

GCSE Music- Year 11

Year 11		Term 1	Term 2	Term 3
Performing Arts	Topic	Term 1a – coursework (free choice composition) and African music (rhythms of the world AoS3) Term 1b – samba (rhythms of the world AoS3) and coursework – composition 2, set brief	Term 2a – concerto through time AoS2 Term 2a&b – completing compositions 1 & 2	Coursework completion Palestinian, Israeli and Greek music (rhythms of the world AoS3) Revision
	Why this and why now?	The coursework is based around Year 10 composition learning as part of interleaving and preparing for the listening exam. The unit on samba has links to KS3 knowledge of rhythm, harmony etc that can be used as a building block for the exam section (AoS3) whilst creating more understanding and experience for composition 2 when AoS3 can be used as stimuli.	Term 2a – concerto through time AoS2 This supports the composition tasks in orchestration, structure and styles. It also develops language for the listening exam. Term 2a&b – completing compositions 1 & 2 This needs to be completed and marked and sent off before Easter.	Coursework is completed prior to the half term, providing maximum time for work to reach the appropriate standard. The final unit develop knowledge and language ready for exams using a more challenging and sophisticated music stimuli.
	What is the essential knowledge that needs to be remembered?	Student will compose a piece of music 2- 3mins in length (one to a set brief) that is successfully musical using all the elements and techniques to show that they know the main melodic, harmonic and rhythmic features of African music as well as instruments used for 'a cappella' and drumming. They will also how the music is constructed as well as how the different parts interact with each other, understanding the term polyrhythmic texture. In turn they will be able to describe and perform African-style music using/describing melodic, harmonic and rhythmic features. They will also know these features for samba music, instruments used and understand how the music is contrasted and how the instruments work together so that they can describe the melodic, harmonic and rhythmic features of samba music as well as perform a piece of music in this style.	Students will know the main melodic, harmonic and rhythmic features of the concerto from the baroque, classical and romantic era as well as instruments used, the overall structure and famous musicians. They will understand how the music is constructed and influences on the genre, as well as how instruments work with each other in the different periods of the concerto. Therefore, they will be able to describe the melodic, harmonic and rhythmic features of the 4 types of concerto and be able to identify each one from their features as well as recognise instruments of the orchestra. In turn students will know how to compose a piece of music 2- 3mins in length (one to a set brief) that is successfully musical using all the elements and techniques.	Students will know the main melodic, harmonic and rhythmic features of Palestinian, Israeli and Greek music as well as know the main instruments used and famous musicians. Subsequently they will how the music is constructed and how the instruments work with each other and be able to describe the melodic, harmonic and rhythmic features of Palestinian, Israeli and Greek music.
	What is the assessment intent and how will you assess?	Coursework is formal and formative, with feedback being recorded in their logs until the final summative piece is submitted. Students will work from examples created and learnt through the listening and classroom tasks whilst studying from September. For all other work in the African and Samba Unit feedback is both written and verbal with a formative assessment at the end. The aim is to allow students to identify features	Coursework is formal and formative, with feedback being recorded in their logs until the final summative piece is submitted. Students will work from examples created and learnt through the listening and classroom tasks whilst studying from September. For all other work in the feedback is both written and verbal with a formative assessment at the end. The aim is to allow students to identify features and describing music using key words	Coursework is summative and sent off to exam board. Any final assessments will prepare students for their external exams.

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	and describing music using key words through listening tasks and composition/performance tasks.	through listening tasks and composition/performance tasks.	
What does the end point look like?	Students are to compose a piece of music lasting between 2-3 minutes in length in any style of their choosing for coursework and a piece in line with a brief from the exam board. Students must be able to describe the melodic, harmonic and rhythmic features for both African and Samba styles of music. Be able to identify which instruments are playing these features and understand how they work together for both African and Samba Music. Students will perform African style Music to develop their ensemble skills and produce a rhythmical composition/performance of African drumming. Incorporating features such as cross rhythms, poly rhythms, syncopation and call and response. Students will expand upon this by understanding and including a hemiola. Using a range of instruments students will perform a teacher composed samba piece of music in an ABA structure. Students will be asked to compose the B section and develop the rhythms given to them (this will help with composition tasks of developing ideas). Students will perform to their peers to further develop confidence and to see what features they can identify in the music they have composed.	Students will have to be able to identify classical instruments, sounds of the harpsichord and baroque sounds when the instrument was replaced during the classical period and beyond by the piano. They must be able to describe the melodic (pitch, ascend/descend, phrase, conjunct/disjunct, repetition, imitation, sequence etc) harmonic (major, minor, modulation, chords, drone, continuo etc) and rhythmic (sequence, ostinato, duration) features in this style of music, as well as ornamentation (mordents, trills, etc). Be able to identify which instruments (orchestral) are playing these features and understand how they work together. Completion of compositions 1 & 2	Coursework completed. Written Exam Students must be able to describe the melodic (simple, ornaments, stepwise, mode.) harmonic (3rds, drone, major, minor, tonic, dominant, mode) and rhythmic (irregular metre.) features in this style of music. Be able to identify which instruments (bouzouki, defi, doumbek, oud) are playing these features and understand how they work together. Students will also learn about the structure, texture, and articulation (specifically tremolos and slides)
How does it cover the NC?	This continues the coursework requirement for GCSE and prepares students for the listening paper for music around the world.	Preparing students for appreciating music in their lives, and being able to compose it, and preparing them for their GSCE listening assessments.	The coursework is submitted and the written exam takes place in June to complete the course.