Year 10

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| Term | Theme | What students will learn | Key assessment | How you can support your child |
| 1 | Introduction to GCSE Music | Students learn about the structure of the course and are introduced to the set works. They learn to listen to music and describe what they hear in relation to each element of music. They learn about how performance will be assessed and complete an initial solo performance.They work in small groups on ensemble performance and start to research suitable pieces for solo performance.  | Preliminary solo performance (not formally assessed) as well as general aural and theory tests are used to establish a baseline level of achievement. | Talk to them about the different areas of the course and help them talk about areas they feel they will need to work hard on. Encourage them to practice regularly (3 times a week at least) and communicate with their instrumental/vocal teacher about what the course requires. |
| 2 | Vocal Music 1 | Students begin by studying set work ‘Killer Queen’ and learning about how to describe music and identify features using the correct vocabulary. They learn about pop and rock music and study other pieces in the genre in relation to the ‘Wider Listening’ component of the exam.Students start to compose on their own using features from the pop/rock genre. | Solo performances marked in line with exam board assessment criteria and listening questions on the set works. | Talk to your child about the pieces they are studying and ask what they think of the music. Encourage them to describe the music using the correct vocabulary and describe whether they like the music justifying their opinions using the correct vocabulary. |
| 3 | Vocal Music 2 | Students then move on to study ‘Music for a While’ by Purcell. They learn about how to describe music and identify features of Baroque music using the correct vocabulary. They learn about the Baroque style and study other pieces in the genre in relation to the ‘Wider Listening’ component of the exam.Student will begin to approach the extended written task ‘Section B’ and prepare answers using structured writing frames.  | Solo performances marked in line with exam board assessment criteria and listening questions on the set works. | Talk to them about the different areas of the course and help them talk about areas they feel they will need to work hard on. Encourage them to practice regularly (3 times a week at least) and communicate with their instrumental/vocal teacher about what the course requires. |
| 4 | Music for Stage and Screen 1 | Students then move on to study the new topic learning about film music. They begin by studying the opening theme from ‘Star Wars - A New Hope’ by John Williams. They learn about how to describe music and identify features of film music using the correct vocabulary. They learn about film music styles and study other pieces in the genre in relation to the ‘Wider Listening’ component of the exam. | Solo and Ensemble performances marked in line with exam board assessment criteria and listening questions on the set works. | Talk to your child about the pieces they are studying and ask what they think of the music. Encourage them to describe the music using the correct vocabulary and describe whether they like the music justifying their opinions using the correct vocabulary. |
| 5 | Music for Stage and Screen 2 | Students then move on to study the new topic learning about musicals. They begin by studying ‘Defying Gravity’ theme from ‘Wicked’ by Steven Schwartz. They learn about how to describe music and identify features of film music using the correct vocabulary. They learn about other musicals and study other pieces in the genre in relation to the ‘Wider Listening’ component of the exam. | Solo and Ensemble performances marked in line with exam board assessment criteria and listening questions on the set works. | Talk to your child about the pieces they are studying and ask what they think of the music. Encourage them to describe the music using the correct vocabulary and describe whether they like the music justifying their opinions using the correct vocabulary. |
|  | Revision and Composing  | Students will revise the work from the year in preparation for their Year 10 exam – a assessment in the format of the real exam.Students will also begin their Free Compositions and will choose the style in which they want to work. They will be able to compose using live instruments or programmes including Noteflight, Soundtrap or Soundation. | Solo and Ensemble performances marked in line with exam board assessment criteria.Year 10 Listening and Appraising exam. | Help you child structure their revision for the exams and prepare carefully so they feel prepared to answer the questions and do their best. |

Year 11

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| Term | Theme | What students will learn | Key assessment | How you can support your child |
| 1 | Instrumental Music 1 | Students recap the requirements of the course and the set works. They are notified of key dates for assessment and performance events They finalise solo and ensemble performance programmes.Students study set work Bach’s Brandenburg No. 5 in D major and learn about how to describe music and identify features using the correct vocabulary. They learn about Baroque music and the Concerto genre study other pieces in the genre in relation to the ‘Wider Listening’ component of the exam.Students complete Free Composition. | Solo performance assessed in line with exam board criteria.Listening and written questions on the set works. | Talk to them about their performances and help them identify areas they will need to work hard on. Encourage them to practice regularly (3 times a week at least) and communicate with their instrumental/vocal teacher about what the course requires.Buy the suggested revision guide. |
| 2 | Instrumental Music 2 | Students study set work Beethoven’s Piano Sonata No. 8 *Pathetique* and learn about how to describe music and identify features using the correct vocabulary. They learn about Romantic music (and the Classical style that came before) and the piano sonata and study other pieces in the genre in relation to the ‘Wider Listening’ component of the exam.Students start composing to the Set Brief. | Solo performance assessed in line with exam board criteria.Ensemble performance assessed in line with exam board criteria.Listening and written questions on the set works.November full Mock Exam | Help your child to plan their revision and create a practice plan so that they use their time carefully.  |
| 3 | Fusion 1 | Students begin by studying set work ‘Afro Celt Sound System’ and learning about how to describe music and identify features using the correct vocabulary. They learn about music from different places and study other fusion pieces in the genre in relation to the ‘Wider Listening’ component of the exam.Students continue to compose to the Set Brief. | Solo performance assessed in line with exam board criteria.Ensemble performance assessed in line with exam board criteria.Listening and written questions on the set works. | Continue to support your child’s regular practice and consult with teachers as appropriate. |
| 4 | Fusion 2 | Students then move on to study ‘Samba em Preludio’. They learn about how to describe music and identify features of film music using the correct vocabulary. They learn about film music styles and study other pieces in the genre in relation to the ‘Wider Listening’ component of the exam.Students complete composition on the Set Brief. | FINAL Solo performance assessed in line with exam board criteria.FINAL Ensemble performance assessed in line with exam board criteria.Listening and written questions on the set works.March full Mock Exam | Continue to support your child’s regular practice and consult with teachers as appropriate.Help your child to plan their revision and create a practice plan so that they use their time carefully. |
| 5 | Revision | Structured revision of all Areas of Study and all set works. Focus on exam technique building on experience from mock exams. Focus on model answers and sample answers.  | Listening and written questions on the set works.June Listening and Appraising exam. | Help your child create an effective revision timetable for their GCSE exams. |