



St. Wilfrid's R.C. College

Music Curriculum

*Excellentia per fidem,
per scientiam, per adiuvatum*

Excellence through faith, learning and support

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Module 1	Module 2	Module 3
Singing and the Musical Elements	The Orchestra and Programme Music	The Ukulele
<ul style="list-style-type: none"> • Sing to develop pitch and rhythm and an awareness of ensemble. • Compose and perform rhythms in 4/4 time using notation. • Introduce DR. SMITH mnemonic for the elements of music. • Describe music using musical terminology for tempo and dynamics. 	<ul style="list-style-type: none"> • Perform melodies on the keyboard using the right hand. • Compose programme music from a stimuli. • Explore more musical elements to analyse Programme music. • Read treble clef notation and use it in performance and composition. 	<ul style="list-style-type: none"> • Perform chords on the ukulele. • Sing while playing the ukulele. • Compose chord sequences. • Understand pop song structure and basic harmony.

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Module 1	Module 2	Module 3
Western Classical Music	Film Music	Pop Songs
<ul style="list-style-type: none"> • Perform Classical repertoire on keyboard using the five finger technique with both hands. • Understand how music developed from 1600-1910 in the Western Classical tradition. • Describe melody, texture and dynamics using musical terminology. 	<ul style="list-style-type: none"> • Perform famous themes from film on keyboard. • Compose music to suit a particular genre. • Describe how the musical elements are used in different film soundtracks. 	<ul style="list-style-type: none"> • Perform chords on the ukulele - (new instrument for 2022/23) • Create a performance of a well known pop song in a small group. • Identify and describe features of pop music using musical terminology.

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Module 1	Module 2	Module 3
Popular Music	Blues	Fusions
<ul style="list-style-type: none"> • Perform a typical four chord sequence using the left hand. • Perform both melody and chord sequence using voice and keyboard. • Analyse popular music from 1960 to the present day using more advanced musical terminology. 	<ul style="list-style-type: none"> • Perform the 12 bar blues chord sequence with improvised melody. • Compose using the keys of C major and G major. • Understand the historical context of Blues music and describe its musical features and characteristics. 	<ul style="list-style-type: none"> • Perform music from different traditions and cultures on a variety of instruments including steel pans, ukulele and percussion. • Improvise and compose music in small groups fusing musical features from two or more cultures. • Analyse music from different traditions and cultures.

**Eduqas
GCSE
Music
Year 10
& 11**

Component 1	Component 2	Component 3
Performing	Composing	Appraising
<p>Total duration of performances: 4-6 minutes</p> <p>Non-exam assessment: internally assessed, externally moderated</p> <p>30% of qualification 72 marks</p>	<p>Total duration of compositions: 3-6 minutes</p> <p>Learners must submit two compositions with a total playing time of between 3-6 minutes.</p> <p>Non-exam assessment: internally assessed, externally moderated</p> <p>30% of qualification 72 marks</p>	<p>Written examination: 1 hour 15 minutes (approximately)</p> <p>40% of qualification 96 marks</p>
<p>Learners are encouraged to develop their knowledge and understanding of music through performing. All learners are required to perform a minimum of two pieces of which at least one must be as part of an ensemble performance lasting at least one minute. The other piece(s) may be performed either solo and/or as part of an ensemble.</p>	<p>Learners are encouraged to develop their knowledge and understanding of music through composing. All learners are required to create and develop musical ideas in relation to given and chosen briefs.</p>	<p>This examination will assess knowledge and understanding of music through the following four areas of study:</p> <p>Area of study 1: Musical Forms and Devices</p> <p>Area of study 2: Music for Ensemble</p> <p>Area of study 3: Film Music</p> <p>Area of study 4: Popular Music.</p> <p>Learners will develop knowledge and understanding of musical elements, musical contexts and musical language.</p>

AIMS AND OBJECTIVES

- engage actively in the process of music study
- develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- develop composing skills to organise musical ideas and make use of appropriate resources
- recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- broaden musical experience and interests, develop imagination and foster creativity
- develop knowledge, understanding and skills needed to communicate effectively as musicians
- develop awareness of a variety of instruments, styles and approaches to performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- develop as effective and independent learners with enquiring minds
- reflect upon and evaluate their own and others' music
- engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

**Edexcel
A Level
Music
Year 12
& 13**

Component 1	Component 2	Component 3
Performing	Composing	Appraising
Non-examined assessment: externally assessed 30% of the qualification 60 marks	Non-examined assessment: externally assessed 30% of the qualification 60 marks	Written examination: 2 hours 10 minutes 40% of the qualification 100 marks
<p>Assessment overview</p> <ul style="list-style-type: none"> • A public performance of one or more pieces, performed as a recital. • Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology. • The total performance time across all pieces must be a minimum of eight minutes. • Performances must be recorded after 1 March in the year of certification and all materials for assessment submitted to arrive by 15 May in the year of certification. 	<p>Assessment overview</p> <ul style="list-style-type: none"> • Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief. • One composition must be from either a list of briefs related to the areas of study, or a free composition, carrying 40 marks for this component. This composition must be at least four minutes in duration. • One composition must be from a list of briefs assessing compositional technique, carrying 20 marks for this component. This composition must be at least one minute in duration, unless the brief specifies a longer minimum duration. • Total time across both submissions must be a minimum of six minutes. 	<p>Assessment overview</p> <ul style="list-style-type: none"> • Students develop a deep knowledge and understanding of musical elements, contexts and language. • Students study 14 set works from the areas of study: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, New Directions. • The paper comprises two sections: A and B. Section A: Areas of study and dictation (50 marks) • Three questions related to the set works (audio and skeleton score provided). • One short melody/rhythm completion exercise. Section B: Extended written response • Two essay questions – essay one (20 marks) and essay two (30 marks) <ul style="list-style-type: none"> • Essay one asks students to draw links from their study of the set works to the music heard as an unfamiliar extract. • Essay two gives a choice of four questions that ask students to evaluate the musical elements, context and language of one set work. Each option will be from a different area of study.

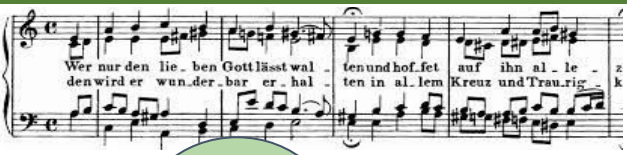
AIMS AND OBJECTIVES

The aims and objectives of this qualification are to enable students to:

- actively engage in the process of music study
- develop performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation and expression
- develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions
- recognise the interdependence of musical knowledge, understanding and skills, and make links between the integrated activities of performing, composing and appraising underpinned by attentive listening
- broaden musical experience and interests, develop imagination and foster creativity
- develop and extend the knowledge, understanding and skills needed to communicate effectively as musicians
- develop knowledge and understanding of a variety of instruments and styles, and of relevant approaches to both performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- appraise contrasting genres, styles and traditions of music, and develop understanding of musical contexts and a coherent awareness of musical chronology
- develop as effective, independent learners and as critical and reflective thinkers with enquiring minds
- reflect critically and make personal judgements on their own and others' music
- engage with, and extend appreciation of, the diverse heritage of music in order to promote personal, social, intellectual and cultural development.

Music Curriculum Map

Our broad and balanced music curriculum is designed to develop the core musical skills of performing, composing and appraising throughout each module. Learning is sequenced so that each module builds on prior skills acquisition and knowledge. We have a diverse curriculum that explores music from a range of contexts, traditions and genres. Our extra-curricular programme offers opportunities to further explore and expand these skills.



A Level

Appraising Compositional techniques Wider listening Performing

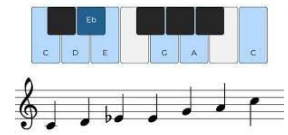


Performing
Set works
Music technology



GCSE

Appraising Composing Steel Pans Fusions



Blues



Keyboard skills Film Music Pop Songs Ukulele

Year 9

Western Classical Tradition



Pop Music



Year 8

Ukulele Orchestra Musical Elements Singing

Year 7

