

Our Lady Queen of Peace

Catholic High School

Curriculum Overview

Year 11 – GCSE Music

Careers

Local Market Information	Skills	Jobs
<p>Liverpool & North West: Vibrant music & performing arts scene. Several major recording studios, media companies (Salford), major broadcasters (BBC, Cable channels), musical instrument manufacturers (Willis' Organ Builders, Wells, Organ builders). Numerous large and smaller scale concert venues, theatres. Opportunities for arts management, music performance, production. Several major orchestras, smaller ensembles, many choirs in a range or repertoire, standards. Thriving church music</p>	<p>Directly:</p> <p>Music, practical, theory, technology, performance</p> <p>Generic:</p> <p>Confidence Team work Self esteem and self actualisation Leadership Creativity</p>	<p>Singers Song writers Performers Production Management Education Therapy Construction Music Technology Arrangement Broadcasting DJ, radio and other media Music legal Sacred music</p>

	Knowledge & Understanding			Subject Specific Literacy Development		Cultural Capital / Enrichment Opportunities
	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Read Like A... Focus	Key Vocabulary	
Term 1	Forms & Devices AoS 1	<ul style="list-style-type: none"> Determine final pieces for solo and ensemble performances 	Recall key terms and concepts	On-line articles about performers, artists and composers.	repetition contrast anacrusis imitation sequence	Concerts
	Music for	<ul style="list-style-type: none"> Variation form leading to a 	Performance recall			Visiting Artists Youtube recordings

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	Ensemble AoS 2	<p>free composition</p> <ul style="list-style-type: none"> Features of baroque, classical and romantic periods Pedal canon, alberti bass and all harmonic features Revisit & finish <i>Badinerie</i> Exam practice focussing on unfamiliar pieces Begin work on composition set brief 			<p>ostinato syncopation dotted rhythms drone pedal canon conjunct movement disjunct movement ornamentation broken chord/arpeggio alberti bass regular phrasing melodic and rhythmic motifs simple chord progressions including cadences modulation to dominant and relative minor.</p>	<p><u>Week 1 -14 Basic Music Notation</u></p> <p>Listening to music by BACH</p> <p>Live concerts</p> <p>A trip to the Philharmonic to hear a classical concert with the opportunity to meet members of the orchestra beforehand</p> <p>A trip to the TUNG theatre to hear a modern classical concert with the option of meeting musicians beforehand</p> <p>Inviting up and coming bands into the theatre for a whole year group performance with a</p>

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						<p>Q&A</p> <p>Visits to Liverpool Media education providers, LMC, LIPPA etc to investigate post 16 study in music and the arts</p> <p>Visit both Cathedrals, meet music staff and gain understanding of the possible career opportunities for music in the sacred world.</p> <p>Visit Wells' organ works or Willis' factory in Speke to look at the construction and building of musical instruments.</p> <p>Speak with peripatetic music staff about jobs and career paths</p>

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						Attend a music theatre performance at the Empire or Gladstone and meet artists for Q&A
			Recall key terms and concepts Performance recall		monophonic homophonic polyphonic unison chordal layered melody and accompaniment round canon countermelody jazz/blues trio rhythm section string quartet basso continuo sonatas. Vocal ensembles	Concerts Visiting Artists Youtube recordings
Half Term 3	Popular Music AoS 3	<ul style="list-style-type: none"> Revisit & finish <i>Africa</i> Exam practice focussing on unfamiliar pieces Develop & complete work on composition of the set brief 	Recall key terms and concepts Performance recall	Magazine articles on a range of popular music topics Biographies of musicians	32 bar song form Strophic 12 bar blues Verse Chorus Riffs middle 8	Concerts Visiting Artists Youtube recordings

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		<ul style="list-style-type: none"> Solo recordings completed 		<p>Articles on the slave trade</p> <p>Articles on the origins of Blues and Jazz</p> <p>Articles on Big Bang, Boogie Woogie, Music from the Wars</p> <p>Histories of Pop Music since the 1950s</p>	bridge fill instrumental break intros and outros improvisation loops samples panning phasing syncopation driving rhythms balance standard chord progressions melismatic and syllabic writing lead and backing vocals backing tracks primary chords secondary chords cadences.	
Half Term 4	Film Music AoS 3	<ul style="list-style-type: none"> Complete ensemble recordings Complete recording of free composition Revisit Music for Ensemble <ul style="list-style-type: none"> Polyphonic, layered, round, canon, 	<p>Recall key terms and concepts</p> <p>Performance recall</p>	<p>Articles on John Williams, Danny Elfman and other film composers</p>	Strings Brass Woodwind Percussion Electronic Choirs/choral Texture Tempo Dynamics Minimalism	<p>Watch films and film clips listening to film scores</p> <p>Concerts of film music</p>

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		counter melody <ul style="list-style-type: none"> Revisit Film Music <ul style="list-style-type: none"> Special effects, extreme dynamics and tempi Regular exam practice for appraising exam 			Technology	

Key Assessments			
When	What will be assessed?	Why is this being assessed?	How will results be stored & students receive feedback?
Half Term 1	The completed version of FREE COMPOSITION	This is half of the composing component	Assessment marks notated on exam

	Mock performance either SOLO or ENSEMBLE Mock exam questions based on BADINERIE	This is half of the performing component Enables students to discover gaps in understanding of one of the set works for the appraising section.	board paperwork, copies given to students for reflection, data stored on SIMS
Half Term 2	Mock performance of remaining SOLO or ENSEMBLE Mock exam questions based around AoS2 Music for Ensemble	To identify gaps in knowledge in preparation for exams in May.	Assessment marks notated on exam board paperwork, copies given to students for reflection, data stored on SIMS
Half Term 3	Mock performance of entire performing component, recorded and draft assessments compiled The completed version of the composing brief set by the board.	To have an initial set of recordings for the entire performance component with a view to highlighting areas of improvement for students This forms the second part of the composing component of the exam	Teacher assessed with action feedback for students Marks recorded on SIMS
Half Term 4	Mock exam – a complete paper The completed performance component The complete composing portfolio	To identify gaps in knowledge in preparation for exams in May. To submit as required by the board.	Assessment marks notated on exam board paperwork, copies given to students for reflection, data stored on SIMS
Half Term 5	Mopping up any outstanding pieces from the composing and performing portfolios The GCSE Music examination	As required by the board.	Final assessed and moderated marks submitted to the exam board