen instrument. They are able to choose repertoire with guidance from their instrumental tutor and department staff. They can rehearse and use appropriate instrumental techniques to control the selected repertoire and perform with musical expression. Students are able to appraise their performance in order to identify areas of strength and weakness and manage their rehearsal and performance process effectively.</p> <p>Students are able to select an audience, venue and occasion and compose a piece of music which reflects their intentions. They are able to demonstrate creativity within the confines of the selected brief whilst demonstrating effective use of musical devices to develop their musical ideas. Their work will show technical control of the musical elements studied and the resources at their control. The final composition will be coherent and demonstrate an understanding of musical devices.</p> <p>Students are able to critically analyse and appraise music using the MAD T SHIRT framework. They will explore a range of genres from across the 4 Areas of Study on the Eduqas specification whilst having detailed knowledge and understanding of their AoS1 Study Piece. The skills learned will be transferrable across their programme of study.</p> <p>Students are able to use Music Technology to record, arrange, create, develop, edit, manipulate and refine their composing and performance work. They demonstrate understanding of how technology impacts the creation and development of Musical composition and performance.</p>	<p>By the end of Year 11 students are able to plan, rehearse and perform independently on their chosen instrument. They are able to independently select repertoire with guidance. They can rehearse and use appropriate instrumental techniques to control the selected repertoire and perform with musical expression. Students are able to appraise their performance in order to identify areas of strength and weakness and manage their rehearsal and performance process effectively.</p> <p>Students are able to compose a piece of music to a selected set brief and demonstrate how it reflects their intentions. They are able to consistently demonstrate high levels of creativity within the confines of the selected brief whilst demonstrating consistent use of musical devices to develop their musical ideas. Their work will show consistent technical control of the musical elements studied and the resources at their control. The final composition will be coherent and demonstrate a sound understanding of musical devices.</p> <p>Students are able to critically analyse and appraise music using the MAD T SHIRT framework. They will revisit a range of genres from across the 4 Areas of Study on the Eduqas specification whilst having detailed knowledge and understanding of their AoS4 Study Piece. The skills learned will be transferrable across their programme of study.</p> <p>Students are able to use Music Technology to record, arrange, create, develop, edit, manipulate and refine their work. They demonstrate understanding of how technology impacts the creation and development of Musical composition and performance.</p>

Study Piece	Unit includes the set study piece for that year group
	Submission of Examined Recorded Work
	Component 1 Performing Music: Solo Performance
	Component 1 Performing Music: Ensemble Performance
	Component 2 Composing Music: Free Brief
	Component 2 Composing Music: Set Brief