



The curriculum for this stage of students' education has been designed to be inclusive to all students and to build on the musical skills and enthusiasms developed during KS3, challenging pupils further to succeed at GCSE Level. Students will be more proficient on their chosen instruments and are encouraged to develop in confidence by taking part in live performances when appropriate. Students are expected to work more independently on composition tasks, building up a portfolio of ideas to draw upon for GCSE coursework assignments. Musical terminology is learnt and revisited in order to expand their existing knowledge and so that they can answer GCSE questions with increased depth and understanding as they progress through KS4.

<p>HALF TERM 1 – INTRODUCTION TO AOS2: CONCERTO THROUGH TIME</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • What a Concerto is and how it has developed over the Baroque, Classical and Romantic era. • The development of the orchestra over the Baroque, Classical and Romantic era. • The characteristics of each era as reflected in the Concerto. • Examples of composers for concerto through time. • How to select a composition brief <p>HOW THIS WILL BE ASSESSED:</p> <ul style="list-style-type: none"> • Key Word Tests • Individual Composition Exercises • Short Listening Exercises 	<p>HALF TERM 2 – AOS4: FILM MUSIC</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • How composers create music to support, express, complement and enhance mood/ emotion/ character/ actions • How music can develop/evolve during the course of a film / video game • Resources used to create soundtracks, including technology • Examples of composers for film <p>HOW THIS WILL BE ASSESSED:</p> <ul style="list-style-type: none"> • Solo Performances • Focused Composition Work • Key Word Tests 	<p>HALF TERM 3 – AOS5: CONVENTIONS OF POP</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The different styles of popular music from the 1950s to present day: Rock 'n' Roll, Rock Anthems, Pop Ballads and Solo Artists • Typical musical characteristics, conventions and features of each genre • Origins and Cultural context of these genres • The impact of technology over time <p>HOW THIS WILL BE ASSESSED:</p> <ul style="list-style-type: none"> • Ensemble performances • Focused Composition Work on briefs • Key Word Tests • Mock listening exercises
<p>HALF TERM 4 – AOS3: RHYTHMS OF THE WORLD / COURSEWORK COMPLETION</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • All coursework is completed to the best of their ability • Revisiting the genres covered in year 10: <ul style="list-style-type: none"> ○ Traditional African Drumming ○ Traditional Indian Classical ○ Traditional Punjabi Bhangra ○ Greek, Palestinian and Israeli folk music ○ Traditional Calypso ○ Traditional Samba <p>HOW THIS WILL BE ASSESSED:</p> <ul style="list-style-type: none"> • Coursework completed to the best of their ability • Practice exam questions 	<p>HALF TERM 5 – FINAL REVISION SESSIONS</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Area of Study 2: Concerto Through Time • Area of Study 3: Rhythms of the World • Area of Study 4: Film Music • Area of Study 5: Conventions of Pop • Basic music theory <p>HOW THIS WILL BE ASSESSED:</p> <ul style="list-style-type: none"> • Practice exam questions • Key word tests 	<p>HALF TERM 6 – LISTENING EXAM</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Area of Study 2: Concerto Through Time • Area of Study 3: Rhythms of the World • Area of Study 4: Film Music • Area of Study 5: Conventions of Pop • Basic music theory

Embedding this knowledge can be supported at home by listening around each topic, either using the suggested listening list given or through their own research. A quiet place to practice their chosen instrument alongside lessons/provision through Dudley Performing Arts, carrying out revision exercises through revision cards/quizzes/reading/mind-maps/using a method which suits their style of learning to aid recall. Pupils are encouraged to participate in extra-curricular activities in order to enrich their learning, support and develop note reading abilities and develop their performance skills. Regular performances (even to a small audience of one) can help pupils to develop technique, confidence and communication. Pupils are also encouraged to carry out small composition tasks throughout.