

# St Cuthbert Mayne School Curriculum Map 2023-2024



## Performing Arts - Music Year 11

We offer the AQA revised GCSE music syllabus. It consists of three Components that are appealing, and reflect recent developments in music, whilst also retaining traditional core subject content. The new syllabus allows for much general contextual listening and learning about many musical styles and repertoire, as well as the more detailed study of specified works. Composing is now a less constrained part of the course, giving far more creative freedom to the student, and the performing element of the course combines both solo and ensemble possibilities for candidates. The course is wonderfully diverse, and there really is something for everybody within it, whatever their musical interests.

- **Component 1** is a one and a half hour written paper consisting of two sections marked by AQA examiners. Section A is centered around listening questions pertaining to more unfamiliar music (68 marks), and Section B concerns questions on set Study Pieces (28 marks). This component is worth 40% of the total GCSE marks.
- **Component 2** is Performing, where the pupils offer one individual performance (36 marks) and one ensemble performance (36 marks). These performances are recorded and can be made at any time during the course. This unit is internally assessed and externally moderated and worth 30% of the total GCSE marks. A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.
- **Component 3** is Composing Music. Candidates compose two pieces over the two year course. Composition 1 is to a brief supplied by the Board (36 marks) and Composition 2 is a free composition to a brief from the candidate themselves. Both compositions are internally assessed and externally moderated and worth 30% of the marks. Each composition is accompanied by a minimum 150 word written Programme Note. Any style of musical composition is allowed, and students are encouraged to compose to their strengths and particular interests.

## Autumn Term

<b>Topic/Unit</b>	AoS2: Popular Music ( <i>Set Work: Little Shop of Horrors</i> ) Listening Skills Introduction to GCSE Composition Developing solo and ensemble performances	
<b>Knowledge (Content covered)</b>	<p>Students will use prior knowledge of Musical Elements to describe pieces of music using extended GCSE-level vocabulary. They will utilise DR SMITH when listening to music and develop their knowledge, understanding and skills needed to communicate effectively as musicians. The focus will be on gaining an understanding of how melody can be developed. There will be a big push on music theory, particularly reading staff notation, understanding chords and chord symbols, musical vocabulary and terminology, musical analysis and knowing and understanding the musical elements.</p> <p>Students will critically appraise their first study works - Little Shop of Horrors alongside Area of Study 2 (AoS2), Popular Music which encompasses the following styles: Music of Broadway (1950s - 1990s), Rock music of the 60s and 70s, Film and computer game music from the 90s to present, and pop music from the 1990s to present. Preparation for a listening mock exam will take place where students will demonstrate and apply their musical knowledge.</p> <p>Throughout the Autumn Term students will be developing their GCSE compositions with a focus on rhythm, metre and tempo - key elements of any musical piece. They will expect to be given listening homework based on AOS2 alongside a regular practice routine on their chosen instrument/voice.</p> <p>Students will be developing their performances through practice and techniques/skills building ready for solo recordings in November, and ensemble performances in January. Students will perform the whole song focusing on accuracy, phrasing and expression and it should be a minimum of 2 minutes long without repeating large sections. Students will develop their ensemble skills with a focus on listening to other musicians, playing in time and creating a balanced performance. Ensemble rehearsals will be scheduled and structured by students independently outside of lesson time so that preparations towards their mock listening exam can take place within curriculum time. Students will be given an audio recording of their solo performance to reflect on their progress and how they can further develop.</p> <p>Students will complete their mock composition alongside a score and programme notes (around 100-150 words) to accompany their piece. This will be marked in line with the assessment criteria and we will look at the performance experience of the group and how we can develop confidence. Students will also build on their previous composition with a focus on adding Texture, Harmony and Tonality while notating their piece through a range of staff notation, tab, graphic score and lead sheet.</p>	
<b>Skills</b>	<b>Component 1:</b> <ul style="list-style-type: none"> <li>- Demonstrate and apply musical knowledge</li> <li>- Use appraising skills to make evaluative and critical judgements about music</li> </ul>	<b>Component 3:</b> <ul style="list-style-type: none"> <li>- Compose and develop musical ideas with technical control and coherence</li> </ul>
<b>Assessment</b>	Students will be assessed on their ability to evaluate music and demonstrate knowledge and understanding of the musical elements and musical language. They will analyse and evaluate music that is both familiar and unfamiliar to them through listening tests and practice essay questions. Students will be assessed on a mock composition which will have a focus on rhythm, metre and tempo and this will be assessed in line with the GCSE marking grid. Performance skills will still feature but this will be expected of students to complete in their own time through independent study.	

<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	<ul style="list-style-type: none"> <li>- Music producer</li> <li>- Music therapist</li> <li>- Musician</li> <li>- Private music teacher</li> <li>- Secondary school teacher</li> <li>- Sound designer</li> <li>- Talent agent</li> </ul>	<ul style="list-style-type: none"> <li>- Sound engineer</li> <li>- Sound technician, broadcasting/film/video</li> <li>- Broadcast engineer</li> <li>- Community arts worker</li> <li>- Marketing executive</li> <li>- Radio broadcast assistant</li> <li>- Theatre stage manager</li> </ul>	<ul style="list-style-type: none"> <li>- Special effects technician</li> <li>- Arts administrator</li> <li>- Choreographer</li> <li>- Event manager</li> <li>- Private tutor</li> <li>- Radio producer</li> <li>- Composer</li> </ul>
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## Spring Term

<b>Topic/Unit</b>	Completing GCSE Composition Listening Skills AoS1: Western Classical Music 1650 - 1900 ( <i>Set work: Mozart Clarinet Concerto in A Major, K. 622, 3rd Movement, Rondo</i> )		
<b>Knowledge (Content covered)</b>	<p>Students will deepen their knowledge and understanding of Musical Elements to describe unfamiliar pieces of music using extended GCSE-level vocabulary. The focus will be on gaining an understanding of how melody can be developed. There will continue to be a push on music theory and how this can be implemented alongside the listening exam so students should spend time revising the musical elements by listening to a range of music and applying questions based upon these to the piece e.g. <i>What is the instrumentation? What is the structure of the song? Explain the dynamics. Compare and contrast section A and section B etc.</i></p> <p>Students will critically appraise their second set study works - Students will now start to critically appraise their second set study works - Mozart Clarinet Concerto in A Major, K. 622, 3rd Movement, Rondo (AoS1 - Western Classical Music 1650 - 1900) . They will learn need-to-know context through a mixture of listening, appraising and performing tasks to build a firm foundation for their learning, complete regular consolidation tasks to encourage engagement and build confidence to apply theory independently and put this all into practice through exam questioning with both 2 mark and 8 mark questions.</p>		
<b>Skills</b>	<b>Component 1:</b> <ul style="list-style-type: none"> <li>- Demonstrate and apply musical knowledge</li> <li>- Use appraising skills to make evaluative and critical judgements about music</li> </ul>	<b>Component 2:</b> <ul style="list-style-type: none"> <li>- Perform with technical control, expression and interpretation.</li> </ul>	<b>Component 3:</b> <ul style="list-style-type: none"> <li>- Compose and develop musical ideas with technical control and coherence</li> </ul>
<b>Assessment</b>	Students will be assessed on their ability to evaluate music and demonstrate knowledge and understanding of the musical elements and musical language. They will analyse and evaluate music that is both familiar and unfamiliar to them through listening tests and practice essay questions. Students' progress on their mock composition will be assessed with the focus on Texture, Harmony and Tonality. Solo performance will be formally assessed in line with the GCSE marking grid.		
<b>Gatsby 4 (Linking</b>	<ul style="list-style-type: none"> <li>- Music producer</li> <li>- Music therapist</li> </ul>	<ul style="list-style-type: none"> <li>- Sound engineer</li> <li>- Sound technician, broadcasting/film/video</li> </ul>	<ul style="list-style-type: none"> <li>- Special effects technician</li> <li>- Arts administrator</li> </ul>

<b>curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	<ul style="list-style-type: none"> <li>- Musician</li> <li>- Private music teacher</li> <li>- Secondary school teacher</li> <li>- Sound designer</li> <li>- Talent agent</li> </ul>	<ul style="list-style-type: none"> <li>- Broadcast engineer</li> <li>- Community arts worker</li> <li>- Marketing executive</li> <li>- Radio broadcast assistant</li> <li>- Theatre stage manager</li> </ul>	<ul style="list-style-type: none"> <li>- Choreographer</li> <li>- Event manager</li> <li>- Private tutor</li> <li>- Radio producer</li> <li>- Composer</li> </ul>
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<b>Summer Term</b>			
<b>Topic/Unit</b>	Re assessment of performances and compositions if necessary. Listening Skills <b>AoS1: Western Classical Music 1650 - 1900 (Set work: Mozart Clarinet Concerto in A Major, K. 622, 3rd Movement, Rondo)</b> <b>AoS2: Popular Music (Set Work: Little Shop of Horrors)</b> <b>AoS3: Traditional Music</b> <b>AoS4: Western Classical Tradition since 1910</b>		
<b>Knowledge (Content covered)</b>	Students will now revisetheir knowledge and understanding of Musical Elements continuing to describe unfamiliar and familiar pieces of music using extended GCSE-level vocabulary. They will look at all AoS this term where they must be able to listen attentively to unfamiliar music from the following styles/genres to identify and accurately describe musical elements, musical contexts and musical language of:		
	<b>AoS3 - Traditional Music:</b> <ul style="list-style-type: none"> <li>- Blues music from 1920–1950</li> <li>- Fusion music incorporating African and/or Caribbean music</li> <li>- Contemporary Latin music</li> <li>- Contemporary Folk music of the British Isles.</li> </ul>	<b>AoS4 - Western Classical Tradition since 1910:</b> <ul style="list-style-type: none"> <li>- The orchestral music of Copland</li> <li>- British music of Arnold, Britten, Maxwell-Davies and Tavener</li> <li>- The orchestral music of Zoltán Kodály and Béla Bartók</li> <li>- Minimalist music of John Adams, Steve Reich and Terry Riley.</li> </ul>	
<b>Skills</b>	<b>Component 1:</b> <ul style="list-style-type: none"> <li>- Demonstrate and apply musical knowledge</li> <li>- Use appraising skills to make evaluative and critical judgements about music</li> </ul>	<b>Component 2:</b> <ul style="list-style-type: none"> <li>- Perform with technical control, expression and interpretation.</li> <li>- Ensemble performance</li> </ul>	<b>Component 3:</b> <ul style="list-style-type: none"> <li>- Compose and develop musical ideas with technical control and coherence</li> </ul>
<b>Assessment</b>	Students will be assessed on their ability to evaluate music and demonstrate knowledge and understanding of the musical elements and musical language. They will analyse and evaluate music that is both familiar and unfamiliar to them through listening tests and practice essay questions. Students will be assessed on a mock composition which will have a focus on rhythm, metre and tempo and this will be assessed in line with the GCSE marking grid. Ensemble performances will be peer marked in line with assessment criteria and marking grids.		

**Gatsby 4 (Linking curriculum learning to careers)**

[GATSBY BENCHMARK 4](#)

- Music producer
- Music therapist
- Musician
- Private music teacher
- Secondary school teacher
- Sound designer
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- Sound engineer
- Sound technician, broadcasting/film/video
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- Marketing executive
- Radio broadcast assistant
- Theatre stage manager
- Special effects technician
- Arts administrator
- Choreographer
- Event manager
- Private tutor
- Radio producer
- Composer