

## Year 11 GCSE Music Curriculum Overview (OCR)

**Rationale:** Students in KS4 opted for music in year 9, in which skills were built which would allow them to progress with confidence to the GCSE curriculum. At GCSE students we encourage and support students to develop their own creative style and find their preferred methods of working in order that they can work with autonomy on performing and composing coursework. Music theory is further developed, within the context of the AoS, to support composition and performance and to enable students to listen and appraise a range of musical styles. We study a breadth of musical styles in accordance with the EDUQAS music specification and explore the contexts of these in order that students develop an appreciation of different times and cultures through the lens of music. Throughout the course students are encouraged to be open minded about new musical styles and approaches to creating music, to evaluate the impact of their own and others' music, to work with resilience and confidence in developing their personal musical identity. These values link closely to the whole school values.

Year 11: AoS 1 Musical Forms and Devices; AoS 2 Music for Ensemble; AoS 3 Film Music and AoS 4 Popular Music. Students have both directed coursework lessons in which they are guided to focus on refining performance or composition skills and to complete all coursework up until Spring when the focus shifts to developing listening skills in preparation for the Listening & Appraising written exam.

### YEAR 11

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
<b>Autumn HT1 (c.7 weeks)</b>	<b>Directed Coursework</b> <i>2 lessons per fortnight</i>  Students to complete their free composition and prepare for performance 1 (solo or ensemble)	Coursework graded by teacher examiner.	Composition completion – ideas at home, most in dept. (After school sessions as needed)  Regular performance practice	Practice Rooms Dept and student instruments Computers - Musescore / BandLab	<ul style="list-style-type: none"> <li>Complete and refine compositions – includes audio and score/written commentary/detailed screenshots with annotations</li> <li>Performance scores checked for suitability, rehearsal support arranged, accompaniment parts organised and rehearsed. Recording schedule devised, shared and implemented.</li> </ul>	
	<b>AoS 1: Musical Forms and Devices</b>  <b>SET WORK: Badinerie</b> <i>3 lessons per fortnight</i>  Students will learn about Baroque	EoU Test  AoS1 Exam style questions	ZZ listening questions  Edpuzzle quizzes  Focus on Sound activities	Topic booklets	<ul style="list-style-type: none"> <li>Know the dates of the Baroque era and can name J.S. Bach as a Baroque composer</li> <li>Describe and identify core musical features used in Baroque music</li> <li>Aurally discriminate characteristically instrumental Baroque music and music from other eras/genres</li> <li>Develop an understanding of the context of the set work</li> <li>Describe the structure of a Binary form composition</li> </ul>	<b>Subject specific key terms</b> <ul style="list-style-type: none"> <li>Baroque</li> <li>Tonic/dominant/subdominant chords</li> <li>Anacrusis</li> <li>Imitation</li> <li>Sequence</li> <li>Conjunct movement</li> <li>Disjunct movement</li> <li>Ornamentation</li> </ul>

	<p>music by studying J.S. Bach's Badinerie, from Orchestral Suite No. 2. They will learn about how Bach used the elements of music (MADTSHIRT) in this piece of music, making links to common features of Baroque. At the end of the unit each student will complete exam style questions in preparation for the final GCSE exam.</p> <p><b>Focus:</b> Understanding of Baroque music and how the elements of music have been used in J.S. Bach's Badinerie.</p>				<ul style="list-style-type: none"> <li>• Aurally discriminate different musical motifs used in this composition</li> <li>• Recognise music structural devices in the set work</li> <li>• Show a more developed understanding of the social and historical contexts surrounding J.S. Bach's life and music</li> <li>• Distinguish between different genres of Mozart's music</li> <li>• Recognise musical symbols</li> <li>• Give enharmonic names for black notes on a keyboard</li> <li>• Work out key signatures in major and minor keys using the circle of fifths</li> <li>• Work out the relative major/minor keys in set works</li> <li>• Name trills and appoggiaturas as ornaments used in Badinerie</li> <li>• Describe a musical sequence</li> <li>• Draw on prior learning experiences to consolidate and revise features and background of the set work</li> <li>• Identify some musical features from the set work in a listening task</li> <li>• Name the Neapolitan 6<sup>th</sup> chord as an example of a chord used in Badinerie</li> </ul>	<ul style="list-style-type: none"> <li>• Modulation (dominant and relative keys)</li> <li>• Binary form</li> <li>• Neapolitan 6<sup>th</sup></li> <li>• Trill</li> <li>• Appoggiatura</li> <li>• Cadences (imperfect and perfect)</li> </ul> <p><b>Non specific terms</b></p> <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Contrast</li> <li>• Analysis</li> <li>• Appraise</li> <li>• Aural</li> <li>• Compare</li> </ul>
<p><b>Autumn HT2</b>  <b>(c.7 weeks)</b></p>	<p><b>Directed Coursework</b> <i>2 lessons per fortnight</i></p> <p>Students to begin their second composition, to a brief set by EDUQAS. Students to rehearse performance piece 2 (ensemble or solo)</p>	<p>FAR – address common areas to improve and develop</p> <p>Coursework graded by teacher examiner.</p>	<p>Composition completion – ideas at home, most in dept. (After school sessions as needed)</p> <p>Regular performance practice/rehearsals in Music hub with staff/friends.</p>	<p>EDUQAS Composition Brief</p> <p>Practice Rooms Dept and student instruments Computers - Musescore / BandLab</p>	<ul style="list-style-type: none"> <li>• Complete and refine compositions – includes audio and score/written commentary/detailed screenshots with annotations</li> <li>• Performance scores checked for suitability and record schedule devised.</li> </ul>	

	<p><b>AoS 4: Popular Music</b></p> <p><b>SET WORK:</b> <b>Badinerie</b> <i>3 lessons per fortnight</i></p> <p>In this area of study, learners will develop an understanding of popular music: <b>rock and pop, bhangra and fusion (of different styles).</b></p> <p><b>Focus:</b> Understanding of Music for different ensembles, focusing on how composers use texture and sonority in their works.</p>	<p>EoU Test</p> <p>AoS4 Exam style questions</p>	<p>ZZ listening questions</p> <p>Edpuzzle quizzes</p> <p>Focus on Sound activities</p>	<p>Topic booklets</p>	<p>Through listening to and/or performing examples of popular music learners will study how;</p> <ul style="list-style-type: none"> <li>• Instrumental and synthesised sounds is used</li> <li>• Original music may be modified</li> <li>• Vocal sounds are used</li> <li>• Instruments and voices are combined</li> <li>• Sound is computer-generated and amplified</li> <li>• Software and samplers are utilised</li> </ul> <ul style="list-style-type: none"> <li>• Identify &amp; describe a variety of rock and pop genres/styles</li> <li>• Name key bands/musicians from each era</li> <li>• Describe the instrumental roles commonly used in rock and pop music</li> <li>• Identify &amp; describe performance techniques</li> <li>• Describe how music technology can be used to create and record rock and pop music</li> <li>• Aurally identify and describe structural elements of rock and pop songs.</li> <li>• Describe how musical elements are used in rock and pop music</li> <li>• Know some common chord progressions used in rock and pop songs</li> <li>• Describe fusion as a blend of different musical styles</li> <li>• Aurally identify elements of different musical genres used in fusion music</li> <li>• Aurally identify &amp; describe features of traditional Indian music</li> <li>• Aurally identify then describe features of Bhangra music.</li> <li>• Draw on prior learning experiences to consolidate and revise features of each musical device</li> </ul>	<p><b>Subject specific key terms</b></p> <ul style="list-style-type: none"> <li>• 32 bar song form</li> <li>• Strophic</li> <li>• 12 Bar Blues</li> <li>• Verse/ Chorus/ Riffs</li> <li>• Middle 8/ Bridge/ Fill</li> <li>• Instrumental break</li> <li>• Intros and Outros</li> <li>• Improvisation</li> <li>• Loops</li> <li>• Samples</li> <li>• Panning</li> <li>• Phasing</li> <li>• Syncopation</li> <li>• Driving rhythms</li> <li>• Balance</li> <li>• Standard Chord progressions</li> <li>• Melismatic and syllabic writing</li> <li>• Countermelody</li> <li>• Lead and backing vocals</li> <li>• Backing tracks</li> <li>• Primary chords</li> <li>• Secondary chords</li> <li>• Cadences</li> </ul> <p><b>Non specific terms</b></p> <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Contrast</li> <li>• Analysis</li> <li>• Appraise</li> <li>• Aural</li> <li>• Compare</li> </ul>

<p><b>Spring HT1</b></p> <p><b>(c.5 weeks)</b></p>	<p><b>Directed Coursework</b> <i>2 lessons per fortnight</i></p> <p>Students to finalise their second composition (set to a brief) and make final preparations to record their second performance.</p>	<p>FAR – address common areas to improve and develop</p> <p>Coursework graded by teacher examiner.</p>	<p>Composition completion – ideas at home, most in dept. (After school sessions as needed)</p> <p>Regular performance practice/rehearsals in Music hub with staff/friends.</p>	<p>EDUQAS Composition Brief</p> <p>Practice Rooms Dept and student instruments Computers - Musescore / BandLab</p>	<ul style="list-style-type: none"> <li>• Complete and refine compositions – includes audio and score/written commentary/detailed screenshots with annotations</li> <li>• Performance scores checked for suitability and record schedule devised.</li> </ul>	
	<p><b>REVISION:</b> <b>AoS 2: Music for Ensemble &amp; AoS 3: Film Music</b></p> <p>Students revisit AoS 2 &amp; AoS 3 and practice their exam technique in order to successfully apply their knowledge and listening skills</p> <p><b><i>Any areas / sub-topics missed due to other circumstances (trips, school closures, exams, etc) – to covered during this HT</i></b></p>	<p>EoU Test</p> <p>AoS4 Exam style questions</p>	<p>ZZ listening questions</p> <p>Edpuzzle quizzes</p> <p>Focus on Sound activities</p>	<p>Topic booklets</p>	<ul style="list-style-type: none"> <li>• Understanding of Music for different ensembles, focusing on how composers use texture and sonority in their works.</li> <li>• Understanding of Film music, focusing on how composers use timbre, tone colour and dynamics for effect.</li> <li>• Aurally identify, describe and compare musical features.</li> <li>• Complete melodic dictation questions.</li> <li>• Structure an extended (9 mark) question response appropriately.</li> <li>• Organise and cohesively compare extracts of music.</li> </ul>	<p>Elements of music (melody, rhythm, texture, instrumentation, genre, harmony, tempo, structure, countermelody, articulation)</p>

<b>Spring HT2</b> <b>(c.5 weeks)</b>	<b>Directed Coursework</b> <i>2 lessons per fortnight</i>  Students to re-visit their free-brief composition and re-record any performances if a higher grade is likely to be achieved.  <b><i>Compulsory intervention for students who are behind schedule.</i></b>	FAR – address common areas to improve and develop  Coursework graded by teacher examiner.	Composition completion – ideas at home, most in dept. (After school sessions as needed)  Regular performance practice/rehearsals in Music hub with staff/friends.	EDUQAS Composition Brief  Practice Rooms Dept and student instruments Computers - Musescore / BandLab	<ul style="list-style-type: none"> <li>Complete and refine compositions – includes audio and score/written commentary/detailed screenshots with annotations</li> <li>Performance scores checked for suitability and record schedule devised.</li> </ul>	
	<b>REVISION:</b> <b>AoS 1: Musical Forms &amp; Devices &amp; AoS 4: Popular Music</b>  Students revisit AoS 1 & AoS 4 and practice their exam technique in order to	AoS1 and 4 Exam style questions  Past exam papers	ZZ listening questions  Edpuzzle quizzes  Focus on Sound activities	Topic booklets  Revision booklets	<ul style="list-style-type: none"> <li>Understanding of Western Classical focusing on how composers use structure and musical devices in their works.</li> <li>Understanding of Music for different ensembles, focusing on how composers use texture and sonority in their works.</li> </ul>	Elements of music (melody, rhythm, texture, instrumentation, genre, harmony, tempo, structure, countermelody, articulation)

	<p>successfully apply their knowledge and listening skills</p> <p><b><i>Any areas / sub-topics missed due to other circumstances (trips, school closures, exams, etc) – to covered during this HT</i></b></p>					
<b>Summer HT1</b>	<p><b>All Areas of Study revised.</b></p> <p><b>Dictation Skills</b> <i>ALL LESSONS</i></p> <p>Students revisit each AoS and practice their exam technique in order to successfully apply their knowledge and listening skills</p> <p><b>Directed Coursework</b> Completed, marked, admin/paperwork completed.</p>	<p>AoS1, 2, 3 &amp; 4 exam style questions</p> <p>Past exam papers</p>	<p>ZZ listening questions</p> <p>Edpuzzle quizzes</p> <p>Focus on Sound activities</p>	<p>Topic booklets</p> <p>Revision booklets</p>	<ul style="list-style-type: none"> <li>• See previous AoS covered.</li> <li>• Examination practice – style of questions asked, how to approach 9-mark essay, 'stock' answers, MAD-T-SHIRT analysis.</li> </ul>	