



Subject: Music	Components		Composite	Mission statement
	What new knowledge do we introduce?		What do students <i>do</i> with this knowledge?	By the end of year 11 a Sybil Andrews English student will...
	Year 10	Year 11		
Autumn	Units 1 and 3 Instrumental music 1700 – 1820 and Vocal Music set work analysis. Wider listening. Performing – Solo and ensemble.	Revision of year one areas of study. Composing to a brief (released by exam board in September). Performing – Solo and ensemble.	This specification enables a variety of teaching and learning approaches. The framework requires students to perform both solo and as part of ensemble. Through structured rehearsal and feedback sessions, students are able to contextualise the criteria for both performances alongside developing their skills of working with other performers and their own musicianship.	...have a balanced framework of performance, composing and appraising music skills. Assessment objectives are set by Ofqual and are the same across all GCSE Music specifications and all exam boards. The portfolio work and exam will measure how students have achieved the following assessment objectives.
Spring	Music for stage and screen set work analysis Free composition. Performing – Solo and ensemble.	Composing to a brief and completion of this. Performing – Record performances. Revision of set works.	Students will explore a variety of genres of music from the world and different time periods to broaden their cultural understanding.	Component 1 – Performing Perform with technical control, expression and their own interpretation. (30%) Component 2 – Composing Compose and develop musical ideas with technical control and fluency. (30%)
Summer	Fusion set work analysis. Wider listening for all set works. Free composition.	Revision of all set works. Practice wider listening. Submission of composing and performing coursework for moderation (by 15 th May).		Component 3 – Evaluating and appraising. Demonstrating and applying musical knowledge to make evaluative and critical judgements about music. (40%)



	Performing – Solo and ensemble.			
Rationale for these specific components and composite outcomes:	<p>Specific components are dictated by the GCSE specification. Set works are set by the exam board prior to study.</p> <p>The 4 areas of study within the Set Works, allows students to explore a variety of genres across both time frames and cultural areas.</p> <p>The solo performing skills are developed to allow a direct link to the ensemble performances and build upon key rehearsal strategies learnt.</p>			
<p>How is challenge embedded into the KS4 curriculum?</p> <ul style="list-style-type: none"> ❖ Students are “taught to the top” using GCSE terminology through KS3 ❖ Knowledge and understanding in the both the performance and compositional parts of the course are built upon moving forward ❖ Challenge is also evident in homework tasks, opportunities to choose activities, inbuilt extensions in tasks, exam questions. 	<p>How does the KS4 curriculum above build on prior knowledge from KS3 and adequately prepare the student for KS5?</p> <p>Students who complete the course will have the skills and experience to progress their study onto A level.</p>			