



Subject	Year	Term												
Music	9	1b-2a												
Topic														
An Introduction to GCSE Music Set Works – Defying Gravity														
Content (Intent)														
<b>Prior Learning (Topic)</b>	Minimalism													
An introduction to GCSE Music Set Works.														
Throughout Year 9, students will be introduced to two key set works on the Edexcel GCSE Music specification. They will learn about the key musical features of each set work, related to the element headings used at GCSE for appraising and analysing. Students will also gain experience in answering examination questions at a GCSE level.														
<b>Future Learning (Topic)</b>	Song Structures													
What Knowledge and Skills will be taught (Implementation)	How will your understanding be assessed & recorded (Impact)													
<p><u>Listening Topic Knowledge</u></p> <p>Listening topics and evaluative writing in preparation for the analytical aspects of GCSE.</p> <p>Applying knowledge of the elements of music gleaned from Y7 to a more advanced GCSE Music vocabulary.</p> <p><b>Context Melody Harmony Tonality Texture Structure Sonority Dynamics Tempo/Rhythm/Metre</b></p> <p>Focus on <b>Defying Gravity</b> from Wicked.</p> <p><u>Analysis Skills</u></p> <p>Develop skills of musical analysis based on the element headings above and refine skills of answering GCSE style listening questions.</p>	<p><u>Assessment Framework:</u></p> <ul style="list-style-type: none"> <li>Listening and contextual knowledge through homework and class assessments.</li> <li>Assessment via GCSE type listening questions culminating in the End of Key Stage 3 (Y9) examination in June.</li> </ul> <p><u>Contributing to NC Coverage</u></p> <table border="1"> <tbody> <tr> <td><i>Play and perform confidently, fluency, accuracy</i></td> <td></td> </tr> <tr> <td><i>Improvise, compose, extend ideas in range of structures, styles, genres, traditions</i></td> <td></td> </tr> <tr> <td><i>Use staff and other notations</i></td> <td>✓</td> </tr> <tr> <td><i>Inter-related dimensions of music, tonalities, scales, devices</i></td> <td>✓</td> </tr> <tr> <td><i>Listening with discrimination – great composers</i></td> <td>✓</td> </tr> <tr> <td><i>Deeper understanding of music performed – it's history</i></td> <td>✓</td> </tr> </tbody> </table>		<i>Play and perform confidently, fluency, accuracy</i>		<i>Improvise, compose, extend ideas in range of structures, styles, genres, traditions</i>		<i>Use staff and other notations</i>	✓	<i>Inter-related dimensions of music, tonalities, scales, devices</i>	✓	<i>Listening with discrimination – great composers</i>	✓	<i>Deeper understanding of music performed – it's history</i>	✓
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How can parents help at home?														
<ul style="list-style-type: none"> <li>Encouraging wider listening and engaging with the students' homework tasks.</li> <li>Watching YouTube or broadcast clips with students.</li> <li>Encouraging or accompanying concert going.</li> </ul>														
Helpful further reading/discussion (including Reading and Vocabulary Lists)														
<p><b>Reading/Listening/Viewing</b></p> <p>The Rhinegold GCSE Music Revision Guide</p> <p>Songs from Musicals</p>	<p><b>Vocabulary Lists</b></p> <p>Context Melody Harmony Tonality Texture Structure Sonority, (timbre), Dynamics Tempo/Rhythm/Metre</p>	<p><b>Defying Gravity Specific:</b></p> <p>Leitmotif Word Painting Countermelodies Vocal Harmonies Vocal Unison Fifths Fourths Thirds</p>												