GCSE Music (9 - 1) Edexcel 2016 - 17 Overview

Term	Component 1 Performance	Component 2 Composition	Component 3 Listening & Appraising
Term 1	• Introduction to course exemplar performances • Share assessment criteria via GCSE Music workbooks • Workshop one solo performance (as part of summer homework) • Begin ensemble rehearsals • Facilitate/encourage contributions to school extra curricular activities where possible • Help to establish good practice routines and schedules. Share Wynton Marsalis' 'Twelve good ways to practice'	• Pupils should be introduced to the course exemplar materials • Share assessment criteria via GCSE Music workbooks • Make expectations of component 2 clear (free composition, composition to a brief, both of 1 minute duration minimum and lasting 3 minutes when combined). • **Composition Task:** Explore harmonic minor or pentatonic scale improvisations using Buena Vista Social Club's 'El Cuarto De Tula' chord pattern & melody (Am - G - F - E) *(Links to AOS 4 Fusions).* • Pupils should be able to clearly recognise the value and contribution of pitch, tonality, structure, sonority, timbre, texture, tempo and dynamics in composition (Page 4 of GCSE Workbook).	• Pupils should be given an introduction to the course and component • Explore sample materials and ensure pupils are aware of the different question types and expectations in sections A - B of the paper (Page 3 of GCSE Workbook) • Use the timeline on pages 5 - 6 to help develop contextual awareness of pieces and composers • Explore vocabulary on pages 7- 14 of the GCSE workbook in addition to exploring the suggested listening works. • **AOS 2 Vocal Set Work -** H. Purcell 'Music for a While' • Link to composition tasks where possible • GCSE workbook pages 27 - 32 for analysis, key words and links to other composers • Explore wider listening for Baroque such as Handel, Corelli and J.S. Bach
Term 2	• Begin to make recordings of solo performances • Use edmodo and dropbox to encourage sharing of ideas and progress • Pupils should appraise and evaluate recordings in set homework tasks • Pupils should be guided in their selection of performance by referring to the Edexcel difficulty levels list	• **Composition Task:** Writing for voices and instruments - pupils should produce a composition written for another pupil in the class (*links to AOS 1 Instrumental Music 1700 - 1820)* • Composing using simple structures such as ternary, binary, rondo or theme and variation (differentiate as necessary) • Composition diary should be completed each session (page 74 of workbook) • Composition elements focus: rhythm, melody, harmony and structure • Explore the use of GarageBand, Sibelius and Logic Pro to support creative and effective development of composition ideas • Refer pupils to page 86 of their GCSE workbook in order to develop understanding of mark scheme and assessment criteria	• **AOS 2 Vocal Set Work** - 'Killer Queen' by Queen • Live demonstration of guitar techniques • Link to composition tasks where possible • GCSE workbook pages 32 - 38 for analysis, key words and links to other composers • Explore wider listening for studio effects in the poplar style, such as Alicia keys *(The Diary of Alicia Keys)* and The Beach Boys *(Pet Sounds).* • Explore wider listening (page 15 GCSE Music workbook) • Revise Vocal Music content • Dictation Exercises (start with rhythm, build into practical performance or composition tasks) • Listening tests to develop aural awareness

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Term 3	• Pupils are given formal feedback with regards to communication, use of articulation, phrasing, dynamics • Pupils should be given time to reflect and appraise their own work and the work of peers • Use edmodo and dropbox to encourage sharing of ideas and progress	• Introduce ideas, concepts and processes for notating compositions in a score. • Possible approaches: graphic notation, staff notation, written accounts • Possible composition task: composing in verse/ chorus form or setting words to music for voice and accompaniment (*links to AOS 2 Vocal Music)* • Appropriate music vocabulary should be used and developed throughout - refer to page 7 of GCSE workbook and link to suggested listening where ever possible • Composition diary should be completed each session (page 74 of workbook)	• **AOS 1 Instrumental Music Set Work:** J.S. Bach '3rd Movement from Brandenburg Concerto no.5 in D Major. • Make links with 'Music for a while' (term 1) and explore similar or contrasting Baroque elements • Link to composition tasks where possible • GCSE workbook pages 16-21 for analysis, key words and links to other composers • Explore wider listening for Baroque such as Handel, Corelli and Vivaldi
Term 4	• Continue to monitor progress of performances • Hold regular performance workshops for both solo and group performances • Refer pupils to page 86 of their GCSE workbook in order to develop understanding of mark scheme and assessment criteria • Differentiate performances accordingly by referring to Edexcel difficulty levels	• **Composition Task:** Develop melodic ideas based on given motif. Links to previous terms work should be drawn (e.g. use of vocabulary and the process of producing a Score) (*Links to AOS 1 Instrumental Music 1700 - 1820)* • **Composition Task:** Compose a piece of Music which would be suitable to accompany the opening of a Science Fiction thriller (explore suggested listening to help guide and inspire pupils). • Review work using edmodo and dropvox • Composition diary should be completed each session (page 74 of workbook)	• Explore Instrumental Music 1700 - 1820 wider listening (page 15 GCSE Music workbook) • **AOS 1 Instrumental Music Set Work:** 1st Movement from Piano Sonata no.8 in C Minor 'Pathetique' by Beethoven • Link to composition tasks where possible • Explore Sonata form and it's links/development from other Musical structure such as rondo, ternary, binary etc • Explore other sonata form compositions by composers such as Mozart and Haydn
Term 5	• Selection of pieces and reporter for performance in Year 2 should now begin • Pupils should regularly appraise their own communication, use of articulation, phrasing, dynamics • Continue to record performances regularly and evaluate using Edmodo	• Plan free composition • Pupils should begin their free composition work (minimum of 5 hours controlled time here monitored by teacher). • Refer pupils to page 86 of their GCSE workbook in order to develop understanding of mark scheme and assessment criteria • Regularly monitor the quality and development of ideas	• Further exploration of 19th century Romanticism and the use of melodic ideas in Theme and Variation as well as other music forms • **Revise AOS 1 Instrumental Music 1700-1820 content** • Dictation Exercises (start with rhythm, build into practical performance or composition tasks) • Listening tests to develop aural awareness

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Term 6	• Continue to workshop solo and ensemble performances • Hold mock recitals in order to provide pupils with clear feed back in relation to the mark scheme/ assessment criteria and focus areas for their practice	• Continue work on free compositions • Review work using edmodo and dropvox • Composition diary should be completed each session (page 74 of workbook) • Submit free compositions and store securely for review, refining and recording in year 2	• **AOS3 Music for Stage & Screen Set Work:** 'Defying Gravity' from Wicked. • Explore key vocabulary for this set work on page 39 of the GCSE Music workbook • GCSE workbook pages 38 - 44 for analysis, key words and links to other composers • Discussions and investigations into the musical elements of this song which make it suitable for its context • Explore wider listening from more contemporary examples such as Hairspray and Matilda • West Side Story examples will also be suitable
Y2 Term 1	• Formal recordings of the solo and ensemble performances an now begin. • Continue to workshop, record and where necessary re record performances • monitor progress using edmodo and dropvox • Pupils should regularly hear and appraise their own performance work through homework tasks • Refer pupils to page 86 of their GCSE workbook in order to develop understanding of mark scheme and assessment criteria	• Pupils should be given time to review, refine and record their free composition (1 min. minimum in length) • Turn focus to the composing to a brief task (briefs released 1st September 2017) • **Composing Task:** Compose a 1 minute song for a given or imaginary character from a Musical. • Collect, record and review work. • Refer pupils to page 86 of their GCSE workbook in order to develop understanding of mark scheme and assessment criteria	• **AOS 3 Music for Stage & Screen Set Work:** J. Williams 'Main Title/Rebel Blockade Runner from Star Wars Episode IV a New Hope' • Explore how the music creates an atmosphere which is suitable for the moving image • Make links to 'Defying Gravity' • GCSE workbook pages 44 - 51 for analysis, key words and links to other composers • **Revise AOS3 Music for Stage & Screen Set Works content** • Dictation Exercises (start with rhythm, build into practical performance or composition tasks) • Listening tests to develop aural awareness
Y2 Term 2	• Continue to workshop, record and where necessary re record performances • **Focus: Ensemble Performances** • monitor progress using edmodo and dropvox • Pupils should regularly hear and appraise their own performance work through homework tasks • Refer pupils to page 86 of their GCSE workbook in order to develop understanding of mark scheme and assessment criteria	• **Composing Task:** Compose a piece of Music which features elements of Indian Classical Music (North) and one style of Western Popular Music, e.g. hip hop. You may also choose to explore other styles or traditions such as Samba, Reggae or Celtic Music. • Collect, record and review work. • Refer pupils to page 86 of their GCSE workbook in order to develop understanding of mark scheme and assessment criteria	• **AOS 4 Fusions Set Work:** Afro Celt Sound System • GCSE workbook pages 51-57 for analysis, key words and links to other composers • Make links between AOS 3 mood/atmosphere and how characteristics of certain music can recognisable national styles/sounds • Explore the music of Ireland, Scotland, Latin America • **Mock Exam** • Mock exam feedback and reflection/intervention

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Y2 Term 3	• Continue to workshop, record and where necessary re record performances • **Focus: Solo Performances** • monitor progress using edmodo and dropvox • Pupils should regularly hear and appraise their own performance work through homework tasks • Refer pupils to page 86 of their GCSE workbook in order to develop understanding of mark scheme and assessment criteria	• Composition to a brief should now begin • This should be built upon the planning and development of ideas in Terms 1 and 2 of year 2 • Review work using edmodo and dropvox • Monitor progress • Composition diary should be completed each session (page 74 of workbook)	• **AOS 4 Fusions Set Work:** Esperanza Spalding • GCSE workbook pages 57 - 63 for analysis, key words and links to other composers • Explore Fusions wider listening (page 15 GCSE Music workbook) • **Revise AOS4 Fusions** • Dictation Exercises (start with rhythm, build into practical performance or composition tasks) • Listening tests to develop aural awareness
Y2 Term 4	• Formal recordings of solo and ensemble performances should now take place • Intervention period for those who may need further support/re recording in order to reach target grade • monitor progress using edmodo and dropvox • Pupils should regularly hear and appraise their own performance work through homework tasks • Refer pupils to page 86 of their GCSE workbook in order to develop understanding of mark scheme and assessment criteria	• Continue work on composing to a brief • Support pupils with suggested listening tasks in order to help them develop ideas and approaches to composition. • Monitor progress • Composition diary should be completed each session (page 74 of workbook)	• Focused Revision • Weekly listening tests to develop aural awareness • Extended response questions (Section B) in addition to planning links to other composers • Mock exams with reflection (Use Edexcel Sample Materials to plan this)
Y2 Term 5	**DEADLINE: Submission of Solo and Ensemble Performance (total of 4 minutes with each being a min. of 1 minute in length, more than one piece if needed) to be made by 15th May**	**DEADLINE: Submission of both the free and composition to a brief (total of 3 minutes with each being a min. of 1 minute in length) to be made by 15th May**	**DEADLINE: Written Examination in May/ June 2018**
Y2 Term 6	**Study Leave/Post 16 Preparation**		