



**St George's School**  
**MUSIC**  
**KS4 Curriculum**

<p><b>PRIOR KNOWLEDGE</b>  <i>Knowledge and skills developed in KS3</i></p>	<p>An ability to perform with confidence, create and develop musical ideas and critical analysis piece of music</p>
<p><b>COURSE DELIVERY &amp; STRUCTURE</b>  <i>How the curriculum is delivered</i></p>	<p><b>Lessons:</b> In both Year 10 and 11, students have five lessons a fortnight. This is an option subject.</p> <p><b>Grouping:</b> Students are taught in mixed ability.</p> <p><b>Structure:</b> Students who have chosen GCSE music begin to skills and knowledge of Sibelius (the composition score writing package) in Year 9. The GCSE curriculum builds on the skills and knowledge gained in KS3. The course is structured around the three strands of Listening and Appraising, Composing and Performing, within which the four Areas of Study: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions are covered. They are sequenced to cover the full GCSE specification and build students' knowledge and skills over time. Each student will have access to their own mac with sibelius and a music keyboard.</p> <p><b>Prep:</b> 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.</p>
<p><b>QUALIFICATION</b>  <i>Exam Board, aim and objectives</i></p>	<p><b>EDEXCEL</b>  <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html</a></p>
<p><b>ASSESSMENT</b>  <i>Internal monitoring and final assessment</i></p>	<p><b>Internal Assessment:</b>  Every term plus an end of year exam in year 10 and a mock exam in Year 11.</p> <p><b>Final assessment:</b>  NEA performing (December and February NEA composition (March hand in) and an examined written paper (June) in Year 11</p>
<p><b>BREADTH</b>  <i>Opportunities, trips, wider reading, cultural capital</i></p>	<p>Extra-curricular music ensembles:  Senior Choir, chamber choir, orchestra, jazz band, wind band, Grades 1 - 4 ensemble</p> <p>Concerts in school and local venues</p> <p>House music</p> <p>Musical theatre trip</p> <p>World music unit - studying music from other cultures</p>

	<b>SUBJECT KNOWLEDGE</b> <i>Overview of topics</i>	<b>SKILLS &amp; STRATEGIES</b> <i>Procedural knowledge</i>
<b>Autumn Y10</b>	<p><u>General theory</u></p> <ul style="list-style-type: none"> <li>- Pitch and rhythmic notation</li> <li>- Key signatures</li> <li>- Time signatures</li> <li>- Chords and cadences</li> </ul> <p><u>Listening and Appraising</u> Elements of Music (Mr Tights) and how they relate to set works and unfamiliar pieces</p> <p>Music for Stage and Screen - set work 'Star Wars Main title/Rebel Blockade'</p> <ul style="list-style-type: none"> <li>- Knowledge of instruments of the orchestra</li> <li>- Musical devices: pedal, ostinato, leitmotif, imitation, cross rhythms, fanfare, triplets, quartal harmony, bitonality, cluster chords</li> <li>- How music is used programmatically to create atmosphere/mood</li> </ul> <p>Vocal Music - set work Purcell: 'Music for a While'</p> <ul style="list-style-type: none"> <li>- Ground bass, conventions of the Baroque period; voice types, ternary form, continuo, word setting and word painting, ornamentation</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- Understanding of compositional devices such as structure, chord progressions, melodic writing, textures, idiomatic writing</li> <li>- Three part G minor piece</li> </ul> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>- Knowledge of assessment criteria and levels</li> <li>- Component requirements</li> <li>- Regular practice and preparation</li> </ul>	<p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> <li>- Dictation of simple melodic and rhythm patterns</li> <li>- Aural recognition of musical devices</li> <li>- Aural recognition of instruments/voices</li> <li>- Ability to be able to use musical terminology to describe musical features and their effects</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- Use of compositional devices to create a piece of music in response to a stimulus</li> </ul> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>- Perform with accuracy, fluency and technical control</li> </ul>
<b>Spring Y10</b>	<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"> <li>- Studio recording techniques/music technology</li> <li>- Chord symbols, extended chords, circle of 5ths</li> <li>- Instrumental playing techniques</li> <li>- Verse-chorus form</li> </ul> <p>Music for Stage and Screen - Wicked 'Defying Gravity'</p> <ul style="list-style-type: none"> <li>- How music tells a narrative</li> <li>- Recitative, underscore, scena</li> <li>- Leitmotifs</li> <li>- Syncopation</li> <li>- Ostinato</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> <li>- Dictation of simple melodic and rhythm patterns</li> <li>- Aural recognition of musical devices</li> <li>- Aural recognition of instruments/voices/Music technology</li> <li>- Ability to be able to use musical terminology to describe musical features and their effects</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- Use of compositional devices to create a piece of music in response to a brief</li> </ul> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>- Perform with accuracy, fluency and technical control</li> </ul>

	<p><u>Performance</u></p> <ul style="list-style-type: none"> <li>- Further preparation and practice on solo piece. Begin to explore ensemble piece.</li> </ul>	
<b>Summer Y10</b>	<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 'Release'</p> <ul style="list-style-type: none"> <li>- World instruments</li> <li>- Music technology terminology</li> <li>- Folk music traditions, eg modes, scotch snaps, pentatonic drone</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- Finalisation of year 10 composition, refining piece, adding dynamics, articulation, score presentation.</li> </ul>	<p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> <li>- Dictation of simple melodic and rhythm patterns</li> <li>- Aural recognition of musical devices</li> <li>- Aural recognition of instruments/voices/music technology</li> <li>- Ability to be able to use musical terminology to describe musical features and their effects</li> <li>- Making comparisons between different musical extracts</li> <li>- Writing extended responses in a coherent and well-structured way</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- Use of compositional devices to create a piece of music in response to a brief</li> </ul> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>- Perform with accuracy, fluency and technical control</li> </ul>
<b>Autumn Y11</b>	<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"> <li>- Jazz Terminology eg extended chords, head arrangement</li> <li>- Brazilian music traditions e.g. Samba, Bossa Nova</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- Begin second composition for NEA</li> <li>- Compose in response to briefs set by the exam board.</li> </ul> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>- First recording window in November/December.</li> <li>- One of the Solo Performing or Ensemble Performing must be recorded at this time.</li> <li>- Both can be recorded together at student's preference.</li> </ul>	<p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> <li>- Dictation of simple melodic and rhythm patterns</li> <li>- Aural recognition of musical devices</li> <li>- Aural recognition of instruments/voices/music technology</li> <li>- Ability to be able to use musical terminology to describe musical features and their effects</li> <li>- Making comparisons between different musical extracts</li> <li>- Writing extended responses in a coherent and well-structured way</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- Use of compositional devices to create a piece of music in response to a brief</li> </ul> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>- Perform with accuracy, fluency and technical control</li> </ul>
<b>Spring Y11</b>	<p><u>Listening and Appraising</u></p> <p>Completion of Elements of Music work and how they relate to the set works</p> <p>Instrumental Music - set work 'Pathetique'</p> <ul style="list-style-type: none"> <li>- Features of the early Romantic period.</li> <li>- Piano instrument techniques e.g. pedal, broken octaves</li> <li>- Sonata Form structure.</li> </ul>	<p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> <li>- Dictation of simple melodic and rhythm patterns</li> <li>- Aural recognition of musical devices</li> <li>- Aural recognition of instruments/voices/music technology</li> <li>- Ability to be able to use musical terminology to describe musical features and their effects</li> </ul>

	<p>Instrumental Music - set work 'Brandenburg Concerto No. 5'</p> <ul style="list-style-type: none"> <li>- Features of the Baroque period.</li> <li>- Features of texture e.g. polyphonic, fugue</li> <li>- Ritornello Form structure.</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- Complete second composition for NEA</li> <li>- Compose in response to briefs set by the exam board.</li> <li>- Deadline February half term.</li> </ul> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>- Second recording window in February/March.</li> <li>- Whichever performance was not recorded in the Autumn must be recorded at this time.</li> </ul>	<ul style="list-style-type: none"> <li>- Making comparisons between different musical extracts</li> <li>- Writing extended responses in a coherent and well-structured way</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- Use of compositional devices to create a piece of music in response to a brief</li> </ul> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>- Perform with accuracy, fluency and technical control</li> </ul>
<p><b>Summer Y11</b></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"> <li>- Dictation of simple melodic and rhythm patterns</li> <li>- Aural recognition of musical devices</li> <li>- Aural recognition of instruments/voices/music technology</li> <li>- Ability to be able to use musical terminology to describe musical features and their effects</li> <li>- Making comparisons between different musical extracts</li> <li>- Writing extended responses in a coherent and well-structured way</li> </ul>