



Subject: Music		Year Group: GCSE – Year 10	Term: Autumn
Module/Theme: Module 1, Area of Study 1: Musical Forms & Devices			
Topic Outline & Aims Students will listen to different pieces of Western classical music and will analyse them to identify the key structures used in Baroque, Classical and Romantic music. Students will also compose music in these styles to further familiarise themselves with the compositional techniques that have been used by composers.			
Key Skills and Knowledge taught through this topic: Understand key musical structures and compositional techniques used by Western classical composers from the Baroque, Classical and Romantic periods. Compose in the style of Western classical composers.			
Prior Learning: Students have previously listened to a range of music including Western classical music and analysing it using key terms. Students have had lessons in KS3 focused on composition.		Future Learning: (Context) Students will go on to explore Bach’s <i>Badinerie</i> , which is a prepared extract and will require knowledge from Area of Study 1.	National Curriculum Links: “Performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions” “Compose and improvise; extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.”
RRSA Links: Composition tasks in Area of Study 1 are an opportunity for students to express themselves and practice their creativity. Whilst Area of Study 1 focuses on Western classical music, a diverse range of composers and performers will be used. Article 12: Respect for Children’s Views. Students will express their opinions and views on music that is listened to as a class. Article 14: Freedom of Thought		Assessment of Learning: Mock exams in Year 10 and 11 will assist with teachers in understanding progress. Regular informal “learning checks” completed Performance opportunities at the end of each half term Compositions submitted in the style of the music being studied	
British Values Links: Mutual respect is regularly practiced in lessons through performance and feedback sessions. This is also relevant in listening tasks where students will respect different interpretations of how musical devices are heard.			
Eco Schools Links: Linking theme and variation tasks to the idea of reusing / recycling ideas to create something new from a pre-existing product.			



Reading / Enrichment:

Follow the school Spotify account

Complete listening logs (provided in Year 10)

Attend as many extra-curricular opportunities in school as possible

Listen to as broad a range of Western classical music as possible

BBC bitesize has some useful videos and guides to support the GCSE

Key Vocabulary:

Binary form
 Ternary form
 Rondo
 Minuet and trio
 Variations
 Strophic form
 Repetition
 Contrast
 Motif
 Anacrusis
 Conjunct movement
 Disjunct movement

Numeracy

Opportunities:

Roman numerals used for chords
 Discussion of intervals
 Understanding how to read music has similarities to graph reading

Career Links:

Performer
 Composer
 Conductor
 Musicologist
 Music Historian
 Musical director
 Arranger
 Music producer
 Sound engineer
 Audio designer
 Music teacher
 Community arts worker
 Film composer
 Sound technician
 Stage manager
 Events manager



Subject: Music		Year Group: GCSE – Year 10		Term: Autumn - Spring	
Module/Theme: Module 2, Area of Study 4: Popular Music					
Topic Outline & Aims Students study a range of popular music styles including Pop, Rock, Bhangra, Fusion. Students will listen to popular music extracts, identify features of style, instrumentation, use of voice, technology, effects, rhythm, structure etc. They'll also do comparison questions.					
Key Skills and Knowledge taught through this topic: Understanding of Pop, Rock, Bhangra and Fusion. Identifying features of style. Recognising production techniques in recorded extracts. Comparing features across different popular genres with other Areas of Study. Analyse unfamiliar music in exam conditions. Write in pop music styles using relevant structures and techniques.					
Prior Learning: Students have previously listened to a range of pop music and have analysed it using key terms. Students have had lessons in KS3 focused on pop music composition. Students have previously learned how to play pop songs and how to play chords from different pop songs.		Future Learning: (Context) Students will go on to explore Toto's <i>Africa</i> as another prepared extract, which will draw on much of this knowledge.		National Curriculum Links: "Performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions" "Compose and improvise; extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions."	
RRSA Links: Composition tasks in Area of Study 4 are an opportunity for students to express themselves and practice their creativity. Exploration of diverse musicians is especially prevalent when discussing Fusion and Bhangra. Article 24: Health, Water, Food, Environment. Link when discussing Live Aid in relation to artists that have performed.			Assessment of Learning: Mock exams in Year 10 and 11 will assist with teachers in understanding progress. Regular informal "learning checks" completed Performance opportunities at the end of each half term Compositions submitted in the style of the music being studied each half term		
British Values Links: Mutual respect is regularly practiced in lessons through performance and feedback sessions. This is also relevant in listening tasks where students will respect different interpretations of how musical devices are heard.					
Eco Schools Links: Linking sampling / remixing to the idea of reusing. Brief mention of energy uses of modern pop performances.					
Reading / Enrichment: Follow the school Spotify account and listen to a range of music on streaming services Attend as many extra-curricular opportunities in school as possible to improve performance skills Complete listening logs (provided in Year 10) Listen to as broad a range of pop, rock, fusion and bhangra music as possible. BBC bitesize has some useful videos and guides to support the GCSE		Key Vocabulary: Verse / chorus Hook Riff Contrast Chord progression Tonality / key Melisma Syllabic Drone Pedal Imitation Syncopation Ostinato		Numeracy Opportunities: <ul style="list-style-type: none"> Counting beats / bars and note values Discussion of time signatures – understanding of fractions of beats Exploration of polyrhythms Tempo understanding Intervals and pitch understanding 	
				Career Links: Performer Composer Conductor Musical director Arranger Music producer Sound engineer Audio designer Music teacher Community arts worker Film composer Sound technician Stage manager Events manager	



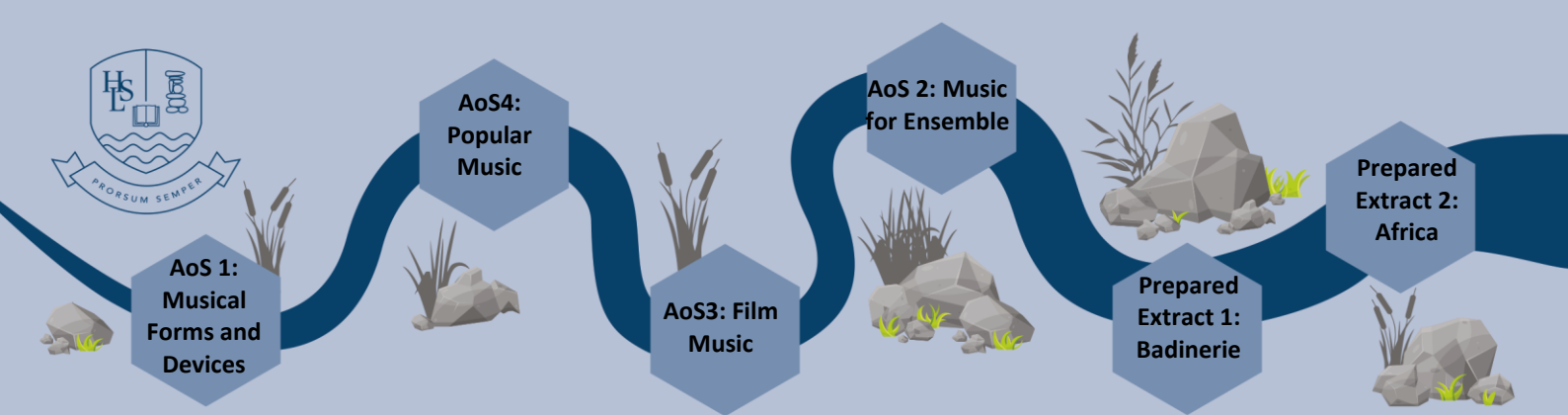
Subject: Music		Year Group: GCSE – Year 10		Term: Spring	
Module/Theme: Module 3, Area of Study 3: Film Music					
Topic Outline & Aims Students will gain insight into how composers use music to support and enhance the narrative of a film. Students will apply their knowledge by composing and performing music that reflects the styles and techniques found in film music.					
Key Skills and Knowledge taught through this topic: Students will learn to understand leitmotifs and motifs alongside how they are used by composers. Students will learn how to analyse how music supports narrative, character and emotion, but will also explore this in their own compositions.					
Prior Learning: Students have previously explored film music in KS3 and have composed music for film. They have listened to film music previously and responded to it in written answers.		Future Learning: (Context) Students will have the opportunity to compose two pieces of music as part of their final mark. They may choose to do one of them in the style of film music. Students will also go on to analyse music for ensemble, which will draw on some of the ideas used in this module pertaining to motifs.		National Curriculum Links: “Performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions” “Compose and improvise; extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.”	
RRSA Links: Composition tasks in Area of Study 3 are an opportunity for students to express themselves and practice their creativity.			Assessment of Learning: Mock exams in Year 10 and 11 will assist with teachers in understanding progress. Regular informal “learning checks” completed Performance opportunities at the end of each half term Composition to be submitted in the style of film music in response to a given brief (e.g. write a piece of music for a film about King Arthur and the knights of the round table)		
Article 15: Setting Up or Joining Groups. Students working together to consider their ensemble performance choice.					
British Values Links: Mutual respect is regularly practiced in lessons through performance and feedback sessions. This is also relevant in listening tasks where students will respect different interpretations of how musical devices are heard.					
Eco Schools Links: Listening to Hans Zimmer’s work for <i>Dune</i> and the relevance of this to climate change.					
Reading / Enrichment: Follow the school Spotify account Complete listening logs (provided in Year 10) Attend as many extra-curricular opportunities in school as possible Listen to as broad a range of film music as possible BBC bitesize has some useful videos and guides to support the GCSE		Key Vocabulary: Leitmotif Underscoring Motif Conjunct Disjunct Major / minor Pedal Drone Instrumentation Layering Minimalism Genre Diegetic		Numeracy Opportunities: <ul style="list-style-type: none"> Counting beats / bars and note values Discussion of time signatures – understanding of fractions of beats Exploration of polyrhythms Tempo understanding Intervals and pitch understanding 	
				Career Links: Composer Conductor Musical director Arranger Music producer Sound engineer Audio designer Music teacher Community arts worker Film composer Events manager Film director Foley artist	



Subject: Music		Year Group: GCSE – Year 10		Term: Summer	
Module/Theme: Module 4, Area of Study 2: Music for Ensemble					
Topic Outline & Aims Students will listen to music for small ensembles ranging from Western classical music to Jazz and Blues. Structure / form will be explored alongside different instrumentation, how ensemble awareness is relevant, different contexts of performance and how instruments interact.					
Key Skills and Knowledge taught through this topic: Students will learn how to identify forms and structural devices, alongside how to recognise common instrument groupings / ensemble types and styles. Students will learn how to compose for small ensembles.					
Prior Learning: Students have previously worked in small ensembles at KS3, practicing music together. Students have listened to (and analysed) music from small ensembles including Western classical music, Jazz and Blues.		Future Learning: (Context) Students will have the opportunity to compose two pieces of music as part of their final mark. They may choose to do one of them in the style of Music for Ensemble in any of the relevant instrument groups (string quartet, Jazz combo, etc). Bach’s <i>Badinerie</i> is also linked as it features a comparatively small ensemble.		National Curriculum Links: “Performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions” “Compose and improvise; extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.”	
RRSA Links: Composition tasks in Area of Study 2 are an opportunity for students to express themselves and practice their creativity.			Assessment of Learning: Mock exams in Year 10 and 11 will assist with teachers in understanding progress. Regular informal “learning checks” completed Performance opportunities at the end of each half term – especially relevant is the ensemble performance requirement of the course, which is to be recorded in Year 11 but can be prepared at any point. Compositions submitted in the style of the music being studied		
British Values Links: Mutual respect is regularly practiced in lessons through performance and feedback sessions. This is also relevant in listening tasks where students will respect different interpretations of how musical devices are heard.					
Eco Schools Links: Listening to Hans Zimmer’s work for <i>Dune</i> and the relevance of this to climate change.					
Reading / Enrichment: Follow the school Spotify account Complete listening logs (provided in Year 10) Attend as many extra-curricular opportunities in school as possible, especially jazz, jazz combo, string quartet and wind group as these are all linked to music for ensemble. Take part in the school production to experience a pit band first hand BBC bitesize has some useful videos and guides to support the GCSE		Key Vocabulary: Quartet Theme Motif Combo Jazz Blues Pentatonic Chamber orchestra Basso continuo Concerto Pit band		Numeracy Opportunities: <ul style="list-style-type: none"> Counting beats / bars and note values Discussion of time signatures – understanding of fractions of beats Exploration of polyrhythms Tempo understanding Intervals and pitch understanding 	
Career Links: Session musician Conductor Musical director Arranger Music producer Sound engineer Audio designer Music teacher Community arts worker Film composer Sound technician Stage manager Events manager					



Subject: Music		Year Group: GCSE – Year 11		Term: Autumn	
Module/Theme: Module 5, Prepared Extract 1: <i>Badinerie</i> by Bach					
Topic Outline & Aims Students will analyse Bach’s <i>Badinerie</i> in detail. This is the first of two prepared extracts – students must learn about the context of the music and analyse the notation in great depth. Doing so will then allow them to spot similar features in other pieces of music and consider how they might use these features in their own music.					
Key Skills and Knowledge taught through this topic: Students will learn about the development of motifs, how a composer can modulate to different keys briefly and what an effective binary form composition sounds like. Students will learn how to read music vertically to understand chord spread across multiple instruments and cadences.					
Prior Learning: Students have learned about musical forms and devices in Area of Study 1 and will have studied music for ensemble in Area of Study 2. Both of these will contribute directly to their ability to access the learning in Prepared Extract 1.		Future Learning: (Context) Students will revisit Area of Study 1 and 2, both of which will draw upon information that has been taught in this prepared extract. As such, students are then able to access even more challenging concepts when revisiting these two areas of study.		National Curriculum Links: “Performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions” “Compose and improvise; extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.”	
RRSA Links: Direct link to Article 31 – rest, play culture and the arts. Article 14 – Freedom of thought is also explored through students analysing and commenting on the music as they listen.			Assessment of Learning: Mock exams in Year 10 and 11 will assist with teachers in understanding progress. Regular informal “learning checks” completed Performance opportunities at the end of each half term Compositions submitted in the style of the music being studied		
British Values Links: Mutual respect is regularly practiced in lessons through performance and feedback sessions. This is also relevant in listening tasks where students will respect different interpretations of how musical devices are heard.					
Eco Schools Links: N/A					
Reading / Enrichment: Follow the school Spotify account Complete listening logs (provided in Year 10) Attend as many extra-curricular opportunities in school as possible Listen to as broad a range of Western classical music as possible BBC bitesize has some useful videos and guides to support the GCSE		Key Vocabulary: Quartet Theme Motif Combo Jazz Blues Pentatonic Chamber orchestra Basso continuo Concerto Pit band		Numeracy Opportunities: <ul style="list-style-type: none"> Counting beats / bars and note values Discussion of time signatures – understanding of fractions of beats Exploration of polyrhythms Tempo understanding Intervals and pitch understanding 	
		Career Links: Performer Composer Conductor Musical director Arranger Music producer Sound engineer Audio designer Music teacher Community arts worker Film composer Sound technician Stage manager Events manager			



Subject: Music		Year Group: GCSE – Year 11		Term: Autumn	
Module/Theme: Module 5, Prepared Extract 2: <i>Africa</i> by Toto					
Topic Outline & Aims Students will learn to identify key features of pop/rock music through analysis of Toto’s <i>Africa</i> , alongside recognising fusion elements and analyse how texture, timbre and rhythm work together to create atmosphere. Students will also learn how the lyrics and music work together to support the mood and meaning of the song.					
Key Skills and Knowledge taught through this topic: Students will be able to identify the song’s structure, spot specific musical devices and recognise textural elements in the song. Students will also learn about writing riffs and will have the opportunity to experiment with fusion.					
Prior Learning: Students have learned about pop/rock music and have spent a significant amount of time analysing pop/rock music by ear in their KS3 listening journals.		Future Learning: (Context) Students will revisit Area of Study 4, which will draw upon information that has been taught in this prepared extract. As such, students are then able to access even more challenging concepts when revisiting this area of study.		National Curriculum Links: “Performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions” “Compose and improvise; extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.”	
RRSA Links: Direct link to Article 31 – rest, play culture and the arts. Article 14 – Freedom of thought is also explored through students analysing and commenting on the music as they listen.			Assessment of Learning: Mock exams in Year 10 and 11 will assist with teachers in understanding progress. Regular informal “learning checks” completed		
British Values Links: Mutual respect is regularly practiced in lessons through performance and feedback sessions. This is also relevant in listening tasks where students will respect different interpretations of how musical devices are heard.			Performance opportunities at the end of each half term		
Eco Schools Links: Opportunity to discuss drought, access to clean water and climate change impacts in relation to the song’s lyrics.			Compositions submitted in the style of the music being studied		
Reading / Enrichment: Follow the school Spotify account Complete listening logs (provided in Year 10) Attend as many extra-curricular opportunities in school as possible Listen to as broad a range of Western classical music as possible BBC bitesize has some useful videos and guides to support the GCSE		Key Vocabulary: Verse-chorus form Bridge / middle 8 Instrumental break Riff / hook Conjunct Disjunct Sequence Harmony Chord progression Diatonic Mode Ostinato Syncopation Polyrhythm Fusion		Numeracy Opportunities: <ul style="list-style-type: none"> Counting beats / bars and note values Discussion of time signatures – understanding of fractions of beats Exploration of polyrhythms Tempo understanding Intervals and pitch understanding 	
				Career Links: Performer Composer Conductor Musical director Arranger Music producer Sound engineer Audio designer Music teacher Community arts worker Film composer Sound technician Stage manager Events manager	