


<p><b>Year: 9</b> <b>Subject: Music</b></p>	<p><b>Curriculum Intent:</b> Pupils investigate, analyse and evaluate music and its features. Building on this, and by using practical methods, students are encouraged to take a more holistic view of their knowledge, performance and compositional skills. Students will make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical control and expression. This will be achieved by one or more of the following means: playing or singing music, improvising, or realising music using music technology. Students will make use of musical elements, techniques and resources to create and develop musical ideas with technical control and coherence, responding to a brief or commission supplied by others.</p>					
	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>	
<p><b>Topic Titles (in order of delivery)</b></p>	<p><b>Introduction to the GCSE course</b></p> <ol style="list-style-type: none"> <li>Build on knowledge and experience at KS3</li> <li>Consolidate basic musical vocabulary and knowledge</li> <li>Study exemplar performances and compositions</li> <li>Look at the assessment criteria for the coursework tasks.</li> </ol> <p><b>Performance</b> Preparing and performance of chosen ensemble piece</p>	<p><b>Listening &amp; Appraising Music: Vocal Music set work</b> <b>H. Purcell: 'Music for a While'</b></p> <ol style="list-style-type: none"> <li>Context &amp; Background</li> <li>Ground Bass Structure, Instrumentation</li> <li>Vocal writing, Melody, Word Setting &amp; Rhythm.</li> <li>Song Writing</li> </ol> <p><b>Composition</b> Free composition inspirations and task setting</p> <p><b>Performance</b> Solo performance opportunity and task setting</p>	<p><b>Listening &amp; Appraising: Vocal Music set work</b> <b>Queen: 'Killer Queen' (from the album Sheer Heart Attack)</b></p> <ol style="list-style-type: none"> <li>Context &amp; Background</li> <li>Musical Language and study of set work</li> <li>Comparison between Killer Queen &amp; Music for a While.</li> <li>Assessment of knowledge of Area of Study 2: Vocal Music.</li> </ol> <p><b>Composition</b> Writing in a verse/chorus structure. Free composition is ongoing</p> <p><b>Performance</b> Preparation for the performance component is ongoing</p>	<p><b>Listening &amp; Appraising: Instrumental Music 1700–1820 set work</b> <b>J.S. Bach: 3rd Movement from Brandenburg Concerto no.5 in D major</b></p> <ol style="list-style-type: none"> <li>Musical Context: Concerto Grosso</li> <li>Musical Language &amp; Elements</li> <li>Baroque, Instrumental Music</li> <li>Baroque Dance</li> <li>Fugue.</li> </ol> <p><b>Composition</b> Free composition is ongoing</p> <p><b>Performance</b> Preparation for the performance component is ongoing</p>	<p><b>Listening &amp; Appraising: Instrumental Music 1700–1820 set work:</b> <b>L. van Beethoven: 1st Movement from Piano Sonata no.8 in C minor 'Pathétique'</b></p> <ol style="list-style-type: none"> <li>Music context: Sonata Form.</li> <li>Classic/Romantic periods of music.</li> <li>Set work elements.</li> </ol> <p><b>Instrumental Music 1700-1820 Wider listening</b></p> <ol style="list-style-type: none"> <li>Vivaldi Concerti.</li> <li>Selected works in Sonata Form.</li> </ol> <p><b>Component 3 assessment</b> Assessment covering Area of Study 1 &amp; 2</p> <p><b>Composition</b> Free composition is ongoing</p> <p><b>Performance</b> Preparation for the performance component is ongoing</p>	<p><b>Listening &amp; Appraising: Vocal Music wider listening</b></p> <ol style="list-style-type: none"> <li>Settings of words to music</li> <li>The solo and accompaniment</li> <li>Baroque &amp; Classical Arias – Bach &amp; Handel</li> <li>Popular music settings- Beach Boys &amp; Alicia Keys</li> <li>Romantic to 20<sup>th</sup> Century: Schubert, Faure &amp; Britten</li> </ol> <p><b>Composition</b> First Draft of free composition due</p> <p><b>Performance</b> Preparation for the performance component is ongoing. End of year performances.</p>
<p><b>Key knowledge / Retrieval topics</b></p>	<p>Elements of Music Assessment criteria for performance and composition.</p>	<p>Features of Baroque music, and music for voice.</p>	<p>Features of Popular vocal music, and music for voice.</p>	<p>Features of the Baroque Concerto Grosso. Instrumental Music in the Baroque Period.</p>	<p>Features of the classical and romantic periods. Sonata form</p>	<p>Interleaved exploration into vocal music from a range of backgrounds, using technical musical</p>

	Familiarisation with composition software.	Reflect on, analyse and evaluate the piece in aural and/or written form, developing knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the repertoire and context.	Reflect on, analyse and evaluate the piece in aural and/or written form, developing knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the repertoire and context.	Musical language and elements relevant to the area of study. Textural writing: Fugue. Reflect on, analyse and evaluate the piece in aural and/or written form, developing knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the repertoire and context.	Reflect on, analyse and evaluate the piece in aural and/or written form, developing knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the repertoire and context.	vocabulary relevant to the area of study.
<b>Assessment</b>	AO1: Perform with technical control, expression and interpretation  AO3: Demonstrate and apply musical knowledge	AO1: Perform with technical control, expression and interpretation  AO2: Compose and develop musical ideas with technical control and coherence  AO3: Demonstrate and apply musical knowledge  AO4: Use appraising skills to make evaluative and critical judgements about music	AO1: Perform with technical control, expression and interpretation  AO2: Compose and develop musical ideas with technical control and coherence  AO3: Demonstrate and apply musical knowledge  AO4: Use appraising skills to make evaluative and critical judgements about music	AO1: Perform with technical control, expression and interpretation  AO2: Compose and develop musical ideas with technical control and coherence  AO3: Demonstrate and apply musical knowledge  AO4: Use appraising skills to make evaluative and critical judgements about music	AO1: Perform with technical control, expression and interpretation  AO2: Compose and develop musical ideas with technical control and coherence  AO3: Demonstrate and apply musical knowledge  AO4: Use appraising skills to make evaluative and critical judgements about music	AO1: Perform with technical control, expression and interpretation  AO2: Compose and develop musical ideas with technical control and coherence  AO3: Demonstrate and apply musical knowledge  AO4: Use appraising skills to make evaluative and critical judgements about music