

Subject: Music

Teachers: A. Chapman

Exam Board: Edexcel

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	Spring Term	Summer Term
<ul style="list-style-type: none"> • Basic theory topics including key and time signature recognition. • Theory Past papers. • Minimalism. • Defying Gravity and Star Wars set work booklets. • General wider listening. • Composition techniques mini projects. 	<ul style="list-style-type: none"> • Grade 3-5 theory papers. • Ensemble performance technique. • Solo performance assessment. • Set work analysis booklets • Wider listening skills. • Developing compositional ideas further through theme and variations type exercises. • Popular music decades. 	<ul style="list-style-type: none"> • Set work analysis. • Ensemble performance skills. • Extending compositional ideas into full pieces. • Solo performance opportunities. • Folk Music. • Wider listening skills. • Music dictation exercises.

Curriculum Implementation – Areas of Focus Year 10

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Continued exploration of compositional techniques. Students focus on their free composition this year. • Working in Ensembles • Music Theory – regular theory paper practise. • Set Work score annotation and appraising skills. 	<ul style="list-style-type: none"> • Extending compositional ideas into longer passages and adding harmonic interest. • Performing a range of pieces as part of an ensemble. • Grade 5 theory and widening listening techniques. • Set Work score annotation and appraising skills. 	<ul style="list-style-type: none"> • Creating own versions of pieces by applying a range of performance techniques to ensemble work. • 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.

Curriculum Implementation – Areas of Focus Year 11

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>Consolidation and examination preparation for GCSE Music.</p>

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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=JpogdlxjWgA&list=PLSSqbI64OqxhEzlcTX4dh7JIKB7MIC6Kh>
- 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 works pieces. Past opportunities have 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.

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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.

For more information, please contact Teacher of Music Mrs A. Chapman, via schooloffice@nghs.org.uk