



Intent for the GCSE Music Curriculum 2021-2022

Our aim is to allow students from all backgrounds the opportunity to participate in and experience music in a range of ways. We aim for students to become independent learners and take charge of their music practice through self-motivation and responsibility when learning and in rehearsal spaces; this can be both in lesson time and through our wide range of extra-curricular opportunities. This curriculum is broad, covering a diverse range of musical cultures, artists and genres in order to build character and listening skills. We aim for our music department to be a safe and encouraging environment for students to explore music and be creative. This course allows students the opportunity to develop themselves as rounded musicians in terms of performance, listening and appraising as well as well-rounded individuals in terms of independence, creativity and resilience.

All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.

Implementation: *Demonstrated in the table below.*

Curriculum adaptations as a result of the pandemic:

Students will be required to upskill in terms of performance due either to rotations in Year 9, isolation or generally not being able to utilise the instruments as normal. Composition is also something that we haven't had time to work closely with students on so we will be needing to spend a considerable amount of time on this during Y10.

Term	Enquiry/Topic/Unit: <i>What is going to be taught?</i>	Key Outcomes: <i>What will students have achieved by completing this scheme of learning?</i>	Character Education: <i>How does this topic link to a sense of Self, Others and the World, in terms of Character Education?</i>	Assessment: <i>Will there be formative and/or summative testing? What role will interleaving play? How will this be marked?</i>	Vocabulary: <i>What are the key words for this topic/unit that students must know?</i>	Home-Learning: <i>What homework will be set and why (e.g. consolidate/extend)? How will this be marked?</i>
1a - 3b	Performance 1: Solo or Ensemble Performance (Coursework)	To be able to perform a piece of music to a standard of Grade 3 or above. This can be ensemble or solo. Performance 1 and 2 must last 4 minutes added together.	Confidence Resilience Honest Reflective	Students will submit mini performances throughout the year for feedback. They will not be able to submit their final performance until Y11. They will be marked on Accuracy, Technical Control, Expression and Interpretation. The marks are out of 36 for this component.	Accuracy, Technical Control, Expression and Interpretation.	Practice of performance making use of rehearsal logs to track progress. Much of this component will be worked on outside of school.



1a-3b	Composition 1 (Coursework)	To create a composition in the style of your choice. This composition is a 'free composition' meaning students can create in any genre.	Resilient Creative Responsible	Students will submit their composition 3 times throughout the year for feedback before a final submission in September of Year 11. Students will be marked on Development of Musical Ideas, Technical Control of Musical Elements/Resource, Musically Consistent Structure and Style. The marks are out of 36 for this component.	Musical Elements inc. structure, pitch, rhythm, dynamics, texture and harmony. Music Technology vocab also inc. panning, EQ, reverb.	Continuation of composition work. The Music dept will be available after school for students to continue work on this component.
1a-1b	AoS 4 - Popular Music	To begin preparing for the Music appraising exam in year 11. To be able to listen to and describe a range of popular music including pop, jazz and rock	Reflective Curious Honest Compassion	We will be sitting mock questions through this first term. Criteria will be shared with students at the beginning of the year.	Musical Elements inc. structure, pitch, rhythm, dynamics, texture and harmony. Specific vocabulary used for popular music.	Revision tasks. Google Form Quizzes. Listening Widely to Music. Google Classroom. Musical Dictation 8 mark question practice using Teoria.com
2a-2b	AoS1 - Musical Forms	To begin preparing for the Music appraising exam in year 11. To be able to describe and identify musical forms and devices in a range of eras of music.	Reflective Curious Honest Responsible	We will be sitting mock questions based on AoS4 and 2 during this term as well as learning to play parts of the set work.	Musical Elements inc. structure, pitch, rhythm, dynamics, texture and harmony. Specific forms and devices vocabulary.	Revision tasks. Google Form Quizzes. Listening Widely to Music. Google Classroom. Musical Dictation 8 mark question practice using Teoria.com
3a-3b	AoS3 - Film Music	To be able to listen to and appraise music ready for the appraising exam at the end of the year 11.	Reflective Curious Honest Responsible	Mini mock questions will take place during this term based on the GCSE criteria.	Musical Elements, Italian tempo and dynamic markings, specific vocab relating to set works.	Revision tasks. Google Form Quizzes. Listening Widely to Music.



		To be able to listen to and describe pieces of film music using key terminology.				
--	--	--	--	--	--	--

Impact:

Students will develop their performance, composition and appraising skills over the course of the two years. By year 11, we aim for the Y10 curriculum to have impacted students positively as they will be much more confident in creating compositions (next year they will not have as long to compose) and performances. Their musical vocabulary will be expanding meaning that we will be able to look into the appraising exam in far more detail and depth next year.