



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 GCSE / 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 Anthems, Rock 'n' Roll • Typical musical characteristics, conventions and features of each genre • Origins and Cultural context of these genres • The impact of technology over time • Basic music theory <p>HOW THIS WILL BE ASSESSED:</p> <ul style="list-style-type: none"> • Individual Composition Exercises • Short Listening Exercises • Key words test 	<p>HALF TERM 2 – 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: Pop Ballads, Solo Artists • Typical musical characteristics, conventions and features of each genre • Origins and Cultural context of these genres • The impact of technology over time • How to use a DAW to compose <p>HOW THIS WILL BE ASSESSED:</p> <ul style="list-style-type: none"> • Mock solo performance • Individual Composition Exercises • Key Words Test 	<p>HALF TERM 3 – INTRODUCTION TO AOS3: RHYTHMS OF THE WORLD</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The characteristics of: <ul style="list-style-type: none"> ○ Traditional African Drumming ○ Traditional Indian Classical ○ Traditional Punjabi Bhangra • How to expand stimuli in composition <p>HOW THIS WILL BE ASSESSED:</p> <ul style="list-style-type: none"> • Short listening exercises • Individual Composition Exercises • Key Words Test
<p>HALF TERM 4 – AOS3: RHYTHMS OF THE WORLD</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The characteristics of: <ul style="list-style-type: none"> ○ Greek, Palestinian and Israeli folk music ○ Traditional Calypso ○ Traditional Samba • How to expand stimuli in a composition <p>HOW THIS WILL BE ASSESSED:</p> <ul style="list-style-type: none"> • Key Words Test • Individual Composition Exercises • Mock ensemble performance 	<p>HALF TERM 5 – INTRODUCTION TO 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"> • Short composition exercises • Key word tests • Short listening exercises 	<p>HALF TERM 6 – REVISION / FREE COMPOSITION / PERFORMANCES</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Revisiting the topics covered throughout the year • Revisiting the musical elements within each topic • Completing the free composition component of the coursework • Building of aural skills • Acting on their performance and composition feedback <p>HOW THIS WILL BE ASSESSED:</p> <ul style="list-style-type: none"> • End of year assessment comprising questions from AoS 3,4, and 5 • Composition assessment according to GCSE criteria • Short listening exercises

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 with 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 the year.