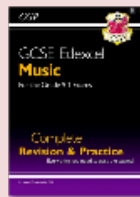


The English Martyrs Catholic School and Sixth Form College

<u>Music</u>	<u>Module 1</u>	<u>Module 2</u>	<u>Module 3</u>
<u>Topic Theme and Intent</u>	Through this introductory module student are to explore the fundamentals of music theory through the development of listening and appraising skills. Furthermore, students will enhance their compositional and performance skills. Area of study 4 has an emphasis on how two or more musical cultures are combined to create a fusion. Through the development of knowledge, students will gain a core understanding of how to examine separate musical elements and how they are treated in a fusion work showcasing the variety and uniqueness of different fusion styles.	Music for Stage and Screen is a varied topic and the two set works are representative works from the musical and film music genres. Through this aspect of Area of Study 3, students will focus upon The Star Wars linked to the main theme from Star Wars Episode IV: A New Hope. Through the study of this piece, students will develop an understanding of how film music is composed and the impact from sound to picture. Within Area of Study 1 – Instrumental music 1700-1820, students will focus upon the set work composed by Bach, The Brandenburg Concerto no. 5, 3 rd movement. Through both aspects of learning, students will gain understanding of the stylistic features along with the composition techniques which have been applied to the set study. Throughout this module, students will development further theoretical knowledge and have further opportunities to apply to score analysis.	Area for study 2 vocal music is a large topic area and the set works represent both ends of the time frame from the Baroque setting by Purcell of 'Music for a While' to the twentieth century Queen song 'Killer Queen'. Within the aspect of the module, students will focus upon the setting of words for solo voice with an accompaniment found with 'Music for a While'. Through this aspect students to consider the diversity of musical style with the opportunity to enhance aural perception from a range of musical periods/idioms. Area of study 4 has an emphasis on how two or more musical cultures are combined to create a fusion. Through the development of knowledge, students will gain a core understanding of how to examine separate musical elements and how they are treated in a fusion work showcasing the variety and uniqueness of different fusion styles.
<u>Knowledge</u>	<ul style="list-style-type: none"> Component 1: The development of performance practice focusing on the way musical elements techniques, technical control and expression are applied and to evaluate the impact of how performances demonstrate control, making expressive use of phrasing and dynamics appropriate to the style and mood of the piece. Component 2: Exploration of compositional ideas and how this is applied linked to music theory and use of notation software. The focus of assessment criteria to become familiar to students and how these are applied to create purpose and intention linked to technical and creative use of compositional intentions Component 3: Building upon basic knowledge of musical elements, musical context and musical language needed to appraise set works. 	<ul style="list-style-type: none"> To critically appraise piece of music through the contexts of areas of study. To enhance understanding of form and structure Apply appropriate musical vocabulary for each work and the stylistic features of the music and the conventions used in different times and places. Investigate how the music relates to the context in which it was created. Enhance written application to express and justify their opinions and preferences. 	<ul style="list-style-type: none"> To critically appraise piece of music through the contexts of areas of study. To enhance understanding of form and structure Apply appropriate musical vocabulary for each work and the stylistic features of the music and the conventions used in different times and places. Investigate how the music relates to the context in which it was created. Enhance written application to express and justify their opinions and preferences.
<u>Skills</u>	Students are made aware of the three component areas 1-3 and the expectations to fulfil the specification. They will focus upon Solo graded performance practice linked to ABRSM, LCM, Rock School repertoire. They will Evaluate the impact of performance linked to course requirements developing musical interpretation and compare solo performance techniques and offer appropriate feedback. They will realise compositional ideas through the application of music theory and explore original composition ideas with a focus upon how to notate compositional ideas using Sibelius software. Throughout the module, student will enhance fundamental skills linked to theoretical knowledge and its application linked to set work study.	Students are to have an understanding of key stylistic features and be able to use appropriate music language and terminology when appraising music. Students need to have a full understanding of the Musical elements linked to the organisation of pitch both melodically and harmonically, tonality, including major, minor and basic modulations with the music linked to the tonic and dominant. Students are to identify structure, sonority, texture, tempo and dynamics in which they can identify specific features through the application of aural awareness skills and the understanding of the stylistic features of the periods/areas of study.	Students are to have an understanding of key stylistic features and be able to use appropriate music language and terminology when appraising music. Students need to have a full understanding of the Musical elements linked to the organisation of pitch both melodically and harmonically, tonality, including major, minor and basic modulations with the music linked to the tonic and dominant. Students are to identify structure, sonority, texture, tempo and dynamics in which they can identify specific features through the application of aural awareness skills and the understanding of the stylistic features of the periods/areas of study.
<u>Literacy Links</u>	Reading - reading for meaning, reading musical notation Writing - responding to musical questions, using music specific vocabulary effectively. Oracy - forming opinions and articulating them through class discussions, speaking confidently and effectively, describing what they have heard using specific musical vocabulary. Engaging in discussion with other students.	Reading - reading for meaning, reading musical notation Writing - responding to musical questions, using music specific vocabulary effectively. Oracy - forming opinions and articulating them through class discussions, speaking confidently and effectively, describing what they have heard using specific musical vocabulary. Engaging in discussion with other students.	Reading - reading for meaning, reading musical notation Writing - responding to musical questions, using music specific vocabulary effectively. Oracy - forming opinions and articulating them through class discussions, speaking confidently and effectively, describing what they have heard using specific musical vocabulary. Engaging in discussion with other students.
<u>Essential Vocabulary</u>	Dynamics, Rhythm, Metre, Pitch, Structure, Melody, Instrumentation, Texture, Harmony,	Leitmotif, underscoring, Quartal Harmony, Perfect 5 th , Neapolitan chords, Trill, Diatonic, Metre, Chromatic chords, Cue, Concerto Grosso, Concertino, Harpsichord, Figured Bass, Contrapuntal, Fugue, Monophonic, Homophonic, Sequence, Terraced dynamics	Trio Sonata, Dance Suite, Stile Italiano, Counter Tenor, Basso Continuo, Ornament, Appoggiatura, Syllabic word-setting, Word Painting, Melisma, Acoustic Guitar, Cover, Solo, Turnaround, Tempo Rubato, Counterpoint, Overdubbed, Enharmonic Equivalent, Contrapuntal, Clave

Disciplinary Reading

Reading for Pleasure



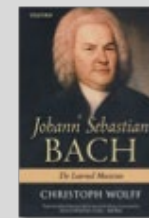
GCSE Music Edexcel Complete Revision & Practice by CGP Book



Let Me Hear a Rhyme



Born to Rock



Johann Sebastian Bach: The Learned Musician