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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





Year Group Year 7	Topic	Autumn 1 Chords	Autumn 2 Pop Music	Spring 1 Blues	Spring 2 Film Music	Summer 1 Cup Song	Summer 2 Music in the Media
	Core knowledge from this topic	Students looking at the famous 4 chord progression, correct hand position and learning essential keyboard skills. Students will learn to play a famous pop song.	Students will be taught the correct hand position on the keyboard. They will look at the famous four chord progression. Students will be able to compose their own pop song.	Students will look at the slave trade and political issues surrounding blues music. Students will compose and perform their own blues pieces using the blues scale.	Students will look at composers, underscores, sound effects and sound tracks from different famous films and identify how the music has been written.	Students will look at polyrhythms and perform these using a cup to demonstrate the versatility of Timbre. They will explore the different beats, time signatures, singing in two part harmony and performing as an ensemble. This is designed to help improve timing and performance skills.	Students will look at different adverts in music and analyse the slogans, jingles, underscores and voiceovers. Students will be able to create their own jingle for their own product. They will learn how to write an underscore that fit with a melody.
	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	Students will use their knowledge from 'Chord's and apply this to pop music where they will use different chords to perform a pop song. Spellings and Definition testing, Do Now tasks; data analysis	Students will take their knowledge of chords and build upon that to compose their own piece. They will also look at stanzas from their English lessons to compose their own blues lyrics. 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	After looking at chords, composition and performance students will take their strengths to perform a piece of music of music to advertise their chosen product. Spellings and Definition testing, Do Now tasks; data analysis
	Key vocabulary	Chord	Chord	12 Bar Blues	Composer	Timbre	Genre
		Sequence	Arpeggio	Blue Note	Underscore	Polyrhythm	Performance
		Progression	Broken	Sharp	Sountrack	Timing	Timing
		Major	Timing	Flat	Leitmotif	Ensemble	Electronic
		Minor	Chord progression	Rhythm	Orchestra	Harmony	Mixing
		Hand position	Rhythm	Timing	Ornamentation	Time Signature	Sequencing
		Timing	Timbre	Chord	Motif	Rhythm	Loop
		Texture	Texture	Timbre			
				Acoustic			
	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. 	Electric 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.

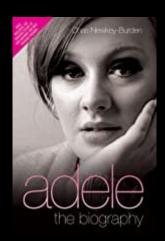




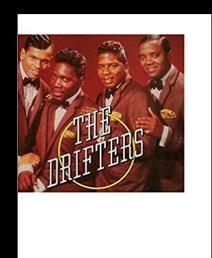
Inderstanding Chords on the



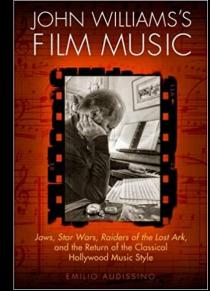
Adele 'The Biography'



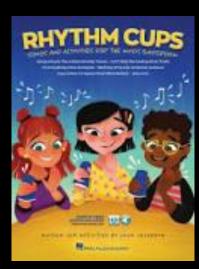
The Drifters & Ben E King



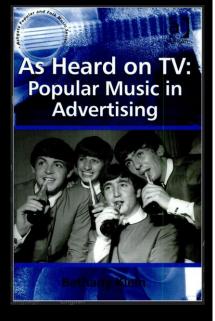
John Williams 'Film Music'



Song and Activities for the Mujsic Classroom 'Rhythm



As Heard on TV 'Popular Mus n Advertising.



Development of reading/listening

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

Core knowledge

from this topic

Topic

Year Group

Year 8

By the end of this topic students Students will be able to 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.

Autumn 1

Stand by Me/Beautiful Girls

Students will be introduced to

the features of a bassline and

bassline and melody of 'Stand

Do Now tasks; data analysis

Chord

will learn how to play the

by me' on the keyboard

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

Autumn 2

Mission Impossible

Students will look at what an

ostinato is and will be given a

taken from Mission Impossible,

students will then work their

way through the melodies.

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.

> Spring 1 Habanera

Students will understand the

Students will look at the Habanera dance that originated simple ostinato to learn which is 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.

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.

> Spring 2 Samba

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.

N/A

Spellings and Definition testing,

Carnival

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

> Summer 1 **Fusion**

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.

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.

> Summer 2 Film Music

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 **Previous content** that this topic builds upon

Key vocabulary

N/A

Spellings and Definition testing,

Spellings and Definition testing, Do Now tasks: data analysis

Film

Spellings and Definition testing, Do Now tasks; data analysis

Ostinato

N/A

Do Now tasks: data analysis

Spellings and Definition testing, Do Now tasks; data analysis

Fusion

N/A

Spellings and Definition testing, Do Now tasks; data analysis

Instruments

Sequence Underscore

N/A

Habanera

Djembe

timbre Indian



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

Development of cultural capital

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

ostinato

Performance skills

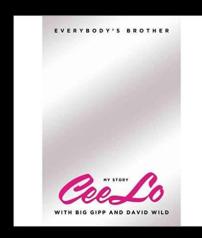
Boost in confidence

• Respectfulness to each

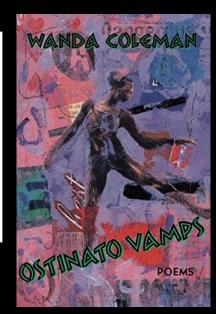
themselves in a positive themselves in a positive way through music. way through music.

Development of reading/listening

CeeLo Green 'Everybody's



Ostinato Vamps 'Poems'



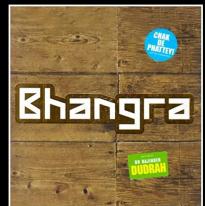
Georges Bizet 'Carmen'



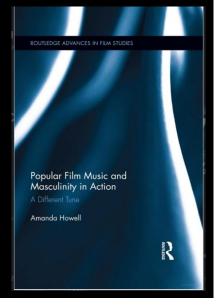
Carnival in Rio 'Samba, Samba, Samba' by Terry George.



Bhangra 'Birmingham and



Popular Film Music and Masculinity in Action.





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

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.

By the end of this topic students Students will be able to perform Students will compose their the chords, bassline and melody own protest song within a line to a piece of film music. Students will also be able to improvise around a given idea.

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 together and compose their samba performance.

By the end of this unit students will know how to fuse two different genres of music 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

Voor Crour		Autumen Town 4	Autumor Towns 2	Caring Tarres 1	Caring Towns 2	Cumpment Towns 1	aassessment.
Year Group Year 9	Tonic	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
rear 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	Spellings and Definition	Spellings and Definition	Spellings and Definition	Spellings and Definition	Spellings and Definition	Spellings and Definition
	that this topic	testing, Do Now tasks; data	testing, Do Now tasks, data	testing, Do Now tasks, data	testing, Do Now tasks, data	testing, Do Now tasks, data	testing, Do Now tasks, data
	builds upon	analysis	analysis	analysis	analysis	analysis	analysis
	Key vocabulary	Melody	Concerto	Instruments	Garage	Riff	Riff
		Retrograde	Baroque	timbre	House	Ensemble	Ensemble
		Modulation	Classical	pitch	Drum and Bass		
		Decoration	Romantic	melody	Acid House	Beat	Beat
			Grosso	rhythm	Garage	Dynamics	Dynamics
		Phrasing	Solo	metre	Trance	Tomno	Tompo
		Structure	Composer	tempo	Disco	Tempo	Tempo
		Crotchet	Orchestra	dynamics	Four-on-the-floor	Timbre	Timbre
		Minim	Concertini	expression	Bassline	Synth	Synth
		Semibreve	Cadenza	articulation	Audio	Keyboard	Keyboard
		Semiquaver	Ornamentation	texture	Sampler		
		Rest	Repetition	structure	Hip Hop	Accuracy	Accuracy
		Treble Clef	Sequence	phrasing	Soundscape	Pitch	Pitch
		Hebie Ciel	Harmony	harmony		Confidence	Confidence
			Tonality	tonality			



					view Pian		
		Stave	Imitation	repetition		Timing	Timing
		Bass Clef	Expression	ostinato		J	Posture
			Articulation			Posture	Hand nocition
			Staccato			Hand position	Hand position
			Legato				
			Dvnamics				
			Cadence				
Develo	onment of	Performance skills	Performance skills	Performance skills	Performance skills	Performance skills	Performance skills
							Boost in confidence
							Respectfulness to each
		other.	other.	other.	other.	other.	other.
		Be able to express	Be able to express	Be able to express	Be able to express	Be able to express	Be able to express
		themselves in a positive way	themselves in a positive way	themselves in a positive way	themselves in a positive way	themselves in a positive way	themselves in a positive way
		through music.	through music.	through music.	through music.	through music.	through music.
	-		Seasons	John Barry: Out of Africa, Somewhere in Time	The Second Summer of Love 'How Dance Music Took	The Weekend: R&B Megastar –	'Switched on Pop' – Nate Sloan and Charlie Harding.
			Mozart: Flute Concerto in D	Hans Zimmer: Pirates of the Caribbean, Gladiator	Over the World'		
			Haydn: Trumpet Concerto in Eb Major	Emmanuel Fratianni: Avatar Iohn Williams: Jaws Star	SECOND SIMMER	THE	Nate Sloan & Charlie Harding
			 Beethoven: Piano Concerto No 1 in C Major 	Wars	OF LOVE	WEEKND TXX MESASTAR	
			Brahms: Violin Concerto in D Major	Fratianni: Advent Rising	INIX SVEI III WIRLI ALON SMULMAN FOREWORD BY PAIR GARENFOLD		Switched on
			• Rachmaninov: Piano Concerto No 2 in C Minor	Assassins Creed	COMPANY AND COMPANY COMPANY AND COMPANY AN		BOL
			Corelli: Concerto Grosso Op 6	A History of Film Music			
			The Concerto 'A Listeners Guide'			Total Control of the	How Popular Music Works, and Why it Matters
				A HISTORY OF FILM MUSIC MERVYN COOKE			
	cultur		Development of cultural capital Performance skills Boost in confidence Respectfulness to each other. Be able to express themselves in a positive way through music. Development of	Bass Clef Baspeston Bass Clef Bass Clef Baspeston Bass Clef Bass Clef Baspeston Bass Clef Bass Clef Bass Clef Baspeston Bass Clef Bass Clef Baspeston Bass Clef Bass Clef Baspeston Bass Clef Bass Clef Bass Clef Bass Clef Baspeston Bass Clef Baspeston Bass Clef Bass Clef Bass Clef Base Clef Base Calence Bass Clef Bass Clef Base Calence Base Performance skills Boost in confidence Respectfulness to each other. Base Base to express themselves in a positive way through music. Base Base to express themselves in a positive way through music. Base Base to express themselves in a positive way through music. Base Base to express themselves in a positive way through music. Base Base to express themselves in a positive way through music. Base Base to express themselves in a positive way through music. Base Babe to express themselves in a positive way through music. Base Babe to express themselves in a positive way through music. Base Babe to exp	Development of cultural capital Performance skills Performance skills Performance skills Peops to confidence Respectfulness to each other. Pead to express themselves in a positive way through music. Performance skills Peops to confidence Respectfulness to each other. Pead to express themselves in a positive way through music. Performance skills Peops to confidence Respectfulness to each other. Pead to express themselves in a positive way through music. Performance skills Peops to confidence Respectfulness to each other. Pead to express themselves in a positive way through music. Performance skills Peops to confidence Respectfulness to each other. Pead to express themselves in a positive way through music. Peops to express themselves in a positive way through music. Performance skills Peops to each other. Peo	Bass Clef Bass Clef	Development of reading/listening Development of Performance skills - Performance skills - Negroction confidence - Respectfulness to each other. - Be able to express - themselves in a postitive way through music. - Vendit The Four Seasons - Negroction reading the reading the reading the reading themselves in a postitive way through music. - Negroction reading the reading themselves in a postitive way through music. - Negroction reading themselves in a postitive way through music. - Negroction reading themselves in a postitive way through music. - Negroction reading themselves to each other. - Negroction reading themselves t



<u> </u>	GCSE EXAM Music Curriculum Overview Plan						
			THE CONCERTO	BBC GCSE Bitesize: Samba Music http://www.bbc.co.uk/education/clips/z99vcdm			
	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	Students will study The	a		I	Students will study the	Students will study the
	from this topic	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.	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.	traditional rhythmic roots from
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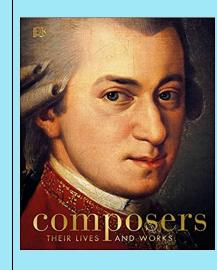
	Concerto	Instruments	Timbre	Pitch	timbre	timbre
	Baroque	timbre	Acoustic	Melody		
	Classical	pitch	Electric	Rhythm Metre	pitch	pitch
	Romantic	melody	Bassline	Tempo	melody	melody
			Riffs	Dynamics	rhythm	rhythm
	Grosso	rhythm	Pitch	Expression	metre	metre
	Solo	metre	Melody	Articulation	tomno	tomno
	Composer	tempo	Ornamentation	Texture	tempo 	tempo
	Orchestra	dynamics	Articulation	Structure	dynamics	dynamics
	Concertini		Repetition	Phrasing	expression	expression
		expression	Ostinato	Harmony	articulation	articulation
	Cadenza	articulation	Tonality	Tonality Repetition	texture	texture
	Ornamentation	texture	Amplification	Ostinato	structure	structure
	Repetition	structure	Texture	Sequence		
	Sequence	phrasing		Imitation	phrasing	phrasing
	Harmony	harmony		Ornamentation	harmony	harmony
				Motif	tonality	tonality
	Tonality	tonality		Leitmotif	repetition	repetition
	Imitation	repetition			ostinato	ostinato
	Expression	ostinato			Ostinato	ostiliato
	Articulation					
	Staccato					
	Legato					
	Dynamics					
	Cadence					
Development of	Performance skills					
cultural capital	Boost in confidence					
	Respectfulness to each					
	other. • Be able to express	other. • Be able to express	other. • Be able to express	other. • Be able to express	other. • Be able to express	other. • Be able to express
	themselves in a positive way					
	through music.					



Development of reading/listening

- 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

Composers 'Their Lives and Works'



- Punjabi Bhangra:
- Audio CD: Bhangra Beatz Naxos World label

Traditional Eastern Mediterranean and Middle Eastern Folk Rhythms:

- Palestinian folk music:
- Audio CD: Israeli Folk Dances Vol 1 Hataklit label: E.g. Ve'Shuv Itchem

Greek folk music:

• Audio CD: The Rough Guide to Greek Café World Music Network label E.g. Lesvos Aiolis:

Kontrabatzidhes Traditional African Drumming:

• BBC GCSE Bitesize: Music of Africa

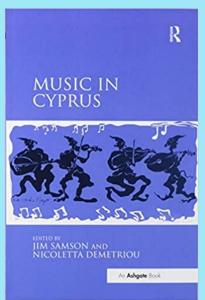
http://www.bbc.co.uk/schools/ gcsebitesize/music/world_musi c/music_africa2.shtml

Traditional Rhythms of the Americas:

- The Beatlife Book: Playing & Teaching Samba by Preston and Hardcastle
- BBC GCSE Bitesize: Samba Music

http://www.bbc.co.uk/educatio n/clips/z99vcdm

Music in Cyprus.



- Rock 'n' Roll of the 1950s and 1960s:
- Elvis Presley: Hound Dog (1952)
- The Beatles: Saw Her Standing There (1963)
- The Beach Boys: Surfin' USA (1963)

Rock Anthems of the 1970s and 1980s:

- Queen: We Will Rock You (1977)
- Bon Jovi: Livin' On A Prayer (1986)
- Guns and Roses: Sweet Child O' Mine (1987)

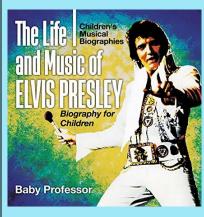
Pop Ballads of the 1970s, 1980s and 1990s:

- 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)

Solo Artists from the 1990s to the Present Day:

- Michael Jackson: Black or White (1991)
- Kylie Minogue: Can't Get You Outta My Head (2001)
- Adele: Someone Like You (2011)

The Life and Music of Elvis Presley.



- 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

The Emerging Film Composer
'An Introduction to the People,
Problems and Psychology of the
Film Music Business'



RICHARD BELLIS



- Punjabi Bhangra:
- Audio CD: Bhangra Beatz Naxos World label

Traditional Eastern
Mediterranean and Middle
Eastern Folk Rhythms:

- Palestinian folk music:
- Audio CD: Israeli Folk Dances Vol 1 Hataklit label: E.g. Ve'Shuv Itchem

Greek folk music:

 Audio CD: The Rough Guide to Greek Café World Music Network label
 E.g. Lesvos Aiolis:

Kontrabatzidhes Traditional African Drumming:

• BBC GCSE Bitesize: Music of Africa

http://www.bbc.co.uk/schools/ gcsebitesize/music/world_musi c/music_africa2.shtml

Traditional Rhythms of the Americas:

- The Beatlife Book: Playing & Teaching Samba by Preston and Hardcastle
- BBC GCSE Bitesize: Samba Music

http://www.bbc.co.uk/educatio n/clips/z99vcdm

Contemporary Israeli Music

CONTEMPORARY ISRAELI MUSIC SONOS SWEEK

Set Services



• Audio CD: Bhangra Beatz Naxos World label

Traditional Eastern
Mediterranean and Middle
Eastern Folk Rhythms:

- Palestinian folk music:
- Audio CD: Israeli Folk Dances Vol 1 Hataklit label: E.g. Ve'Shuv Itchem

Greek folk music:

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 E.g. Lesvos Aiolis:

Kontrabatzidhes Traditional African Drumming:

• BBC GCSE Bitesize: Music of Africa

http://www.bbc.co.uk/schools/ gcsebitesize/music/world_musi c/music_africa2.shtml

Traditional Rhythms of the Americas:

- The Beatlife Book: Playing & Teaching Samba by Preston and Hardcastle
- BBC GCSE Bitesize: Samba Music

http://www.bbc.co.uk/educatio n/clips/z99vcdm

African Drumming.



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			GCSE EXA	AM Music Curriculum Over	<i>r</i> iew Plan		5
	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	Core knowledge from this topic	Students will be working on completion of their coursework - one solo performance, one ensemble performance, one	Students will record their coursework and prepare for their work to be sent to the	Listening and Appraising Exam Preparation (1) Students will learn how to identify and describe musical features drawing on conclusions	Listening and Appraising Exam Preparation (2) Students will learn how to identify and describe musical features drawing conclusions	Collation of Coursework	
		free choice composition, one composition to a set OCR brief.	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.	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.	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	Concerto	Concerto	Concerto		
		Baroque	Baroque	Baroque	Baroque		
		Classical	Classical	Classical	Classical		
		Romantic	Romantic	Romantic	Romantic		
		Grosso	Grosso	Grosso	Grosso		
		Solo	Solo	Solo	Solo		
		Composer	Composer	Composer	Composer		
		Orchestra	Orchestra	Orchestra	Orchestra		



 	GCSE EXA			
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	Instruments	Cadence	Cadence	
Instruments	timbre	Instruments	Instruments	
timbre	pitch	timbre	timbre	
pitch	melody	pitch	pitch	
melody	rhythm	melody	melody	
rhythm	metre	rhythm	rhythm	
metre	tempo	metre	metre	
tempo	dynamics	tempo	tempo	
dynamics	expression	dynamics	dynamics	
expression	articulation	expression	expression	
articulation	texture	articulation	articulation	
texture	structure	texture	texture	
structure		structure	structure	
	phrasing			



	GCSE EXA	M Music Curriculum Over	new Plan	
phrasing	harmony	phrasing	phrasing	
harmony	tonality	harmony	harmony	
tonality		tonality	tonality	
repetition	repetition	repetition	repetition	
Ostinato	Ostinato	Ostinato	Ostinato	
Acoustic	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 Expression	Dynamics	Dynamics Expression	Dynamics Expression	
Articulation	Expression	Articulation	Articulation	
Texture	Articulation	Texture	Texture	
Structure	Texture	Structure	Structure	
Phrasing	Structure	Phrasing	Phrasing	
Harmony	Phrasing		Harmony	



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		Tonality	Harmony	Harmony	Tonality	
		Repetition	Tonality		· ·	
		Ostinato	Repetition	Tonality	Repetition	
		Sequence	·	Repetition	Ostinato	
		Imitation	Ostinato	Ostinato	Sequence	
		Ornamentation	Sequence	Sequence	·	
		Motif	Imitation	Imitation	Imitation	
		Leitmotif	Ornamentation	Ornamentation	Ornamentation	
					Motif	
			Motif	Motif	Leitmotif	
			Leitmotif	Leitmotif		
	Development of	Performance skills	Performance skills	Performance skills	Performance skills	
	cultural capital	Boost in confidence	Boost in confidence	Boost in confidence	Boost in confidence	
	Cultural Capital	Respectfulness to each other.	• Respectfulness to each other.	• Respectfulness to each other.	Respectfulness to each other.	
		Be able to express themselves				
		in a positive way through music.				
	Development of	Vivaldi: The Four Seasons				
	reading/listening					
		Bach: Brandenburg No 4				
		Mozart: Flute Concerto in D				
		Major	Major	Major	Major	
		Haydn: Trumpet Concerto in				
		Eb Major	Eb Major	Eb Major	Eb Major	
		• Beethoven: Piano Concerto No 1 in C Major	Beethoven: Piano Concerto No 1 in C Major	Beethoven: Piano Concerto No 1 in C Major	Beethoven: Piano Concerto No 1 in C Major	
			·		·	
		Brahms: Violin Concerto in D Major				
		Rachmaninov: Piano Concerto No 2 in C Minor	Rachmaninov: Piano Concerto No 2 in C Minor	Rachmaninov: Piano Concerto No 2 in C Minor	Rachmaninov: Piano Concerto No 2 in C Minor	
		Corelli: Concerto Grosso Op 6 Punjabi Bhangra:				
		Audio CD: Bhangra Beatz Naxos World label				
		Traditional Eastern	Traditional Eastern	Traditional Eastern	Traditional Eastern	
		Mediterranean and Middle	Mediterranean and Middle	Mediterranean and Middle	Mediterranean and Middle	
		Eastern Folk Rhythms:	Eastern Folk Rhythms:	Eastern Folk Rhythms:	Eastern Folk Rhythms:	
		Palestinian folk music:	Palestinian folk music:	Palestinian folk music:	Palestinian folk music:	
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Greek folk music:	Greek folk music:	Greek folk music:	Greek folk music:
 Audio CD: The Rough Guide to Greek Café World Music Network label E.g. Lesvos Aiolis: 	Audio CD: The Rough Guide to Greek Café World Music Network label E.g. Lesvos Aiolis:	Audio CD: The Rough Guide to Greek Café World Music Network label E.g. Lesvos Aiolis:	Audio CD: The Rough Guide to Greek Café World Music Network label E.g. Lesvos Aiolis:
Kontrabatzidhes Traditional African Drumming:	Kontrabatzidhes Traditional African Drumming:	Kontrabatzidhes Traditional African Drumming:	Kontrabatzidhes Traditional African Drumming:
BBC GCSE Bitesize: Music of Africa	BBC GCSE Bitesize: Music of Africa	BBC GCSE Bitesize: Music of Africa	BBC GCSE Bitesize: Music of Africa
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Traditional Rhythms of the Americas:	Traditional Rhythms of the Americas:	Traditional Rhythms of the Americas:	Traditional Rhythms of the Americas:
• The Beatlife Book: Playing & Teaching Samba by Preston and Hardcastle	The Beatlife Book: Playing & Teaching Samba by Preston and Hardcastle	The Beatlife Book: Playing & Teaching Samba by Preston and Hardcastle	The Beatlife Book: Playing & Teaching Samba by Preston and Hardcastle
BBC GCSE Bitesize: Samba Music	BBC GCSE Bitesize: Samba Music	BBC GCSE Bitesize: Samba Music	BBC GCSE Bitesize: Samba Music
http://www.bbc.co.uk/educatio n/clips/z99vcdm Rock 'n' Roll of the 1950s and 1960s:	http://www.bbc.co.uk/educatio n/clips/z99vcdm Rock 'n' Roll of the 1950s and 1960s:	http://www.bbc.co.uk/educatio n/clips/z99vcdm Rock 'n' Roll of the 1950s and 1960s:	http://www.bbc.co.uk/educatio n/clips/z99vcdm Rock 'n' Roll of the 1950s and 1960s:
• Elvis Presley: Hound Dog (1952)	• Elvis Presley: Hound Dog (1952)	• Elvis Presley: Hound Dog (1952)	• Elvis Presley: Hound Dog (1952)
 The Beatles: Saw Her Standing There (1963) The Beach Boys: Surfin' USA (1963) 	 The Beatles: Saw Her Standing There (1963) The Beach Boys: Surfin' USA (1963) 	 The Beatles: Saw Her Standing There (1963) The Beach Boys: Surfin' USA (1963) 	 The Beatles: Saw Her Standing There (1963) The Beach Boys: Surfin' USA (1963)
Rock Anthems of the 1970s and 1980s:	Rock Anthems of the 1970s and 1980s:	Rock Anthems of the 1970s and 1980s:	Rock Anthems of the 1970s and 1980s:
 Queen: We Will Rock You (1977) Bon Jovi: Livin' On A Prayer	Queen: We Will Rock You (1977) Bon Jovi: Livin' On A Prayer	Queen: We Will Rock You (1977) Bon Jovi: Livin' On A Prayer	 Queen: We Will Rock You (1977) Bon Jovi: Livin' On A Prayer
(1986) • Guns and Roses: Sweet Child	(1986) • Guns and Roses: Sweet Child	(1986) • Guns and Roses: Sweet Child	(1986) • Guns and Roses: Sweet Child
O' Mine (1987) Pop Ballads of the 1970s, 1980s	O' Mine (1987) Pop Ballads of the 1970s, 1980s	O' Mine (1987) Pop Ballads of the 1970s, 1980s	O' Mine (1987) Pop Ballads of the 1970s, 1980s
and 1990s: • Elton John: Candle In The Wind (1973)	and 1990s: • Elton John: Candle In The Wind (1973)	and 1990s: • Elton John: Candle In The Wind (1973)	and 1990s: • Elton John: Candle In The Wind (1973)



CHY			GCSE EXA	Aivi iviusic Curriculum Overv	view Plan	
		 Bette Midler: Wind Beneath My Wings (1988) Bob Dylan: Make You Feel My Love (1997) (Also same year performed by Billy Joel) Solo Artists from the 1990s to the Present Day: Michael Jackson: Black or 	• Bette Midler: Wind Beneath My Wings (1988) • Bob Dylan: Make You Feel My Love (1997) (Also same year performed by Billy Joel) Solo Artists from the 1990s to the Present Day: • Michael Jackson: Black or	Bette Midler: Wind Beneath My Wings (1988) Bob Dylan: Make You Feel My Love (1997) (Also same year performed by Billy Joel) Solo Artists from the 1990s to the Present Day: Michael Jackson: Black or	Bette Midler: Wind Beneath My Wings (1988) Bob Dylan: Make You Feel My Love (1997) (Also same year performed by Billy Joel) Solo Artists from the 1990s to the Present Day: Michael Jackson: Black or	
		White (1991) Kylie Minogue: Can't Get You Outta My Head (2001) Adele: Someone Like You (2011) John Barry: Out of Africa, Somewhere in Time	 White (1991) Kylie Minogue: Can't Get You Outta My Head (2001) Adele: Someone Like You (2011) John Barry: Out of Africa, Somewhere in Time 	White (1991) • Kylie Minogue: Can't Get You Outta My Head (2001) • Adele: Someone Like You (2011) John Barry: Out of Africa, Somewhere in Time	White (1991) • Kylie Minogue: Can't Get You Outta My Head (2001) • Adele: Someone Like You (2011) John Barry: Out of Africa, Somewhere in Time	
		 Hans Zimmer: Pirates of the Caribbean, Gladiator Emmanuel Fratianni: Avatar 	 Hans Zimmer: Pirates of the Caribbean, Gladiator Emmanuel Fratianni: Avatar	 Hans Zimmer: Pirates of the Caribbean, Gladiator Emmanuel Fratianni: Avatar 	 Hans Zimmer: Pirates of the Caribbean, Gladiator Emmanuel Fratianni: Avatar 	
		 John Williams: Jaws, Star Wars Tommy Tallerico & Emmanuel Fratianni: Advent Rising Halo 	 John Williams: Jaws, Star Wars Tommy Tallerico & Emmanuel Fratianni: Advent Rising Halo 	 John Williams: Jaws, Star Wars Tommy Tallerico & Emmanuel Fratianni: Advent Rising Halo 	 John Williams: Jaws, Star Wars Tommy Tallerico & Emmanuel Fratianni: Advent Rising Halo	
		Assassins Creed	Assassins Creed	Assassins Creed Chudanta will feel many	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.	