

Music Curriculum Key Stage 4

Vision

Through this creative subject students are able to unlock their imagination, intellect, creativity and confidence. Music at KS4 supports students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing and appraising. The qualification encourages students to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

Teaching and Learning

Eastlea students will gain a Pearson Edexcel 9-1 GCSE qualification. The course is a blend of both practical coursework (60%) and musical knowledge applied in a written exam (40%). The qualification is highly valued by both colleges, technical schools, universities and employers alike, and provides a pathway for further study of Music at both academically (A-level) and vocationally (e.g. BTEC).

Component 1: Performance 30%

Students' performing skills are assessed in both a solo and ensemble context. Students are given the opportunity to advance their learning on an instrument through weekly instrumental and vocal lessons (GCSE students have first priority in signing up for instrumental and vocal lessons). Students will learn to rehearse and refine performances on their chosen instrument or voice, developing technical control, expression and interpretative skills. This component will encourage students to develop creative thinking, aesthetic sensitivity, critical awareness, self-confidence, self-motivation and their own musical interests and skills. This includes the ability to make music individually and in groups, and perform with control, using phrasing and dynamics appropriate to their chosen styles and moods of music.

Component 2: Composition 30%

Students are assessed in their skills in composing music, enabling them to appreciate the process of creating music from scratch. Students will be introduced to the technical and creative skills required by a composer, and are encouraged to explore a range of compositional starting points, and learn how to use a range of elements, techniques and resources to develop and manipulate their ideas, in order to turn them into completed pieces of music. Students will make two compositions - one based on a set brief, and a free composition.

Component 3 : Listening & Appraisal 40%

Students will also be assessed on their listening and appraising skills through the study of music across a variety of styles and genres. This component gives students the opportunity to reflect on, analyse and evaluate music in aural and/or written form. Students will develop their ability to use their knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the repertoire and context of music within the areas of study. These areas of study also provide opportunities for students to demonstrate their contextual understanding of music when performing and composing. The content is grouped into four areas of study, each of which contains two set works.

Area of Study 1: Instrumental Music 1700 - 1820	J.S. Bach Brandenburg Concerto No. 5 3rd movement. L.W. Beethoven: Sonata Pathetique in C-minor
Area of Study 2: Vocal Music	H. Purcell: Music For A While Queen: Killer Queen (from the album "Sheer Heart Attack")
Area of Study 3: Music for Stage & Screen	S. Schwartz: "Defying Gravity" from the musical "Wicked" J. Williams: "Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)
Area of Study 4: Fusions	Afro Celt Sound System: Release (from the album 'Volume 2: Release') Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

Students will learn to:

- engage actively in the process of music study
- develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- develop composing skills to organise musical ideas and make use of appropriate resources

- recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- broaden musical experience and interests, develop imagination and foster creativity
- develop knowledge, understanding and skills needed to communicate effectively as musicians
- develop awareness of a variety of instruments, styles and approaches to performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- develop as effective and independent learners with enquiring minds
- reflect on and evaluate their own and others' music
- engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

Learning Resources

Setwork playlist https://youtube.com/playlist?list=PLOZSLwa2pkm2R4ZZtLQLE0YD_xJQGp5Xi

BBC bitesize GCSE <https://www.bbc.co.uk/bitesize/examspecs/zv7qxyc>

Revision video playlist <https://youtube.com/playlist?list=PLOZSLwa2pkm14OGjbKBLrsFW4sO6lZ7k3>

Online theory training: www.teoria.com

Extra Curricular Activities

Instrumental and vocal lessons

Choir

Bands and ensembles

Music Production and Music Tech Club

Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Elements and Theory 1 We learn more about the basic musical elements and concepts, and how they are used to analyse and create music. pitch - rhythm - melody - metre - tempo - dynamics Students cover: Notation, time signatures, melodic devices, accidentals, metres, tempo markings, dynamic markings	Music Elements and Theory 2 We continue to deepen our learning of the basic musical elements and concepts, and how they are used to analyse and create music. Students cover: - texture - tonality - harmony - structure - timbre and instrumentation Students cover: Scales and modes, key signatures, cycle of 5ths, different types of chords, Intervals, musical textures and structures	Set work Area of Study 1 J.S. Bach Brandenburg Concerto No. 5 3rd movement. Coursework: Performing practice Composing	Set work Area of Study 1 L.W. Beethoven: Sonata Pathetique in C-minor Coursework: Performing practice Composing	Set work Area of Study 2: Vocal Music H. Purcell: Music For A While Coursework: Performing practice Composing	Set work Area of Study 2: Vocal Music Queen: Killer Queen (from the album "Sheer Heart Attack") Coursework: Performing practice Composing
ASSESSMENT: Short composition to a set brief Theory test	ASSESSMENT: Short composition to a set brief Theory test In-class performance	ASSESSMENT: Set work test.	ASSESSMENT: Set work test. Performance recording Free composition Draft 1	ASSESSMENT: Set work test.	ASSESSMENT: End of year exam Performance recording Free composition Draft 2

Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>J. Williams: "Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)</p> <p>Coursework: Performing practice Composing</p>	<p>S. Schwartz: "Defying Gravity" from the musical "Wicked"</p> <p>Coursework: Performing practice Composing</p>	<p>Afro Celt Sound System: Release (from the album 'Volume 2: Release')</p> <p>Coursework: Performing practice Composing</p>	<p>Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')</p> <p>Coursework: Performing practice Composing</p>	<p>Revision</p>	<p>Revision</p>
<p>ASSESSMENT: Set work test</p>	<p>ASSESSMENT: Set work test</p> <p>Performance recording 1</p> <p>Set brief composition Draft 1</p>	<p>ASSESSMENT: Set work test</p> <p>Performance recording 2</p> <p>Set brief composition draft 2</p>	<p>ASSESSMENT:</p> <p>FINAL SUBMISSION OF ALL COURSEWORK</p>	<p>ASSESSMENT: MOCK EXAM</p>	<p>FINAL EXAM</p>