## **PCHS Curriculum Information**

Course Title: GCSE Music		Exam Board: Edexcel	Specification Code: 1MU0	
How will stud	ents be assessed:	•		
• Comp	onent 1: Performin	g (*Paper code: 1MU0/01)		
0	o Solo performance + ensemble performance. Minimum 1 minute per performance, wi			
	combined total o	f minimum 4 minutes.		
0	Non-examined assessment: internally marked and externally moderated			
0	30% of the qualifie	cation		
0	60 marks			
• Comp	onent 2: Composi	ng (*Paper code: 1MU0/02)		
0	Free composition	+ briefed composition. Total mir	nimum time 3 minutes	
0	Non-examined a	ssessment: internally marked and	d externally moderated	
0	30% of the qualifie	-	•	
0	60 marks			
• Comp	onent 3: Appraisir	ng (*Paper code: 1MU0/03)		

## **KEY CONTENT**

Students receive 5 lessons of music a fortnight. These will be split 2x appraisal, 2x composition, 1x performing

o Written examination: 1 hour and 45 minutes

o 40% of the qualification

o 80 marks

Half Term 1		
Appraising/Listening		
- Core skills:		
∘ Rhythm and Metre      ∘ Melody and Dynamics		
<ul> <li>○ Harmony and Tonality</li> <li>○ Texture and Sonority</li> </ul>		
o Form and Structure	Composition:	
Composition	Composition	
<ul> <li>Revision of treble/bass clef notation</li> </ul>		
<ul> <li>Theory of extended chords</li> </ul>		
<ul> <li>Group compositions based on rhythm and single melody lines</li> </ul>		
<ul> <li>Writing idiomatically for your instrument</li> </ul>	Performance:	
Performance		
o Practise of solo performance		

Half Term 2	STAR:		
Appraising/Listening			
o AoS 2 – Vocal Music: Killer Queen, Queen			
• Composition			
o Formation of chords	Composition:		
o Key signatures	Composition.		
o Group compositions making use of more complex melodies and simple harmonies			
• Performance			
o Aural skills			
<ul> <li>Continuing practice on solo performance</li> </ul>			
o Ensemble performance of Killer Queen			
Half Term 3	STAR:		
Appraising/Listening			
o Introduction to the Baroque Period			
o AoS 2 - Vocal Music: Music for a While, Purcell			
• Composition			
<ul> <li>Use of structure within compositions</li> </ul>	Composition:		
<ul> <li>Longer group compositions making use of more complex harmony</li> </ul>			
• Performance			
o Aural skills			
<ul> <li>Continuing practice on solo performance</li> </ul>	Performance:		
o Ensemble performance of Music for A While			
Half Term 4	STAR:		
Appraising/Listening Set works:			
o AoS 1: Instrumental Music: Brandenburg Concerto No.5 in D major, mvt 3, J.S Bach			
• Composition			
<ul> <li>Making use of differing textures</li> </ul>	Composition:		
<ul> <li>Use of mood in response to a brief</li> </ul>			
• Performance			
o Aural skills			
<ul> <li>Continuing practice on solo performance</li> </ul>	Performance:		
Planning ensemble performances			
Half Term 5	STAR:		
<ul> <li>Appraising/Listening</li> <li>AoS 1: Instrumental Music:1st Movement from Piano Sonata no. 8 in C minor</li> </ul>			
- Acci. Instrumental Music. 1st Movement from Francisco Solida Ho. O III C IIIII O			
'Pathétique', Beethoven			

<ul><li>Development of melody</li><li>Making use of dynamics and articulation</li></ul>		
Performance		
Preparation for mock performance recordings		
Half Term 6		
Appraising/Listening		
o AoS 3: Music for Stage and Screen: "Main Theme/Rebel Blockade Runner" from Star		
Wars, Williams		
<ul> <li>Rhythm dictation/melody dictation exercises</li> </ul>		
• Composition		
<ul> <li>What makes a composition appropriate to a style? Planning briefs for free</li> </ul>	Composition:	
composition.		
• Performance		
<ul> <li>Continued work on solo and ensemble performances</li> </ul>		
Reflect on mock recordings	Performance:	