

NEWPORT GIRLS' HIGH SCHOOL

KS4 Curriculum Overview

Curriculum Intent & Organisation

The Edexcel GCSE Music course is an extremely broad and eclectic syllabus that focuses on music from the early Baroque period through to the present day. The analytical approach to the appraising elements of the course stretches the learner and ensures they have an excellent theoretical grounding of the compositional process of each piece. Students spend much of Year 10 annotating the scores for each set work and complete wider listening to expand their knowledge of each genre studied. Year 11 students focus on exam technique, particularly the extended written analysis elements of the appraising exam as well as developing their compositional style and performance skills through solo and ensemble assessments. Students are taught in mixed ability option groups which allows both peer and individual working environments.

Examination Information

Music is examined in two ways. Students complete coursework which consists of solo, ensemble performances as well as two original compositions. The coursework forms 60% of the overall grade with the remaining 40% from the appraising examination completed at the end of Year 11. The appraising exam tests both knowledge of the set works as well as wider listening.

EBACC?

No

P8 Bucket

Open

Impact of Prior Learning from KS3

The KS3 Music course offers a broad and varied musical catalogue in order to fully prepare students for the rigour and analytical elements of the GCSE course. Students regularly perform, developing their performance skills both as soloists and as part of an ensemble. Composition is a focus area at KS3 and students are encouraged to be expressive and experiment with ideas within a respectful and supportive environment. At KS3 there is also a focus on the appraising aspects of the GCSE syllabus with students commenting critically on a range of pieces from varying genres.

Equipment Required for this course

- Own instrument
- Manuscript
- Set work scores – Edexcel Anthology.

Curriculum Implementation – Areas of Focus Year 9

Autumn Term

-Basic theory topics including key and time signature recognition.
 -Theory Past papers.
 -Minimalism – composing a piece on Sibelius in a minimalist style.
 -Defying Gravity and Star Wars set work booklets.
 -General wider listening based on the two set works.
 -Composition techniques mini projects.
 -Ensemble performance.

Spring Term

-Grade 3-5 theory papers.
 -Ensemble performance techniques.
 -Solo performance assessment.
 -Bach – Brandenburg Concerto no.5 and Beethoven Pathétique.
 -Wider listening skills.
 -Developing compositional ideas further through exploration of harmony.
 -Popular music decades.
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Summer Term

-Killer Queen and Music For a While set work analysis.
 -Ensemble performance skills.
 -Extending compositional ideas into full pieces.
 -Solo performance assessment.
 -Folk Music – the music of Wales, England, Ireland and Scotland.
 - Wider listening skills.
 -Melodic dictation.

Curriculum Implementation – Areas of Focus Year 10**Autumn Term**

-Continued exploration of compositional techniques. Students focus on their free composition this year.
 -Music Theory – regular theory paper practise.
 - Fusion set works – Samba Em Preludio and Release.
 - Exam technique practise questions.

Spring Term

-Extending compositional ideas into longer passages and adding harmonic interest and developing melody.
 - Set Work score annotation and appraising skills.
 - Wider listening skills
 - Exam technique - exam questions.

Summer Term

-Extending compositions into full pieces of music. Composition 1 should be completed by the end of year 10.
 -Set work analysis and wider listening.
 -Essay writing techniques. Use of past examples. Final essay question in the paper.

Curriculum Implementation – Areas of Focus Year 11**Autumn Term**

- Essay writing techniques.
- Developing aural technique and wider listening.
- Composition 2 – set to a brief. Planning and developing initial ideas.
- Selecting appropriate solo and ensemble performance programmes.

Spring Term

- Solo and ensemble performance techniques.
- Continued exam technique practise and refinement of technique.
- Composition 2 – Initial ideas developed into a full piece.
- Completion of GCSE coursework.

Summer Term

Consolidation and examination preparation for GCSE Music.

Impact / Outcomes

- Terminology testing.
- Essay writing and past exam paper practise.
- Formative Solo and ensemble performance assessments.
- Formal mock examinations during assessment weeks and mock examination weeks.
- Theory papers and dictation questions.

Homework

Students are expected to be working on their practical skills outside of lessons. They are encouraged to select appropriate repertoire and practise in preparation for performance-based assessment. Students should also be developing short compositional ideas at home in order to ensure continued progress on their pieces. In Year 11, students receive fortnightly essay questions to complete in preparation for their final exam as well as completing wider listening around their set works.

Ways to support learning

- Edexcel Student Anthology
- Edexcel Student revision guide
- BBC Bitesize
- GCSE Specification: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>
- James Steventon revision videos; <https://www.youtube.com/watch?v=JJPogdlxjWgA&list=PLSSqb164OqxhEzlcTX4dh7JIKB7MIC6Kh>
- Re-studying and listening to all the set works analysed.
- Completion of general listening focusing on pieces that are similar to the set works.
- Listening to the pieces out of context instead of from the start.
- Planning responses to sample examination essay questions.
- Completing essays under timed conditions.
- Listening to a range of musical styles regularly.
- Using good quality revision material.
- Listening to past examples of compositions and performance pieces.
- Using top essay questions to help develop own essay writing technique.

Field Work / Extension / Enrichment Opportunities

- We aim to take students to see one of the set work pieces. Past opportunities included seeing *Wicked*.
- Students are given the opportunity to take part in a number of extra-curricular ensembles. Students are encouraged to actively take part in the music making within the department.

Next Steps

The Edexcel GCSE music course is rigorous and challenging and ensures that students become familiar with thinking critically about their set works. The course also encourages students to listen beyond the pieces studied and to use their 'wider knowledge' to comment critically on pieces. The course is an excellent bridge, preparing students for the rigour of the A Level course.

Inclusion

- Teachers follow student passports to ensure that the needs of all students with SEND are met.
- Work is enlarged to the necessary size for visually impaired students.
- Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.
- Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.
- Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.
- Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.
- Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.
- Students with ADHD are given movement breaks, fidget toys and lessons are broken down to aid concentration.
- Students are seated according to their needs, students work with the SENDCo to decide upon this.

Inclusion in KS4 Music

- We study an eclectic and diverse range of composers and musical genres from all ethnicities and identities.
- Within music, students are encouraged to demonstrate their musical tastes and to comment critically upon the works of others. Students musical tastes are encouraged through discussion and when choosing repertoire for performance.
- All teachers employ inclusive pedagogy so not just what they teach but how they teach is inclusive through a variety of delivery techniques (place mats with instructions/ step-by-step guides, mind maps, multiple choice questions) and assessment design which contributes to the achievement of all.
- Use of visual and audio cues to support processing of written text.
- Key words/subject vocabulary displayed on classroom walls to aid memory in addition to the use of mnemonics/acronyms.
- Differentiated sheets are provided for practical work to ensure that the tasks are accessible for all.