



Learning Aims and Curriculum Intent:

Year 11 GCSE students are expected to be experienced solo players/singers, often on more than one instrument. They are expected to be active members of the Forest Music Department, regularly taking part in co-curricular groups and events. We aim to guide these capable musicians towards achieving the very top grades at GCSE Level. Students will work hard on their composition skills, combining a high level of technical competency with increasing expressive control and textural contrast. They will work on their ensemble skills as well as solo music-making, regularly performing to the class and ensuring they can play at least Grade 5 level by the end of Year 11. Students will be equipped with a wide range of technical vocabulary, applicable across varied and often unfamiliar genres, and will be able to describe how composers and performers use the Elements of Music to create different moods. We aim both to foster a lifelong love of Music, and to prepare students for further study.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>Set work: Queen – ‘Killer Queen’ from the album <i>Sheer Heart Attack</i></p> <ul style="list-style-type: none"> Context: brief history of pop and rock; glam rock of the 1970s; Queen Elements of Music in this set work, in particular: Instrumentation and Sonority; Structure; Guitar techniques; Music Technology; Melody; Texture; Tonality and Harmony; Chord Sequences <p>Set work: Purcell – ‘Music for a While’</p> <ul style="list-style-type: none"> Context: revision of Baroque characteristics and link with Bach set work; Purcell; lament Elements of Music in this set work, in particular: Structure; Ground bass (link to Year 9) and basso continuo; Word painting; Structure; Ornaments; Melody; Texture; Tonality and Harmony; Metre, Tempo and Rhythm <p>Preparation for January mock exam</p> <p>Plans finalised for Solo and Ensemble performances</p> <p>Composition: briefs for second composition are released on 15th September. Students study the briefs and discuss possible approaches, studying relevant wider listening. Complete first drafts due in December.</p>	<ul style="list-style-type: none"> Listening skills and the ability to recognise key features within the set works. Wider listening skills – Applying the knowledge learnt in this unit when listening to other similar and contrasting pieces of music. Ability to complete more complex dictation exercises. To develop the ability of answering questions on unfamiliar pieces of music Composition skills: fulfilling a brief, writing for a particular purpose or event. 	<ul style="list-style-type: none"> CDA 1: half-termly performance to class; written task based on set works. CDA 2: half-termly performance to class; written task based on set works. Regular homeworks and listening tasks in class Composition draft marked fully in accordance with Edexcel assessment criteria and targeted feedback given
Lent	<p>Mock exam</p> <p>Set work: Afro Celt Sound System: ‘Release’</p> <ul style="list-style-type: none"> Context: revision on fusions; EDM; Celtic folk music; African music (West African drumming; ostinato; static harmony) Elements of Music, particularly: Lyrics and Language; Instrumentation; Structure; Tonality (Modes and pentatonic scale); Melody; Texture; Music Technology and the use of loops; Harmony; Metre, Tempo and Rhythm <p>Solo and Ensemble performances recorded</p> <p>Brief composition completed; Free composition revisited before final submission</p>	<ul style="list-style-type: none"> Listening skills and the ability to recognise key features within the set works. Wider listening skills – Applying the knowledge learnt in this unit when listening to other similar and contrasting pieces of music. Final work on exam technique: timings, tactics, tips 	<p>Mock exam to include standard GCSE weightings: 30% Performing, 30% Composing, 40% Listening and Appraising exam.</p>
Trinity	<p>Final revision sessions, guidance and study leave.</p> <p>Coursework submitted by 15th May</p>		

What consolidation looks like in this subject	<ul style="list-style-type: none"> Wider listening: Spotify playlists, recommended composers and artists Full engagement in Forest’s co-curricular Music Attending music events outside school The highest standards of solo performance, with daily practice and ideally working towards the next exam grade.
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Examples of Homework	<ul style="list-style-type: none"> Wider listening tasks; researching cultural context around set works; consolidating class notes by annotating Anthology 	
Key terminology	Music theory equal to Grade 5 by end of Year 11. Core vocabulary listed in students' Anthologies.	
Super-curricular enrichment and scholarly extension	<p>Read: 1001 Albums You Must Hear Before You Die eBook : Illustrated, Cassell, Robert Dimery: Amazon.co.uk: Books 1001 Classical Recordings You Must Hear Before You Die: Amazon.co.uk: Rye, Matthew, Isserils, Steven: 9780789315830: Books Music: A Very Short Introduction (Very Short Introductions): Amazon.co.uk: Cook, Nicholas: 9780198726043: Books</p> <p>Watch: BBC Proms, pop and rock performances online Listen: Anything and everything – particularly recommended wider listening related to set works Visit: Music performances in central London</p>	
Useful websites	BBC Bitesize; music streaming	
Who can I contact?	Head of Department	Head of Academic Music: Mr Jackson Director of Music: Mr Pares
	Teachers	Mr Pares, Mr Jackson, Mr Marie, Mr Axford, Miss Taylor-Denton, Mr Gray