

## KS4 Curriculum

### **CURRICULUM INTENT? What does Music help young people achieve at KS4? Why have you made these curriculum choices?**

The study of music at KS4 encourages students to;

- Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- Develop composing skills to organise musical ideas and make use of appropriate resources
- Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop knowledge, understanding and skills needed to communicate effectively as musicians
- Develop awareness of a variety of instruments, styles and approaches to performing and composing
- Develop awareness of music technologies and their use in the creation and presentation of music
- Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- Develop as effective and independent learners with enquiring minds
- Reflect upon and evaluate their own and others' music
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

The curriculum choices below are based on the prescribed GCSE curriculum from the EDUQAS examination board

**\* The order of these topics may change due to school activities such as mock exams and the availability of ICT equipment.**

### **TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed:**

	<b>Year 10 Course Outline</b>	<b>Year 11 Course Outline</b>	<b>Opportunities beyond the classroom</b>
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<b>m r e T  n  m u t u A</b>	<p><b>Knowledge:</b> <b>Introduction to area of study 3: Film Music, with devices and terminology:</b></p> <ul style="list-style-type: none"> <li>Layering, imitation chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation</li> <li>The relationship between the story and the music</li> <li>The effect of audience, time and place</li> <li>Use of sonority to create a mood</li> <li>Use of dynamics to create a mood</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Compose a short piece (homophonic texture)</li> <li>Perform a piece in one of the styles associated with the area of study as a member of an ensemble</li> <li>Listening exercises to develop notation skills</li> <li>Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</li> <li>Solo/ ensemble performing</li> <li>Composing to a brief (a piece of film music)</li> <li>Producing a score</li> <li>Listening exercises to develop notation skills</li> <li>Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Complete composition project (of choice) and submit</li> <li>Continue to build aural skills</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Free composition</li> <li>Work on year 10 ensemble performance pieces</li> <li>Listening exercises to develop notation skills/aural dictation skills</li> </ul>	<p><b>Knowledge:</b> <b>Revisit area of study 1: Forms and Devices (with more advanced topic/class/practical content)</b></p> <ul style="list-style-type: none"> <li>Variation form and strophic form in classical music <ul style="list-style-type: none"> <li>Recognition of features of baroque, classical and romantic periods</li> </ul> </li> <li>Imitation, pedal, canon, alberti bass and harmonic features</li> </ul> <p>Revisit Bach Badinerie</p> <p><b>Revisit area of study 4: Popular Music (with more advanced topic/class/practical content)</b></p> <ul style="list-style-type: none"> <li>Bhangra and fusion</li> <li>Loops, samples, panning, phasing melismatic/ syllabic</li> </ul> <p>Revisit Africa</p> <p><b>Key Skills:</b> Select final choice of pieces for the practical examination</p> <ul style="list-style-type: none"> <li>Work on performances</li> <li>Begin work on the piece for the EDUQAS Composition set brief <ul style="list-style-type: none"> <li>Continued regular practice on appraising questions in the style of the examination, including comparisons of extracts</li> </ul> </li> </ul> <p>Class project - Bhangra/ Samba/ African drumming</p> <ul style="list-style-type: none"> <li>Work on performance (ensemble and/or solo)</li> <li>Show back in front of class; feedback and target setting</li> <li>Record Solo and ensemble performances</li> </ul>	<p>Students are able to subscribe to instrumental lesson provided in school by Essex Music Hub. Students are also able to attend Braintree Music school.</p> <p>In school activities available for students to participate in are; Choir Guitar Club Keyboard Club Composition club</p> <p>Outside school; Workshops provided by Essex Music Hub. Activities linked with outreach projects of Saffron Hall and the ENO. Visits to live performances of a range of musical styles and genres.</p>
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	<ul style="list-style-type: none"> <li>• Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</li> </ul> <p><b>Introduction to area of study 4: Popular Music, with terminology: rock and pop</b></p> <p>Appraising; more challenging theoretical and aural work:</p> <ul style="list-style-type: none"> <li>• strophic form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros</li> <li>• primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms</li> <li>• The relationship between melody and chords</li> <li>• How to 'describe' a piece using the elements of musical language</li> <li>• Introduction to prepared extract – Toto's Africa</li> </ul> <p><b>Key Skills:</b> Class performance of Africa</p>		
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m r e t  g n i r p s	<p><b>Knowledge:</b></p> <p><b>Introduction to area of study 2: Music for Ensemble</b></p> <ul style="list-style-type: none"> <li>Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc) as suited to learner interests (cover other topics in year 11).</li> <li>Composing using texture and sonority (chords and melody) including: <ul style="list-style-type: none"> <li>Monophonic, homophonic, unison, chordal, melody and accompaniment</li> </ul> </li> <li>Introducing the more challenging concepts of melody, harmony and tonality: <ul style="list-style-type: none"> <li>inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor</li> </ul> </li> </ul>	<p><b>Knowledge:</b></p> <p><b>Revisit Music for Ensemble (with more advanced topic/class/practical content)</b></p> <ul style="list-style-type: none"> <li>Polyphonic, layered, round, canon and countermelody</li> <li>Cover styles not done in year 10</li> </ul> <p>Revisit Film Music (with more advanced topic/class/practical content)</p> <ul style="list-style-type: none"> <li>Minimalistic techniques, chromatic harmonies</li> <li>Complete all coursework</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Complete Work on free and brief compositions (possibly include earlier workings from sketch book)</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Listening practice and examination.</li> <li>Ensure the specification content is fully covered</li> </ul> <p>Revision skills</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Exam practice questions</li> </ul>	
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<b>m r e T  r e m m u s</b>	<p><b>Introduction to area of study 1: Forms and Devices</b> with terminology as appropriate: binary, ternary and rondo forms, repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions.</p> <ul style="list-style-type: none"> <li>• Performing - establishing standards and setting targets:</li> <li>• Learning the Charanga programme using ICT</li> <li>• Appreciating and using the elements/‘building blocks’</li> <li>• Recapping the basics – aural, notational and listening skills</li> </ul> <p>Introduction to Bach Badinerie</p> <p><b>Free comp preparation/ solo performance piece selection.</b></p>		
<b>Key Independent Learning Resources</b>			<b>GREAT READS</b>
<p><a href="#">Focus on Sound login</a>  <a href="#">VIP Studio Sessions</a>  <a href="#">Music Theory exercises</a>  <a href="#">BBC Bitesize - GCSE Eduqas</a>  <a href="#">Musescore login</a></p>			<p>WJEC/Eduqas GCSE Music Revision Guide – Jan Richards  Rhinegold Education: WJEC/Eduqas GCSE Music Revision Guide – David Ventura  Step Up to GCSE Music: Get Up to Speed with Stave Notation and the Core  Requirements in Just Two Weeks – Paul Terry  Rhinegold Education: GCSE Music Composition Workbook – Alan Charlton</p>

