

# KS4 Curriculum Pages

Music resonates with all; dividing opinion, bringing people together, healing and thrilling in equal measures. The study of this wonderful art form is a chance for students to explore the history and cultural significance of musical time periods as well as focus on particular musicians and significant works. GCSE Music students get the opportunity and experience to broaden their musical horizons and work with like-minded individuals as they extend their practical skill base and widen their appreciation of Composers and musical genres.

## The GCSE Music course structure and overview

GCSE Music offers a practical exploration of music making and helps to develop an understanding of a wide variety of music genres and styles. Building on skills in Performing, Composing and Theory from Key Stage 3, the GCSE Music course helps develop students as musicians and helps further appreciation of this creative subject.

The areas of study include:

- Vocal Music
- Instrumental Music (1700-1820)
- Music for Stage and Screen
- Fusions

An open mind and a love for music are essential for this course. Similarly, an ability to play an instrument to a good standard is important for you to fully access and enjoy this course.

## **Assessment Criteria**

### **Component 1 – Performing (30%)**

In this component, students will perform one Solo piece, lasting at least 2 minutes in length. Students will also perform one ensemble piece with at least one other person, also lasting 2 minutes in length.

### **Component 2 – Composition (30%)**

In this component, students will have to compose 2 pieces lasting 1 and a half minutes each. One will be a free composition, allowing students to explore any genre or style they wish. The other will be in response to a brief set by the exam board.

### **Component 3 – Appraising (40%)**

For this component, students will learn about 8 different pieces of music across a range of musical genres. Within each piece, students will uncover contextual factors surrounding the creation of the pieces as well as key elements within the works themselves. The examination for this component will then test their retention of the set works as well as listening to unfamiliar pieces of music.

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## Assessment

Appraising – External examination 1 hour and 45 minutes – 40%

Performance – one solo performance and one ensemble performance, each lasting 2 minutes minimum.

Composition – one free composition and one brief set composition, each lasting 1 minute 30 seconds minimum.

## Curriculum Implementation

Year	Term	Content
10	Autumn 1	<p><b>Baseline Performance</b> When entering the GCSE course it is important that a Baseline performance is taken. This helps to ensure students are at a suitable level to access the GCSE course, it also helps staff to identify areas for improvement or support at this very early stage in the course. – <a href="#">Link to various assessment points in KS3 where pupils must perform solo in front of the class (Keyboard Skills, Guitar Riffs, My Own Instrument to name a few)</a></p> <p><b>Set Work Study</b> The beginnings of study regarding the Set Works for the examination element of the course also begins in this first autumn term. As part of the GCSE course, students study 8 set works from four areas of study, these include:</p> <p><i>Vocal Music</i> Henry Purcell, Music For A While Queen, Killer Queen – <a href="#">Link to Year 9: Band Project where students learn about the makings of pop bands and perform famous songs by bands in groups.</a></p> <p><i>Instrumental Music (1700-1820)</i> J. S. Bach, Brandenburg Concerto No. 5 in D Major, Movement 3 L. V. Beethoven Piano Sonata No. 8 'Pathetique', Movement 1</p> <p><i>Music for Stage and Screen</i> Stephen Schwartz, Defying Gravity, from 'Wicked' John Williams, Star Wars Main Theme/Rebel Blockade Runner, from 'Star Wars Episode IV: A New Hope' – <a href="#">Link to Year 8: Film Music where students create music in response to visual stimuli and learn about important music features such as Leitmotif.</a></p> <p><i>Fusions</i> Afro Celt Soundsystem, Release – <a href="#">Link to Year 9: Fusions where students understand the concept behind fusion pieces and create their own fusion piece.</a></p>

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			Esperanza Spalding, Samba Em Preludio – <a href="#">Link to Year 9: Fusions where students understand the concept behind fusion pieces and create their own fusion piece.</a>
		2	<p><b>Continued Set Work study</b> – continued work through the Set Works. Format of set works lessons is as follows:</p> <p>First lesson – Introduction to the context of the set piece and begin work on the key elements: Structure, Texture, Tonality &amp; Harmony, Melody, Rhythm, Metre &amp; Tempo,</p> <p>Second/third lesson – continue working on key elements and listening.</p> <p>Final lesson – Set work test question/essay question.</p> <p><b>Start Mock Free Composition</b></p> <p>As part of the GCSE course students will complete two compositions. These must be completed in the Year of certification (Year 11) so therefore Year 10 allows for a mock exploration of this as well as helping to generate ideas that they could bring forward to use in their final GCSE compositions.</p> <p>The first composition is free. This means that students can compose in any style and for any amount of instruments as they wish. The piece must be at least 1 minute and 30 seconds in length. – <a href="#">Link to Composition 1, 2 and Song writing in Years 7,8 &amp; 9</a></p> <p>Before the composition work begins in earnest. Some preparatory lessons are undertaken to help prepare students for composing at GCSE level. These include some smaller compositional tasks to help begin the composition process, as well as showing and analysing examples of previous student’s/sample work.</p> <p><b>Whole group performance</b></p> <p>It is customary for the GCSE group to perform a piece at the Christmas concert each year. This not only helps build skills of performance but also is a way of building bonds and relationships for when they must complete the Ensemble performance portion of their GCSE course as some students may not know each other as well and therefore need more guidance regarding making connections. – <a href="#">Link to Year 9: Kraftwerk topic where students have to work together to undertake a whole class performance of a Kraftwerk piece. Also, links to various group based topics throughout KS3: Reggae, Blues, Band Project to name a few.</a></p>
	Spring	1	<b>Continued Set Work study</b> – as above continuing to work through the Set works. There will also be introduction to the exam and examination technique in more detail.

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		<p><b>Mock free composition deadline</b> – deadline for the mock free composition (February half term)</p> <p><b>Practice for Mock Solo Performance</b> Students will begin taking some independent practice time each week to work on their Solo performances. These must be 2 minutes in length. – <b>Link to assessments in KS3 which are solo performances: Year 7: Keyboard Skills, Year 8: Keyboard Skills 2 &amp; Guitar Riffs, Year 9: My Own Instrument (this latter topic being a GCSE prep topic, allow pupils to develop skills on an instrument of their choice, allowing for the bridging of skills between KS3 and KS4).</b></p> <p>Teachers to show examples of previous/sample works so students understand the level of standard and requirements for the course.</p>
	2	<p><b>Mock Solo Performance</b></p> <p>Students will perform their Mock Solo Performances in front of each other and the Teacher. The teacher will mark each one based on the Year 11 marking criteria. Students are encouraged as much as possible to perform a piece that they are intending to perform for their actual solo performance next year. This will help save time in Year 11 but also allow the students to get worthwhile feedback ready for Year 11.</p> <p><b>Mock Brief Composition practice</b></p> <p>Students will also start work on the Mock Brief composition. This is a composition where the topic/brief is set by the exam board. There will be four briefs to choose from. Each brief will come from each of the Areas of study:</p> <ul style="list-style-type: none"> <li>• Vocal Music</li> <li>• Instrumental Music (1700-1820)</li> <li>• Music for Stage and Screen</li> <li>• Fusions</li> </ul> <p>Each brief will give a scenario or a reason for composing a piece of music and some context regarding genre.</p> <p>For the mock – the teacher will provide past papers for the briefs.</p> <p><b>Mock Ensemble Performance practice</b></p> <p>Work will begin for students practicing for the Mock Ensemble performance. This will also be 2 minutes in length and must feature the student playing with one other person on an <b>independent part</b>. Meaning that they cannot be playing the same melody as another person and they must have a significant enough part in the piece to be able to make it count towards the ensemble performance.</p> <p>Students are encouraged where possible to use students who are in their class for the ensemble performance. Where this is not possible,</p>

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			<p>a discussion with the teacher will be undertaken to determine the best course of action.</p> <p>Teacher to give examples and further guidance on what would be acceptable for this piece of coursework.</p>
	Summer	1	<p><b>Revision of Set Works</b> All of the set works will have been covered in detail by now. Revision will now begin on Set works as well as exam technique in preparation for the Year 10 Mock examination.</p> <p><b>Mock Brief Compositions</b> Deadline for completion of Mock Brief Compositions will be by the end of this half term.</p>
	Summer	2	<p><b>Year 10 Mock Examination</b> Mock exam of the appraising portion of the course. The exam paper will be a full past paper and will last 1 hour and 45 minutes. – <a href="#">Link to Year 9 end of year exam, which has been designed to be simulate the GCSE paper both in appearance and in structure.</a></p> <p><b>Ensemble performance</b> Students will perform their ensemble pieces to each other (where applicable) or just to the teacher if they are using students from other year groups or outside of school (times and dates to be arranged with teacher).</p>

<b>Year 11</b>	Autumn	1	<p><b>Solo Performance submission</b> Practice and submission of Solo performance. Using feedback from Mock solo performance and further practice. Submission must include audio and score/reference recording.</p> <p><b>Free composition</b> Working towards free composition submission. Using feedback and ideas from Year 10 Free composition. However, this must not be the same piece from the mock, it must be a new piece.</p>
		2	<p><b>Free composition submission</b> Students will submit their free compositions by Christmas (including scores/commentaries as well as audio)</p> <p><b>Ensemble performance</b> Students will start practicing for their ensemble performances ready for submission next half term</p> <p><b>Set Work revision</b> Some set work revision will be undertaken during class, however there is the expectation that this will be completed outside of lessons due to the coursework demands for this term.</p>
	Spring	1	<p><b>Year 11 Mock GCSE Exam</b> Year 11 mock paper</p> <p><b>Ensemble performance submission</b></p>

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			Submission of the ensemble performance (including audio and scores/reference recordings)  <b>Brief composition work and submission</b> Brief composition will be worked on and submitted in this half term. Submission will include audio and score/commentary.
		2	<b>Revision of set works</b> Based on the work from the Mock exam, further revision will take place of the set works as well as exam technique or aspects of the exam which need addressing.

### Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Music consists of one externally examined paper and two non-examined assessments (NEA).

Students must submit their non-examined assessments and complete the exam in May/June in any single year. The first assessments for this qualification will be in 2018.

Component 1: Performing (\*Paper code: 1MU0/01) Non-examined assessment: internally marked and externally moderated 30% of the qualification 60 marks

### Content overview

- Solo performing
- Ensemble performing

Approaches to performing Assessment overview:

- Students perform for at least four minutes' combined duration
- Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces
- Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces
- Each performance will be out of 30 marks.
- Internally marked and externally moderated.

Component 2: Composing (\*Paper code: 1MU0/02) Non-examined assessment: internally marked and externally moderated 30% of the qualification 60 marks

### Content overview

- Developing musical ideas
- Compositional techniques and strategies

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- Ensuring technical control and coherence
- Methods of notating composition scores

Assessment overview:

- Students compose two compositions, of at least three minutes' combined duration
- One composition to a brief set by Pearson, of at least one minute in duration.
- One free composition set by the student, of at least one minute in duration.
- Each composition will be out of 30 marks.
- Internally marked and externally moderated.

Component 3: Appraising (\*Paper code: 1MU0/03) Written examination: 1 hour and 45 minutes 40% of the qualification 80 marks

## Content overview

- Musical elements, musical contexts and musical language.

Areas of study:

- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions.

Assessment overview:

The paper is made up of two sections and is out of a total of 80 marks. Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)

- Six questions related to six of the eight set works.
- One short melody/rhythm completion exercise.
- One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.

Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)

- One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.
- A CD with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.

## Assessment Objectives

AO1 Perform with technical control, expression and interpretation

AO2 Compose and develop musical ideas with technical control and coherence

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AO3 Demonstrate and apply musical knowledge

AO4 Use appraising skills to make evaluative and critical judgements about music

## **Enrichment opportunities**

As part of the GCSE Music course, students are expected to engage in a range of extra-curricular enrichment activities in order to help support their studies. These include, but are not limited to:

### **Extra-curricular ensembles**

GCSE students are encouraged to take part in at least one extra-curricular music ensemble which might include:

- Swing Band
- Orchestra
- Chamber or Main Choir
- Brass Group
- Clarinet Ensemble
- Keyboard Collective
- Ukulele Orchestra
- String Group

## **Trips**

In the music department we are huge advocates of live music and every opportunity that is available we are putting on trips to visit orchestras, bands or other live music events which are taking place around the local area. GCSE students get first refusal on such trips and are encouraged to attend as many as they can to help further broaden their horizons and help develop their wider listening.

## **Impact**

The impact of the GCSE Music course aims to produce well-rounded musicians who have an appreciation of all musical genres, gain the ability to compose and perform at a high standard as well as understand music theory and analysis at a much higher level. Future pathways for GCSE music students include:

- Progression to A Level Music
- Progression to A Level Music Technology
- Progression to BTEC in music performance
- Progression to BTEC in music production/technology
- Apprenticeships at recording studios
- Apprenticeships at music publishing houses
- Apprenticeships at live music events and venues

Not to mention the transferrable skills that Music can bring:

- Teamwork and collaboration
- Communication
- The art of performance, standing in front of crowds and presenting



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- Time management
- Ear training
- Skills of analysis and critical thinking