



Vision

Performing, creating and understanding music is at the centre of GCSE music. We provide a curriculum that blends and overlaps performance, composition, theory and appraisal to give students a deeper understanding of the music they listen to and develops the skills needed to perform and create music in a range of styles. Music allows students to develop an appreciation of over 300 years of music, but also to pursue and develop their own areas of interest in the subject. We follow the EdExcel GCSE specification.

	Foci	Assessment	Knowledge Organiser
Term 1: Year 10	<p>Appraisal: Students will begin to develop their listening skills by learning about music from the Dark Ages up to the start of the Baroque era. This will provide an overview of how music can develop over time and will start to introduce key vocabulary for describing and appraising music.</p> <p>Performance: Students will be performing solo pieces on their chosen instrument and developing their performance skills.</p> <p>Composition: Students will be creating compositions in a style of their choice. They will use musescore and garageband software to record and develop their ideas. By the end of the term students will have on outline recording and score of an entire piece.</p>	<p>Appraisal: Students will be assessed using regular listening activities culminating in a more formal end of term test.</p> <p>Performance: Each half term students will be recorded performing part of or all of a piece for their instrument. This will be assessed according to the exam mark scheme.</p> <p>Composition: An extended composition task will be completed over the term. Students will submit a recording and score of their work, which will be assessed according to the exam board criteria.</p>	<p>GCSE Music: Term 1 knowledge organiser</p>



Term 2: Year 10	<p>Appraisal: Students will study the music of the Baroque period (1600 – 1750), with a particular focus on ‘Music for a While’ by Henry Purcell, and other related vocal music, and Brandenburg Concerto No.5 in D major, 3rd movement by Bach, and other Baroque concertos.</p> <p>Performance: Students will be performing solo pieces on their chosen instrument and developing their performance skills.</p> <p>Composition: Students will be learning some of the compositional techniques used by professional composers. These will be explored by the use of short composition activities completed on either musescore or garageband software.</p>	<p>Appraisal: Students will be assessed using regular listening activities culminating in a more formal end of term test.</p> <p>Performance: Each half term students will be recorded performing part of or all of a piece for their instrument. This will be assessed according to the exam mark scheme.</p> <p>Composition: A recording and score of the outline of their first composition will be assessed against the exam criteria. Students will be given feedback and advice on how to develop or improve their work.</p>	GCSE Music: Term 2 knowledge organiser
Term 3: Year 10	<p>Appraisal: Students will study the music of the Classical (1750 – 1820) and Romantic (1800 – 1900) periods, with a particular focus on ‘Sonata No.8 in C minor, Op.13 ‘Pathétique’” by Beethoven, and other related piano music. Students will be learning about typical features of the Classical style and the move towards the Romantic era.</p> <p>Performance: Students will be performing solo pieces on their chosen instrument group pieces to develop their performance skills.</p> <p>Composition: Students will be completing their first composition and submitting a recording and score of the full piece.</p>	<p>Appraisal: Students will be assessed using regular listening activities culminating in a full mock paper.</p> <p>Performance: Each half term students will be recorded performing part of or all of a piece for their instrument. This will be assessed according to the exam mark scheme.</p> <p>Composition: A recording and score of the outline of their first composition will be assessed against the exam criteria. Students will be given feedback and advice on how to develop or improve their work.</p>	GCSE Music: Term 3 knowledge organiser



Term 4: Year 11 Music

Appraisal:

Students will study film music, with a particular focus on 'Main Title / Rebel Blockade Runner' by John Williams from Star Wars Episode IV: A New Hope, and songs from musical theatre, with a particular focus on 'Defying Gravity' from Wicked by Stephen Schwartz. Students will learn about the conventions of both styles and will be comparing the set works to other pieces in the same style.

Performance:

Students will be completing and recording their solo performances. By the end of the term, they will need to submit a recording and score of their solo performance.

Composition:

Students will be adding any final changes to their first composition and submitting the score and recording for a final time. Students will begin to research and outline their composition to a brief. At the end of the term, they will submit an outline recording and score.

Appraisal: Students will be assessed using regular listening activities culminating in a full mock paper.

Performance: Students will be submitting their final performance, which will be assessed and added to their controlled assessment folders (kept by the teacher in school).

Composition: Composition 1 will be submitted for a final time, with the recording and score to be assessed and added to their controlled assessment folders (kept by the teacher in school).

**GCSE Music:
Term 4
knowledge
organiser**

Term 5: Year 11 Music

Appraisal:

Students will study pop music, with a particular emphasis on 'Killer Queen' by Queen, and other related songs. They will then study fusions, with a particular focus on 'Release' by Afro Celt Sound System and 'Samba Em Preludio' by Esperanza Spalding, and other related repertoire. Students will learn about the conventions of both styles, including the role of technology in producing music, and will be comparing the set works to other pieces in the same style.

Performance:

Students will be completing and recording their group performances. By the end of term, they will need to submit a recording and score of their solo performance.

Composition:

Students will be completing and submitting their composition to a brief. This will include a recording, written outline and score of their work.

Appraisal: Students will be assessed using regular listening activities culminating in a full mock paper.

Performance: Students will be submitting their final performance, which will be assessed and added to their controlled assessment folders (kept by the teacher in school).

Composition: Composition 1 will be submitted for a final time, with the recording and score to be assessed and added to their controlled assessment folders (kept by the teacher in school).

**GCSE Music:
Term 5
knowledge
organiser**



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Year: 10/11

Subject: Music

Term 6: Year 11 Music

Appraisal:

Students will be reviewing and revising all of the set works. Students will also be completing practice questions and developing their exam techniques.

Appraisal: Students will be assessed using regular listening activities, assessed according to exam board style mark schemes.

**GCSE Music:
Terms 1 to 5
knowledge
organisers**