

ST JOSEPH'S COLLEGE MUSIC DEPARTMENT



Curriculum Map GCSE Music:

		Focus	Key Knowledge <i>What will students know by the end of this component?</i>	Key Skills <i>What skills will students have developed by the end of this component?</i>	Assessment and Retrieval Opportunities <i>How will student progress be measured? What are the key assessment pieces?</i>
Component 1: Understanding Music	Year 10	Musical Elements Music Theory AoS1: Western Classical Tradition AoS4: Western Classical Tradition since 1910	Fundamental musical elements: Texture, Structure, Dynamics, Pitch, Rhythm, Tempo, Timbre. Music Theory: Diatonic chords, Intervals, Timing and Time Signatures, Tonality, Major, Minor, Modal. Baroque: Concerto, Sonata, Ornaments, Anthems, Choral Music. Classical: Symphony, Chamber music, String Quartets. Mozart's Clarinet Concerto: Set Work Analysis. Romantic: Symphony, Requiem, Choral Music, Solo Piano. Kodaly Hary Janos Suite: Set Work Analysis	Appraisal and analysis skills. How to listen to and correct identify key features for different styles of music. How to analyse a music score. How to apply theory knowledge to answer exam-style questions. How to analyse a musical score, identify key features that make the music typical of a style or time period. Dictation: How to listen to a piece of music and correctly notate pitches and rhythms that can be heard. Identify correct time signatures when listening to pieces of music.	Class discussions of key concepts. Listening questions. Exam-style questions. In-lesson quizzes and recap of key knowledge. Mock exams in Y10 and Y11. Dictation practice.
	Year 11	AoS3: Traditional Music AoS2: Popular Music Exam Paper Preparation	Blues & Jazz 1920-1950: Chord Progressions, Band and Instrument features, Modal Music, Gospel and Soul. Contemporary Latin music including Salsa and Tango. Contemporary Folk Music from the British Isles. Including Mumford and Sons. Further exploration of Modal Music. Paul Simon Three Pieces from Graceland: Set Work Analysis.		

			<p>Rock Music 1950-1960. Exploration of different sub-genres and focus on The Beatles.</p> <p>Key features of Film, Media and TV music.</p> <p>Electronic music 1970-1980.</p> <p>American and British Pop music 1980-2000.</p> <p>Excerpts from Little Shop of Horrors: Set Work Analysis.</p>		
Component 2: Performing Music	Year 10	Performance Development	How to interpret sheet music into an engaging performance.	Ensemble performance. Performing as a musical group in range of different styles to develop key ensemble skills.	Regular formative feedback from Teacher.
		Preparation for Recordings	What ensemble awareness means including; balance, dynamics, tuning, intonation, timing, articulation.	Solo performance. Working on developing overall instrumental skills on chosen instrument to required GCSE level.	Regular solo and ensemble performance opportunities.
	Year 11	Solo Recorded Performance	How to prepare for NEA performance recordings undertaken in Term 1 and 2 of Y11.	Applying key knowledge learned to performances to improve specific instrumental and overall performance skills.	Mock NEA assessment in Y10 and Y11.
		Ensemble Recorded Performance	What makes a performance engaging to an audience including; expression, interpretation, stage presence, projection, animation, emotion.	<p>Developing personal instrumental skills to be able to perform at the correct 'difficulty level' for GCSE music.</p> <p>Developing tuning, tone and intonation on chosen instrument.</p> <p>Developing a presence when performing through both confidence in front of an audience and quality of sound produced when performing.</p> <p>Preparation for solo performance recording.</p> <p>Preparation for ensemble performance recording.</p>	<p>Summative assessment of solo performance.</p> <p>Summative assessment of ensemble performance.</p>
Component 2: Year 10	Composition Essentials	Diatonic major/minor scales, chords and progressions.	Introduction to using Sibelius computer software for composing music.	Regular formative feedback from Teacher.	

		<p>Music Theory</p> <p>Free Composition</p>	<p>Introduction to Sibelius composing software – ‘Sync’ music video composition.</p> <p>Influential Composers and how they use rhythm, metre & texture.</p> <p>Commencement of free composition; Good practice when part writing, Score encryption, Harmony, Melody.</p> <p>Influential Composers and how they use texture, melody, structure & form.</p>	<p>How to create a new score including: selecting key and time signatures, adding instruments, adding extra bars and rehearsal marks.</p> <p>Creating a ‘strong and straightforward’ chord progression as basis for compositions.</p> <p>Note input; creating melodies, call and response, basslines, chord progressions.</p> <p>How to correctly structure a composition with a clear introduction, development and conclusion.</p>	<p>‘Mini’ composition tasks focusing on using specific skills and knowledge.</p> <p>Mock NEA assessment in Y10 and Y11.</p> <p>Summative assessment of free composition.</p> <p>Summative Assessment of set brief composition.</p>
	<p>Year 11</p>	<p>Music Theory Development</p> <p>Composition to a set Brief</p>	<p>Functional Harmony at GCSE.</p> <p>More advanced understanding of Sibelius composing software.</p> <p>Influential Composers and how they use tonality, timbre & dynamics</p> <p>Commencement of Set-Brief composition – more advanced score encryption rules.</p> <p>Influential Composers and how they use phrasing, articulation & part writing for percussion.</p> <p>Completion of composer’s intentions summaries.</p>	<p>Correctly encrypting the score with appropriate layout of notation and directions. Scores that are clear and easy to read.</p> <p>Applying suitable stylistic features to compositions from different genres, styles, themes.</p> <p>How to input dynamics, articulation, bowing, performance directions onto score.</p>	