

# MUSIC GCSE

YEAR	TERM 1	TERM 2	TERM 3
9	<ul style="list-style-type: none"> <li>General INTRODUCTIONS</li> <li><b>C.1.</b>GROUND BASS composition</li> <li>Ground bass performance(Nyman)</li> <li>SET WORK RESEARCH (and introductions to)</li> <li>SOLO PERFORMANCE.1</li> <li>INTRO to the Arts Award.</li> <li>"Follow that tune" listening exercises.(up to half term )</li> <li>1<sup>ST</sup> Steps in Listening (with construction of vocab list (after half term)</li> <li><b>C.2.</b>Composing a Ragtime</li> </ul>	<ul style="list-style-type: none"> <li>MAKING AN ARRANGEMENT (of the Haydn)</li> <li>Continuation of the Arts Award.</li> <li>Playing The Beatles (Yesterday)</li> <li>Playing Haydn "the clock arrangement."</li> <li><b>C.3.</b> Writing a song</li> <li><b>C.4.</b> Composing in a particular structure (ABA Ternary)</li> <li>More Steps in Listening</li> <li>SET WORK RESEARCH</li> <li>1:1 Discussions</li> </ul>	<ul style="list-style-type: none"> <li>Conclusions of ARTS AWARD (with moderation)</li> <li>SOLO PERFORMANCE. (if needed)</li> <li><b>C.5.</b>Composing a Blues</li> <li>More Steps in Listening</li> <li><b>C.6.</b>Music for a special occasions /fanfares.</li> <li>Playing The Beatles (Lucy in the Sky With Diamonds )</li> <li>1:1 Discussions</li> </ul>
10	<ul style="list-style-type: none"> <li>COMPOSITION 2 (free choice)(after half term)</li> <li>LISTENING WORK</li> <li>SET WORKS.</li> <li>SUMMER FESTIVAL Composition <b>C.7.</b> (until half term ..."composing to a brief" idea)</li> <li>1:1 Discussions</li> </ul>	<ul style="list-style-type: none"> <li>LISTENING WORK</li> <li>SET WORKS.</li> <li>COMPOSITION 2</li> </ul>	<ul style="list-style-type: none"> <li>PREPARATORY EXERCISES FOR Composition 1.(set by AQA)</li> <li>SOLO /ENSEMBLE PERFORMANCE (MARK AWARDED WILL GO TOWARDS MOCK RESULT IN Y.11)</li> <li>LISTENING WORK</li> <li>COMPOSITION 2 (FINISHING OFF) (15%)</li> <li>SET WORKS.</li> <li>1:1 Discussions</li> </ul>
11	<ul style="list-style-type: none"> <li>COMPOSITION 1 (set by AQA)</li> <li>LISTENING WORK/PAST PAPERS</li> <li>MOCK LISTENING PAPER</li> <li>AWARDING OF MOCK RESULT ( based on current composition work;y10 Performance mark and listening mark)</li> <li>1:1 Discussions</li> </ul>	<ul style="list-style-type: none"> <li>COMPOSITION 1 (FINISHING OFF) (15%)</li> <li>LISTENING BOOKLET WORK/PAST PAPERS</li> <li>GCSE PERFORMANCES (30%)</li> <li>Revisit old class performances to remind the class of the set works.</li> <li>1:1 Discussions</li> </ul>	<ul style="list-style-type: none"> <li>JUNE..LISTENING EXAM (40%)</li> </ul>

## What you can do as a parent to support your child throughout this course

Please encourage your son/daughter to practice their instrument at home; listen to all types of music and generally be enthusiastic about their musical interests.

## Assessment Procedures & Key dates

**How we use the assessment data:** To enable the department to provide a holistic level at regular intervals throughout the year.

### Marking & feedback policy – our key principles:

You will be set one homework every week – this may include extra research, further reading or practicing your instrument. These will be written into your planners at the start of the year. In general these tasks will be returned one full working week from the date of hand in (although work handed in late will be marked at the teacher's discretion). You may be asked to redo or improve your work.

- **Compositions** are marked through the composing journal (found in your folders) and verbal feedback/advice is given at various points along the compositional process. (Especially in Yr10 or Yr11 where a grade (according to GCSE levels) and comment written in the journal completes this part of the Music curriculum.
- **Listening** tasks are marked in class using peer assessment and/or by the teacher after the event. A grade (according to GCSE levels) and comment written in the folder completes this part of the Music curriculum.
- **Performing** tasks are constantly assessed informally by the teacher and student alike with advice and feedback given along the way. Formal assessment takes place at the end of the topic during the final performance in Yr9 and in various solo performances during the whole course. A grade (according to GCSE levels) and comment written in the folder completes this part of the Music curriculum.

You will receive feedback in a variety of ways; whole class verbal feedback, individual verbal feedback, and written feedback. You may receive one or more of these methods of feedback as appropriate. It is essential that you learn how to improve from your feedback, therefore targets should be written in your Music folder that can be ticked off/evidenced when completed, for example in the composing journal. If you do not feel able to improve from the feedback you are given then it is your responsibility to ask your teacher for further advice.

### The following symbols will be used on your written work:

- A circled word or musical note may be used to highlight a spelling or musical mistake.
- A wavy underline may be used to show that the choice or wording/sentence structure may be incorrect or unclear.
- A\* to G refers to the final mark awarded, and can be equated to a GCSE grade.