

SUBJECT

MUSIC GCSE

Year

11

SUMMARY CURRICULUM PLAN

Subject content ( What will be covered)	As a result, what students should know /understand	What students should be able to do	How students will be assessed	By when ( Half term 1 > 6)
<p><b>Fusions</b></p> <p><b>Compositional techniques</b> <b>CEIAG</b> Problem Solving Attention to detail</p>	<p>They should understand the context of Fusions of different styles of world music and be able to apply this to listening to the set work.</p> <p>They should understand how different textures are made and created in music.</p> <p>They should understand how to write and harmonise a melody.</p>	<p>They should be able to identify (aurally) and describe the key elements of music in the Afro Celt Sound System set work.</p> <p>They should be able to compose short melodic ideas and harmonise them correctly.</p>	<p>1 listening test</p> <p>1 written long answer question</p> <p>1 submission of a melodic idea with harmony.</p>	<p>HT1</p>
<p><b>Fusions</b></p> <p><b>Composition</b> <b>CEIAG</b> Problem Solving Attention to detail</p>	<p>They should understand the context of Fusions of different styles of world music and be able to apply this to listening to the set work.</p> <p>They should understand how to use the key elements of music to develop and extend compositional techniques learnt earlier in the course.</p>	<p>They should be able to identify (aurally) and describe the key elements of music in the Esperanza Spalding set work.</p> <p>They should be able to develop short melodic ideas in to longer compositional drafts.</p>	<p>2 listening tests</p> <p>2 written long answer questions</p> <p>Submission of extended compositional drafts.</p>	<p>HT2</p>
<p><b>Vocal Music</b></p>	<p>They should understand where Purcell’s ‘Music for a While’ score fits in the genre of Baroque music. They should understand musical devices and</p>	<p>They should be able to identify (aurally) and describe the key elements of music in the Purcell set work.</p>	<p>2 listening tests</p> <p>2 written long answer questions</p>	<p>HT3</p>

<b>Composition</b> <b>CEIAG</b> Problem Solving Attention to detail	apply these to the set work.  Controlled assessment time for Composition.	They should be able to compose a piece of music suited to the set brief.		
<b>Composition</b> <b>CEIAG</b> Problem Solving Attention to detail  <b>CEIAG</b> Accuracy and discipline Teamwork	Controlled assessment time for Composition.  They should understand the rehearsal techniques for ensemble performance.	They should be able to compose a piece of music suited to the set brief.  They should be able to perform within an ensemble	Final composition will be handed in  1 recording of an ensemble performance	HT4
<b>Solo Performance</b> <b>CEIAG</b> Accuracy and discipline  <b>Vocal Music</b>	They should understand the criteria for solo performance.  They should understand where Queen's 'Killer Queen' score fits in the genre of vocal music. They should understand musical devices and apply these to the set work.	They should be able to perform a solo piece to be recorded.  They should be able to identify (aurally) and describe the key elements of music in the Queen set work.	1 recording of a solo performance  1 listening test  1 written long answer question	HT5
<b>Ensemble Performance</b> <b>CEIAG</b> Accuracy and discipline	They should understand the criteria for solo performance.	Perform and record a piece of solo music lasting 2 minutes.	Final recording of a solo performance.	HT6