



### 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.

<b>Term</b>	<b>Enquiry/Topic/Unit:</b> What is going to be taught?	<b>Key Outcomes:</b> What will students have achieved by completing this scheme of learning?	<b>Character Education:</b> How does this topic link to a sense of Self, Others and the World, in terms of Character Education?	<b>Assessment:</b> Will there be formative and/or summative testing? What role will interleaving play? How will this be marked?	<b>Vocabulary:</b> What are the key words for this topic/unit that students must know?	<b>Home-Learning:</b> What homework will be set and why (e.g. consolidate/extend)? How will this be marked?
<b>1a-2b</b>	Performance 2: Ensemble Performance (Coursework)	To be able to perform an ensemble piece of music to a grade 3 standard or above with one or more others. Performance 1 and 2 must last 4 minutes added together.	Confidence Resilience Creative Honest	Students will mainly begin working on ensemble performances in 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 monitor and track progress.
<b>1a-2b</b>	Composition 2 (Coursework)	To be able to compose a piece of music to a given brief.	Confidence Resilience Creative	Students are not able to begin working on this until Y11. They will then be making regular submissions	Musical Elements inc. structure, pitch, rhythm,	Continuation of composition work. The Music dept will be available after school for



			Honest	for feedback throughout the year before a final submission in April of Year 11. The marks are out of 36 for this component.	dynamics, texture and harmony. Music Technology vocab also inc. panning, EQ, reverb. Vocab relating to the given brief.	students to continue work on this component.
<b>1a-1b</b>	AoS2 - Music for Ensemble	To begin preparing for the Music appraising exam at the end of the year.  To be able to describe and identify a range of musical ensembles.	Reflective Curious Honest Compassion	We will be sitting mock questions through this first term as well as learning to play the set work as an ensemble. This is the final of the 4 areas of study. Mini mock questions will take place during this term..	Musical Elements inc. structure, pitch, rhythm, dynamics, texture and harmony. Specific ensemble vocabulary.	Revision tasks. Google Form Quizzes. Listening Widely to Music Google Classroom. Musical Dictation 8 mark question practice using. Teoria.com
<b>2a-3a</b>	Musical Appraising all areas of study.  AoS1 AoS 2 AoS 3 AoS 4	To be able to listen to and appraise music ready for the appraising exam at the end of the year.	Reflective Curious Honest Compassion	Students will be assessed on their ability to answer questions about pieces of music. Some pieces of music will be pre-studied, others will be unseen. They will need to be able to recognise musical elements within a range of styles. Mock papers and questions will be given throughout the year to assess students' understanding of this component. The final exam for this will be in the summer of Year 11. The paper is out of 72 marks.	Musical Elements, Italian tempo and dynamic markings, specific vocab relating to set works, Vocab relating to all areas of study.	Revision tasks. Google Form Quizzes. Listening Widely to Music.  Musical Dictation 8 mark question practice using. Teoria.com

**Impact:**

This course allows students the opportunity to explore music in an extremely detailed way. Students will be able to appreciate other musical cultures and styles as a result of this course as well. These skills are the building blocks for students to continue on to A Level Music or Level 3 BTEC but equally a vast amount of character skills will also be developed through self-motivated practice, reflection of personal performance, creativity through composition, empathy when listening to others, curiosity to find out more about the styles creating well rounded individuals.