



St George's School
MUSIC
KS4 Curriculum

<p>PRIOR KNOWLEDGE <i>Knowledge and skills developed in KS3</i></p>	<p>Enthusiasm and interest in where and why music has been written and performed. Familiarity with Garageband and playing in ideas Knowledge of different chords and melody ideas Working musical vocabulary (ostinato, dynamics, tempo, texture) Dedication to learn 2 pieces of music to perform – a solo and a duet – either singing/rap or on an instrument.</p>
<p>COURSE DELIVERY & STRUCTURE <i>How the curriculum is delivered</i></p>	<p>Lessons: 5 hours per fortnight – 3 for composition, 2 for Set Works. There is also rehearsal time.</p> <p>Grouping: Students are taught in mixed ability, each student is assigned an iMac for their work. All students receive 1-1 teacher support for their compositions.</p> <p>Structure: The class curriculum is divided into 2 aspects – Set Works and Composition. Year 10 begin with a 'crash course' in composition software – allowing them the opportunity to learn about and practice different composition ideas and techniques. They have the option of moving from Garageband to Sibelius. Year 10 will then choose a style and compose an original piece independently – with 1-1 support from their teacher. Set Work studies entail listening to music from different areas of musical history – essentially Classical, Vocal, World and Film. With support from audio files, scores and the text book – students learn to describe what they are hearing, and giving musical reasons for composers decisions. (eg. New pedal on the piano, or a minor chord to make it sound sad)</p> <p>Prep: Students will normally receive two prep (homework) tasks per week, one of which is usually designated instrument/performance practice. The other prep will cover listening and appraising, knowledge consolidation or dictation practice. NB Coursework is NOT to be completed outside of lesson time – where students have more than enough time to do so (very low pressure on students to self-manage time - which is ideal)</p>
<p>QUALIFICATION <i>Exam Board, aim and objectives</i></p>	<p>EDEXCEL https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html</p>
<p>ASSESSMENT <i>Internal monitoring and final assessment</i></p>	<p>Internal Assessment: Students will undertake short Listening Practices after each set work is finished. These quick-fire tests are marked and assessed with an percentage outcome. Students will also complete mock examinations at the end of Year 10 and December of Year 11.</p> <p>Final assessment: NEA performances (Solo and Ensemble – February Y11) NEA compositions (Free Choice hand in July Y10 – Brief Choice hand in March Y11) Examined written paper (June) in Year 11</p>
<p>BREADTH <i>Opportunities, trips, wider reading, cultural capital</i></p>	<p>Extra-curricular music ensembles: Senior Choir, chamber choir, orchestra, jazz band, training band, carol services, small ensembles, piano recital Concerts in school and local venues</p> <p>House Music</p> <p>Year 11 Musical Theatre London Trip to WICKED</p> <p>World Music unit - studying music from other cultures</p>

	SUBJECT KNOWLEDGE <i>Overview of topics</i>	SKILLS & STRATEGIES <i>Procedural knowledge</i>
Autumn Y10	<p><u>General theory</u></p> <ul style="list-style-type: none"> - Pitch and rhythmic notation - Key signatures - Time signatures - Chords and cadences <p><u>Listening and Appraising</u> Elements of Music (Mr Tights) and how they relate to set works and unfamiliar pieces</p> <p>Instrumental Music - set work 'Brandenburg Concerto No. 5'</p> <ul style="list-style-type: none"> - Features of the Baroque period. - Features of texture e.g. polyphonic, fugue - Ritornello Form structure. <p>Vocal Music - set work Purcell: 'Music for a While'</p> <ul style="list-style-type: none"> - Ground bass, conventions of the Baroque period; voice types, ternary form, continuo, word setting and word painting, ornamentation <p><u>Composition</u></p> <ul style="list-style-type: none"> - Understanding of compositional devices such as structure, chord progressions, melodic writing, textures, idiomatic writing - Three part G minor piece <p><u>Performance</u></p> <ul style="list-style-type: none"> - Knowledge of assessment criteria and levels - Component requirements - Regular practice and preparation 	<p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> - Dictation of simple melodic and rhythm patterns - Aural recognition of musical devices - Aural recognition of instruments/voices - Ability to be able to use musical terminology to describe musical features and their effects <p><u>Composition</u></p> <ul style="list-style-type: none"> - Use of compositional devices to create a piece of music in response to a stimulus <p><u>Performance</u></p> <ul style="list-style-type: none"> - Perform with accuracy, fluency and technical control
Spring Y10	<p><u>Listening and Appraising</u></p> <p>Continuation of Elements of Music work and how they relate to the set works</p> <p>Vocal Music - set work 'Killer Queen'</p> <ul style="list-style-type: none"> - Studio recording techniques/music technology - Chord symbols, extended chords, circle of 5ths - Instrumental playing techniques - Verse-chorus form <p>Instrumental Music - set work 'Pathetique'</p> <ul style="list-style-type: none"> - Features of the early Romantic period. - Piano instrument techniques e.g. pedal, broken octaves - Sonata Form structure. <p><u>Composition</u></p> <ul style="list-style-type: none"> - Student choice of composition brief from Jazz Waltz, Film Music, Programme Music. Further development of understanding of techniques in relation to these pieces. Studying scores and listening to examples. <p><u>Performance</u></p> <ul style="list-style-type: none"> - Further preparation and practice on solo piece. Begin to explore ensemble piece. 	<p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> - Dictation of simple melodic and rhythm patterns - Aural recognition of musical devices - Aural recognition of instruments/voices/Music technology - Ability to be able to use musical terminology to describe musical features and their effects <p><u>Composition</u></p> <ul style="list-style-type: none"> - Use of compositional devices to create a piece of music in response to a brief <p><u>Performance</u></p> <ul style="list-style-type: none"> - Perform with accuracy, fluency and technical control

<p>Summer Y10</p>	<p><u>Listening and Appraising</u></p> <p>Continuation of Elements of Music work and how they relate to the set works</p> <p>Fusions - set work 'Samba Em Preludio'</p> <ul style="list-style-type: none"> - Jazz Terminology eg extended chords, head arrangement - Brazilian music traditions e.g. Samba, Bossa Nova <p><u>Composition</u></p> <ul style="list-style-type: none"> - Finalisation of year 10 composition, refining piece, adding dynamics, articulation, score presentation. 	<p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> - Dictation of simple melodic and rhythm patterns - Aural recognition of musical devices - Aural recognition of instruments/voices/music technology - Ability to be able to use musical terminology to describe musical features and their effects - Making comparisons between different musical extracts - Writing extended responses in a coherent and well-structured way <p><u>Composition</u></p> <ul style="list-style-type: none"> - Use of compositional devices to create a piece of music in response to a brief <p><u>Performance</u></p> <ul style="list-style-type: none"> - Perform with accuracy, fluency and technical control
<p>Autumn Y11</p>	<p><u>Listening and Appraising</u></p> <p>Continuation of Elements of Music work and how they relate to the set works</p> <p>Music for Stage and Screen - Wicked 'Defying Gravity'</p> <ul style="list-style-type: none"> - How music tells a narrative - Recitative, underscore, scena - Leitmotifs - Syncopation - Ostinato <p>Music for Stage and Screen - set work 'Star Wars Main title/Rebel Blockade'</p> <ul style="list-style-type: none"> - Knowledge of instruments of the orchestra - Musical devices: pedal, ostinato, leitmotif, imitation, cross rhythms, fanfare, triplets, quartal harmony, bitonality, cluster chords - How music is used programmatically to create atmosphere/mood <p><u>Composition</u></p> <ul style="list-style-type: none"> - Begin second composition for NEA - Compose in response to briefs set by the exam board. <p><u>Performance</u></p> <ul style="list-style-type: none"> - First recording window in November/December. - One of the Solo Performing or Ensemble Performing must be recorded at this time. - Both can be recorded together at student's preference. 	<p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> - Dictation of simple melodic and rhythm patterns - Aural recognition of musical devices - Aural recognition of instruments/voices/music technology - Ability to be able to use musical terminology to describe musical features and their effects - Making comparisons between different musical extracts - Writing extended responses in a coherent and well-structured way <p><u>Composition</u></p> <ul style="list-style-type: none"> - Use of compositional devices to create a piece of music in response to a brief <p><u>Performance</u></p> <ul style="list-style-type: none"> - Perform with accuracy, fluency and technical control
<p>Spring Y11</p>	<p><u>Listening and Appraising</u></p> <p>Completion of Elements of Music work and how they relate to the set works</p> <p>Fusions - set work 'Release'</p>	<p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> - Dictation of simple melodic and rhythm patterns - Aural recognition of musical devices - Aural recognition of instruments/voices/music

	<ul style="list-style-type: none"> - World instruments - Music technology terminology - Folk music traditions, eg modes, scotch snaps, pentatonic drone <p><u>Composition</u></p> <ul style="list-style-type: none"> - Complete second composition for NEA - Compose in response to briefs set by the exam board. - Deadline February half term. <p><u>Performance</u></p> <ul style="list-style-type: none"> - Second recording window in February/March. - Whichever performance was not recorded in the Autumn must be recorded at this time. 	<ul style="list-style-type: none"> technology - Ability to be able to use musical terminology to describe musical features and their effects - Making comparisons between different musical extracts - Writing extended responses in a coherent and well-structured way <p><u>Composition</u></p> <ul style="list-style-type: none"> - Use of compositional devices to create a piece of music in response to a brief <p><u>Performance</u></p> <ul style="list-style-type: none"> - Perform with accuracy, fluency and technical control
<p>Summer Y11</p>	<p><u>Listening and Appraising</u> Revision of Elements of Music work and how they relate to the set works</p> <p>Exam Practice and Preparation.</p>	<p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> - Dictation of simple melodic and rhythm patterns - Aural recognition of musical devices - Aural recognition of instruments/voices/music technology - Ability to be able to use musical terminology to describe musical features and their effects - Making comparisons between different musical extracts - Writing extended responses in a coherent and well-structured way