

Department Name: GCSE Music

**Department's vision:** Provide students with the skills to succeed in their chosen pathway. There is a mix of practical performances, production of compositions and theoretical application. The set works provide students knowledge of real example of music elements, contexts and language used in different types of music. Students gain a breadth and

Year Group	Topic One	Topic Two	Topic Three	Topic Four	Topic Five	Topic Six
<b>Year 7</b>	Night and day	Rhythm and pulse	Recycled Rhythms	Music and Space	Keyboard skills	Introducing Samba
<b>What will students know by the end of the topic...</b>	The elements of music, pitch, tempo, dynamics, duration, attack and decay, texture, timbre and silence.	Awareness of regular pulse, rhythm patterns and the note values, such as breve	Use of junk and recyclable items as percussion. Understand rhythmic & melodic ostinato patterns	Connection between music and space. Use and manipulation of dynamics when performing	Effective keyboard performance, including basic treble clef staff notation. Reading music.	The roots of polyrhythmic style of Latin America samba. Know the sounds and roles of each instrument.
<b>Year 8</b>	Night and day	Rhythm and pulse	Recycled Rhythms	Music and Space	Keyboard skills	Introducing Samba
<b>What will students know by the end of the topic...</b>	The elements of music, pitch, tempo, dynamics, duration, attack and decay, texture, timbre and silence.	Awareness of regular pulse, rhythm patterns and the note values, such as breve	Use of junk and recyclable items as percussion. Understand rhythmic & melodic ostinato patterns	Connection between music and space. Use and manipulation of dynamics when performing	Effective keyboard performance, including basic treble clef staff notation. Reading music.	The roots of polyrhythmic style of Latin America samba. Know the sounds and roles of each instrument.
<b>Year 9</b>	Music vocabulary	Instrumental music 1700-1820	Instrumental music 1700-1820	Instrumental music 1700-1820	Vocal music set work	Vocal music set work
<b>What will students know by the end of the topic...</b>	Clefs, sharps, flats, time signatures,	E.g. J.S. Bach: elements, contexts &	E.g. L. van Beethoven: comparative	Examined styles questioning on	H. Purcell: Baroque styles, structure,	'Killer Queen': guitars, keyboards and
<b>Year 10</b>	Vocal music—wider listening	Vocal music—wider listening	Music for stage and screen	Music for stage and screen	Music for stage and screen	Composition briefs
<b>What will students know by the end of the topic...</b>	How to write a comparison. Liking	Setting of words to music (soloist &	J.Williams, Star Wars (IV) soundtrack:	Explore pieces of genres related to	Explore pieces of genres related to	The requirements of the composition
<b>Year 11</b>	Fusions set work	Fusions set work	Fusions—wider listening	Fusions—wider listening	Compositions and performances	
<b>What will students know by the end of the topic...</b>	Afro Celt sound system: 'Release' -	Esperanza Spalding: 'Samba em	Isolation of stylist characteristics and	Explore pieces in which two or more	Effective p\compositions and perfor-	
<b>Year 12</b>	Investigating Practitioners' Work	Investigating Practitioners' Work	Investigating Practitioners' Work	Developing Skills and Techniques for Live Performance	Developing Skills and Techniques for Live Performance	Developing Skills and Techniques for Live Performance
<b>Year 13</b>	Group Performance Workshop	Group Performance Workshop	Group Performance Workshop	Optional Music or Drama Unit	Optional Music or Drama Unit	

Key Stage Four Specification Link: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>

Key Stage Five Specification Link: <https://qualifications.pearson.com/en/qualifications/btec-nationals/performing-arts-2016.html>

<p><b>What will students see in their books or folders?</b></p> <p>Scores, notes and contextual information for set works from each area of study—western classical music, vocal music, music for stage and screen and fusions. Wider listening of genres.</p> <p>Theoretical knowledge such as notation, signs and symbols, harmony and tonality.</p> <p>Elements of music and knowledge of dynamics, texture, performing forces.</p> <p>The history of music and development</p>	<p><b>This subject supports students' reading and literacy through...</b></p> <p>Analysis of contextual and background information of set works and composers.</p> <p>Reading lyrics and writing lyrics.</p> <p>Making notes on musical notation, scores and revision material.</p> <p>Researching and reading about different genres through the history of music.</p>	<p><b>This subject supports students' numeracy through...</b></p> <p>Music is all about maths! Sequences, patterns and relationship between musical notes is all based on intervals and maths.</p> <p>Rhythmic notation is all about counting beats and working out how to play them within the pulse of a piece of music.</p>	<p><b>This subject promotes the following revision strategies as the most effective means of retaining content...</b></p> <p>End of unit practical assessments for all units</p> <p>Formal written assessments</p> <p>Spelling tests of key terminology</p> <p>Absolute quizzes</p> <p>Production of flash cards and TAG TESTS</p> <p>Students creating own revision power points</p>	<p><b>Opportunities for exploring this subject further are available through ...</b></p> <p>Taking part in 4th wall - summer show and Christmas panto</p> <p>Cross curricular opportunities - Choir</p> <p>The school band can promote and further your development on an instrument of your choice.</p> <p>Instrumental lessons can be held privately within school with a specialist teacher in singing, guitar, drums, piano and brass instruments.</p>	<p>The following trips run through this subject...</p> <p>Choir performances throughout the academic year</p> <p>Links with Drama theatre trips, such as Blood Brothers and the Girl on the train.</p> 
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