



GCSE Music Year 10

Curriculum Intent: KS4

At KS4 we aim to provide our students with a contemporary, accessible and creative education in Music with an integrated approach to the three main elements – performing, composing and appraising. They are encouraged to be creative and to broaden their musical horizons and understanding with four Areas of Study that inspire and challenge. Through the various genres, styles and eras contained in these areas we seek to explore musical context, musical language, and performance and composition skills.

By the end of the Key Stage they should possess the skills and understanding needed to study Music at A-Level and/or pursue Music effectively as a hobby.

"Music is life itself" Louis Armstrong

Students will learn:

Autumn Term

Area of Study 1: My Music

Initial performances and compositions (AO1/2/3)

Area of Study 5: Conventions of Pop

Exploration of the different styles through class/group performances, composition tasks and listening exercises

Assessment: End of Unit Listening Test (AO4)

Spring Term

Area of Study 1: My Music

Performance 'master classes' (AO1)

Composition

Area of Study 3: Rhythms of the World

Exploration of the different styles through workshops, group performances and compositions (AO2/3/4)

Assessment:

End of Unit Listening Test

Short composition

Summer Term

Area of Study 1: My Music

Students use lesson and home learning time to finalise their choice for their AoS1 performance (solo).

Area of Study 4: Film Music

Exploration of the style through workshops, group performances and compositions (AO2/3/4)

Assessment:

Year 10 Mock Listening Exam comprising questions from AoS3, 4 and 5

Key Concepts and Skills:

CSE Assessment Objective 1: perform with technical control, expression and interpretation

- Developing awareness of your own instrument's capabilities.

AO2: compose and develop musical ideas with technical control and coherence

- Developing initial ideas
- - Three note composition
- - Primary chords and cadences
- - Analysis of nursery rhymes
- - National Anthem Compositions
- - Word setting
- - Chord sequences
- (Use example briefs from OCR and AoS5)

AO3: demonstrate and apply musical knowledge

- Instrumental families and specific techniques.

AO4: use appraising skills to make evaluative and critical judgements about music.

- *Conventions of Pop* key features and context
- Performance assessment criteria. What makes a good performance?
- Students select potential pieces to practise and improve over the term. Record for self-assessment against criteria

Assessment Objectives?

AO1:

Ensemble Performance assessment criteria. What makes a good ensemble performance?

Prepare group performances to be rehearsed and then workshopped during lessons in preparation for Ensemble Performance.

AO2/3:

Controlled tasks (composition for the Integrated portfolio). Defining your brief and then writing your composition.

AO3/4:

Film Music: Exploration of how music can create a mood/emotion, significant characters or actions.



How will we assess impact?

Students:-

Are able to perform pieces of music that are demanding of their ability and demonstrate:

- Good technical control
- Good intonation and tone production
- Good musical style and communication

Are able to compose a piece of music which has:

- Clear intentions and is musical and stylish
- An advanced use of musical elements
- a quality of contrasting ideas and development
- convincing style

Are able to use appraising skills to remember and recall a range of information about the key elements. They demonstrate good written analysis of music using the elements.

What does excellence look like?

- Achieving above your target grade in mock exams and on-going assessment
- Engaging with every topic/discussion with enthusiasm.
- Studying/working independently
- Engaging with all homework and sourcing new wider resources
- Listening to the playlists and listening critically
- Supporting the department's extra-curricular activities

International Opportunities

International Visits and Exchanges:

Granada, Spain: Flamenco workshop of music and dance

Lyon, France: Musée miniature et cinema, Lumière Museum – Cinema Museum

Frankfurt, Germany: Visit to the opera house

Shanghai, China: Chinese opera

Tokyo, Japan: concert recitals of traditional songs

Diversity within the curriculum

- National Anthem Compositions
- Short Compositions/group compositions based on the rhythm and note patterns in the style of one of the rhythms of the world.
- Rhythms of the World key features and context

Home Learning, Wider Reading and Research

- BBC Bitesize
- Classroom instruments
- Classroom displays
- YouTube tutorial videos
- IMacs, Garageband and Sibelius
- GCSE textbooks
- OCR teaching resources
- Focus on Sound Resources
- Zig Zag Education resources in Music Department

Wider Reading/Listening:

- [AoS 2 Playlist](#)
- [AoS 3 Playlist](#)
- [AoS 4 Playlist](#)
- [AoS 5 Playlist](#)

<https://www.musictheory.net/>



"Where words fail, music speaks." Hans Christian Anderson