



GCSE EXAM Music Curriculum Overview Plan



Whole school curriculum intent

Develop a broad and balanced curriculum that enables students to learn, recall and apply knowledge and skills across different contexts, supported by a robust and consistent approach to assessment. This will lead to successful and resilient lifelong learners who can cope in a range of changing contexts.

Key stage 3/4 subject curriculum intent

GCSE Music will help students develop knowledge, understanding and skills needed to communicate effectively as musicians as well as engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

The aims and objectives of this qualification are to enable students to:

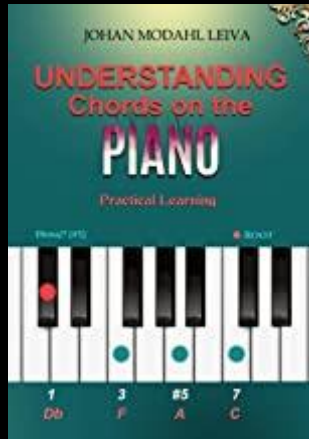
- Engage actively in the process of music study
- Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- Develop composing skills to organise musical ideas and make use of appropriate resources
- Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop awareness of a variety of instruments, styles and approaches to performing and composing
- Develop awareness of music technologies and their use in the creation and presentation of music
- Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- Develop as effective and independent learners with enquiring minds
- Reflect upon and evaluate their own and others 'music



GCSE EXAM Music Curriculum Overview Plan

[illegible]

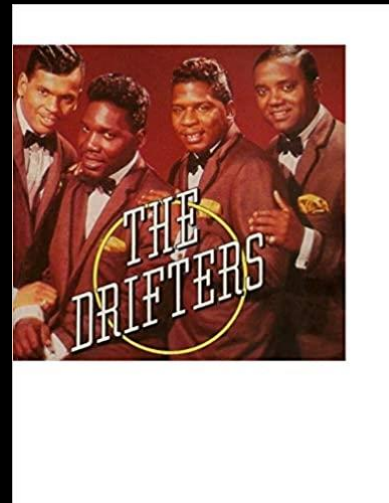
Understanding Chords on the Piano



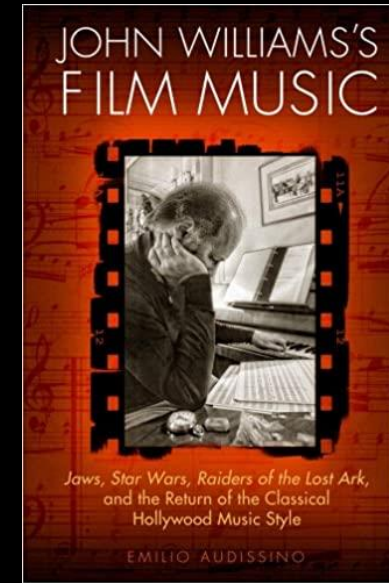
Adele 'The Biography'



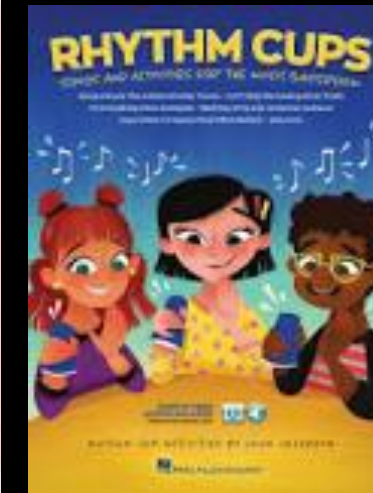
The Drifters & Ben E King



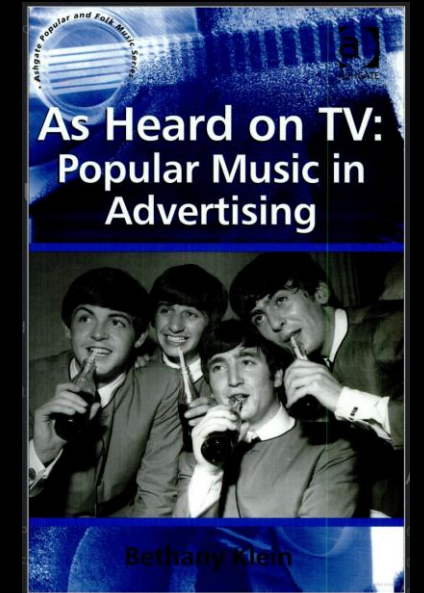
John Williams 'Film Music'



Song and Activities for the Mucsic Classroom 'Rhythm Cups'



As Heard on TV 'Popular Music in Advertising.



Development of reading/listening

Concepts –what will students be able to do at the end of the topic

By the end of this topic students will understand what a chord it, be able to play a chord using the correct hand position and also be able to perform a famous chord progression.

Students will be able to recognise the famous four chord progression and identify different chords within famous pop songs. Students will also be able to perform fluently and accurately.

Students will understand the different political issues surrounding the slave trade and be respectful with their views and opinions. Students will be able to compose their own blue song and perform to the class for assessment.

Students will be confident in their knowledge of film music, underscores and sound tracks. They will be able to explain the process a film composer goes through and also how the music connects to the image on the screen.

At the end of this topic students will have had experience of rhythm reading, accurate performance, physical coordination, music literacy, and teamwork.

At the end of this topic students will be able to perform a jingle, underscore and voiceover with fluency, accuracy and musical flare! They will understand timing, use a variety of instruments and perform within an ensemble.

Year Group	Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8		Stand by Me/Beautiful Girls	Mission Impossible	Habanera	Samba	Fusion	Film Music
	Core knowledge from this topic	Students will be introduced to the features of a bassline and will learn how to play the bassline and melody of 'Stand by me' on the keyboard	Students will look at what an ostinato is and will be given a simple ostinato to learn which is taken from Mission Impossible, students will then work their way through the melodies.	Students will look at the Habanera dance that originated in Spain from the opera 'Carmen' by the composer Bizet. They will learn the famous ostinato and compose their own melody around the scale of D minor.	This scheme of work will look at Carnival in Rio Di Janero and how music is used for celebration. Students will understand the differences between Samba Reggae and Samba Batucada and how polyrhythms are used within the two different styles.	Practical based scheme giving the students an insight to Indian fusion. We will focus on the instruments, chaal and how to MC. Other fusion styles explored are bossa nova, nintendocore and country rap.	Students will use their knowledge from year 7 and look closer at composers, underscores, sound effects and sound tracks from different famous films and identify how the music has been written. The will also learn a famous piece of film music that they will be able to perform fluently, accurately and with musical flare! N/A
	Links to the national curriculum	N/A	N/A	N/A	N/A	N/A	N/A
	Previous content that this topic builds upon	Spellings and Definition testing, Do Now tasks; data analysis	Spellings and Definition testing, Do Now tasks; data analysis	Spellings and Definition testing, Do Now tasks; data analysis	Spellings and Definition testing, Do Now tasks; data analysis	Spellings and Definition testing, Do Now tasks; data analysis	Spellings and Definition testing, Do Now tasks; data analysis
	Key vocabulary	Chord	Film	Ostinato	Carnival	Fusion	Instruments
		Sequence	Underscore	Habanera	Djembe	Indian	timbre



GCSE EXAM Music Curriculum Overview Plan

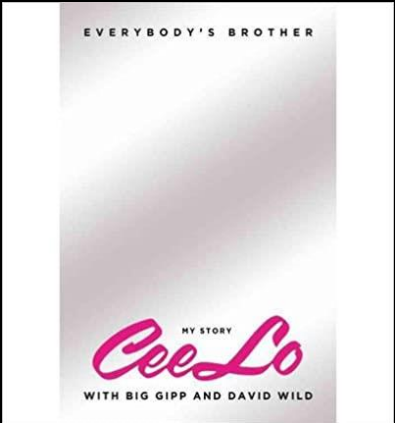
Dynamics	Leitmotif	Improvisation	Samba	Western	pitch
Timbre	Chords	Scale	Reggae	Rhythm	melody
Duration	Melody	Minor	Polyrhythm	Chaal	rhythm
Performance	Improvisation	Sequence	Batucada	Master of Ceremoies	metre
Appraising	Major	Structure	Ensemble	Bossa Nova	tempo
Scale	Minor			Nintendoscore	dynamics
Melody	Scale			Country Rap	expression
Structure					articulation
					texture
					structure
					phrasing
					harmony
					tonality
					repetition
					ostinato

Development of cultural capital

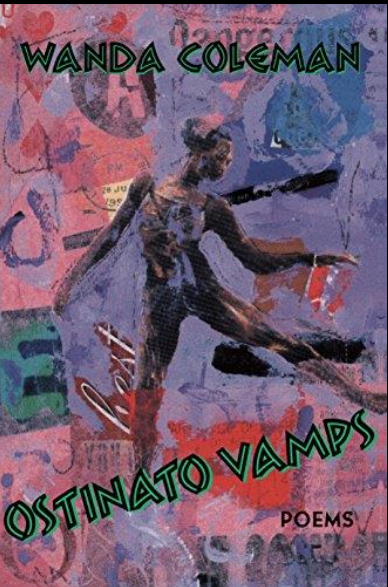
- Performance skills
 - Boost in confidence
 - Respectfulness to each other.
 - Be able to express themselves in a positive way through music.
- Performance skills
 - Boost in confidence
 - Respectfulness to each other.
 - Be able to express themselves in a positive way through music.
- Performance skills
 - Boost in confidence
 - Respectfulness to each other.
 - Be able to express themselves in a positive way through music.
- Performance skills
 - Boost in confidence
 - Respectfulness to each other.
 - Be able to express themselves in a positive way through music.
- Performance skills
 - Boost in confidence
 - Respectfulness to each other.
 - Be able to express themselves in a positive way through music.
- Performance skills
 - Boost in confidence
 - Respectfulness to each other.
 - Be able to express themselves in a positive way through music.

Development of reading/listening

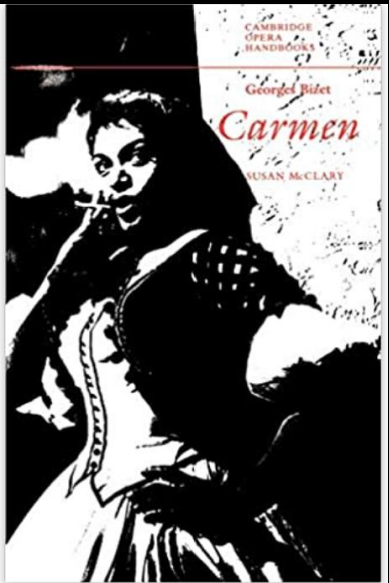
CeeLo Green ‘Everybody’s Brother’



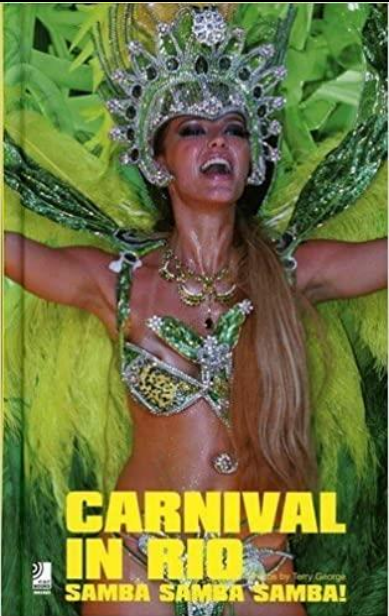
Ostinato Vamps ‘Poems’



Georges Bizet ‘Carmen’



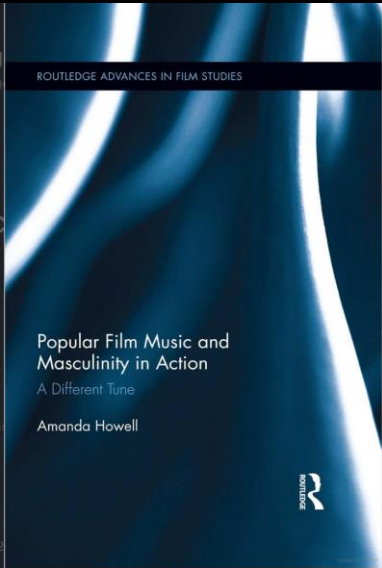
Carnival in Rio ‘Samba, Samba, Samba’ by Terry George.



Bhangra ‘Birmingham and Beyond’



Popular Film Music and Masculinity in Action.





GCSE EXAM Music Curriculum Overview Plan

Concepts –what will students be able to do at the end of the topic

By the end of this topic students will be able to will be able to perform the cords, bassline and melody line to Stand by Me and Beautiful Girls with a partner.

Students will be able to perform the chords, bassline and melody line to a piece of film music. Students will also be able to improvise around a given idea.

Students will compose their own protest song within a group focusing on an issue that means something to them.

At the end of this unit of work students will be very confident in their festival knowledge and be able to lead and perform in a samba performance.

By the end of this unit students will know how to fuse two different genres of music together and compose their own composition using two different styles.

At the end of this unit students will be confident in the development of film music and will be able to analyse confidently how music was composed for film whilst also performing a famous piece of film music for their end of unit aassessment.

Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 9	Topic	How to compose and develop a Melody	The Concerto Through Time	Film Music	Dance Music	Blinding Lights – The Weekend	Blinding Lights – The Weekend [Continued]
	Core knowledge from this topic	Students will look at how to read music using treble clef, they will be taken through a process of writing a eight bar melody line and taught how to develop it using specific musical devices.	Students will study The Concerto and its development from 1650 to 1910 through the Baroque Solo Concerto, the Baroque Concerto Grosso, the Classical Concerto and the Romantic Concerto.	During this scheme of learning students will study a range of music used for films including music that has been composed specifically for a film, music from the Western Classical tradition that has been used within a film and music that has been composed as a soundtrack for a video game.	Students will look at house, trance, dance, garage, salsa and drum 'n' bass music enabling them to identify the differences between them. Students will look at how electronic music was introduced and developed and how it has been used within the different genres.	Students will study the pop song 'Blinding Lights' by The Weekend. Each week they will study a different instrument and will develop their skills learning how to play as part of an ensemble. The instruments we'll focus on are keyboard, ukulele, drums and vocals.	Students will study the pop song 'Blinding Lights' by The Weekend. Each week they will study a different instrument and will develop their skills learning how to play as part of an ensemble. The instruments we'll focus on are keyboard, ukulele, drums and vocals. This half terms focus will be the ukulele and working within an ensemble focusing on putting all the parts together.
	Links to the national curriculum	N/A	N/A	N/A	N/A	N/A	N/A
	Previous content that this topic builds upon	Spellings and Definition testing, Do Now tasks; data analysis	Spellings and Definition testing, Do Now tasks, data analysis	Spellings and Definition testing, Do Now tasks, data analysis	Spellings and Definition testing, Do Now tasks, data analysis	Spellings and Definition testing, Do Now tasks, data analysis	Spellings and Definition testing, Do Now tasks, data analysis
	Key vocabulary	Melody Retrograde Modulation Decoration Phrasing Structure Crotchet Minim Semibreve Semiquaver Rest Treble Clef	Concerto Baroque Classical Romantic Grosso Solo Composer Orchestra Concertini Cadenza Ornamentation Repetition Sequence Harmony Tonality	Instruments timbre pitch melody rhythm metre tempo dynamics expression articulation texture structure phrasing harmony tonality	Garage House Drum and Bass Acid House Garage Trance Disco Four-on-the-floor Bassline Audio Sampler Hip Hop Soundscape	Riff Ensemble Beat Dynamics Tempo Timbre Synth Keyboard Accuracy Pitch Confidence	Riff Ensemble Beat Dynamics Tempo Timbre Synth Keyboard Accuracy Pitch Confidence




GCSE EXAM Music Curriculum Overview Plan

		Stave Bass Clef	Imitation Expression Articulation Staccato Legato Dynamics Cadence	repetition ostinato		Timing Posture Hand position	Timing Posture Hand position
	Development of cultural capital	<ul style="list-style-type: none">• Performance skills• Boost in confidence• Respectfulness to each other.• Be able to express themselves in a positive way through music.	<ul style="list-style-type: none">• Performance skills• Boost in confidence• Respectfulness to each other.• Be able to express themselves in a positive way through music.	<ul style="list-style-type: none">• Performance skills• Boost in confidence• Respectfulness to each other.• Be able to express themselves in a positive way through music.	<ul style="list-style-type: none">• Performance skills• Boost in confidence• Respectfulness to each other.• Be able to express themselves in a positive way through music.	<ul style="list-style-type: none">• Performance skills• Boost in confidence• Respectfulness to each other.• Be able to express themselves in a positive way through music.	<ul style="list-style-type: none">• Performance skills• Boost in confidence• Respectfulness to each other.• Be able to express themselves in a positive way through music.
	Development of reading/listening		<ul style="list-style-type: none">• Vivaldi: The Four Seasons• Bach: Brandenburg No 4• Mozart: Flute Concerto in D Major• Haydn: Trumpet Concerto in Eb Major• Beethoven: Piano Concerto No 1 in C Major• Brahms: Violin Concerto in D Major• Rachmaninov: Piano Concerto No 2 in C Minor• Corelli: Concerto Grosso Op 6 <p>The Concerto 'A Listeners Guide'</p>	<ul style="list-style-type: none">• John Barry: Out of Africa, Somewhere in Time• Hans Zimmer: Pirates of the Caribbean, Gladiator• Emmanuel Fratianni: Avatar• John Williams: Jaws, Star Wars• Tommy Tallerico & Emmanuel Fratianni: Advent Rising• Halo• Assassins Creed <p>A History of Film Music</p> 	<p>The Second Summer of Love 'How Dance Music Took Over the World'</p> 	<p>The Weekend: R&B Megastar – Page 88</p> 	<p>'Switched on Pop' – Nate Sloan and Charlie Harding.</p> 



GCSE EXAM Music Curriculum Overview Plan

				<ul style="list-style-type: none">BBC GCSE Bitesize: Samba Music <p>http://www.bbc.co.uk/education/clips/z99vcdm</p>			
	Concepts –what will students be able to do at the end of the topic	In this topic students will develop knowledge and understanding of how to compose and develop a melody using appropriate musical devices. They will gain valuable experience which they will be able to use for their exam coursework.	In this topic students will develop knowledge and understanding of the musical periods: Baroque, Classical and Romantic era. They will understand how composers of concerto's use musical elements and compositional devices.	In this topic students will develop knowledge and understanding of the music from different geographical regions and how a range of musical elements are combined in traditional music.	In this topic students will develop knowledge and understanding of the different styles of dance music from over a range of different musical eras. They will be able to identify different musical devices and techniques and how they developed over time.	In this topic students will develop knowledge and understanding of how pop artists use simple rhythms, chord and riffs to produce a pop song. Student will develop their instrumental skill and work together to perform a popular song to show ensemble skills and musical flare.	In this topic students will develop knowledge and understanding of how composers of popular music use and develop musical elements and compositional devices.
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10	Topic	AoS 2 - The Concerto Through Time	AoS 3 - Rhythms of the World 1 Focus: India and Punjab	AoS 5 – Conventions of Pop	AoS 4 – Film Music	AoS 3 - Rhythms of the World 2 Focus: Israel and Palestine	AoS 3 - Rhythms of the World 2 Focus: Calypso,Samba and African Drumming.
	Core knowledge from this topic	Students will study The Concerto and its development from 1650 to 1910 through the Baroque Solo Concerto, the Baroque Concerto Grosso, the Classical Concerto and the Romantic Concerto.	Students will study the traditional rhythmic roots from four geographical regions of the world - India and Punjab, Eastern Mediterranean and Middle East, Africa and Central and South America. Students will study and develop an understanding of the characteristic rhythmic features of Indian Classical Music and traditional Punjabi Bhangra, Traditional Eastern Mediterranean and Arabic folk rhythms, with a particular focus on traditional Greek, Palestinian and Israeli music, traditional African drumming and Traditional Calypso and Samba.	Students will study a range of popular music from the 1950s to the present day, focussing on: • Rock 'n' Roll of the 1950s and 1960s • Rock Anthems of the 1970s and 1980s • Pop Ballads of the 1970s, 1980s and 1990s • Solo Artists from 1990 to the present day.	During this scheme of learning students will study a range of music used for films including music that has been composed specifically for a film, music from the Western Classical tradition that has been used within a film and music that has been composed as a soundtrack for a video game.	Students will study the traditional rhythmic roots from four geographical regions of the world - India and Punjab, Eastern Mediterranean and Middle East, Africa and Central and South America. Students will study and develop an understanding of the characteristic rhythmic features of Indian Classical Music and traditional Punjabi Bhangra, Traditional Eastern Mediterranean and Arabic folk rhythms, with a particular focus on traditional Greek, Palestinian and Israeli music, traditional African drumming and Traditional Calypso and Samba.	Students will study the traditional rhythmic roots from four geographical regions of the world - India and Punjab, Eastern Mediterranean and Middle East, Africa and Central and South America. Students will study and develop an understanding of the characteristic rhythmic features of Indian Classical Music and traditional Punjabi Bhangra, Traditional Eastern Mediterranean and Arabic folk rhythms, with a particular focus on traditional Greek, Palestinian and Israeli music, traditional African drumming and Traditional Calypso and Samba.
	Links to the national curriculum (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
	Previous content that this topic builds upon	Spellings and Definition testing, Do Now tasks; data analysis	Spellings and Definition testing, Do Now tasks; data analysis	Spellings and Definition testing, Do Now tasks; data analysis	Spellings and Definition testing, Do Now tasks; data analysis	Spellings and Definition testing, Do Now tasks; data analysis	Spellings and Definition testing, Do Now tasks; data analysis
	Key vocabulary			Instruments	Timbre	Instruments	Instruments



GCSE EXAM Music Curriculum Overview Plan

[illegible]

GCSE EXAM Music Curriculum Overview Plan

	<p>Development of reading/listening</p> <ul style="list-style-type: none"> Vivaldi: The Four Seasons Bach: Brandenburg No 4 Mozart: Flute Concerto in D Major Haydn: Trumpet Concerto in Eb Major Beethoven: Piano Concerto No 1 in C Major Brahms: Violin Concerto in D Major Rachmaninov: Piano Concerto No 2 in C Minor Corelli: Concerto Grosso Op 6 <p>Composers 'Their Lives and Works'</p> 	<ul style="list-style-type: none"> Punjabi Bhangra: <ul style="list-style-type: none"> Audio CD: Bhangra Beatz Naxos World label <p>Traditional Eastern Mediterranean and Middle Eastern Folk Rhythms:</p> <ul style="list-style-type: none"> Palestinian folk music: <ul style="list-style-type: none"> Audio CD: Israeli Folk Dances Vol 1 Hatakliit label: E.g. Ve'Shuv Itchem <p>Greek folk music:</p> <ul style="list-style-type: none"> Audio CD: The Rough Guide to Greek Café World Music Network label E.g. Lesvos Aiolis: <p>Kontrabatidhes Traditional African Drumming:</p> <ul style="list-style-type: none"> BBC GCSE Bitesize: Music of Africa <p>http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_africa2.shtml</p> <p>Traditional Rhythms of the Americas:</p> <ul style="list-style-type: none"> The Beatlife Book: Playing & Teaching Samba by Preston and Hardcastle BBC GCSE Bitesize: Samba Music <p>http://www.bbc.co.uk/education/clips/z99vcdm</p> <p>Music in Cyprus.</p> 	<ul style="list-style-type: none"> Rock 'n' Roll of the 1950s and 1960s: <ul style="list-style-type: none"> Elvis Presley: Hound Dog (1952) The Beatles: Saw Her Standing There (1963) The Beach Boys: Surfin' USA (1963) <p>Rock Anthems of the 1970s and 1980s:</p> <ul style="list-style-type: none"> Queen: We Will Rock You (1977) Bon Jovi: Livin' On A Prayer (1986) Guns and Roses: Sweet Child O' Mine (1987) <p>Pop Ballads of the 1970s, 1980s and 1990s:</p> <ul style="list-style-type: none"> Elton John: Candle In The Wind (1973) Bette Midler: Wind Beneath My Wings (1988) Bob Dylan: Make You Feel My Love (1997) (Also same year performed by Billy Joel) <p>Solo Artists from the 1990s to the Present Day:</p> <ul style="list-style-type: none"> Michael Jackson: Black or White (1991) Kylie Minogue: Can't Get You Outta My Head (2001) Adele: Someone Like You (2011) <p>The Life and Music of Elvis Presley.</p> 	<ul style="list-style-type: none"> John Barry: Out of Africa, Somewhere in Time <ul style="list-style-type: none"> Hans Zimmer: Pirates of the Caribbean, Gladiator <ul style="list-style-type: none"> Emmanuel Fratianni: Avatar <ul style="list-style-type: none"> John Williams: Jaws, Star Wars <ul style="list-style-type: none"> Tommy Tallerico & Emmanuel Fratianni: Advent Rising <ul style="list-style-type: none"> Halo <ul style="list-style-type: none"> Assassins Creed <p>The Emerging Film Composer 'An Introduction to the People, Problems and Psychology of the Film Music Business'</p> 	<ul style="list-style-type: none"> Punjabi Bhangra: <ul style="list-style-type: none"> Audio CD: Bhangra Beatz Naxos World label <p>Traditional Eastern Mediterranean and Middle Eastern Folk Rhythms:</p> <ul style="list-style-type: none"> Palestinian folk music: <ul style="list-style-type: none"> Audio CD: Israeli Folk Dances Vol 1 Hatakliit label: E.g. Ve'Shuv Itchem <p>Greek folk music:</p> <ul style="list-style-type: none"> Audio CD: The Rough Guide to Greek Café World Music Network label E.g. Lesvos Aiolis: <p>Kontrabatidhes Traditional African Drumming:</p> <ul style="list-style-type: none"> BBC GCSE Bitesize: Music of Africa <p>http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_africa2.shtml</p> <p>Traditional Rhythms of the Americas:</p> <ul style="list-style-type: none"> The Beatlife Book: Playing & Teaching Samba by Preston and Hardcastle BBC GCSE Bitesize: Samba Music <p>http://www.bbc.co.uk/education/clips/z99vcdm</p> <p>Contemporary Israeli Music</p> 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Audio CD: Bhangra Beatz Naxos World label <p>Traditional Eastern Mediterranean and Middle Eastern Folk Rhythms:</p> <ul style="list-style-type: none"> Palestinian folk music: <ul style="list-style-type: none"> Audio CD: Israeli Folk Dances Vol 1 Hatakliit label: E.g. Ve'Shuv Itchem <p>Greek folk music:</p> <ul style="list-style-type: none"> Audio CD: The Rough Guide to Greek Café World Music Network label E.g. Lesvos Aiolis: <p>Kontrabatidhes Traditional African Drumming:</p> <ul style="list-style-type: none"> BBC GCSE Bitesize: Music of Africa <p>http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_africa2.shtml</p> <p>Traditional Rhythms of the Americas:</p> <ul style="list-style-type: none"> The Beatlife Book: Playing & Teaching Samba by Preston and Hardcastle BBC GCSE Bitesize: Samba Music <p>http://www.bbc.co.uk/education/clips/z99vcdm</p> <p>African Drumming.</p> 
--	---	--	--	--	---	--



GCSE EXAM Music Curriculum Overview Plan

	Concepts –what will students be able to do at the end of the topic	In this topic students will develop knowledge and understanding of the musical periods: Baroque, Classical and Romantic era even further. They will understand how composers of concerto’s use musical elements and compositional devices.	In this topic students will develop knowledge and understanding of the music from different geographical regions and how a range of musical elements are combined in traditional music.	In this topic students will develop knowledge and understanding of how composers of popular music use and develop musical elements and compositional devices.	In this topic students will develop knowledge and understanding of how composers use music in film to support, express, complement and enhance films. They will also understand how composers use music dramatically and expressively.	In this topic students will develop knowledge and understanding of the music from different geographical regions and how a range of musical elements are combined in traditional music.	In this topic students will develop knowledge and understanding of the music from different geographical regions and how a range of musical elements are combined in traditional music.
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 11	Topic	Coursework	Coursework	Listening and Appraising Exam Preparation (1)	Listening and Appraising Exam Preparation (2)	Collation of Coursework	
	Core knowledge from this topic	Students will be working on completion of their coursework - one solo performance, one ensemble performance, one free choice composition, one composition to a set OCR brief.	Students will record their coursework and prepare for their work to be sent to the exam board. They must ensure they achieve all of the criteria including performance and compositon timings and also ensure all paperwork/scores/lyric sheets etc are in place.	Students will learn how to identify and describe musical features drawing on conclusions about a piece/extracts of music. Students will draw comparison between extracts of music and demonstrate aural perception applying knowledge of musical elements using standard notation. Students will appraise audio musical extracts related to the areas of study 2 to 5 and respond with evaluative and critical judgements which demonstrate knowledge and understanding. Students will revise and relook at their personalised weak areas in order to fully prepare them for their exam.	Students will learn how to identify and describe musical features drawing conclusions about a piece/extracts of music. They will draw comparisons between extracts of music and demonstrate aural perception applying knowledge of musical elements in score related questions using standard notation. Students will appraise audio musical extracts related to the Areas of Study 2 to 5 and respond with evaluative and critical judgements which demonstrate knowledge and understanding.		
	Links to the national curriculum (if applicable)	NA	NA	NA	NA	NA	NA
	Previous content that this topic builds upon						
	Key vocabulary	Concerto Baroque Classical Romantic Grosso Solo Composer Orchestra	Concerto Baroque Classical Romantic Grosso Solo Composer Orchestra	Concerto Baroque Classical Romantic Grosso Solo Composer Orchestra	Concerto Baroque Classical Romantic Grosso Solo Composer Orchestra		



GCSE EXAM Music Curriculum Overview Plan

		Concertini	Concertini	Concertini	Concertini		
		Cadenza	Cadenza	Cadenza	Cadenza		
		Ornamentation	Ornamentation	Ornamentation	Ornamentation		
		Repetition	Repetition	Repetition	Repetition		
		Sequence	Sequence	Sequence	Sequence		
		Harmony	Harmony	Harmony	Harmony		
		Tonality	Tonality	Tonality	Tonality		
		Imitation	Imitation	Imitation	Imitation		
		Expression	Expression	Expression	Expression		
		Articulation	Articulation	Articulation	Articulation		
		Staccato	Staccato	Staccato	Staccato		
		Legato	Legato	Legato	Legato		
		Dynamics	Dynamics	Dynamics	Dynamics		
		Cadence	Cadence	Cadence	Cadence		
		Instruments	Instruments	Instruments	Instruments		
		timbre	timbre	timbre	timbre		
		pitch	pitch	pitch	pitch		
		melody	melody	melody	melody		
		rhythm	rhythm	rhythm	rhythm		
		metre	metre	metre	metre		
		tempo	tempo	tempo	tempo		
		dynamics	dynamics	dynamics	dynamics		
		expression	expression	expression	expression		
		articulation	articulation	articulation	articulation		
		texture	texture	texture	texture		
		structure	structure	structure	structure		
		phrasing	phrasing	phrasing	phrasing		



GCSE EXAM Music Curriculum Overview Plan

		phrasing	harmony	phrasing	phrasing		
		harmony	tonality	harmony	harmony		
		tonality	repetition	tonality	tonality		
		repetition	Ostinato	repetition	repetition		
		Ostinato	Acoustic	Ostinato	Ostinato		
		Acoustic	Electric	Acoustic	Acoustic		
		Electric	Bassline	Electric	Electric		
		Bassline	Riffs	Bassline	Bassline		
		Riffs	Pitch	Riffs	Riffs		
		Pitch	Melody	Pitch	Pitch		
		Melody	Ornamentation	Melody	Melody		
		Ornamentation	Articulation	Ornamentation	Ornamentation		
		Articulation	Repetition	Articulation	Articulation		
		Repetition	Ostinato	Repetition	Repetition		
		Ostinato	Tonality	Ostinato	Ostinato		
		Tonality	Tonality	Tonality	Tonality		
		Amplification	Amplification	Amplification	Amplification		
		Texture	Texture	Texture	Texture		
		Timbre	Timbre	Timbre	Timbre		
		Pitch	Pitch	Pitch	Pitch		
		Melody	Melody	Melody	Melody		
		Rhythm	Rhythm	Rhythm	Rhythm		
		Metre	Metre	Metre	Metre		
		Tempo	Tempo	Tempo	Tempo		
		Dynamics	Dynamics	Dynamics	Dynamics		
		Expression	Expression	Expression	Expression		
		Articulation	Articulation	Articulation	Articulation		
		Texture	Texture	Texture	Texture		
		Structure	Structure	Structure	Structure		
		Phrasing	Phrasing	Phrasing	Phrasing		
		Harmony		Harmony			



GCSE EXAM Music Curriculum Overview Plan

		Tonality	Harmony	Harmony	Tonality		
		Repetition	Tonality	Tonality	Repetition		
		Ostinato	Repetition	Repetition	Ostinato		
		Sequence	Ostinato	Ostinato	Sequence		
		Imitation	Sequence	Sequence	Imitation		
		Ornamentation	Imitation	Imitation	Ornamentation		
		Motif	Ornamentation	Ornamentation	Motif		
		Leitmotif	Motif	Motif	Leitmotif		
			Leitmotif	Leitmotif			
	Development of cultural capital	<ul style="list-style-type: none">• Performance skills• Boost in confidence• Respectfulness to each other.• Be able to express themselves in a positive way through music.	<ul style="list-style-type: none">• Performance skills• Boost in confidence• Respectfulness to each other.• Be able to express themselves in a positive way through music.	<ul style="list-style-type: none">• Performance skills• Boost in confidence• Respectfulness to each other.• Be able to express themselves in a positive way through music.	<ul style="list-style-type: none">• Performance skills• Boost in confidence• Respectfulness to each other.• Be able to express themselves in a positive way through music.		
	Development of reading/listening	<ul style="list-style-type: none">• Vivaldi: The Four Seasons• Bach: Brandenburg No 4• Mozart: Flute Concerto in D Major• Haydn: Trumpet Concerto in Eb Major• Beethoven: Piano Concerto No 1 in C Major• Brahms: Violin Concerto in D Major• Rachmaninov: Piano Concerto No 2 in C Minor• Corelli: Concerto Grosso Op 6 Punjabi Bhangra:• Audio CD: Bhangra Beatz Naxos World labelTraditional Eastern Mediterranean and Middle Eastern Folk Rhythms:• Palestinian folk music:	<ul style="list-style-type: none">• Vivaldi: The Four Seasons• Bach: Brandenburg No 4• Mozart: Flute Concerto in D Major• Haydn: Trumpet Concerto in Eb Major• Beethoven: Piano Concerto No 1 in C Major• Brahms: Violin Concerto in D Major• Rachmaninov: Piano Concerto No 2 in C Minor• Corelli: Concerto Grosso Op 6 Punjabi Bhangra:• Audio CD: Bhangra Beatz Naxos World labelTraditional Eastern Mediterranean and Middle Eastern Folk Rhythms:• Palestinian folk music:	<ul style="list-style-type: none">• Vivaldi: The Four Seasons• Bach: Brandenburg No 4• Mozart: Flute Concerto in D Major• Haydn: Trumpet Concerto in Eb Major• Beethoven: Piano Concerto No 1 in C Major• Brahms: Violin Concerto in D Major• Rachmaninov: Piano Concerto No 2 in C Minor• Corelli: Concerto Grosso Op 6 Punjabi Bhangra:• Audio CD: Bhangra Beatz Naxos World labelTraditional Eastern Mediterranean and Middle Eastern Folk Rhythms:• Palestinian folk music:	<ul style="list-style-type: none">• Vivaldi: The Four Seasons• Bach: Brandenburg No 4• Mozart: Flute Concerto in D Major• Haydn: Trumpet Concerto in Eb Major• Beethoven: Piano Concerto No 1 in C Major• Brahms: Violin Concerto in D Major• Rachmaninov: Piano Concerto No 2 in C Minor• Corelli: Concerto Grosso Op 6 Punjabi Bhangra:• Audio CD: Bhangra Beatz Naxos World labelTraditional Eastern Mediterranean and Middle Eastern Folk Rhythms:• Palestinian folk music:		



GCSE EXAM Music Curriculum Overview Plan

		<ul style="list-style-type: none">• Audio CD: Israeli Folk Dances Vol 1 Hataklit label: E.g. Ve'Shuv Itchem <p>Greek folk music:</p> <ul style="list-style-type: none">• Audio CD: The Rough Guide to Greek Café World Music Network label E.g. Lesvos Aiolis: <p>Kontrabatzidhes Traditional African Drumming:</p> <ul style="list-style-type: none">• BBC GCSE Bitesize: Music of Africa <p>http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_africa2.shtml</p> <p>Traditional Rhythms of the Americas:</p> <ul style="list-style-type: none">• The Beatlife Book: Playing & Teaching Samba by Preston and Hardcastle• BBC GCSE Bitesize: Samba Music <p>http://www.bbc.co.uk/education/clips/z99vcdm Rock 'n' Roll of the 1950s and 1960s:</p> <ul style="list-style-type: none">• Elvis Presley: Hound Dog (1952)• The Beatles: Saw Her Standing There (1963)• The Beach Boys: Surfin' USA (1963) <p>Rock Anthems of the 1970s and 1980s:</p> <ul style="list-style-type: none">• Queen: We Will Rock You (1977)• Bon Jovi: Livin' On A Prayer (1986)• Guns and Roses: Sweet Child O' Mine (1987) <p>Pop Ballads of the 1970s, 1980s and 1990s:</p> <ul style="list-style-type: none">• Elton John: Candle In The Wind (1973)	<ul style="list-style-type: none">• Audio CD: Israeli Folk Dances Vol 1 Hataklit label: E.g. Ve'Shuv Itchem <p>Greek folk music:</p> <ul style="list-style-type: none">• Audio CD: The Rough Guide to Greek Café World Music Network label E.g. Lesvos Aiolis: <p>Kontrabatzidhes Traditional African Drumming:</p> <ul style="list-style-type: none">• BBC GCSE Bitesize: Music of Africa <p>http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_africa2.shtml</p> <p>Traditional Rhythms of the Americas:</p> <ul style="list-style-type: none">• The Beatlife Book: Playing & Teaching Samba by Preston and Hardcastle• BBC GCSE Bitesize: Samba Music <p>http://www.bbc.co.uk/education/clips/z99vcdm Rock 'n' Roll of the 1950s and 1960s:</p> <ul style="list-style-type: none">• Elvis Presley: Hound Dog (1952)• The Beatles: Saw Her Standing There (1963)• The Beach Boys: Surfin' USA (1963) <p>Rock Anthems of the 1970s and 1980s:</p> <ul style="list-style-type: none">• Queen: We Will Rock You (1977)• Bon Jovi: Livin' On A Prayer (1986)• Guns and Roses: Sweet Child O' Mine (1987) <p>Pop Ballads of the 1970s, 1980s and 1990s:</p> <ul style="list-style-type: none">• Elton John: Candle In The Wind (1973)	<ul style="list-style-type: none">• Audio CD: Israeli Folk Dances Vol 1 Hataklit label: E.g. Ve'Shuv Itchem <p>Greek folk music:</p> <ul style="list-style-type: none">• Audio CD: The Rough Guide to Greek Café World Music Network label E.g. Lesvos Aiolis: <p>Kontrabatzidhes Traditional African Drumming:</p> <ul style="list-style-type: none">• BBC GCSE Bitesize: Music of Africa <p>http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_africa2.shtml</p> <p>Traditional Rhythms of the Americas:</p> <ul style="list-style-type: none">• The Beatlife Book: Playing & Teaching Samba by Preston and Hardcastle• BBC GCSE Bitesize: Samba Music <p>http://www.bbc.co.uk/education/clips/z99vcdm Rock 'n' Roll of the 1950s and 1960s:</p> <ul style="list-style-type: none">• Elvis Presley: Hound Dog (1952)• The Beatles: Saw Her Standing There (1963)• The Beach Boys: Surfin' USA (1963) <p>Rock Anthems of the 1970s and 1980s:</p> <ul style="list-style-type: none">• Queen: We Will Rock You (1977)• Bon Jovi: Livin' On A Prayer (1986)• Guns and Roses: Sweet Child O' Mine (1987) <p>Pop Ballads of the 1970s, 1980s and 1990s:</p> <ul style="list-style-type: none">• Elton John: Candle In The Wind (1973)	<ul style="list-style-type: none">• Audio CD: Israeli Folk Dances Vol 1 Hataklit label: E.g. Ve'Shuv Itchem <p>Greek folk music:</p> <ul style="list-style-type: none">• Audio CD: The Rough Guide to Greek Café World Music Network label E.g. Lesvos Aiolis: <p>Kontrabatzidhes Traditional African Drumming:</p> <ul style="list-style-type: none">• BBC GCSE Bitesize: Music of Africa <p>http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_africa2.shtml</p> <p>Traditional Rhythms of the Americas:</p> <ul style="list-style-type: none">• The Beatlife Book: Playing & Teaching Samba by Preston and Hardcastle• BBC GCSE Bitesize: Samba Music <p>http://www.bbc.co.uk/education/clips/z99vcdm Rock 'n' Roll of the 1950s and 1960s:</p> <ul style="list-style-type: none">• Elvis Presley: Hound Dog (1952)• The Beatles: Saw Her Standing There (1963)• The Beach Boys: Surfin' USA (1963) <p>Rock Anthems of the 1970s and 1980s:</p> <ul style="list-style-type: none">• Queen: We Will Rock You (1977)• Bon Jovi: Livin' On A Prayer (1986)• Guns and Roses: Sweet Child O' Mine (1987) <p>Pop Ballads of the 1970s, 1980s and 1990s:</p> <ul style="list-style-type: none">• Elton John: Candle In The Wind (1973)		
--	--	---	---	---	---	--	--



GCSE EXAM Music Curriculum Overview Plan

		<ul style="list-style-type: none">• Bette Midler: Wind Beneath My Wings (1988)• Bob Dylan: Make You Feel My Love (1997) (Also same year performed by Billy Joel) <p>Solo Artists from the 1990s to the Present Day:</p> <ul style="list-style-type: none">• Michael Jackson: Black or White (1991)• Kylie Minogue: Can’t Get You Outta My Head (2001)• Adele: Someone Like You (2011) <p>John Barry: Out of Africa, Somewhere in Time</p> <ul style="list-style-type: none">• Hans Zimmer: Pirates of the Caribbean, Gladiator <ul style="list-style-type: none">• Emmanuel Fratianni: Avatar <ul style="list-style-type: none">• John Williams: Jaws, Star Wars <ul style="list-style-type: none">• Tommy Tallerico & Emmanuel Fratianni: Advent Rising <ul style="list-style-type: none">• Halo <ul style="list-style-type: none">• Assassins Creed	<ul style="list-style-type: none">• Bette Midler: Wind Beneath My Wings (1988)• Bob Dylan: Make You Feel My Love (1997) (Also same year performed by Billy Joel) <p>Solo Artists from the 1990s to the Present Day:</p> <ul style="list-style-type: none">• Michael Jackson: Black or White (1991)• Kylie Minogue: Can’t Get You Outta My Head (2001)• Adele: Someone Like You (2011) <p>John Barry: Out of Africa, Somewhere in Time</p> <ul style="list-style-type: none">• Hans Zimmer: Pirates of the Caribbean, Gladiator <ul style="list-style-type: none">• Emmanuel Fratianni: Avatar <ul style="list-style-type: none">• John Williams: Jaws, Star Wars <ul style="list-style-type: none">• Tommy Tallerico & Emmanuel Fratianni: Advent Rising <ul style="list-style-type: none">• Halo <ul style="list-style-type: none">• Assassins Creed	<ul style="list-style-type: none">• Bette Midler: Wind Beneath My Wings (1988)• Bob Dylan: Make You Feel My Love (1997) (Also same year performed by Billy Joel) <p>Solo Artists from the 1990s to the Present Day:</p> <ul style="list-style-type: none">• Michael Jackson: Black or White (1991)• Kylie Minogue: Can’t Get You Outta My Head (2001)• Adele: Someone Like You (2011) <p>John Barry: Out of Africa, Somewhere in Time</p> <ul style="list-style-type: none">• Hans Zimmer: Pirates of the Caribbean, Gladiator <ul style="list-style-type: none">• Emmanuel Fratianni: Avatar <ul style="list-style-type: none">• John Williams: Jaws, Star Wars <ul style="list-style-type: none">• Tommy Tallerico & Emmanuel Fratianni: Advent Rising <ul style="list-style-type: none">• Halo <ul style="list-style-type: none">• Assassins Creed	<ul style="list-style-type: none">• Bette Midler: Wind Beneath My Wings (1988)• Bob Dylan: Make You Feel My Love (1997) (Also same year performed by Billy Joel) <p>Solo Artists from the 1990s to the Present Day:</p> <ul style="list-style-type: none">• Michael Jackson: Black or White (1991)• Kylie Minogue: Can’t Get You Outta My Head (2001)• Adele: Someone Like You (2011) <p>John Barry: Out of Africa, Somewhere in Time</p> <ul style="list-style-type: none">• Hans Zimmer: Pirates of the Caribbean, Gladiator <ul style="list-style-type: none">• Emmanuel Fratianni: Avatar <ul style="list-style-type: none">• John Williams: Jaws, Star Wars <ul style="list-style-type: none">• Tommy Tallerico & Emmanuel Fratianni: Advent Rising <ul style="list-style-type: none">• Halo <ul style="list-style-type: none">• Assassins Creed		
	Concepts –what will students be able to do at the end of the topic	Students will have their solo performance piece and free choice composition recorded, assessed and grade given. They will have an extra opportunity to make any tweaks and improvements to their pieces before work is submitted to the exam board.	Students will have their ensemble piece and set brief composition recorded, assessed and grade given ready to submit to the exam board. Any improvements MUST be made before April.	Students will feel more confident in their listening and appraising skills. They will have evidence of how to listen to and appraise affectively and be able to use correct musical vocabulary and terminology.	Students will be ready and will feel confident to take the listening and appraising exam.		