

## KS4 Curriculum Overview

	Instrumental and/or Vocal Skills	Composing Skills	Listening and Appraising Knowledge and Skills	Notation Skills		
Year 10	<b>HT 1</b> Start of Course: DR T SMITH in detail  AoS 1 Instrumental Music 1700-1820: Bach  Composing Skills  Solo Performance	<b>HT 2</b> AoS 1 Instrumental Music 1700-1820: Bach  AoS 3 Music for Stage and Screen: Star Wars  Composing Skills  Solo Performance	<b>HT 3</b> AoS 3 Music for Stage and Screen: Star Wars  AoS 2 Vocal Music: Purcell  Composing Skills/ Composition 1  Solo Performance	<b>HT 4</b> AoS 2 Vocal Music: Purcell  AoS 3 Music for Stage and Screen: Defying Gravity  Composition 1  Solo Performance	<b>HT 5</b> AoS 3 Music for Stage and Screen: Defying Gravity  AoS 1 Instrumental Music 1700- 1820: Beethoven Pathétique, mvt 1  Revision of all Year 10 set works  Composition 1  Ensemble Performance	<b>HT 6</b> Revision of all Year 10 set works  AoS 1 Instrumental Music 1700- 1820: Beethoven Pathétique, mvt 1  Composition 1  Ensemble Performance
Year 11	AoS 2 Vocal Music: Killer Queen  Revision of all set works studied so far  Composition 2  Solo and Ensemble Performance	AoS 4 Fusions: Samba em Preludio and Release  Revision of all set works studied so far  Composition 1 and 2  Solo and Ensemble Performance	AoS 4 Fusions: Release  Revision of all set works studied so far  Composition 1 and 2  Solo and Ensemble Performance if required	Revision  Revision  Composition 1 and 2  Solo and Ensemble Performance if required		

How will you be assessed?		
Component 1: Performing (30%)	Component 2: Composing (30%)	Component 3: Appraising (40%)
AO1: Perform with technical control, expression and interpretation	AO2: Compose and develop musical ideas with technical control and coherence	AO3: Demonstrate and apply musical knowledge AO4: Use appraising skills to make evaluative and critical judgements about music

# KS4 Curriculum Intent

Intent		What new knowledge/content do we introduce?			
By the end of KS4 students are able to...		Year 10	Year 11	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?
<ul style="list-style-type: none"> <li>Perform with technical control, expression and interpretation</li> <li>Compose and develop musical ideas with technical control and coherence</li> <li>Demonstrate and apply musical knowledge</li> <li>Use appraising skills to make evaluative and critical judgements about music</li> </ul>	Autumn	<ul style="list-style-type: none"> <li>Start of Course: DR T SMITH in detail</li> <li>Composing skills</li> <li>Solo Performance</li> <li>AoS 1 Instrumental Music 1700-1820: Bach</li> </ul>	<ul style="list-style-type: none"> <li>AoS 3 Vocal Music: Killer Queen</li> <li>Revision of all set works studied so far</li> <li>Composition 2</li> <li>Solo and Ensemble Performance</li> </ul>	<p>We have chosen the Edexcel GCSE course because we believe it is a demanding and engaging course that challenges all and prepares all musicians for further study of music, should they wish. Specifically, the listening and appraising paper is rigorous, but also accessible to all, because it combines factual knowledge with aural analysis.</p>	<p>There is no National Curriculum for Music at KS4. However we have chosen the Edexcel GCSE course because it covers a wider variety of musical genres. Alongside the core content of the prescribed set works, there is rich opportunity for wider listening in the broader AoS of Instrumental Music, Vocal Music, Music for Stage and Screen and Fusions. Students are required to develop a strong understanding of the musical elements and how they can apply these when undertaking musical analysis as well as when performing and composing. We offer a range of extra-curricular activities to enrich students' musical understanding. These include a senior choir, orchestra, jazz band, steel pan band, recorder ensemble and various chamber and rock groups during the year. Students are encouraged to take part in regular performances in school and in local external venues such as St John's College Chapel and West Road Concert Hall. We frequently provide super-curricular opportunities; there are at least two trips per year for GCSE musicians which may include a trip to Carols at King's College Chapel when available, and a trip to a musical theatre performance in London or other high-level concert with links to</p>
		<ul style="list-style-type: none"> <li>AoS 1 Instrumental Music 1700-1820: Bach</li> <li>AoS 3 Music for Stage and Screen: Star Wars</li> <li>Composing Skills</li> <li>Solo Performance</li> </ul>	<ul style="list-style-type: none"> <li>AoS 4 Fusions: Samba em Preludio and Release</li> <li>Revision of all set works studied so far</li> <li>Composition 2</li> <li>Solo and Ensemble Performance</li> </ul>		
	Spring	<ul style="list-style-type: none"> <li>AoS 3 Music for Stage and Screen: Star Wars</li> <li>AoS 2 Vocal Music: Purcell</li> <li>Composing Skills</li> <li>Solo Performance</li> </ul>	<ul style="list-style-type: none"> <li>AoS 4 Fusions: Release</li> <li>Revision of all set works studied so far</li> <li>Composition 2</li> <li>Solo and Ensemble Performance if required</li> </ul>		
		<ul style="list-style-type: none"> <li>AoS 2 Vocal Music: Purcell</li> <li>AoS 3 Music for Stage and Screen: Defying Gravity</li> <li>Composition 1</li> <li>Solo Performance</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> <li>Composition 1 and 2</li> <li>Solo and Ensemble Performance if required</li> </ul>		
	Summer	<ul style="list-style-type: none"> <li>AoS 3 Music for Stage and Screen: Defying Gravity</li> <li>AoS 1 Instrumental Music 1700-1820: Beethoven Pathétique</li> <li>Revision</li> <li>Composition 1</li> <li>Ensemble Performance</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> </ul>		
		<ul style="list-style-type: none"> <li>Revision</li> <li>AoS 1 Instrumental Music 1700-1820: Beethoven Pathétique</li> <li>Composition 1</li> <li>Ensemble Performance</li> </ul>			

	<p style="text-align: center;"><b>Rationale for this sequence</b></p>	<p><b>Listening and appraising</b> begins with an introduction to analysing music through revisiting the DR T SMITH elements used at KS3 in more detail. Following this, from Autumn 2 of Year 10, the set works are sequenced within our curriculum to ensure students can draw out links between them and apply the knowledge gained from one set work to the next. For instance, the Bach set work features the orchestra, but a Baroque chamber orchestra, which students then compare to the use of a full Romantic-style orchestra by John Williams in Star Wars. Students then look at Purcell’s vocal music and how this uses Baroque features, linking back to Bach, before applying their knowledge of vocal music to Defying Gravity from Wicked. The Beethoven Pathétique uses many of the musical devices found in the set works studied earlier in Year 10 whilst introducing new discrete concepts that can only be grasped with a sound understanding of the DR T SMITH musical elements, hence its position at the end of Year 10. There is then a period of revision for the Year 10 mock exam, and the end of the year is spend consolidating the set works studied and their key features, through revision and further wider listening, developing aural skills.</p>	<p><b>Listening and appraising</b> in Year 11, begins with Killer Queen which revisits students’ understanding of vocal music, allowing for recall whilst introducing the use of music technology to students. There is a short period of focused revision prior to the first Year 11 mock. Students then look at the Fusions AoS which requires them to link their knowledge of the musical elements to specific styles. This is deliberately at the end of the course to avoid cognitive overload. Students study Samba em Preludio first, applying again their knowledge of vocal music but to a new context, before Release, which requires their knowledge of music technology to be reapplied in a more detailed way and the memorisation of a number of new unfamiliar musical instruments, hence its position at the end of the course. By February of Year 11 students have studied all set works, with interleaved revision, allowing the February mock listening and appraising exam to cover all content.</p> <p>Students record their ensemble <b>performance</b> at the start of Year 11, again allowing for early intervention if any issues are highlighted. The solo performance is also recorded in the autumn term to allow for extra intervention.</p> <p><b>Composition 2</b> is begun in the Autumn of Year 11 allowing for students to revisit both</p>		<p>the course. There is also a music department annual trip to the BBC Proms which all GCSE musicians are encouraged to attend. We have visiting performers and speakers attend classroom lessons to showcase the music we are studying to students and bring this to life. Instrumental lessons are fully funded for all PP students and extra intervention is found for any student who cannot afford instrumental lessons.</p> <p>The department has recently become a Gabrieli Roar partner choir and this gives students the opportunity to take part in residential choral courses and other performance opportunities during the year.</p> <p>We also advertise further external opportunities to students such as Aldeburgh Young Musicians. These musical opportunities ensure every GCSE music student is challenged and stretched as a musician.</p>
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# MUSIC

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	<p><b>How does the KS4 Curriculum build on previous learning at KS3?</b></p>	<p>At KS3 students develop a solid foundation knowledge of how to appraise music aurally using basic terminology under the DR T SMITH umbrella, how to perform with confidence and increasing skill in a variety of genres, and how to compose short pieces in a variety of styles. We ensure that our explanations of musical features and devices are transferable between KS3 and KS4 to allow students to link their knowledge. Importantly, the KS4 course is therefore accessible to all students who have studied Music at KS3 at Chesterton and who have a thirst for developing their musical skills and understanding.</p>			