

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.

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

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	Торіс	Autumn 1 Chords	Autumn 2 Pop Music	Spring 1 Blues	Spring 2 Film Music	Summer 1 Shrek	Summer 2 My Music
	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 chord progressions, melody lines, ukulele. Students will work towards a whole class performance.	Students will look at different artists and how they use structures, chords and sequences in their music. Students will learn a variety of songs on the keyboard ensuring correct hand positioning is adhered to. All students will perform. This is a research based project.
	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 their choice. They will also compare different styles of music from what has previously studied and present their findings to the class. Spellings and Definition testing, Do Now tasks; data analysis
	Key vocabulary	Chord	Chord	12 Bar Blues	Composer	Melody	Genre
		Sequence	Arpeggio	Blue Note	Underscore	Chords	Performance
		Progression	Broken	Sharp	Sountrack	Response	Timing
		Major	Timing	Flat	Leitmotif	Cyclic	Electronic
		Minor	Chord progression	Rhythm	Orchestra	Timing	Mixing
		Hand position	Rhythm	Timing	Ornamentation	Ensemble	Sequencing
		Timing	Timbre	Chord	Motif	Call and Response	Loop
		Texture	Texture	Timbre			
				Acoustic			
	Development of cultural capital	 Performance skills Boost in confidence Respectfulness to each other. 	 Performance skills Boost in confidence Respectfulness to each other. 	Electric Performance skills Boost in confidence Respectfulness to each other.	 Performance skills Boost in confidence Respectfulness to each other. 	 Performance skills Boost in confidence Respectfulness to each other. 	 Performance skills Boost in confidence Respectfulness to each other.



Sum	nmer	2
My	Musi	ic



Year

Year

			GCSE EXAM	Music Curriculum Overview	w Plan 24/25	
		 Be able to express themselves in a positive way through music. 	• Be able to express themselves in a positive way through music.	• Be able to express themselves in a positive way through music.	• Be able to express themselves in a positive way through music.	• Be themselves through mu
		Understanding Chords on the Piano	Adele 'The Biography'	The Drifters & Ben E King	John Williams 'Film Music'	ʻl'm a Belie
	Development of	CHIAN MODAHL LEVA UNDERSTANDING CHOPSES OF Sine PLANO Provincies Levening Chopses of sine PLANO	A CONTRACTOR OF THE MARKET AND A CONTRACTOR OF THE AND A CONTRACTOR OF THE A CONTRACTOR OF T	THEFT	JOHN WILLIAMS'S ELOA DOUSSION	
	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 will experie whole class experience
r Group r 8	Торіс	Autumn 1 Stand by Me/Beautiful Girls	Autumn 2 Mission Impossible	Spring 1 BLM and Protest Songs	Spring 2 Samba	:
	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 Protest songs, Rhythm 'n' Blues, Soul Funk, Disco, Hip hop and Rap Afrobeat and fusion music. Students will be respectful, sensitive and understanding to the issues that have been highlighted in the world and will compose their own protest song.	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 ba the student fusion. We instrument MC.
	Links to the national	N/A	N/A	N/A	N/A	N/A
	curriculum 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 ar Do Now tas
	Key vocabulary	Chord	Film	Protest	Carnival	

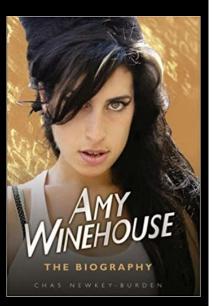
e able to express es in a positive way nusic.

iever' Chart Toppers



Be able to express themselves in a positive way through music.

Amy Winehouse 'The **Biography'**



rience playing as a ass and will also get e of using a ukulele.

Summer 1 Bhangra

based scheme giving e will focus on the nts, chaal and how to

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

> Summer 2 Dance Music

Students will look at the ents an insight to Indian different dances which are suitable for different types of music. Students will explore a particular dance style working in pairs and be able to present this to the class.

N/A

and Definition testing, asks; data analysis

Spellings and Definition testing, Do Now tasks; data analysis

Fusion

Garage



	GCSE EXAM	Music Curriculum Overviev	w Plan 24/25	
Sequence	Underscore	Black Lives Matter	Djembe	India
Dynamics	Leitmotif	Rhythm	Samba	Weste
Timbre	Chords	Blues	Reggae	Rhyth
Duration	Melody	Afrobeat	Polyrhythm	Chaa
Performance	Improvisation		Batucada	Master of Ce
Appraising	Major		Ensemble	
Scale	Minor			
Melody	Scale			
Structure				
 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. 	 Performant Boost in c Respectfut other. Be able to themselve way throut
evelopment of ading/listening <u>CeeLo Green 'Everybody's</u>	Ostinato Vamps 'Poems'	Black Lives Matter 'Poems for a	Carnival in Rio 'Samba, Samba,	Bhangra 'Birmingh
Brother'	WANDA COLEMAN WANDA COLEMAN OSTINATO NAMPS OSTINATO NAMPS	New World Black Lives Matter	Samba' by Terry George.	Beyond ²

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

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

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

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.

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By the end of this unit students will know how to play a djembe drum and will be able to perform using a variety of polyrhythms.



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stern

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aal

Ceremonies

ance skills

- confidence
- fulness to each

to express lves in a positive ough music.

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CHAK De Hatte House

Drum and Bass

Acid House

Garage

Trance

Disco

Four-on-the-floor

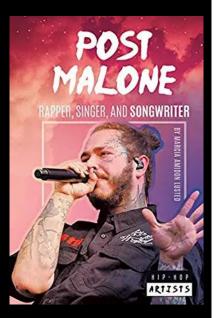
Bassline

Audio

Нір Нор

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

Post Malone 'Rapper, Singer and Songwriter'



At the end of this unit students will be confident in the development of dance music and be able to compare different types to the class via a presentation.



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				Music Curriculum Overview	•		
/ear Group ear 9	Tonia	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
di 9	Торіс	How to compose and develop a Melody	The Concerto Through Time	Rhythms of the World	Dance Music	Film Music	Conventions of Pop
	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.	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 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.	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 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.
	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 builds upon	testing, Do Now tasks; data analysis	testing, Do Now tasks, data analysis	testing, Do Now tasks, data analysis	testing, Do Now tasks, data analysis	testing, Do Now tasks, data analysis	testing, Do Now tasks, data analysis
	Key vocabulary	Melody	Concerto	Instruments	Garage	Timbre	Instruments
		Retrograde	Baroque	timbre	House	Pitch	Timbre
		Modulation	Classical	pitch	Drum and Bass	Melody	Acoustic
		Decoration	Romantic	melody	Acid House	Rhythm	Electric
		Decoration	Grosso	rhythm	Garage	Metre	Liectric
		Phrasing	Solo	metre	Trance	Tempo	Bassline
		Structure	Composer	tempo	Disco	Dynamics	Riffs
		Crotchet	Orchestra	dynamics	Four-on-the-floor	Expression	Pitch
		Minim	Concertini	expression	Bassline	Articulation	Melody
		Semibreve	Cadenza	articulation	Audio	Texture	Ornamentation
		Semiquaver	Ornamentation	texture	Sampler	Structure	Articulation
		Rest	Repetition	structure	Нір Нор	Phrasing	Repetition
			Sequence	phrasing	Soundscape	Harmony	
		Treble Clef	Harmony	harmony		Tonality	Ostinato
		Stave	Tonality	tonality		Repetition	Tonality
		Bass Clef	Imitation	repetition		Ostinato	Amplification
			Expression	ostinato			Texture



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		GCSE EXAM	Music Curriculum Overviev	v Plan 24/25		
		Articulation			Sequence	
		Staccato			Imitation	
		Legato				
		Dynamics			Ornamentation	
		Cadence			Motif	
					Leitmotif	
Development of cultural capital Development of reading/listening	 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. 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 The Concerto 'A Listeners Guide'	to Greek Café World Music Network label E.g. Lesvos Aiolis: Kontrabatzidhes Traditional African Drumming: • BBC GCSE Bitesize: Music of	 Performance skills Boost in confidence Respectfulness to each other. Be able to express themselves in a positive way through music. The Second Summer of Love 'How Dance Music Took Over the World' Second Summer of Love 'How Dance Music Took Over the World'	 Performance skills Boost in confidence Respectfulness to each other. Be able to express themselves in a positive way through music. 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 	 Performance skills Boost in confidence Respectfulness to each other. Be able to express themselves in a positive way through music. 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
		THE CONCERTO MICHAELSTEINBERG	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		A HISTORY OF FILM MUSIC MERVYN COOKE	 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) Bob Dylan All the Songs 'The Story Behind Every Track'



			GCSE EXAM	Music Curriculum Overviev	w Plan 24/25		15
	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.	Animal a tractering same and the second s	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 composers use music in film to support, express, complement and enhance films. They will also understand how composers use music dramatically and expressively.	<image/> <section-header></section-header>
Year Group	Tenis	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10	Торіс	AoS 2 - The Concerto Through Time	AoS 3 - Rhythms of the World	AoS 5 – Conventions of Pop	AoS 4 – Film Music	AoS Conventions of (Part 2)	A0S 2 – The Concerto Through Time (Part 2)
	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 and understand how composers of popular music use and develop musical elements and compositional 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.
	Links to the national curriculum (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
	Previous content that this topic	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
	builds upon						

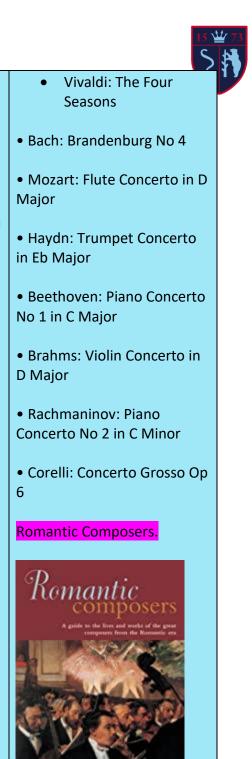


		GCSE EXAIVI	iviusic curriculum Overview			
	Concerto	Instruments	Timbre	Pitch	Time base	
	Baroque	timbre	Acoustic	Melody	Timbre	Baroque
	Classical	pitch	Electric	Rhythm	Acoustic	Classical
	Classical		Bassline	Metre	Electric	Romantic
	Romantic	melody	Riffs	Tempo	Bassline	Grosso
	Grosso	rhythm	Pitch	Dynamics Expression		
	Solo	metre	Melody	Articulation	Riffs	Solo
	Composer	tempo	Ornamentation	Texture	Pitch	Composer
			Articulation	Structure	Melody	Orchestra
	Orchestra	dynamics	Repetition	Phrasing	Ornamentation	Concertini
	Concertini	expression	Ostinato	Harmony	Articulation	Cadenza
	Cadenza	articulation	Tonality	Tonality	Articulation	
	Ornamentation	texture		Repetition	Repetition	Ornamentation
			Amplification	Ostinato	Ostinato	Repetition
	Repetition	structure	Texture	Sequence	Tonality	Sequence
	Sequence	phrasing		Imitation	Amplification	Harmony
	Harmony	harmony		Ornamentation		
	Tonality	tonality		Motif	Texture	Tonality
	Imitation	repetition		Leitmotif		Imitation
						Expression
	Expression	ostinato				Articulation
	Articulation					Staccato
	Staccato					
	Legato					Legato
	Dynamics					Dynamics
						Cadence
	Cadence					
Development of cultural capital	Performance skillsBoost in confidence	 Performance skills Boost in confidence 				
	 Respectfulness to each 	Respectfulness to each	Respectfulness to each	Respectfulness to each	Respectfulness to each	 Respectfulness to each
	other. • Be able to express	other.	other.	other.	other.Be able to express	other.
	• Be able to express themselves in a positive way	• Be able to express themselves in a positive way	• Be able to express themselves in a positive way	• Be able to express themselves in a positive way	• Be able to express themselves in a positive way	• Be able to express themselves in a positive way
	through music.	through music.	through music.	through music.	through music.	through music.

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		GCSE EXAIVI	iviusic curriculum Overview	N Pidii 24/25	
Development of reading/listening	 Vivaldi: The Four Seasons 	 Punjabi Bhangra: Audio CD: Bhangra Beatz Naxos World label 	 Rock 'n' Roll of the 1950s and 1960s: Elvis Presley: Hound Dog 	 John Barry: Out of Africa, Somewhere in Time 	 Rock `n 1950s ; Elvis Presley:
	Bach: Brandenburg No 4	Traditional Eastern Mediterranean and Middle Eastern Folk Rhythms:	 (1952) The Beatles: Saw Her Standing There (1963) The Beach Boys: Surfin' USA 	 Hans Zimmer: Pirates of the Caribbean, Gladiator Emmanuel Fratianni: Avatar 	(1952) • The Beatles: Standing There • The Beach Bo
	• Mozart: Flute Concerto in D Major	Palestinian folk music:	(1963) Rock Anthems of the 1970s and 1980s:	• John Williams: Jaws, Star Wars	(1963) Rock Anthems 1980s:
	• Haydn: Trumpet Concerto in Eb Major	• Audio CD: Israeli Folk Dances Vol 1 Hataklit label: E.g. Ve'Shuv Itchem	 Queen: We Will Rock You (1977) Bon Jovi: Livin' On A Prayer 	• Tommy Tallerico & Emmanuel Fratianni: Advent Rising	• Queen: We W (1977) • Bon Jovi: Livi
	• Beethoven: Piano Concerto	Greek folk music: • Audio CD: The Rough Guide	(1986) • Guns and Roses: Sweet Child O' Mine (1987)	Halo Assassins Creed	(1986) • Guns and Ros O' Mine (1987)
	No 1 in C Major	to Greek Café World Music Network label E.g. Lesvos Aiolis:	Pop Ballads of the 1970s, 1980s and 1990s:	The Emerging Film Composer 'An Introduction to the People,	Pop Ballads of 1980s and 199
	• Brahms: Violin Concerto in D Major	Kontrabatzidhes Traditional African Drumming:	 Elton John: Candle In The Wind (1973) Bette Midler: Wind Beneath 	Problems and Psychology of the Film Music Business'	 Elton John: C Wind (1973) Bette Midler:
	• Rachmaninov: Piano Concerto No 2 in C Minor	• BBC GCSE Bitesize: Music of Africa	My Wings (1988) • Bob Dylan: Make You Feel My Love (1997) (Also same year performed by Billy Joel)		My Wings (198 • Bob Dylan: M Love (1997) (A performed by E
	• Corelli: Concerto Grosso Op 6	http://www.bbc.co.uk/schools/ gcsebitesize/music/world_musi c/music_africa2.shtml	Solo Artists from the 1990s to the Present Day: • Michael Jackson: Black or	FILM COMPOSER ANINTRODUCTION TO THE PEOPLE, PROBLEMS AND PSYCHOLOGY OF THE FILM MUSIC BUSINESS	Solo Artists fro the Present Da • Michael Jacks
	Composers ' Their Lives and Works'	Traditional Rhythms of the Americas:	White (1991) • Kylie Minogue: Can't Get You Outta My Head (2001) • Adele: Someone Like You	RICHARD BELLIS	White (1991) • Kylie Minogue Outta My Head • Adele: Someo
		 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. R MUSIC IN CYPRUS 	Addle: Someone Like You (2011) The Life and Music of Elvis Presley. The Life Children's Biographies Biography for Children Children's Biography for Children Children's Biography for Children Children Children's Biography for Children Children Children		 Addet: Somed (2011) The Beatles 'The Image: Somed state of the some state of the
		And			



`n' Roll of the s and 1960s:

y: Hound Dog

s: Saw Her ere (1963) Boys: Surfin' USA

ns of the 1970s and

Will Rock You

ivin' On A Prayer

Roses: Sweet Child 7)

of the 1970s, 990s: Candle In The

r: Wind Beneath 988) Make You Feel My (Also same year y Billy Joel)

rom the 1990s to Day: kson: Black or

ue: Can't Get You ad (2001) neone Like You

The Biography'.



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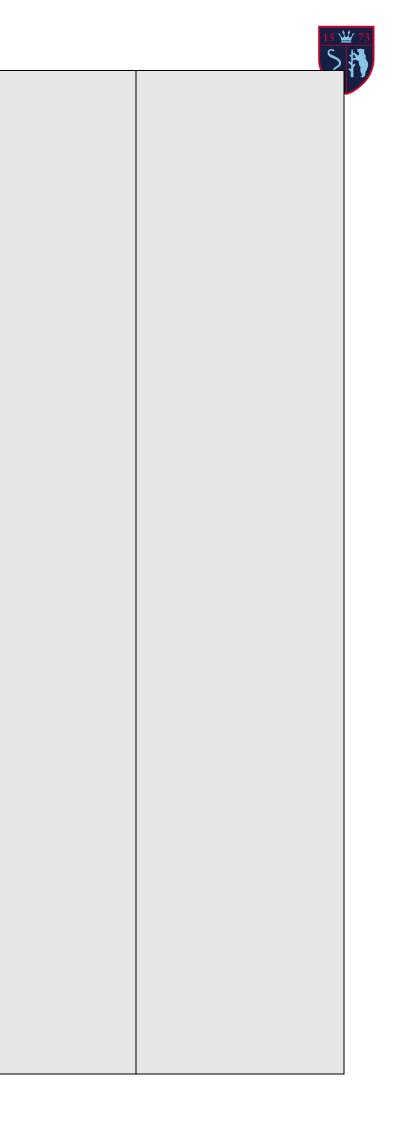
			GC3E EXAIVI	Music Curriculum Overviev	v Fidil 24/25	
	Concepts –what will students be able to do at the end of the topic	In this topic students will develop knowledge and understanding of the musical periods: Baroque, Classical and Romantic era even further. They will understand how composers of concerto's 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 stu develop knowle understanding composers of p use and develo elements and o devices.
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summe
Year 11	Торіс	Coursework	Coursework	Listening and Appraising Exam Preparation (1)	Listening and Appraising Exam Preparation (2)	
	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	
	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	

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tudents will	In this topic students will	17
ledge and	develop knowledge and	
J of how popular music	understanding of the musical	
op musical	periods: Baroque, Classical and	
compositional	Romantic era even further. They	
P	will understand how composers	
	of concerto's use musical	
	elements and compositional devices.	
er Term 1	Summer Term 2	
NA	NA	

W

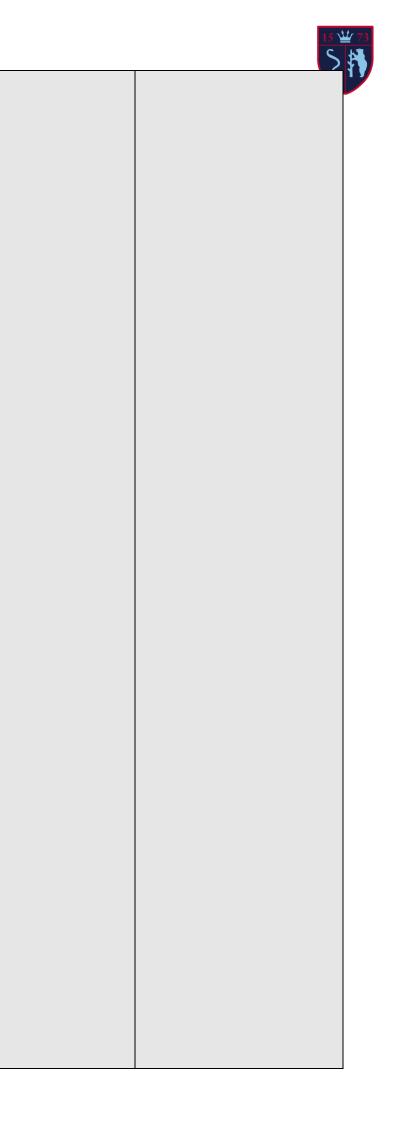


	GCSE EXAIVI IVIUSIC Curriculum Overview Plan 24/25			
	Orchestra	Orchestra	Orchestra	Orchestra
	Concertini	Concertini	Concertini	Concertini
	Cadenza	Cadenza	Cadenza	Cadenza
	Ornamentation	Ornamentation	Ornamentation	Ornamentation
	Repetition	Repetition	Repetition	Repetition
	Sequence	Sequence	Sequence	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 Dynamic	Dynamics		
		Cadence	Dynamics	Dynamics
	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		tempo	tempo
	dynamics	dynamics	dynamics	dynamics
		expression		
	expression	articulation	expression	expression
	articulation	texture	articulation	articulation
	texture	structure	texture	texture



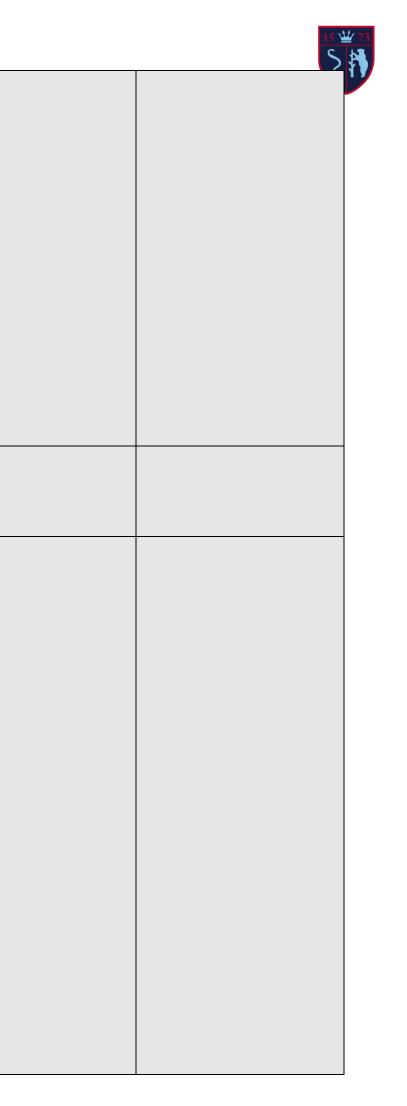


	GCJE EAAIVI	iviusic curriculum Overviev	v Fiali 24/25
structure	phrasing	structure	structure
phrasing	harmony	phrasing	phrasing
harmony	tonality	harmony	harmony
tonality	repetition	tonality	tonality
repetition	Ostinato	repetition	repetition
Ostinato	Acoustic	Ostinato	Ostinato
Acoustic	Electric	Acoustic	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
Тетро	Тетро	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



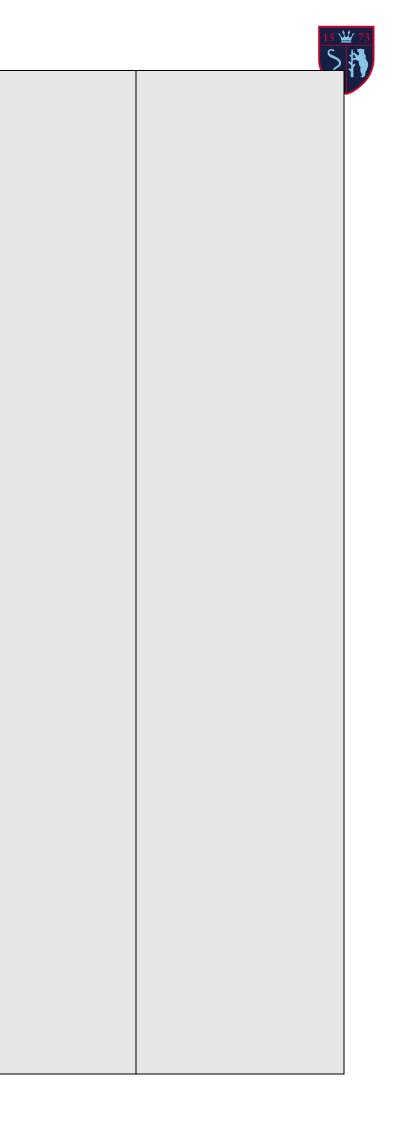


		GCSE EXAIVI IVIUSIC CULTICUIUM OVERVIEW Plan 24/25				
		Harmony	Harmony	Harmony	Harmony	
		Tonality	Tonality	Tonality	Tonality	
		Repetition		Repetition	Repetition	
	Ostinato Sequence		Repetition	Ostinato		
			Ostinato		Ostinato	
		Imitation	Sequence	Sequence	Sequence	
		Ornamentation	Imitation	Imitation	Imitation	
		Motif	Ornamentation	Ornamentation	Ornamentation	
		Leitmotif	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	
		Respectfulness to each other.	Respectfulness to each other.	Respectfulness to each other.	Respectfulness to each other.	
		Be able to express themselves	• Be able to express themselves	• Be able to express themselves	• Be able to express themselves	
		•	•	•		
		in a positive way through music.	in a positive way through music.	in a positive way through music.	in a positive way through music.	
	Development of	 Vivaldi: The Four Seasons 	Vivaldi: The Four Seasons	Vivaldi: The Four Seasons	Vivaldi: The Four Seasons	
	reading/listening					
		• Bach: Brandenburg No 4	Bach: Brandenburg No 4	Bach: Brandenburg No 4	Bach: Brandenburg No 4	
		Mozart: Flute Concerto in D	Mozart: Flute Concerto in D	Mozart: Flute Concerto in D	Mozart: Flute Concerto in D	
		Major	Major	Major	Major	
		• Haydn: Trumpet Concerto in Eb Major	• Haydn: Trumpet Concerto in Eb Major	• Haydn: Trumpet Concerto in Eb Major	• Haydn: Trumpet Concerto in Eb Major	
		Busha an Diana Caran Ia Na				
		 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	• Brahms: Violin Concerto in D Major	• Brahms: Violin Concerto in D Major	• Brahms: Violin Concerto in D Major	
			in a joi		(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: 	• Corelli: Concerto Grosso Op 6 Punjabi Bhangra:	• Corelli: Concerto Grosso Op 6 Punjabi Bhangra:	 Corelli: Concerto Grosso Op 6 Punjabi Bhangra: 	
		• Audio CD: Bhangra Beatz Naxos World label	• Audio CD: Bhangra Beatz Naxos World label	• Audio CD: Bhangra Beatz Naxos World label	 Audio CD: Bhangra Beatz Naxos World label 	
		Traditional Eastern Mediterranean and Middle	Traditional Eastern Mediterranean and Middle	Traditional Eastern Mediterranean and Middle	Traditional Eastern 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:	





 Audio CD: Israeli Folk Dances Vol 1 Hataklit label: E.g. Ve'Shuv Itchem 	• Audio CD: Israeli Folk Dances Vol 1 Hataklit label: E.g. Ve'Shuv Itchem	 Audio CD: Israeli Folk Dances Vol 1 Hataklit label: E.g. Ve'Shuv Itchem 	• Audio CD: Israeli Folk Dances Vol 1 Hataklit label: E.g. Ve'Shuv Itchem
Greek folk music:	Greek folk music:	Greek folk music:	Greek folk music:
• Audio CD: The Rough Guide to	• Audio CD: The Rough Guide to	• Audio CD: The Rough Guide to	• Audio CD: The Rough Guide to
Greek Café World Music	Greek Café World Music	Greek Café World Music	Greek Café World Music
Network label	Network label	Network label	Network label
E.g. Lesvos Aiolis:	E.g. Lesvos Aiolis:	E.g. Lesvos Aiolis:	E.g. Lesvos Aiolis:
Kontrabatzidhes	Kontrabatzidhes	Kontrabatzidhes	Kontrabatzidhes
Traditional African Drumming:	Traditional African Drumming:	Traditional African Drumming:	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
http://www.bbc.co.uk/schools/g	http://www.bbc.co.uk/schools/	http://www.bbc.co.uk/schools/	http://www.bbc.co.uk/schools/
csebitesize/music/world_music/	gcsebitesize/music/world_musi	gcsebitesize/music/world_musi	gcsebitesize/music/world_musi
music_africa2.shtml	c/music_africa2.shtml	c/music_africa2.shtml	c/music_africa2.shtml
Traditional Rhythms of the Americas:	Traditional Rhythms of the Americas:	Traditional Rhythms of the Americas:	Traditional Rhythms of the Americas:
 The Beatlife Book: Playing &	• The Beatlife Book: Playing &	• The Beatlife Book: Playing &	• The Beatlife Book: Playing &
Teaching Samba by Preston and	Teaching Samba by Preston and	Teaching Samba by Preston and	Teaching Samba by Preston and
Hardcastle	Hardcastle	Hardcastle	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	http://www.bbc.co.uk/educatio	http://www.bbc.co.uk/educatio	http://www.bbc.co.uk/educatio
n/clips/z99vcdm Rock 'n'	n/clips/z99vcdm Rock 'n'	n/clips/z99vcdm Rock 'n'	n/clips/z99vcdm Rock 'n'
Roll of the 1950s and 1960s:	Roll of the 1950s and 1960s:	Roll of the 1950s and 1960s:	Roll of the 1950s and 1960s:
• Elvis Presley: Hound Dog	• Elvis Presley: Hound Dog	• Elvis Presley: Hound Dog	• Elvis Presley: Hound Dog
(1952)	(1952)	(1952)	(1952)
• The Beatles: Saw Her Standing	• The Beatles: Saw Her Standing	• The Beatles: Saw Her Standing	• The Beatles: Saw Her Standing
There (1963)	There (1963)	There (1963)	There (1963)
• The Beach Boys: Surfin' USA (1963)	• The Beach Boys: Surfin' USA (1963)	• The Beach Boys: Surfin' USA (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	• Queen: We Will Rock You	• Queen: We Will Rock You	• Queen: We Will Rock You
(1977)	(1977)	(1977)	(1977)
• Bon Jovi: Livin' On A Prayer	• Bon Jovi: Livin' On A Prayer	• Bon Jovi: Livin' On A Prayer	• Bon Jovi: Livin' On A Prayer
(1986)	(1986)	(1986)	(1986)
• Guns and Roses: Sweet Child	• Guns and Roses: Sweet Child	• Guns and Roses: Sweet Child	• Guns and Roses: Sweet Child
O' Mine (1987)	O' Mine (1987)	O' Mine (1987)	O' Mine (1987)
Pop Ballads of the 1970s, 1980s and 1990s:	Pop Ballads of the 1970s, 1980s and 1990s:	Pop Ballads of the 1970s, 1980s and 1990s:	Pop Ballads of the 1970s, 1980s and 1990s:
• Elton John: Candle In The	• Elton John: Candle In The	• Elton John: Candle In The	• Elton John: Candle In The
Wind (1973)	Wind (1973)	Wind (1973)	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) 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 	 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 Hans Zimmer: Pirates of the Caribbean, Gladiator Emmanuel Fratianni: Avatar John Williams: Jaws, Star Wars Tommy Tallerico & Emmanuel Fratianni: Advent Rising Halo 	 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 Hans Zimmer: Pirates of the Caribbean, Gladiator Emmanuel Fratianni: Avatar John Williams: Jaws, Star Wars Tommy Tallerico & Emmanuel Fratianni: Advent Rising Halo 	 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 Hans Zimmer: Pirates of the Caribbean, Gladiator Emmanuel Fratianni: Avatar John Williams: Jaws, Star Wars Tommy Tallerico & Emmanuel Fratianni: Advent Rising Halo 	
	Halo Assassins Creed	Halo Assassins Creed	Halo Assassins Creed	Halo 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.	

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