

MUSIC CURRICULUM OVERVIEW – YEARS 5-11

YEAR 5

Basic rhythm patterns. Practical work using ostinatos. Early instruments and dance forms. Idiophones and membranophones. Composing/improvising using the pentatonic scale. Preparations for Harvest Festival, Founder's Day, Nativity Musical and Carol Services.

Understanding/using form in music. Programme music. Music for special occasions in various cultures and times. Composing a fanfare – brass instruments. Consolidating theoretical knowledge. Studying music in illustration of all the above.

YEAR 6

Elements of music. Reading, composing and performing using the medium of graphic score. Study of 18th Century music, including important forms/structures of that period, ie symphony and string quartet. Compose and perform a minuet. Aural work based on intervals – focus on 3rds and 6ths through listening, composing and performing. Woodwind instruments – saxophone. Music from South America.

YEAR 7

Working with 1 beat rhythm patterns – composing for percussion using a three-stave system. Music of the Romantic period – the history and development of the piano. Using motifs in composition to write a short piece for piano. Variation form – pertinent examples eg by Mozart, Paganini, Lloyd Webber and Britten. The orchestral score. Dance music through the ages – composing in a dance style.

YEAR 8

Working with compound time – composition/study of music in this time to include Vltava (Smetana), Mozart's horn concertos and contemporary pieces. Introduction to Indian classical music – using raga in composition and Indian instruments. The role of bass in music – working with bass riffs, figured bass lines and the bass guitar. African music and instruments – composing/performing using call and response techniques. Inroads into jazz – study to include ragtime, 12 bar blues and improvising skills.

YEAR 9

Part-writing to include two-part inventions and fugue. Performing geographical fugue. Scales, chords and arpeggios – using four-part harmony in composition. 20th century musical styles, to include serialism, minimalism and impressionism. Recognition of varying styles of vocal music – basic word-setting techniques. Modes into jazz and rock. Composing a song using standard formats.

YEARS 10 and 11 - GCSE EXAMINATION

Examining Board: OCR

Syllabus title: MUSIC

Syllabus code: 1919

Aims and Objectives

The Music course is designed to stimulate and develop an appreciation and enjoyment of music through an active involvement in the three musical activities: LISTENING, PERFORMING and COMPOSING. Activities previously undertaken in the classroom will be continued and developed to enable students to respond sensitively and critically to music of different styles in a cultural and historic content.

Course Content

The three musical activities mentioned above have similar weighting but options are available to cater for the differing strengths in those disciplines. Listening questions will enable students to draw on their own perceptions, experience and knowledge. Performance is permissible on any instrument, including singing. Composing studies are focused on producing a folio which could include pastiche, experimental work, free composition or arranging.

There are four main areas of study:

- (i) the candidate's instrument or voice.
- (ii) techniques of melodic composition, centred on British folk music, modes, Indian raga, Western traditions and 20th century innovations (wholetone, serialism, blues, microtonality).
- (iii) dance – Elizabethan Pavane Galliard; 19th century waltz; disco music of the 1970s and 80s.
- (iv) Traditions and innovation – Bhangra, Salsa and Minimalism.

Suitability

Whilst there is no restriction on students wanting to choose music it is preferable that they will be practical musicians and already undertaking formal tuition on one or more instruments. A secure knowledge of basic music theory is desirable. Pupils may wish to work towards Grade V theory level during their course of study, but this is not essential. It is expected that students will play an active part in two school music activities, particularly school choir and /or orchestra/concert band, string ensemble or any of the smaller ensembles such as flute, saxophone or reed instruments. Guitar students may wish to form their own group. All music students are expected to attend recitals, concerts and workshops as directed.

Coursework

Coursework is addressed right through the Music course and consists of Performing, Composing and Appraising.

(Component 1A): candidates prepare one solo or ensemble piece, and one composition of about 3 minutes' duration. Appraisal of both these will be either written and/or recorded.

(Component 1B): comprises 2 pieces for performance, and 1 composition.

The terminal task component assesses composition ability through improvisation and performance. A listening paper assesses aural responses to the core areas.

SCHEME OF WORK – YEAR 10

Module	Topics	Skills/Knowledge
1 Recapitulation	Cluster Chords, Abstract Music, Graphics Leit Motiv Transposing Instruments Review of rhythm patterns – new mnemonics Forms and Structures. Instruments. Pavane and Galliard Key Signatures, Scales and Primary Chords in Basic Keys. Dorian, Ionian and Aeolian Modes. Italian terms and signs of Tempo, Expression And Instruction	How to develop a melody, accompaniment and eventually a whole piece from one or two chords. Balancing of parts – question and answer, melody and counter melody, dynamics. Early instruments. Use of the music computers and other IT. Medieval Renaissance Music. How to transpose for various instruments.

Coursework – Pavane

2 Progressions of Chords	Use of the Drum Kit, its rhythms and notation. Theme and Variations. Ground Bass. Chords II, VI and V7 Voicing and Arranging. Waltz Accompaniment Patterns. Classical Music/Early Romantic Music.	Use of secondary triads in compositions. Compositions on a ground bass. Revisit Leit Motiv. Development of a musical idea. Recognition of music from different eras.
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Coursework – A triple time piece based on a chord progression in any of the styles covered in the module. Waltz /Minuet.

3 Various Scales	Major, Minor, Modal, Pentatonic, Whole Tone, Chromatic and 12 Tone. Modal Music Different Styles. Disco Music. Late Romantic Music.	The ability to differentiate between the different types of scale. Use of different scales in composition. Recognition of music from different styles and cultures.
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Coursework – A piece using one of the above genres. It should contain a variety of the techniques used in the course so far.

SCHEME OF WORK – YEAR 11

Module	Topics	Skills/Knowledge
1 Integrated Performance/Composition	Study of chosen genre as appropriate to individual students. Melodic Devices. Fusions. Bhangra/Salsa – 20 th century styles, including Impressionism, Serialism, Minimalism. Focus on Language for Learning (see syllabus).	Identify and assimilate key characteristics of chosen genre. Manipulation of sequence, inversion, imitation, retrograde (and inversion).

2 Completion of Integrated/Further Coursework

3 Terminal Task preparation. Listening exam preparation. Revision.