



Subject		Year	Term
Music		10	1
Topic			
GCSE Induction: Performing, Composing, Appraising and Bass Lines			
Content (Intent)			
Prior Learning (Topic)		Year 9 Topics on Pop Song Textures and Structures	
<p>In the first term, students will experience the three main disciplines of GCSE Music in an Induction programme that introduces students to Appraising, Performing and Composing at GCSE. In Appraising the element headings will be taught – these are the fundamentals of appraising and analysis at GCSE. These headings and their associated vocabulary will be applied to a range of wider listening works but will lead to a focus on Area of Study 2: Vocal Music. Performing will give students the opportunity to present a short piece on their chosen instrument as well as take part in ensembles. Composing will be introduced via bass lines and subsequent development of chordal and melodic layers.</p>			
Future Learning (Topic)		Performing, Composing, Appraising Stage & Screen	
What Knowledge and Skills will be taught (Implementation)		How will your understanding be assessed & recorded (Impact)	
<p>The skills of ensemble playing will be developed through a class performance of a piece or song suited to the instrumental and vocal specialisms in the group. Students will also prepare a solo performance. We will cover repertoire selection, practice and rehearsal techniques, how to achieve fluency, accuracy and appropriate use of expression and interpretation.</p> <p>Working in small groups, students will be set a composition brief and taught the process of starting a composition to suit a particular audience or occasion. The starting point will be bass lines and we will cover chordal layers and melodic development in a variety of textural settings.</p> <p>First half term study work AoS 2: Vocal Music - Purcell Music for a While</p>		<p>Preparation for NEA work in performing and composing via informal, low stakes performances with feedback that moves work forward.</p> <p>Students will be observed practising, rehearsing and performing, culminating in class performances of the song. As part of their initial solo performances, students will be made aware of the performing mark scheme. Students will perform their composition and evaluate each other's work.</p>	
<p>Second half term study work AoS 2: Vocal Music – Queen's Killer Queen</p> <p>Students will study the key musical features in each set work as well as wider contextual listening. This will lead to exemplar and past paper questions on each set work. Section B essay technique will be introduced via PEEL. (Point, Explain, Evaluate, Link).</p>		<p>Exam preparation will focus on exam questions with regular class tests, some closed book with feedback focusing on strengths and targets and opportunities for self-reflection and opportunities to demonstrate reaction to feedback.</p>	
How can parents help at home?			
<ul style="list-style-type: none"> • Encouraging practice on the student's main instrument or voice. • Providing instrumental tuition either through school with Music for Life or through private tuition on an instrument or voice. • Encouraging wider listening through recorded music, film soundtracks or live performances. 			
Helpful further reading/discussion (including Reading and Vocabulary Lists)			
<p>Reading</p> <ul style="list-style-type: none"> • GCSE Music Revision Guide (Rhinegold) (This is in the Y10 revision packs) <p>Listening</p> <ul style="list-style-type: none"> • Ground Bass: Purcell & Wider Listening • Killer Queen & Wider Listening 		<p>General Vocabulary: Context, Dynamics, Rhythm, Metre, Tempo, Texture, Structure, Melody, Instrumentation and Performing Forces, Tonality, Harmony.</p> <p>Queen: Overdubbing, Music Technology, Guitar Techniques</p>	
		<p>Purcell: Ground bass, Basso Continuo, Baroque, Harpsichord, Figured Bass, Word Painting, Ornamentation, Melismatic, Suspension, Tierce de Picardie, Perfect Cadence</p>	