

# Our Lady Queen of Peace

Catholic High School

## Curriculum Overview

### Year 10 – GCSE Music

| Careers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                |                                                                                                                                                                                                                                              |
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| Local Market Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Skills                                                                                                                                                                                         | Jobs                                                                                                                                                                                                                                         |
| <p>Liverpool &amp; North West:<br/>Vibrant music &amp; performing arts scene.<br/>Several major recording studios, media companies (Salford), major broadcasters (BBC, Cable channels), musical instrument manufacturers (Willis' Organ Builders, Wells, Organ builders). Numerous large and smaller scale concert venues, theatres. Opportunities for arts management, music performance, production. Several major orchestras, smaller ensembles, many choirs in a range or repertoire, standards. Thriving church music</p> | <p>Directly:</p> <p>Music, practical, theory, technology, performance</p> <p>Generic:</p> <p>Confidence<br/>Team work<br/>Self esteem and self actualisation<br/>Leadership<br/>Creativity</p> | <p>Singers<br/>Song writers<br/>Performers<br/>Production<br/>Management<br/>Education<br/>Therapy<br/>Construction<br/>Music Technology<br/>Arrangement<br/>Broadcasting<br/>DJ, radio and other media<br/>Music legal<br/>Sacred music</p> |

|        | Knowledge & Understanding                                                                                                                  |                                                                                                                                                                                                                         |                                                                                                                                                                              | Subject Specific Literacy Development                                          |                                                                                                                    | Cultural Capital / Enrichment Opportunities                                                                                                           |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | Topics (Bigger Picture)                                                                                                                    | Knowledge (Key Concepts)                                                                                                                                                                                                | Recall & Retrieval Practice Focus                                                                                                                                            | Read Like A... Focus                                                           | Key Vocabulary                                                                                                     |                                                                                                                                                       |
| Term 1 | <p><b>NOTATION:</b></p> <p><b>Musical Theory components of:</b></p> <p><b>AoS 1</b><br/><b>AoS 2</b><br/><b>AoS 3</b><br/><b>AoS 4</b></p> | <p><u><b>Week 1 -14 Basic Music Notation</b></u></p> <ul style="list-style-type: none"> <li>Rhythm notation, time values, meter</li> <li>Time signatures</li> <li>Further rhythm, semiquavers</li> <li>Rests</li> </ul> | <p><u><b>Week 1 -14 Basic Music Notation</b></u></p> <p><b>Rhythm Notation</b></p> <p>Symbols, names &amp; meanings on screen.</p> <p>Time signatures – a range of ABRSM</p> | <p><u><b>Week 1 -14 Basic Music Notation</b></u></p> <p>ABRSM THEORY GUIDE</p> | <p>Time Values:</p> <p>Semibreves<br/>Minims<br/>Crotchets<br/>Quavers<br/>Semiquavers</p> <p>Rhythm Groupings</p> | <p><u><b>Week 1 -14 Basic Music Notation</b></u></p> <p>Listening to music by BACH</p> <p>Live concerts</p> <p>A trip to the Philharmonic to hear</p> |

|  | Knowledge & Understanding  |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                        | Subject Specific Literacy Development |                                                                                                                                                                                                                                                                                                                                                                                                                      | Cultural Capital /<br>Enrichment<br>Opportunities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|  | Topics<br>(Bigger Picture) | Knowledge<br>(Key Concepts)                                                                                                                                                                                                                                                                                                                                                                                  | Recall & Retrieval<br>Practice Focus                                                                                                                                                                                                                                                                                                   | Read Like A... Focus                  | Key Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  |                            | <ul style="list-style-type: none"> <li>Notes on the treble clef</li> <li>Notes on the bass clef</li> <li>Accidentals, tones, semitones</li> <li>Basic scale theory</li> <li>Primary &amp; Secondary chords</li> <li>Cadences</li> <li>Chord progressions</li> <li>Power Chords</li> <li>Melody &amp; Chorus:</li> <li>Keys and key signatures</li> <li>Intervals</li> <li>Tonic Triads and chords</li> </ul> | <p>worked examples<br/>filling in blanks,<br/>working out the TS</p> <p><b>Notes on the Staves:</b></p> <p>Recall notes<br/>positions on staves<br/>Aural retrieval<br/>activities<br/>Performance<br/>opportunities.</p> <p><b>Scale theory,<br/>chords, harmony,<br/>intervals, cadences:</b></p> <p><b>Basic Italian terms.</b></p> |                                       | <p>Grouping notes and<br/>rests</p> <p>Pitch:</p> <p>Notes on lines and<br/>spaces<br/>Treble clef<br/>Bass clef</p> <p>Accidentals<br/>Sharps<br/>Flats<br/>Naturals<br/>Rhythm – Dotted<br/>notes, groupings<br/>Scales<br/>C Major, F Major, G<br/>Major<br/>Intervals 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>,<br/>5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>ve</sup></p> <p>Tonic triads</p> | <p>a classical concert<br/>with the opportunity<br/>to meet members of<br/>the orchestra<br/>beforehand</p> <p>A trip to the TUNG<br/>theatre to hear a<br/>modern classical<br/>concert with the<br/>option of meeting<br/>musicians<br/>beforehand</p> <p>Inviting up and<br/>coming bands into<br/>the theatre for a<br/>whole year group<br/>performance with a<br/>Q&amp;A</p> <p>Visits to Liverpool<br/>Media education<br/>providers, LMC,<br/>LIPPA etc to<br/>investigate post 16<br/>study in music and<br/>the arts</p> <p>Visit both Cathedrals,<br/>meet music staff and<br/>gain understanding of<br/>the possible career<br/>opportunities for<br/>music in the sacred<br/>world.</p> |

|  | Knowledge & Understanding                           |                                                                                                                                         |                                                                                                                                                                                                                       | Subject Specific Literacy Development                                         |                                                                                                                                                                                                                                                                   | Cultural Capital /<br>Enrichment<br>Opportunities                                                                                                                                                                                                                                                                                                        |
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|  | Topics<br>(Bigger Picture)                          | Knowledge<br>(Key Concepts)                                                                                                             | Recall & Retrieval<br>Practice Focus                                                                                                                                                                                  | Read Like A... Focus                                                          | Key Vocabulary                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                          |
|  | AoS 4<br>Popular Music<br>Set Work<br>Toto – Africa | <ul style="list-style-type: none"> <li>Italian Terms and signs</li> <li>Music in context</li> <li>Basic rhythmic dictation</li> </ul>   | <p>English to Italian,<br/>Italian to English and<br/>listening to music<br/>and selection<br/>appropriate terms.</p> <p>Words on screen<br/>Music playing with<br/>TPS</p> <p>Demonstrate using<br/>instruments.</p> |                                                                               | <p>Fortissimo<br/>Forte<br/>Mezzo forte<br/>Mezzo Piano<br/>Piano<br/>Pianissimo</p> <p>Crescendo<br/>Decrescendo<br/>Diminuendo</p> <p>Allegro<br/>Allegretto<br/>Moderato<br/>Andante<br/>Adagio<br/>Accelerando<br/>Rallentando<br/>Ritardando<br/>A tempo</p> | <p>Visit Wells’ organ<br/>works or Willis’<br/>factory in Speke to<br/>look at the<br/>construction and<br/>building of musical<br/>instruments.</p> <p>Speak with<br/>peripatetic music<br/>staff about jobs and<br/>career paths</p> <p>Attend a music<br/>theatre performance<br/>at the Empire or<br/>Gladstone and meet<br/>artists for Q&amp;A</p> |
|  |                                                     | <p><b><u>Week 8 – 14 Appraising</u></b></p> <ul style="list-style-type: none"> <li>Introduction to <i>Africa</i> (Set Piece)</li> </ul> | <p><b><u>Week 8 – 14<br/>Appraising</u></b></p> <p>Recall key terms and<br/>concepts</p> <p>Performance recall</p>                                                                                                    | <p><b><u>Week 8 – 14<br/>Appraising</u></b></p> <p>Online guides – Africa</p> | <p><b><u>Week 8 – 14<br/>Appraising</u></b></p> <p>Primary &amp; Secondary<br/>chords<br/>Cadences<br/>Chord progressions<br/>Power Chords<br/>Melody &amp; Chorus</p>                                                                                            | <p><b><u>Week 8 – 14<br/>Appraising</u></b></p> <p>Listening to Toto’s<br/>Africa</p>                                                                                                                                                                                                                                                                    |
|  |                                                     | <ul style="list-style-type: none"> <li>Introduction to <i>Badinerie</i> (Set Piece)</li> </ul>                                          |                                                                                                                                                                                                                       | <p>Online guides – Bach</p>                                                   | <p>Baroque<br/>Ornaments</p>                                                                                                                                                                                                                                      | <p>Listening to Bach’s<br/>Badinerie</p>                                                                                                                                                                                                                                                                                                                 |

|  | Knowledge & Understanding                                                                                                                                            |                                                                                                                                                                                        |                                                                                                             | Subject Specific Literacy Development                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                    | Cultural Capital /<br>Enrichment<br>Opportunities                                                                |
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|  | Topics<br>(Bigger Picture)                                                                                                                                           | Knowledge<br>(Key Concepts)                                                                                                                                                            | Recall & Retrieval<br>Practice Focus                                                                        | Read Like A... Focus                                                                                             | Key Vocabulary                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                  |
|  | <p><b>AoS 1</b><br/><b>Musical Fprms</b><br/><b>and Devices Set</b><br/><b>Work</b><br/><b>Bach - Badinerie</b></p> <p><b>Component 1:</b><br/><b>Performing</b></p> | <p><u><b>Week 6 – 14 Performance</b></u></p> <ul style="list-style-type: none"> <li>• Solo performances</li> <li>• Class ensemble</li> <li>• Performing in smaller ensemble</li> </ul> | <p><u><b>Week 6 – 14 Performance</b></u></p> <p>Recall key terms and concepts</p> <p>Performance recall</p> | <p><u><b>Week 6 – 14 Performance</b></u></p> <p>Online articles about their favourite artist, band, or genre</p> | <p>Trills<br/>Mordents<br/>Appoggiatures<br/>Turns</p> <p>Melody<br/>Dynamics<br/>Sonority<br/>Harmony<br/>Tonality<br/>Texture</p> <p><u><b>Week 6 – 14 Performance</b></u></p> <p>Difficulty<br/>Quality<br/>Accuracy<br/>Technical Control<br/>Expression<br/>Interpretation<br/>Balance<br/>Ensemble<br/>Communication<br/>Empathy<br/>Sonority</p> <p><b>Composing:</b></p> <p>Creativity</p> | <p><u><b>Week 6 – 14 Performance</b></u></p> <p>Concert visits<br/>Video clips of selected artists and bands</p> |



|  | Knowledge & Understanding  |                                                  |                                                             | Subject Specific Literacy Development |                                                                                                                                                                                                                                                                                                                                                                                                                                        | Cultural Capital /<br>Enrichment<br>Opportunities |
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|  | Topics<br>(Bigger Picture) | Knowledge<br>(Key Concepts)                      | Recall & Retrieval<br>Practice Focus                        | Read Like A... Focus                  | Key Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                   |
|  |                            | <b>Families and instruments of the orchestra</b> | <b>Recall key vocab,<br/>recall instrumental<br/>sounds</b> |                                       | <b>Brass</b><br><b>Percussion</b><br><br><b>Violin</b><br><b>Viola</b><br><b>Cello</b><br><b>Double Bass</b><br><b>Harp</b><br><br><b>Piccolo</b><br><b>Flute</b><br><b>Clarinet</b><br><b>Oboe</b><br><b>Bassoon</b><br><b>Bass Clarinet</b><br><b>Contra Bassoon</b><br><b>Trumpet</b><br><b>Trombone</b><br><b>French Horn</b><br><b>Tuba</b><br><br><b>Timpani</b><br><b>Bass Drum</b><br><b>Snare Drum</b><br><b>Cymbals etc.</b> | <b>Any orchestral<br/>music via<br/>Youtube.</b>  |

|                | Knowledge & Understanding  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                      | Subject Specific Literacy Development                            |                                                                                                                                                                          | Cultural Capital /<br>Enrichment<br>Opportunities                                      |
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|                | Topics<br>(Bigger Picture) | Knowledge<br>(Key Concepts)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Recall & Retrieval<br>Practice Focus                                                                 | Read Like A... Focus                                             | Key Vocabulary                                                                                                                                                           |                                                                                        |
| Half<br>Term 4 | Film Music<br>AoS 3        | <u>Week 1 – 5</u> <ul style="list-style-type: none"> <li>Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas</li> <li>The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot</li> <li>The effect of audience, time and place, and how to achieve this through use of the musical elements</li> <li>Use of sonority, texture and dynamics to create a mood</li> <li>How to achieve contrasts and develop initial ideas when composing</li> <li>Use of Music Technology to achieve best effect</li> <li>Producing a score / leadsheet</li> </ul> | <u>Week 1 – 5</u> <p>Recall key terms and concepts</p> <p>Performance recall</p> <p>Aural recall</p> | <u>Week 1 – 5</u> <p>Articles on Danny Elfman, John Williams</p> | <u>Week 1 – 5</u> <p>Strings<br/>Brass<br/>Woodwind<br/>Percussion<br/>Electronic<br/>Choirs/choral<br/>Texture<br/>Tempo<br/>Dynamics<br/>Minimalism<br/>Technology</p> | <u>Week 1 – 5</u> <p>Listen to film scores by Williams, Walton, Elfman, Manfredini</p> |
|                |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                      |                                                                  |                                                                                                                                                                          |                                                                                        |

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| Half<br>Term 6 | Popular Music<br>AoS 4        | <b>Week 1-6</b> <ul style="list-style-type: none"> <li>Rock and pop styles</li> <li>Revisit blues</li> <li>Strophic form</li> <li>32 bar song form</li> <li>Verses, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing trackers</li> <li>Class performance of Africa</li> </ul> | Recall key terms and concepts<br><br>Performance recall<br><br>Aural recall | Articles on the slave trade<br><br>Articles on the origins of Blues and Jazz<br><br>Articles on Big Bang, Boogie Woogie, Music from the Wars<br><br>Histories of Pop Music since the 1950s | 32 bar song form<br>Strophic<br>12 bar blues<br>Verse<br>Chorus<br>Riffs<br>middle 8<br>bridge<br>fill<br>instrumental break<br>intros and outros<br>improvisation<br>loops<br>samples<br>panning<br>phasing<br>syncopation<br>driving rhythms<br>balance<br>standard chord progressions<br>melismatic and syllabic writing<br>lead and backing vocals<br>backing tracks<br>primary chords<br>secondary chords<br>cadences. | Pop Concerts<br><br>Pop videos<br><br>Workshops<br><br>Visiting Artists |
| Half<br>Term 5 | AoS 1<br>Forms and<br>Devices | <ul style="list-style-type: none"> <li>Introduction to area of study 1:</li> <li>Forms and Devices with terminology as appropriate:</li> <li>binary, ternary and rondo forms</li> </ul>                                                                                                               | Recall key terms and concepts<br><br>Performance recall<br><br>Aural recall | Articles on various forms and structures in Classical Music                                                                                                                                | Variation form and strophic form in classical music<br><br>Recognition of features of baroque, classical and romantic periods                                                                                                                                                                                                                                                                                               | Concerts<br><br>Listening to recorded examples of music                 |

|  | Knowledge & Understanding         |                                                                                                                                                                                                                                            |                                                             | Subject Specific Literacy Development |                                                                                                                                                                                                                                                                                                                          | Cultural Capital /<br>Enrichment<br>Opportunities |
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|  | Topics<br>(Bigger Picture)        | Knowledge<br>(Key Concepts)                                                                                                                                                                                                                | Recall & Retrieval<br>Practice Focus                        | Read Like A... Focus                  | Key Vocabulary                                                                                                                                                                                                                                                                                                           |                                                   |
|  | <b>Elements:</b><br><i>Timbre</i> | <ul style="list-style-type: none"> <li>repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions</li> </ul> <b>Ensembles</b> | <b>Recall key vocab,<br/>recall instrumental<br/>sounds</b> | <b>GCSE Revision<br/>Guide</b>        | Revisit: imitation,<br>pedal, canon, alberti<br>bass and all<br>harmonic features<br><br><b>Symphony<br/>Orchestra</b><br><br><b>String Orchestra</b><br><br><b>Jazz Band</b><br><br><b>Brass Band</b><br><br><b>Wind ensemble</b><br><br><b>String Quartet</b><br><br><b>Church choir</b><br><br><b>Other ensembles</b> |                                                   |

## Key Assessments

| When                   | What will be assessed?                                             | Why is this being assessed?                                                                                                                                                                                           | How will results be stored & students receive feedback?                                           |
|------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| End of term One        | Music Theory – ABRSM Grade One Past Paper                          | <p>To ensure students have the basic theoretical knowledge to access the higher grades at GCSE</p> <p>For students to take the ABRSM G1 Online Theory examination</p>                                                 | <p>As completed exam scripts.</p> <p>Feedback will be presented on the completed exam papers.</p> |
| End of Half Term Three | A completed free composition                                       | To improve coursework prior to submission                                                                                                                                                                             | Graded coursework will be assessed according to Eduqas specifications and stored on file.         |
| Mid Year Exam          | Listening Questions based on Africa and Badinerie from past papers | <p>Key part of the appraisal examination</p> <p>Student familiarity with exam expectations from beginning of the course</p>                                                                                           | <p>Teacher marked with action feedback for students</p> <p>Marks recorded on SIMS</p>             |
| Summer Assessments     | First attempt at a full listening paper (approx. 1:15)             | Having covered all the set works, and delivered the remaining topics following recent INSET as elements rather than AoS, its time to develop exam technique and stamina and see how the students handle a full paper. | Teacher marked, action for feedback, gaps in learning plugged.                                    |
| End of Half Term 6     | Either solo or ensemble performance assessment                     | Assessed according to Eduqas criteria, students will have an opportunity to present their solo and ensemble pieces for submission to the exam board.                                                                  | Teacher assessed and grades stored on file.                                                       |