



CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 11

SUBJECT	Music
INTENT	<p>“Every musician remembers their first lesson. That moment when you feel the spark of inspiration ignite, and your entire world catches fire. The rush of revelation. The earth-rattling epiphany that music is no longer just a sound, its every breath you’ll ever take again. A puzzle that you’ll never solve, though you hold all the pieces. That moment when you’re handed the key to an alternate universe where everything is beautiful, everything is free, and nothing will ever be quite the same again. For some, the first day of the rest of their lives.”</p> <p>- Dave Grohl</p> <p>Our subject intends to inspire, provide motivation and nurture passion for all students to help them develop their musicianship and transferrable skills further. Studying music shows a real drive and determination to improve ourselves, not only as musicians but also humans. It has been scientifically proven that playing an instrument or singing releases endorphins which promotes wellbeing and we harness this as a department to support students on their creative, happy and successful journey through school.</p> <p>Students are expected to take music lessons if they opt for GCSE, whether in school or outside, as performance makes up 30% of the final grade. They learn appraisal skills in relation to set study pieces and there are many opportunities to compose as well as develop skills as a performer.</p>



CHORLTON HIGH SCHOOL: CURRICULUM

Students opting for Music Technology need to have a basic understanding of composing using a Digital Audio Workstation (DAW). Music Technology students learn about knowledge of the music industry, how to produce and promote a musical product, they get a hands on knowledge of recording and working within a studio and also learn how to compose music.

Studying music enables students to develop highly desirable skills in areas such as self-management, creativity, data analysis, performance, teamwork, problem-solving, and communication, all of which makes them an attractive prospect for potential employers. There are numerous careers that anyone studying Music or Music Technology could go into, such as session musician, sound engineer, tour manager, musical director, music or instrumental teacher or a job at a studio or record label.

Year Group	11 GCSE Music						
Rationale/ Narrative	In Year 11 GCSE Music students will embark upon their journey through the music course towards completion. They will complete their Free Composition and record both their ensemble and solo performances. Students will also use their composition skills to write the Set Brief Composition. During the topics students will harness their confidence in performing, listening and composing music and sit their exam utilizing all the revision and skills learnt in order to answer listening and contextual understanding of music. Students will be making the important decision of what options to take in college, so students will continue to enrich their musical education to prepare them for this.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
KNOWLEDGE	Popular Music - Reading staff notation of up to 12 bars of unfamiliar music - Music Vocabulary relevant to Pop Music linked to dynamics, articulation, melody and sonority (timbre) - Technology in Pop Music - Contextual information about Mozart's Clarinet Concerto in A	Popular Music - Reading staff notation of up to 12 bars of unfamiliar music - Understanding how to perform, compose and aurally recognise syncopation - Music Vocabulary relevant to Pop Music linked to structure, texture, tempo, metre and rhythm - Contextual information about Mozart's Clarinet Concerto in A - Unfamiliar music – Music of Broadway 1950s –	Traditional Music - Reading staff notation of up to 12 bars of unfamiliar music - Chord systems - Scales - Musical Vocabulary linked to harmony and tonality - Unfamiliar music – Blues music from 1920-1950, Fusion music incorporating African and/or Caribbean music, Contemporary Latin music, Contemporary folk music of the British Isles	Traditional Music - Reading staff notation of up to 12 bars of unfamiliar music - Chord systems - Scales - Musical Vocabulary linked to harmony and tonality - Unfamiliar music – Blues music from 1920-1950, Fusion music incorporating African and/or Caribbean music, Contemporary Latin music, Contemporary folk music of the British Isles	Western Classical Tradition 1650-1910 - Reading staff notation of up to 12 bars of unfamiliar music - Writing staff notation up to 8 bars - Musical Vocabulary linked to Structure, texture, tempo, metre and rhythm - Recap Contextual information about Haydn - Unfamiliar music – The Coronation Anthems and Oratorios of Handel, The orchestral music of Haydn, Mozart and Beethoven,		



CHORLTON HIGH SCHOOL: CURRICULUM

		1990s, Rock Music of 1960s and 1970s, Film and computer gaming music 1990s to present, Pop music 1990s to present			The piano music of Chopin and Schumaan, The Requiem of the late Romantic period	
SKILLS	<p>- Performance Skills: Performing an extract of 'Mozart's Clarinet Concerto'</p> <p>- Listening skills: Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre) in Classical Music</p> <p>- Composition skills linked to the musical elements of dynamics and articulation melody and sonority (timbre) found within Classical Music</p>	<p>- Performance Skills: Performing an extract of 'Lucy in the Sky with Diamonds'</p> <p>- Listening skills: Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm in Classical Music</p> <p>- Composition skills linked to the musical elements of linked to structure, texture, tempo, metre and rhythm found within Classical Music</p>	<p>- Listening and Appraising: Be able to aurally identify musical elements linked to harmony and tonality</p> <p>- Composition skills linked to the musical elements of harmony and tonality</p>	<p>- Listening and Appraising: Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre)</p> <p>- Composition skills linked to the musical elements of dynamics and articulation melody and sonority (timbre)</p>	<p>- Listening and Appraising: Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm</p>	
ASSESSMENTS	MP1: Free Composition Final Draft (Feedback Sheet)	MP2: Solo Exam (Feedback Sheet) MP3: CEE 2019 (Feedback Sheet) MP4: Set Brief Composition Draft 1 (Feedback Sheet)	MP1: Set Brief Composition Draft 2 (Feedback Sheet)	MP1: Ensemble Exam (Feedback Sheet) MP2: Set Brief Composition Final Draft (Feedback Sheet)	MP1: MOCK Exam 2018 (Feedback Sheet)	