

## PCHS Curriculum Information

<b>Course Title:</b> GCSE Music	<b>Exam Board:</b> Edexcel	<b>Specification Code:</b> 1MU0
<b>How will students be assessed?</b> <ul style="list-style-type: none"> <li>● <b>Component 1: Performing (*Paper code: 1MU0/01)</b> <ul style="list-style-type: none"> <li>○ Solo performance + ensemble performance. Minimum 1 minute per performance, with a combined total of minimum 4 minutes.</li> <li>○ Non-examined assessment: internally marked and externally moderated</li> <li>○ 30% of the qualification</li> <li>○ 60 marks</li> </ul> </li> <li>● <b>Component 2: Composing (*Paper code: 1MU0/02)</b> <ul style="list-style-type: none"> <li>○ Free composition + briefed composition. Total minimum time 3 minutes</li> <li>○ Non-examined assessment: internally marked and externally moderated</li> <li>○ 30% of the qualification</li> <li>○ 60 marks</li> </ul> </li> <li>● <b>Component 3: Appraising (*Paper code: 1MU0/03)</b> <ul style="list-style-type: none"> <li>○ Written examination: 1 hour and 45 minutes</li> <li>○ 40% of the qualification</li> <li>○ 80 marks</li> </ul> </li> </ul>		

<p><b>KEY CONTENT</b></p> <p>Students receive 5 lessons of music a fortnight. These will be split 2x appraisal, 2x composition, 1x performing.</p>	
<p><b>Half Term 1</b></p> <ul style="list-style-type: none"> <li>● Appraising/Listening <ul style="list-style-type: none"> <li>- Core skills: <ul style="list-style-type: none"> <li>○ Rhythm and Metre</li> <li>○ Melody and Dynamics</li> <li>○ Harmony and Tonality</li> <li>○ Texture and Sonority</li> <li>○ Form and Structure</li> </ul> </li> </ul> </li> <li>● Composition <ul style="list-style-type: none"> <li>○ Revision of treble/bass clef notation</li> <li>○ Theory of extended chords</li> <li>○ Group compositions based on rhythm and single melody lines</li> <li>○ Writing idiomatically for your instrument</li> </ul> </li> <li>● Performance <ul style="list-style-type: none"> <li>○ Practise of solo performance</li> </ul> </li> </ul>	<p><b>STAR:</b></p>           <p><b>Composition:</b></p>           <p><b>Performance:</b></p>

<p><b>Half Term 2</b></p> <ul style="list-style-type: none"> <li>● Appraising/Listening <ul style="list-style-type: none"> <li>○ AoS 2 – Vocal Music: Killer Queen, Queen</li> </ul> </li> <li>● Composition <ul style="list-style-type: none"> <li>○ Formation of chords</li> <li>○ Key signatures</li> <li>○ Group compositions making use of more complex melodies and simple harmonies</li> </ul> </li> <li>● Performance <ul style="list-style-type: none"> <li>○ Aural skills</li> <li>○ Continuing practice on solo performance</li> <li>○ Ensemble performance of Killer Queen</li> </ul> </li> </ul>	<p><b>STAR:</b></p> <p><b>Composition:</b></p> <p><b>Performance:</b></p>
<p><b>Half Term 3</b></p> <ul style="list-style-type: none"> <li>● Appraising/Listening <ul style="list-style-type: none"> <li>○ Introduction to the Baroque Period</li> <li>○ AoS 2 - Vocal Music: Music for a While, Purcell</li> </ul> </li> <li>● Composition <ul style="list-style-type: none"> <li>○ Use of structure within compositions</li> <li>○ Longer group compositions making use of more complex harmony</li> </ul> </li> <li>● Performance <ul style="list-style-type: none"> <li>○ Aural skills</li> <li>○ Continuing practice on solo performance</li> <li>○ Ensemble performance of Music for A While</li> </ul> </li> </ul>	<p><b>STAR:</b></p> <p><b>Composition:</b></p> <p><b>Performance:</b></p>
<p><b>Half Term 4</b></p> <ul style="list-style-type: none"> <li>● Appraising/Listening Set works: <ul style="list-style-type: none"> <li>○ AoS 1: Instrumental Music: Brandenburg Concerto No.5 in D major, mvt 3, J.S Bach</li> </ul> </li> <li>● Composition <ul style="list-style-type: none"> <li>○ Making use of differing textures</li> <li>○ Use of mood in response to a brief</li> </ul> </li> <li>● Performance <ul style="list-style-type: none"> <li>○ Aural skills</li> <li>○ Continuing practice on solo performance</li> <li>○ Planning ensemble performances</li> </ul> </li> </ul>	<p><b>STAR:</b></p> <p><b>Composition:</b></p> <p><b>Performance:</b></p>
<p><b>Half Term 5</b></p> <ul style="list-style-type: none"> <li>● Appraising/Listening <ul style="list-style-type: none"> <li>○ AoS 1: Instrumental Music: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique', Beethoven</li> </ul> </li> <li>● Composition <ul style="list-style-type: none"> <li>○ Development of melody</li> <li>○ Making use of dynamics and articulation</li> </ul> </li> </ul>	<p><b>STAR:</b> <b>No STAR during this half term</b></p> <p><b>Composition:</b></p>

<ul style="list-style-type: none"> <li>● Performance <ul style="list-style-type: none"> <li>○ Preparation for mock performance recordings</li> </ul> </li> </ul>	<p><b>Performance:</b></p>
<p><b>Half Term 6</b></p> <ul style="list-style-type: none"> <li>● Appraising/Listening <ul style="list-style-type: none"> <li>○ AoS 3: Music for Stage and Screen: “Main Theme/Rebel Blockade Runner” from Star Wars, Williams</li> <li>○ Rhythm dictation/melody dictation exercises</li> </ul> </li> <li>● Composition <ul style="list-style-type: none"> <li>○ What makes a composition appropriate to a style? Planning briefs for free composition.</li> </ul> </li> <li>● Performance <ul style="list-style-type: none"> <li>○ Continued work on solo and ensemble performances</li> <li>○ Reflect on mock recordings</li> </ul> </li> </ul>	<p><b>STAR:</b></p>    <p><b>Composition:</b></p>   <p><b>Performance:</b></p>