

AQA GCSE Music – Long Term Plan – Years 10 and 11

KS4 students follow the specification for the AQA GCSE Music syllabus (8271).

Developing and applying the musical knowledge, understanding and skills set out in AQA's GCSE specification ensures students form a personal and meaningful relationship with music. They will be encouraged to engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities.

The subject content is divided into the three components:

- **Understanding music**
- **Performing music**
- **Composing music**

<http://www.aqa.org.uk/subjects/music/gcse/music-8271/specification-at-a-glance>

Students develop their performing skills through individual tuition with a specialist teacher on their chosen instrument (or voice), through class performing activities and through participation in extra-curricular activities (both in and out of school).

Students' composing skills will also be developed gradually throughout the course, using technologies most appropriate to personal strengths and interests, providing students with the building blocks to create two successful compositions, one written to a brief and the other a free composition. Both compositions are assessed on the student's ability to demonstrate:

- **Creative and effective selection and use of musical elements**
- **Appropriate selection and use of musical elements (to the compositional intention)**
- **Technical and expressive control in the use of musical elements**

Each composition must demonstrate a selection and use of least four types of musical element as follows:

- At least two of rhythm, metre, texture, melody, structure, form
- At least two of harmony, tonality, timbre, dynamics, phrasing, articulation

The students further develop their understanding of these elements through the four areas of study: Western classical tradition 1650-1910, Popular music, Traditional Music and Western classical tradition from 1910.

The course is split into 3 units.

- **Performance as an instrumentalist and/or vocalist and/or via technology**
- **Composition**
- **Understanding**

Assessment:

The weighting for the course is as follows:

- **Composing and Performing coursework (60%)**
- **Understanding music listening examination (40%)**

YEAR 10

Students will develop their musical understanding through schemes of work which integrate the disciplines of listening and appraising, performing and composing. The four areas of study have a strong focus on understanding the musical elements. During terms 1 and 2, there is a particular emphasis on learning which aims to teach students that many of the musical elements are universal and can be applied to all genres and styles of music.

Area of Study 1: Western Classical Tradition 1650-1910

Area of Study 2: Popular Music

Area of Study 3: Traditional Music

Area of Study 4: Western Classical Tradition since 1910

In term 1: Integration of listening and appraising, performing and composing through music across the four areas of study, and use of technology as appropriate to individual tasks and students, with a particular focus on 'Riffs, Ostinati and Loops'.

Students are constantly encouraged to make music best suited to their strengths and interests. For example, as they are taught a range of compositional techniques in order to equip them with the knowledge and skills to complete their two final individual compositions (NEA), they will use the technology which will allow them most success (Sibelius, MuseScore, Soundtrap or Cubase).

Term 1

'Riffs, Ostinati and Loops'

Students will study a range of pieces across the four Areas of Study with a particular focus on the musical elements which link them, as well as make them different. There will be a number of short composition and improvisation tasks linked to each style/genre to teach students a range of techniques for future independent music making.

Students will also learn the basics of that style or period – e.g. musical structures, instruments, the context the music was originally created in etc. They will also learn appropriate notations, signs, symbols and vocabulary, in order to develop their all-round musical understanding.

Alongside this integrated study in the classroom (and for homework), it is expected that students will complete regular practice on their chosen instrument and attend their specialist lessons, as well as participate in extra-curricular activities. There will be a particular focus on 'ensemble performance' in lessons during terms 1 and 2.

AOS3 Blues Music

AOS2 Music of Broadway (Little Shop of Horrors)

AOS2 Rock Music of the 1960s/70s and Pop Music (1990s to present day)

AOS3 Fusion Music incorporating Caribbean Music

AOS4 Minimalist Music

AOS2 Film Music

AOS1 Baroque Music and Orchestral Music of Haydn, Mozart and Beethoven

Elements: melody, harmony, tonality, structure, sonority, texture, tempo/metre/rhythm, dynamics and articulation.

Assessment:

1. One solo performance of student's own choice (marked using GCSE Marking Criteria)
2. A range of short composition tasks which develop compositional techniques in response to a 'brief' (using appropriate technology)

3. GCSE-style questions to assess Listening and Understanding

<p>Term 2.1</p> <p>'Melody and Sequence'</p> <p>Again, students will develop their musical understanding through an integrated approach of listening, appraising, composing and performing. There will be a range of composing and performing activities linked to pieces which are taken from different areas of study. In this way, students will continue to appreciate the links between different styles/genres of music, as well as the differences.</p> <p>Focus on how the different elements of music are employed will continue to be a central part of learning, as will the development of vocabulary and theory which will allow students to more accurately describe and understand music more accurately and deeply.</p> <p>There will be a particular focus on 'melody and sequence' across the areas of study included:</p> <p>AOS2 – Vocal Melody and Sequence in Pop AOS2 – Melody and Sequence in Musicals (particular focus on 'Little Shop of Horrors' – set work) AOS4 – Melody and Sequence in works by Malcolm Arnold and Peter Maxwell-Davies AOS3 – Cuban Music (including a focus on 'Salsa' and Latin American Music, and Santana) AOS1 – Sequence in piano music (solo piano pieces by Schumann)</p> <p>Assessment:</p> <ol style="list-style-type: none">1. GCSE style listening questions2. Short composition tasks	<p>Term 2.2</p> <p>'Journey through the Baroque, Classical and Romantic Periods'</p> <p>As with all other learning, this takes place in an integrated way. In this unit, students will learn about the features and development of Western Classical Music between 1650–1910. This will focus in particular on:</p> <ul style="list-style-type: none">- Development of the orchestra- Development and importance of the piano in the Classical and Romantic periods- The Baroque Oratorio (focus: 'The Messiah')- Orchestral Works of Haydn, Mozart and Beethoven (particular focus on symphonies and various concertos)- Sonata and rondo form <p>AOS1 – The Oratorios of Handel AOS1 – The Orchestral Music of Haydn, Mozart and Beethoven</p> <p>Assessment:</p> <ol style="list-style-type: none">1. GCSE Listening Questions2. Classical period-influenced composition3. Performance
<p>Term 3.1</p> <p>'Exploring the Voice, Vocal Works and Vocal Styles'</p> <p>This unit explores the voice in a range of different times, contexts, genres and styles. Again, in order for students to more clearly appreciate links between different periods,</p>	<p>Term 3.2</p> <p>'Mozart Clarinet Concert, Independent Composing and Performing'</p> <p>Students will study the set work 'Mozart's Clarinet Concerto in A major' in depth</p> <ul style="list-style-type: none">- Performance- Analysis

<p>genres and styles, the listening, composing and performing activities are integrated within the areas of study covered.</p> <p>AOS1 – Coronation Anthems of Handel AOS3 – Celtic Folk Music (English, Scottish and Irish) – Contemporary Folk Music of the British Isles AOS1 – The Requiem of the late Romantic period</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. GCSE Listening Questions 2. Composition – a word setting (which could be extended to a complete song – either a cappella or with instrumental accompaniment) 	<ul style="list-style-type: none"> - Practice questions <p>Students will also undertake an independent 'free choice composition' in line with AQA guidelines as a 'practice run' for their first major composition at the start of year 11. They should use appropriate technology as appropriate – or can create a live performance recording.</p> <p>Ongoing performing practice – solo and ensemble. There will be particular emphasis on ensemble performance with a view to students choosing an appropriate piece for practice over the summer holidays, ready for the October performance/recording.</p> <p>AOS1 – Western Classical Music from 1650-1910 (set work: Mozart Clarinet Concerto in A major)</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. End of Year 10 Listening/Musical Understanding Examination 2. Independent composition (marked in line with GCSE criteria) 3. GCSE style questions on the Mozart Clarinet Concerto
<p>Summer holiday learning:</p> <ul style="list-style-type: none"> - Preparation for the first 'Free Choice Composition' - Ongoing individual practice on the student's chosen instrument/voice - Listening and study - any topics within the four areas of study not covered during year 10 - Consolidation of particular topics or areas which require further attention in preparation for a strong start to year 11 	
<p>YEAR 11</p>	
<p>Most of the content of the areas of study is covered during year 10, but the final topics will be completed during the Autumn term of year 11. There will also be fortnightly 'Musical Understanding/Listening' practice assessments based on the four areas of study and the set works. However, most emphasis is now placed on students working independently to produce their final two compositions (the first of which is 'free choice' and the second 'to a brief set by AQA'). All final NEA deadlines are in year 11 as they must be completed during the year of certification. This means that there is a lot of work to complete on NEA to ensure the highest individual standards – sometimes after-school intervention/support will be required.</p> <p>Students will also be encouraged to choose pieces for their solo and ensemble performances early in year 11, and will be expected to prepare and record an 'ensemble performance' in October. This will be marked against GCSE criteria. Ongoing practice will be essential during term 1.2 to prepare for final performances and recordings during the Spring term. Attendance at lessons with their specialist teachers will continue to be very important during this time. Additional support and practice will be available in school during breaks and after-school.</p>	
<p>Term 1.1</p>	<p>Term 1.2</p>

Composition: Independent Composition (first final composition – free choice); complete piece, score and recording (as appropriate)

Performance: Ongoing regular, individual practice, and the selection and rehearsal of 'ensemble performance'. This must be recorded by deadline date in October for assessment.

Musical Understanding/Listening:

- Focus: Set Work – 3 songs from 'Little Shop of Horrors'
- Completion of any outstanding styles/genres not covered so far.
- Consolidation of knowledge relating to set works in particular (practice questions).
- Revision of any 'weaker areas' as shown up in the y10 summer exam.
- Fortnightly short listening assessments – focussed revision and topics (covering all four areas of study and set works throughout term 1)

Composition: Final 'polishing' of Composition 1, and the writing of programme notes.

Deadline: mid-November

Students will also be given the list of AQA composition briefs so that they can prepare for their second composition before the end of the Autumn term and/or during the Christmas holidays.

Performance: Ongoing and regular practice – individually and with others. Particular focus on preparing for final solo and ensemble recordings.

Musical Understanding/Listening:

- Fortnightly short listening assessments – focussed revision and topics (covering all four areas of study and set works throughout term 1)
- Revision and preparation for the December PPE (complete GCSE Listening Paper)

Term 2.1

Musical Understanding/Listening:

- In early January – detailed feedback from marked PPE
- Ongoing short listening assessments – focussed revision and topics (covering all four areas of study and set works) – increasing in number after composition and performance coursework has been completed

NEA:

- '**Composition to a brief' and programme notes** – deadline: just before Feb half term
- Ongoing practice for **final solo and ensemble performances**. Students will be encouraged to arrange recording times/dates at any times that are most appropriate for them (during y11!) but there will be formal recording dates/times set in March for any outstanding performance recordings.

Students will be encouraged to attend **support/intervention sessions**, as appropriate, during breaks and/or after-school during this term. **Resources/equipment** will be available for year 11 students at these times should anyone request access (e.g. music technology, practice rooms, independent revision with others or individually). Students will be encouraged to come into the department to work and practise as much as possible – or just for some enjoyable relief!!

Revision Sessions: will be run as part of the whole-school subject revision timetable after all coursework has been completed, and, as appropriate.

Students will also be encouraged to use '**Focus on Sound**' and various other useful **websites** as part of their ongoing revision of topics and set works.

Term 3.1

Ongoing practice questions and revision in preparation for the final 'Musical Understanding/Listening' examination.

Useful web links:

Students have access to their own personal Focus on Sound account for access to listening clips, contextual and theoretical understanding: <https://www.musicfirst.co.uk/app/>

www.bbc.co.uk/bitesize/examspecs/zfwv7nb

www.youtube.com

www.aqa.co.uk/music

www.classicfm.com

www.musictheory.net