

GCSE Music Curriculum: Year 10

Year 10		Term 1	Term 2	Term 3
Music	Topic	Term 1a - Introduction to the orchestra (recognising timbres/sonorities) Term 1a - melody and chord writing Term 1b - film music (AoS4)	Term 2a - rock 'n' roll music (conventions of pop AoS5) Term 2a - rock anthems (conventions of pop AoS5) Term 2b - pop ballads (conventions of pop AoS5) Term 2b - solo artists (conventions of pop AoS5)	Term 3a - coursework - free choice composition Term 3b - Indian classical (rhythms of the world AoS3) Term 3b - bhangra (rhythms of the world AoS3) Coursework - performing
	Why this and why now?	Students start with the opportunity to develop knowledge on orchestra instruments, as it features in many elements of the GCSE programme and it's something that they have limited prior knowledge on and thereby provides plenty of time for development. This, alongside melody and chord writing prepares students for film music as well as coursework, as it provides an opportunity for notation. Subsequently film music allows student to apply their notation skills as well as the wider range of instruments that they have earlier been exposed whilst preparing them for both coursework and the listening exam.	Students are able to build on their knowledge from Term 1 and use KS3 learning. Students have the opportunity to complete composition tasks, develop language for the listening exam, continue with development of chords and melody tasks that are used in both coursework and the listening exam, which integrate prior learning as well as preparing for later learning. Pop and rock are selected due to student's familiarity with this genre of music.	Coursework is started now to provide students with the opportunity to apply their learning and allows more time to focus on the listening exam later in the course. Using Indian and Bhangra music provides an opportunity for students to apply their knowledge of rhythm, harmony and melody in AoS3.
	What is the essential knowledge that needs to be remembered?	Students will know the layout of the orchestra, instrumental sections and their descriptions. This will allow them to understand how instruments are played in each section, pitched and their roles. In turn students will be able to identify instruments by recognising their timbre and be able to describe the instruments playing technique. Students will know the rules for composing a successful melody and chord sequence. Through this they will understand how to construct, extend and develop a melody and a chord sequence and how these two parts work together. In turn they will be able to compose a successful melody and chord sequence following success criteria, which can be extended through rhythm, structure, texture and modulation.	Students will know the main melodic, harmonic and rhythmic features of rock 'n' roll, pop music and solo artists as well as instruments used and famous musicians so they can understand construction, influences and interaction of the respective genres. In turn they will be able to describe as well as compose/perform using melodic, harmonic and rhythmic features for rock n roll, pop music and solo artists	Students know how to compose a 2-3-minute piece of music in any style, choosing sophisticated chords, melodies, riffs, that show development of chord sequences, rhythm etc and composition within and development of structure, with composing for specific instruments. Students will also know the main features of Indian classical music as well as the main instruments and musicians associated with the genre. This will allow them to understand how the instruments work with each other and how the music is constructed so that they can describe the melodic, harmonic and rhythmic features as well as perform a piece in this style. Finally, they will perform a piece in a chosen instrument to a high standard.

	Students will know how film music is constructed and a range of rhythmic, harmonic and melodic features that are associated with this genre. In turn they will understand what instruments are used to describe a scene or emotion whilst showing understanding of motif. Therefore students will be able to describe film music commenting on how instruments are played using a range of techniques and features and will be able to include these features in a composition descriptive piece (pedal notes, trills etc).		
What is the assessment intent and how will you assess?	<p>1a – orchestra - Recognising timbres listening test - identifying instruments and sections, using key words to describe instruments and music. I assess in a mock exam based on GCSE criteria.</p> <p>1a melody and chord writing - Composing a successful 8 bar melody and chord sequence in exam conditions: Notes that match chords, rhythmically interesting, development of texture, following rules, extension tasks. Assessed as coursework using GCSE criteria.</p> <p>1b – film music - Listening test - identifying features in a piece of music and describing these. Composing music using a range of techniques – composing a motif, developing texture and rhythm, using instruments creatively and correctly.</p>	<p>2a rock ‘n’ roll: Identifying features in a piece of music and describing these. This assessed exam-style.</p> <p>Composing music using a range of techniques – composing the 12 bar blues sequence, composing a riff which matches the chords, using rhythmical features such as swing and syncopation. This is assessed as coursework.</p> <p>2a – rock anthems and 2b pop ballads and 2b solo artists - Composing chord sequences, composing a riff, developing/composing a structure, melodic/harmonic/rhythmic development. Identifying features and describing music using key words through listening tasks. These are assessed through tasks over the lessons, with criteria broken down from GCSE demands.</p>	Composition Coursework takes place only in the classroom, with feedback recoded on their logs to ensure guidelines are followed. Students will work from examples created and learnt through the listening and classroom tasks whilst studying from September. Performing coursework will also take place when students record a solo or ensemble piece. Additional summative assessments will take place, which will help students build a portfolio in preparation for Year 11.
What does the end point look like?	<p>1a – orchestra - Students will produce a map of the orchestra labelled with instrumental techniques and the roles of the instruments. Key word musical vocabulary exemplars A listening test</p> <p>1a melody and chord writing - Composing a successful 8 bar melody and chord sequence in exam conditions: Notes that match chords, rhythmically</p>	<p>2a rock ‘n’ roll - Identifying features in a piece of music and describing these. For <i>example: During the introduction the drum kit plays a swing rhythm with the snare being on the back beat. An electric guitar performs the boogie-woogie rhythm and follows the chords of the 12 bar blues sequence. The verse develops by introducing a male singer, singing at a tenor range, which has a raspy timbre. The lyrics are structured in an AAB order.</i></p> <p>Composing music using a range of techniques</p>	Composition coursework: Students are to compose a piece of music lasting between 2-3 minutes in length in any style of their choosing. Students will be directed between styles that can access the full range of marks. For example: Pop music composition (rock ‘n’ roll, rock, ballad, solo) Blues composition Film music

		<p>interesting, development of texture, following rules, extension tasks.</p> <p>1b – film music - 1b – film music - Listening test - identifying features in a piece of music and describing these, example: <i>The music describes a hero character. I know this because of the use of brass and that they are playing a loud (forte) fanfare. There is an ostinato in the accompaniment which drives the music forward. This could signify the never give up attitude of a hero and that they always win in the end. This is also described with use of a major key and a perfect cadence used at the end.</i> Composing music using a range of techniques – composing a motif, developing texture and rhythm, using instruments creatively and correctly.</p>	<p>– composing the 12 bar blues sequence, composing a riff which matches the chords, using rhythmical features such as swing and syncopation.</p> <p>2a rock anthems and 2b pop ballads and 2b solo artists – a series of composed chord sequences, including a riff, structure, melodic/harmonic/rhythmic development. Descriptive answers to listening tasks. Key word vocab exemplars.</p>	<p>Piano piece – composing music like they are learning to play Classical quartet The composition will be expected to be completed by December of Year 11. 3b – Indian classical and Bhangra – a series of descriptions and feedback so these are notes and study material for later. Coursework, performing: a solo piece or ensemble piece on their instrument.</p>
	<p>How does it cover the NC</p>	<p>Preparing students for appreciating music in their lives, and being able to compose it, and preparing them for their GCSE composing and listening assessments.</p>	<p>Preparing students for appreciating music in their lives, and being able to compose it, and preparing them for their GCSE composing and listening assessments.</p>	<p>This starts the coursework requirement for GCSE, and prepares students for the listening paper for music around the world.</p>