



Curriculum Overview

Year 10 – Music 2021-2022

Rationale for Year 10 Music

Music in Year 10 is an academic subject in its own right, and can actually benefit other subjects too. Studies have shown that students who choose to study Music at GCSE improve their auditory (Sound), motor (Rhythm processing) and limbic (emotions) skills. Students develop their written, analytical, practical and social skills through independent learning, teamwork, performance, listening, creatively and their confidence. All of which are transferable skills across other subject. Employers are increasingly looking for skills that are learned through creative subjects, (thinking, adaptability, communication).

Music GCSE has three components that the students are assessed on: Understand Music, Performing Music and Composing Music. Two of these areas are coursework based and the students sit a written/listening exam at the end of the course. The students will be studying music from 1650 to the present day, across a wide range of genres. They will be encouraged to engage critically and creatively and to reflect on how music is used in the expression of personal and collective identities. (AQA) The students will also explore the Spiritual, Moral, Social and Cultural relating to the music they will be listening to and studying throughout the year.

What will students learn and why?

Students will learn the following:

Understanding Music: Students will study the 4 Areas of Study for GCSE Music. The first is AO1 – 1650 – 1910. Students will study the composers, music, techniques and devices during this period. The main focus is on musical elements, musical contexts, and musical language (including staff notation). Composers include: Handel, Haydn, Mozart, Beethoven, Chopin and Verdi. Student will study the History of the Classical Orchestra; the instruments used and will link into how musical styles, techniques and devices were used by composers. Students start to study Set Work no.1, and they learn the techniques, devices and musical features used in this piece. They will study score reading and answer questions ranging from transposition, instrumentation, musical devices, structure and tonality. The students do an in depth analysis of the movement, with exam style questions on each section. AO2 is Popular Music. Students study how music is used in musical theatre, the composers who have written for this genre, the development of instruments in the rock genre; including the use of synthesisers and how fusion in music has been explored. AO4 is Western Classical Tradition since 1910, students study the music of composers including, Aaron Copeland, B. Britten, Arnold, Maxwell Davies and Tavener. Students study the development of the orchestra and the new instruments available. How composers have pushed musical boundaries and how music has been received by the public. AO3 is Traditional Music, students study how composers have contributed to musical history. This area focuses on music that is traditional to a particular country or continent. The students study: Blues Music 1920 -1950, Fusion Music (incorporating African/Caribbean Music), Contemporary Latin Music and Contemporary folk music of the British Isles.

Composing Music: The students compose 2 pieces of music during the GCSE course. One is free style the other is to a brief set by the exam board. At the start of Year 10, students are introduced to a variety of different composing techniques and styles using the software Sibelius. Students learn how to demonstrate creative and effective selection and use of the musical elements, expressive and technical control in their use of the elements and selecting the appropriate elements for their own composition. Students are required to compose using methods appropriate to the style/genre of their composition. For the exam, they need to include a form of notation, which could include score writing using music software, written notation, lead sheets or aural guides. The composition work has to be the students own unaided work and varied by the teacher and completed at school (not at home).

Performing Music: This part of the course is mostly studied and prepared with the students' instrumental tutor. However, preparation also takes place in the classroom. For the GCSE concert in the November – the class prepare a piece to perform together. They focus on arranging the music, adding parts, harmony, restructuring. (All this helps to develop the composition process as well). In term 3, students are required to prepare part of a piece to perform to the class.

This is peer marked by the class using the exam marking criteria. In term 4, students perform a whole piece and in term 6, each student performs to the teacher. This is a more formal performance as part of the Mock exam. Each performance helps the students to develop their performance skills and confidence in a 'safe' environment.

How will students learn?

The sequence of topics are listed in the previous box. Students learn through the following types of activities:

Understanding Music: Students complete a Skills & Knowledge test. This information from this is used to form a basis of the students' knowledge and what areas they need to focus on. Students study each AOS using listening examples, video clips, worksheets, factsheets and they are tested through formative and summative assessments. In groups, the students prepare a presentation on the development of the orchestra through time. Regular Listening Tests are used at the end of each section to gauge the students understanding of the area studied. During the lessons students will partake in peer discussions – targeted questioning – I do we do you do – retrieving – modelling For the Set Works we use Score walk through – questions on the walkthrough to be answered as we analysis the piece together, using videos, coloured coded score sheets, and Knowledge Organisers. Exam style practice questions and retrieval tasks are used to ensure embedded learning.

Composing Music: Students introduced to Composition through Melody – Accompaniment, structure, transitions and retrograde (Students introduced to Sibelius and experiment with the different features to familiarize themselves. Students start their first composition idea on Sibelius and learn how to develop their use of the musical elements and features. All students have regular 1:1 with the teacher to ensure they are on track with their first composition. As the teacher cannot help the students compose or make adjustments, targets are set that encourage the students to explore different skills and ideas.

Performing Music: Students start the year by working together as a class on a piece that they will perform at the GCSE Concert. Students explore how to arrange harmonies, countermelodies and other elements for the song. The song rehearsal are recorded for students to use as target setting. Throughout the year, students perform solo pieces, which are peer assessed using the Exam Criteria. As a class, students also perform a section of the set work together. Students complete a Practice Chart log in their booklets, this is checked regularly.

How will students be assessed?

Understanding Music: The students will be tested on their knowledge through a series of summative and formal assessments. These include; listening tests, exam style questions, group and individual presentations on the topics studied.

Composing Music: Students will receive regular 1:1 sessions with the teacher with targets set. These are suggestions as to how the students can access the higher-grade bands. (As this is the students own unaided work – teachers can only suggest ideas they might want to explore) Students will complete a composition logbook and planner to track their progress and use these notes for their final exam commentary. The composition will be completed in Year 11.

Performing Music: Each performance is recorded for target setting and the students are peer marked using the exam criteria. Students have a copy of the performance marking criteria in their booklets so that they can use it in their instrumental lessons to track their progress.

What is the aim for learners by the end of the year in comparison to the previous year?

The GCSE course aims to develop the skills of the student in the areas of performing, composing and understanding music. Students will recognise the genres, styles and traditions of music and develop their awareness of musical chronology. Students will develop their knowledge and awareness of music technologies, instruments and their own use of these components within their compositions. Through regular performances, students will be able to communicate musically with fluency and control. The course aims for the students to develop as effective and independent learners with enquiring minds.