



**GCSE EXAM Music Curriculum Overview Plan 24/25**



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



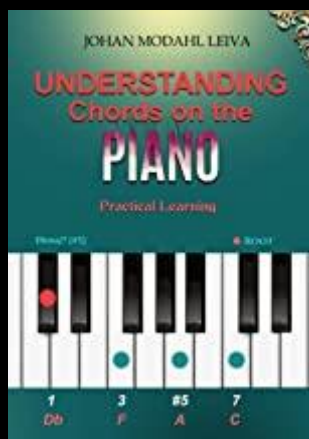
## GCSE EXAM Music Curriculum Overview Plan 24/25

<b>Year Group</b>	<b>Topic</b>	<b>Autumn 1</b> Chords	<b>Autumn 2</b> Pop Music	<b>Spring 1</b> Blues	<b>Spring 2</b> Film Music	<b>Summer 1</b> Shrek	<b>Summer 2</b> My Music
<b>Year 7</b>	<b>Core knowledge from this topic</b>	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.
	<b>Links to the national curriculum</b>	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Previous content that this topic builds upon</b>	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
	<b>Key vocabulary</b>	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
<b>Year 8</b>		Timing	Timbre	Chord	Motif	Call and Response	Loop
		Texture	Texture	Timbre			
				Acoustic			
				Electric			
	<b>Development of cultural capital</b>	<ul style="list-style-type: none"> <li>• Performance skills</li> <li>• Boost in confidence</li> <li>• Respectfulness to each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance skills</li> <li>• Boost in confidence</li> <li>• Respectfulness to each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance skills</li> <li>• Boost in confidence</li> <li>• Respectfulness to each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance skills</li> <li>• Boost in confidence</li> <li>• Respectfulness to each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance skills</li> <li>• Boost in confidence</li> <li>• Respectfulness to each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance skills</li> <li>• Boost in confidence</li> <li>• Respectfulness to each other.</li> </ul>

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- Be able to express themselves in a positive way through music.
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## Understanding Chords on the Piano



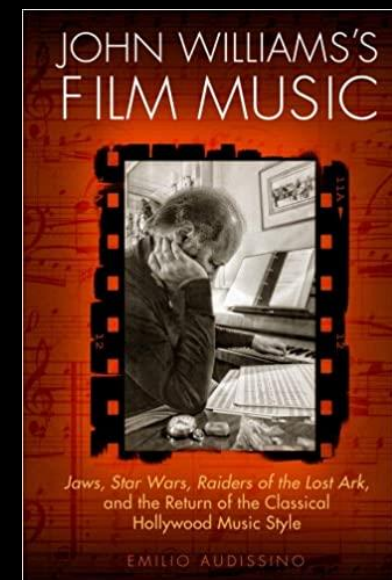
## Adele 'The Biography'



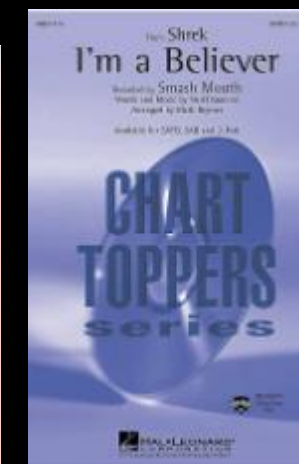
## The Drifters & Ben E King



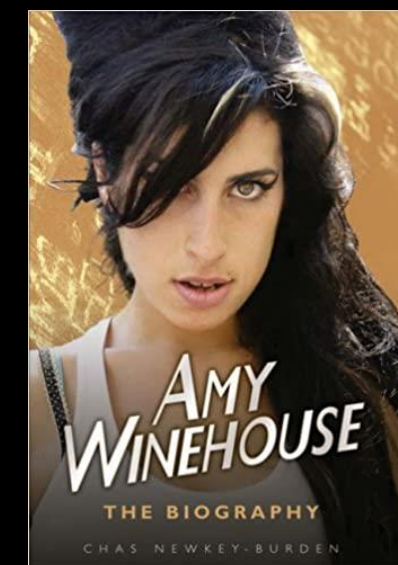
## John Williams 'Film Music'



## 'I'm a Believer' Chart Toppers



## Amy Winehouse 'The Biography'



### 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 experience playing as a whole class and will also get experience of using a ukulele.

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.

Year Group	Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8		Stand by Me/Beautiful Girls	Mission Impossible	BLM and Protest Songs	Samba	Bhangra	Dance 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 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 based scheme giving the students an insight to Indian fusion. We will focus on the instruments, chaal and how to MC.	Students will look at the 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.
	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	Protest	Carnival	Fusion	Garage





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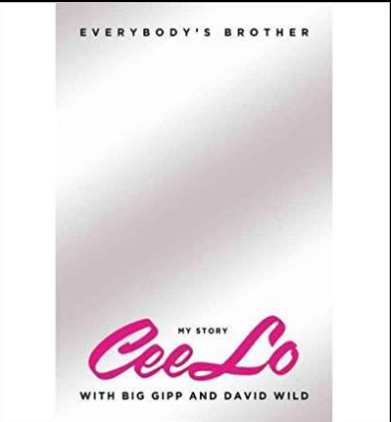
Sequence	Underscore	Black Lives Matter	Djembe	Indian	House
Dynamics	Leitmotif	Rhythm	Samba	Western	Drum and Bass
Timbre	Chords	Blues	Reggae	Rhythm	Acid House
Duration	Melody	Afrobeat	Polyrhythm	Chaal	Garage
Performance	Improvisation		Batucada	Master of Ceremonies	Trance
Appraising	Major		Ensemble		Disco
Scale	Minor				Four-on-the-floor
Melody	Scale				Bassline
Structure					Audio
					Hip Hop

Development of cultural capital

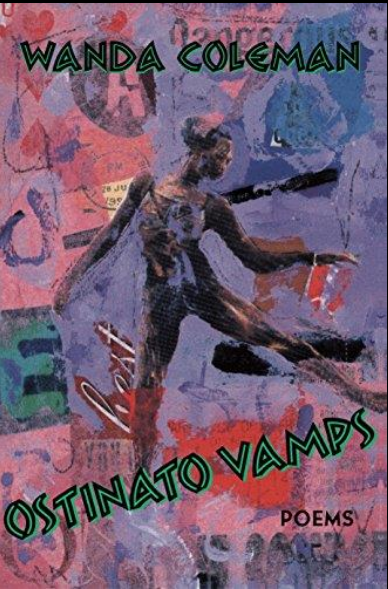
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|---|---|---|---|---|---|
| <ul style="list-style-type: none"><li>• Performance skills</li><li>• Boost in confidence</li><li>• Respectfulness to each other.</li><li>• Be able to express themselves in a positive way through music.</li></ul> | <ul style="list-style-type: none"><li>• Performance skills</li><li>• Boost in confidence</li><li>• Respectfulness to each other.</li><li>• Be able to express themselves in a positive way through music.</li></ul> | <ul style="list-style-type: none"><li>• Performance skills</li><li>• Boost in confidence</li><li>• Respectfulness to each other.</li><li>• Be able to express themselves in a positive way through music.</li></ul> | <ul style="list-style-type: none"><li>• Performance skills</li><li>• Boost in confidence</li><li>• Respectfulness to each other.</li><li>• Be able to express themselves in a positive way through music.</li></ul> | <ul style="list-style-type: none"><li>• Performance skills</li><li>• Boost in confidence</li><li>• Respectfulness to each other.</li><li>• Be able to express themselves in a positive way through music.</li></ul> | <ul style="list-style-type: none"><li>• Performance skills</li><li>• Boost in confidence</li><li>• Respectfulness to each other.</li><li>• Be able to express themselves in a positive way through music.</li></ul> |
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Development of reading/listening

CeeLo Green 'Everybody's Brother'



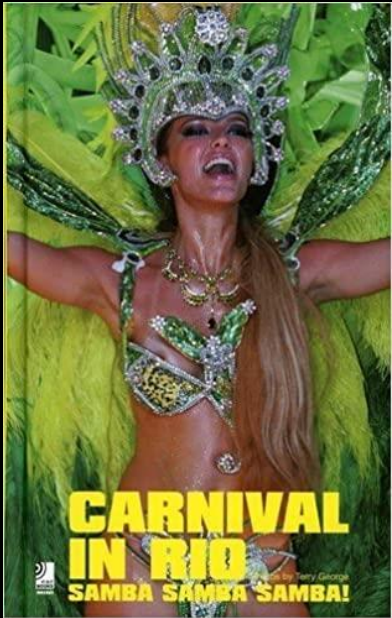
Ostinato Vamps 'Poems'



Black Lives Matter 'Poems for a New World'



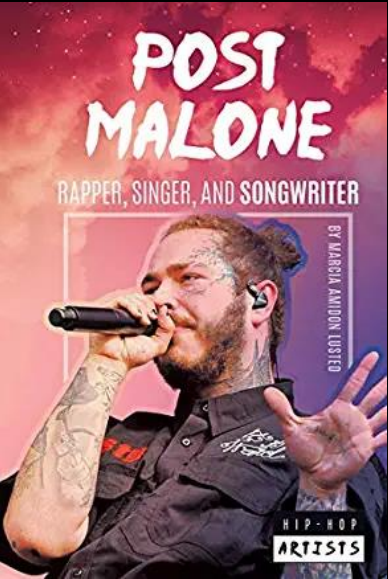
Carnival in Rio 'Samba, Samba, Samba' by Terry George.



Bhangra 'Birmingham and Beyond'



Post Malone 'Rapper, Singer and Songwriter'



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

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|--|--|--|---|--|--|
| 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 play a djembe drum and will be able to perform using a variety of polyrhythms. | 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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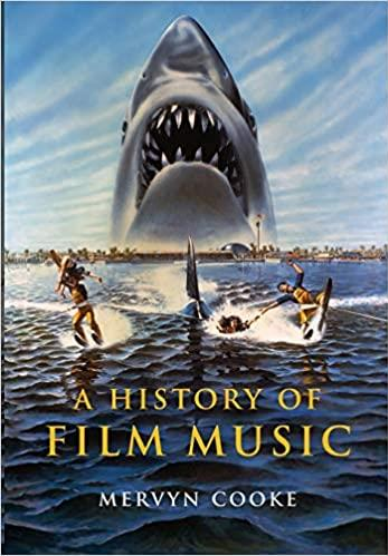
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Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 9	Topic	How to compose and develop a Melody	The Concerto Through Time	Rhythms of the World	Dance Music	Film Music	Conventions of Pop
	Core knowledge 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: <ul style="list-style-type: none"><li>• Rock 'n' Roll of the 1950s and 1960s</li><li>• Rock Anthems of the 1970s and 1980s</li><li>• Pop Ballads of the 1970s, 1980s and 1990s</li><li>• Solo Artists from 1990 to the present day.</li></ul>
	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  Stave  Bass Clef	Concerto  Baroque  Classical  Romantic  Grosso  Solo  Composer  Orchestra  Concertini  Cadenza  Ornamentation  Repetition  Sequence  Harmony  Tonality  Imitation  Expression	Instruments  timbre  pitch  melody  rhythm  metre  tempo  dynamics  expression  articulation  texture  structure  phrasing  harmony  tonality  repetition  ostinato	Garage  House  Drum and Bass  Acid House  Garage  Trance  Disco  Four-on-the-floor  Bassline  Audio  Sampler  Hip Hop  Soundscape	Timbre  Pitch  Melody  Rhythm  Metre  Tempo  Dynamics  Expression  Articulation  Texture  Structure  Phrasing  Harmony  Tonality  Repetition  Ostinato	Instruments  Timbre  Acoustic  Electric  Bassline  Riffs  Pitch  Melody  Ornamentation  Articulation  Repetition  Ostinato  Tonality  Amplification  Texture


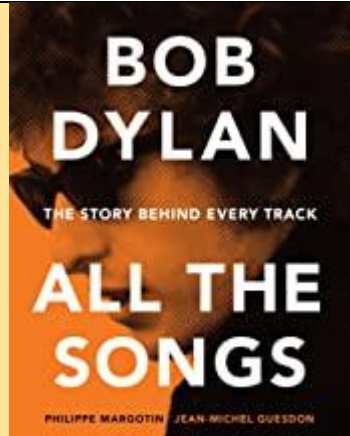




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			Articulation  Staccato  Legato  Dynamics  Cadence			Sequence  Imitation  Ornamentation  Motif  Leitmotif	
	Development of cultural capital	<ul style="list-style-type: none"><li>• Performance skills</li><li>• Boost in confidence</li><li>• Respectfulness to each other.</li><li>• Be able to express themselves in a positive way through music.</li></ul>	<ul style="list-style-type: none"><li>• Performance skills</li><li>• Boost in confidence</li><li>• Respectfulness to each other.</li><li>• Be able to express themselves in a positive way through music.</li></ul>	<ul style="list-style-type: none"><li>• Performance skills</li><li>• Boost in confidence</li><li>• Respectfulness to each other.</li><li>• Be able to express themselves in a positive way through music.</li></ul>	<ul style="list-style-type: none"><li>• Performance skills</li><li>• Boost in confidence</li><li>• Respectfulness to each other.</li><li>• Be able to express themselves in a positive way through music.</li></ul>	<ul style="list-style-type: none"><li>• Performance skills</li><li>• Boost in confidence</li><li>• Respectfulness to each other.</li><li>• Be able to express themselves in a positive way through music.</li></ul>	<ul style="list-style-type: none"><li>• Performance skills</li><li>• Boost in confidence</li><li>• Respectfulness to each other.</li><li>• Be able to express themselves in a positive way through music.</li></ul>
	Development of reading/listening	<ul style="list-style-type: none"><li>• Vivaldi: The Four Seasons</li><li>• Bach: Brandenburg No 4</li><li>• Mozart: Flute Concerto in D Major</li><li>• Haydn: Trumpet Concerto in Eb Major</li><li>• Beethoven: Piano Concerto No 1 in C Major</li><li>• Brahms: Violin Concerto in D Major</li><li>• Rachmaninov: Piano Concerto No 2 in C Minor</li><li>• Corelli: Concerto Grosso Op 6</li></ul> <p>The Concerto 'A Listeners Guide'</p> 	<ul style="list-style-type: none"><li>• Punjabi Bhangra:<ul style="list-style-type: none"><li>• Audio CD: Bhangra Beatz Naxos World label</li></ul></li><li>Traditional Eastern Mediterranean and Middle Eastern Folk Rhythms:<ul style="list-style-type: none"><li>• Palestinian folk music:</li><li>• Audio CD: Israeli Folk Dances Vol 1 Hataklit label: E.g. Ve'Shuv Itchem</li></ul></li><li>Greek folk music:<ul style="list-style-type: none"><li>• Audio CD: The Rough Guide to Greek Café World Music Network label E.g. Lesvos Aiolis:</li></ul></li><li>Kontrabatzidhes Traditional African Drumming:<ul style="list-style-type: none"><li>• BBC GCSE Bitesize: Music of Africa</li></ul></li></ul> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_africa2.shtml">http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_africa2.shtml</a></p> <p>Traditional Rhythms of the Americas:</p> <p>The Beatlife Book: Playing &amp; Teaching Samba by Preston and Hardcastle</p>	<p>The Second Summer of Love 'How Dance Music Took Over the World'</p> 	<p>The Second Summer of Love 'How Dance Music Took Over the World'</p> 	<ul style="list-style-type: none"><li>• John Barry: Out of Africa, Somewhere in Time</li><li>• Hans Zimmer: Pirates of the Caribbean, Gladiator</li><li>• Emmanuel Fratianni: Avatar</li><li>• John Williams: Jaws, Star Wars</li><li>• Tommy Tallerico &amp; Emmanuel Fratianni: Advent Rising</li><li>• Halo</li><li>• Assassins Creed</li></ul> <p>A History of Film Music</p> 	<ul style="list-style-type: none"><li>• Rock 'n' Roll of the 1950s and 1960s:<ul style="list-style-type: none"><li>• Elvis Presley: Hound Dog (1952)</li><li>• The Beatles: Saw Her Standing There (1963)</li><li>• The Beach Boys: Surfin' USA (1963)</li></ul></li><li>Rock Anthems of the 1970s and 1980s:<ul style="list-style-type: none"><li>• Queen: We Will Rock You (1977)</li><li>• Bon Jovi: Livin' On A Prayer (1986)</li><li>• Guns and Roses: Sweet Child O' Mine (1987)</li></ul></li><li>Pop Ballads of the 1970s, 1980s and 1990s:<ul style="list-style-type: none"><li>• Elton John: Candle In The Wind (1973)</li><li>• Bette Midler: Wind Beneath My Wings (1988)</li><li>• Bob Dylan: Make You Feel My Love (1997) (Also same year performed by Billy Joel)</li></ul></li><li>Solo Artists from the 1990s to the Present Day:<ul style="list-style-type: none"><li>• Michael Jackson: Black or White (1991)</li><li>• Kylie Minogue: Can't Get You Outta My Head (2001)</li><li>• Adele: Someone Like You (2011)</li></ul></li></ul> <p>Bob Dylan All the Songs 'The Story Behind Every Track'</p>

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				 <p>• BBC GCSE Bitesize: Samba Music</p> <p><a href="http://www.bbc.co.uk/education/clips/z99vcdm">http://www.bbc.co.uk/education/clips/z99vcdm</a></p>			
	<b>Concepts –what will students be able to do at the end of the topic</b>	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 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 how composers of popular music use and develop musical elements and compositional devices.
<b>Year Group</b>		<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Year 10</b>	<b>Topic</b>	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)	AoS 2 – The Concerto Through Time (Part 2)
	<b>Core knowledge from this topic</b>	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.
	<b>Links to the national curriculum (if applicable)</b>	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Previous content that this topic builds upon</b>	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
	<b>Key vocabulary</b>			Instruments	Timbre	Instruments	Concerto



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



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	<p><b>Development of reading/listening</b></p> <ul style="list-style-type: none"> <li>Vivaldi: The Four Seasons</li> <li>Bach: Brandenburg No 4</li> <li>Mozart: Flute Concerto in D Major</li> <li>Haydn: Trumpet Concerto in Eb Major</li> <li>Beethoven: Piano Concerto No 1 in C Major</li> <li>Brahms: Violin Concerto in D Major</li> <li>Rachmaninov: Piano Concerto No 2 in C Minor</li> <li>Corelli: Concerto Grosso Op 6</li> </ul> <p><b>Composers 'Their Lives and Works'</b></p> 	<ul style="list-style-type: none"> <li>Punjabi Bhangra: <ul style="list-style-type: none"> <li>Audio CD: Bhangra Beatz Naxos World label</li> </ul> </li> <li>Traditional Eastern Mediterranean and Middle Eastern Folk Rhythms: <ul style="list-style-type: none"> <li>Palestinian folk music: <ul style="list-style-type: none"> <li>Audio CD: Israeli Folk Dances Vol 1 Hataklit label: E.g. Ve'Shuv Itchem</li> </ul> </li> <li>Greek folk music: <ul style="list-style-type: none"> <li>Audio CD: The Rough Guide to Greek Café World Music Network label E.g. Lesvos Aiolis:</li> </ul> </li> <li>Kontrabatidhes Traditional African Drumming: <ul style="list-style-type: none"> <li>BBC GCSE Bitesize: Music of Africa</li> </ul> </li> </ul> </li> <li><a href="http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_africa2.shtml">http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_africa2.shtml</a></li> <li>Traditional Rhythms of the Americas: <ul style="list-style-type: none"> <li>The Beatlife Book: Playing &amp; Teaching Samba by Preston and Hardcastle</li> <li>BBC GCSE Bitesize: Samba Music</li> </ul> </li> <li><a href="http://www.bbc.co.uk/education/clips/z99vcdm">http://www.bbc.co.uk/education/clips/z99vcdm</a></li> <li><b>Music in Cyprus.</b></li> </ul> 	<ul style="list-style-type: none"> <li>Rock 'n' Roll of the 1950s and 1960s: <ul style="list-style-type: none"> <li>Elvis Presley: Hound Dog (1952)</li> <li>The Beatles: Saw Her Standing There (1963)</li> <li>The Beach Boys: Surfin' USA (1963)</li> </ul> </li> <li>Rock Anthems of the 1970s and 1980s: <ul style="list-style-type: none"> <li>Queen: We Will Rock You (1977)</li> <li>Bon Jovi: Livin' On A Prayer (1986)</li> <li>Guns and Roses: Sweet Child O' Mine (1987)</li> </ul> </li> <li>Pop Ballads of the 1970s, 1980s and 1990s: <ul style="list-style-type: none"> <li>Elton John: Candle In The Wind (1973)</li> <li>Bette Midler: Wind Beneath My Wings (1988)</li> <li>Bob Dylan: Make You Feel My Love (1997) (Also same year performed by Billy Joel)</li> </ul> </li> <li>Solo Artists from the 1990s to the Present Day: <ul style="list-style-type: none"> <li>Michael Jackson: Black or White (1991)</li> <li>Kylie Minogue: Can't Get You Outta My Head (2001)</li> <li>Adele: Someone Like You (2011)</li> </ul> </li> </ul> <p><b>The Life and Music of Elvis Presley.</b></p> 	<ul style="list-style-type: none"> <li>John Barry: Out of Africa, Somewhere in Time</li> <li>Hans Zimmer: Pirates of the Caribbean, Gladiator</li> <li>Emmanuel Fratianni: Avatar Wars</li> <li>John Williams: Jaws, Star Wars</li> <li>Tommy Tallerico &amp; Emmanuel Fratianni: Advent Rising</li> <li>Halo</li> <li>Assassins Creed</li> </ul> <p><b>The Emerging Film Composer 'An Introduction to the People, Problems and Psychology of the Film Music Business'</b></p> 	<ul style="list-style-type: none"> <li>Rock 'n' Roll of the 1950s and 1960s: <ul style="list-style-type: none"> <li>Elvis Presley: Hound Dog (1952)</li> <li>The Beatles: Saw Her Standing There (1963)</li> <li>The Beach Boys: Surfin' USA (1963)</li> </ul> </li> <li>Rock Anthems of the 1970s and 1980s: <ul style="list-style-type: none"> <li>Queen: We Will Rock You (1977)</li> <li>Bon Jovi: Livin' On A Prayer (1986)</li> <li>Guns and Roses: Sweet Child O' Mine (1987)</li> </ul> </li> <li>Pop Ballads of the 1970s, 1980s and 1990s: <ul style="list-style-type: none"> <li>Elton John: Candle In The Wind (1973)</li> <li>Bette Midler: Wind Beneath My Wings (1988)</li> <li>Bob Dylan: Make You Feel My Love (1997) (Also same year performed by Billy Joel)</li> </ul> </li> <li>Solo Artists from the 1990s to the Present Day: <ul style="list-style-type: none"> <li>Michael Jackson: Black or White (1991)</li> <li>Kylie Minogue: Can't Get You Outta My Head (2001)</li> <li>Adele: Someone Like You (2011)</li> </ul> </li> </ul> <p><b>The Beatles 'The Biography'.</b></p> 	<ul style="list-style-type: none"> <li>Vivaldi: The Four Seasons</li> <li>Bach: Brandenburg No 4</li> <li>Mozart: Flute Concerto in D Major</li> <li>Haydn: Trumpet Concerto in Eb Major</li> <li>Beethoven: Piano Concerto No 1 in C Major</li> <li>Brahms: Violin Concerto in D Major</li> <li>Rachmaninov: Piano Concerto No 2 in C Minor</li> <li>Corelli: Concerto Grosso Op 6</li> </ul> <p><b>Romantic Composers.</b></p> 
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	<b>Concepts –what will students be able to do at the end of the topic</b>	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 how composers of popular music use and develop musical elements and compositional devices.	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.
<b>Year Group</b>		<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Year 11</b>	<b>Topic</b>	Coursework	Coursework	Listening and Appraising Exam Preparation (1)	Listening and Appraising Exam Preparation (2)		
	<b>Core knowledge from this topic</b>	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.		
	<b>Links to the national curriculum (if applicable)</b>	NA	NA	NA	NA	NA	NA
	<b>Previous content that this topic builds upon</b>						
	<b>Key vocabulary</b>	Concerto  Baroque  Classical  Romantic  Grosso  Solo  Composer	Concerto  Baroque  Classical  Romantic  Grosso  Solo  Composer	Concerto  Baroque  Classical  Romantic  Grosso  Solo  Composer	Concerto  Baroque  Classical  Romantic  Grosso  Solo  Composer		



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		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	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		





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		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		
		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		



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		Harmony Tonality Repetition Ostinato Sequence Imitation Ornamentation Motif Leitmotif	Harmony Tonality Repetition Ostinato Sequence Imitation Ornamentation Motif Leitmotif	Harmony Tonality Repetition Ostinato Sequence Imitation Ornamentation Motif Leitmotif	Harmony Tonality Repetition Ostinato Sequence Imitation Ornamentation Motif Leitmotif		
	Development of cultural capital	<ul style="list-style-type: none"><li>• Performance skills</li><li>• Boost in confidence</li><li>• Respectfulness to each other.</li><li>• Be able to express themselves in a positive way through music.</li></ul>	<ul style="list-style-type: none"><li>• Performance skills</li><li>• Boost in confidence</li><li>• Respectfulness to each other.</li><li>• Be able to express themselves in a positive way through music.</li></ul>	<ul style="list-style-type: none"><li>• Performance skills</li><li>• Boost in confidence</li><li>• Respectfulness to each other.</li><li>• Be able to express themselves in a positive way through music.</li></ul>	<ul style="list-style-type: none"><li>• Performance skills</li><li>• Boost in confidence</li><li>• Respectfulness to each other.</li><li>• Be able to express themselves in a positive way through music.</li></ul>		
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GCSE EXAM Music Curriculum Overview Plan 24/25

		<ul style="list-style-type: none"><li>• Bette Midler: Wind Beneath My Wings (1988)</li><li>• Bob Dylan: Make You Feel My Love (1997) (Also same year performed by Billy Joel)</li></ul> <p>Solo Artists from the 1990s to the Present Day:</p> <ul style="list-style-type: none"><li>• Michael Jackson: Black or White (1991)</li><li>• Kylie Minogue: Can't Get You Outta My Head (2001)</li><li>• Adele: Someone Like You (2011)</li></ul> <p>John Barry: Out of Africa, Somewhere in Time</p> <ul style="list-style-type: none"><li>• Hans Zimmer: Pirates of the Caribbean, Gladiator</li></ul> <ul style="list-style-type: none"><li>• Emmanuel Fratianni: Avatar</li></ul> <ul style="list-style-type: none"><li>• John Williams: Jaws, Star Wars</li></ul> <ul style="list-style-type: none"><li>• Tommy Tallerico &amp; Emmanuel Fratianni: Advent Rising</li></ul> <ul style="list-style-type: none"><li>• Halo</li></ul> <ul style="list-style-type: none"><li>• Assassins Creed</li></ul>	<ul style="list-style-type: none"><li>• Bette Midler: Wind Beneath My Wings (1988)</li><li>• Bob Dylan: Make You Feel My Love (1997) (Also same year performed by Billy Joel)</li></ul> <p>Solo Artists from the 1990s to the Present Day:</p> <ul style="list-style-type: none"><li>• Michael Jackson: Black or White (1991)</li><li>• Kylie Minogue: Can't Get You Outta My Head (2001)</li><li>• Adele: Someone Like You (2011)</li></ul> <p>John Barry: Out of Africa, Somewhere in Time</p> <ul style="list-style-type: none"><li>• Hans Zimmer: Pirates of the Caribbean, Gladiator</li></ul> <ul style="list-style-type: none"><li>• Emmanuel Fratianni: Avatar</li></ul> <ul style="list-style-type: none"><li>• John Williams: Jaws, Star Wars</li></ul> <ul style="list-style-type: none"><li>• Tommy Tallerico &amp; Emmanuel Fratianni: Advent Rising</li></ul> <ul style="list-style-type: none"><li>• Halo</li></ul> <ul style="list-style-type: none"><li>• Assassins Creed</li></ul>	<ul style="list-style-type: none"><li>• Bette Midler: Wind Beneath My Wings (1988)</li><li>• Bob Dylan: Make You Feel My Love (1997) (Also same year performed by Billy Joel)</li></ul> <p>Solo Artists from the 1990s to the Present Day:</p> <ul style="list-style-type: none"><li>• Michael Jackson: Black or White (1991)</li><li>• Kylie Minogue: Can't Get You Outta My Head (2001)</li><li>• Adele: Someone Like You (2011)</li></ul> <p>John Barry: Out of Africa, Somewhere in Time</p> <ul style="list-style-type: none"><li>• Hans Zimmer: Pirates of the Caribbean, Gladiator</li></ul> <ul style="list-style-type: none"><li>• Emmanuel Fratianni: Avatar</li></ul> <ul style="list-style-type: none"><li>• John Williams: Jaws, Star Wars</li></ul> <ul style="list-style-type: none"><li>• Tommy Tallerico &amp; Emmanuel Fratianni: Advent Rising</li></ul> <ul style="list-style-type: none"><li>• Halo</li></ul> <ul style="list-style-type: none"><li>• Assassins Creed</li></ul>	<ul style="list-style-type: none"><li>• Bette Midler: Wind Beneath My Wings (1988)</li><li>• Bob Dylan: Make You Feel My Love (1997) (Also same year performed by Billy Joel)</li></ul> <p>Solo Artists from the 1990s to the Present Day:</p> <ul style="list-style-type: none"><li>• Michael Jackson: Black or White (1991)</li><li>• Kylie Minogue: Can't Get You Outta My Head (2001)</li><li>• Adele: Someone Like You (2011)</li></ul> <p>John Barry: Out of Africa, Somewhere in Time</p> <ul style="list-style-type: none"><li>• Hans Zimmer: Pirates of the Caribbean, Gladiator</li></ul> <ul style="list-style-type: none"><li>• Emmanuel Fratianni: Avatar</li></ul> <ul style="list-style-type: none"><li>• John Williams: Jaws, Star Wars</li></ul> <ul style="list-style-type: none"><li>• Tommy Tallerico &amp; Emmanuel Fratianni: Advent Rising</li></ul> <ul style="list-style-type: none"><li>• Halo</li></ul> <ul style="list-style-type: none"><li>• Assassins Creed</li></ul>		
	<b>Concepts –what will students be able to do at the end of the topic</b>	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.		