

What are the aims and intentions of this curriculum?

The aim of our Key Stage 4 Curriculum is to provide students with the tools that they need to succeed at GCSE level.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<p>AoS1: My Music</p> <p>AoS 2: Concerto Through Time</p> <p>Ensuring there is cultural/gender diversity with composers/performers.</p> <p>Careers and Life skills: Confidence, Developing Fine Motor Skills, Creative thinking, Collaboration, Problem Solving, Speaking, Presentation skills, cultural acceptance and appreciation, Instrumentalist, Composer, Musical Director/Conductor, Sound Production, Editor, Arts Journalism, Working in Theatre.</p>	<p><u>My Music</u> Students choose songs/music with their teachers' guidance to perform as a solo and ensemble graded piece. They work on these pieces throughout GCSE.</p> <p><u>Concerto Through Time</u> Student learn about concertos from the baroque, classical, and romantic eras.</p>	<p><u>My Music</u> In this unit students learn ensemble skills Performing skills. Rehearsal skills and solo instrumental skills.</p> <p><u>Concerto Through Time</u> In this unit student learn listening and appraisal skills. Students will develop the skills to identify concerti of the Baroque, Romantic and Classical periods through the identification of key characteristics.</p>	<p><u>My Music</u> Various performances in class and during school events.</p> <p><u>Concerto through time:</u> End of term assessment</p>

Autumn 2	<p>AoS1: My Music</p> <p>AoS 3: Rhythms of the World</p> <p>Cultural Appreciation</p> <p>Careers and Life skills: Confidence, Developing Fine Motor Skills, Creative thinking, Collaboration, Problem Solving, Speaking, Presentation skills, cultural acceptance and appreciation, Instrumentalist, Composer, Musical Director/Conductor, Sound Production, Editor, Arts Journalism, Working in Theatre.</p>	<p><u>My Music</u> Students choose songs/music with their teachers' guidance to perform as a solo and ensemble graded piece. They work on these pieces throughout GCSE.</p> <p><u>Rhythms of the world</u> Students learn about different types of world music including: Samba; African drumming; Indian Classical, Bhangra; Eastern Mediterranean and middle eastern and Arabic folk rhythms; calypso and steel band,</p>	<p><u>My Music</u> In this unit students learn ensemble skills Performing skills. Rehearsal skills and solo instrumental skills.</p> <p><u>Rhythms of the world</u> In this unit student learn listening and appraisal skills. Students will develop the skills to identify percussion based music from other countries of the world through the identification of key characteristics.</p>	<p><u>My Music</u> Various performances in class and during school events.</p> <p><u>Rhythms of the world:</u> End of term assessment</p>
Spring 1	<p>AoS1: My Music</p> <p>AoS 4: Film Music</p> <p>Ensuring there is cultural/gender diversity with composers/performers.</p> <p>Careers and Life skills: Confidence, Developing Fine Motor Skills, Creative thinking, Collaboration, Problem Solving, Speaking, Presentation skills, cultural acceptance and appreciation, Instrumentalist, Composer, Musical Director/Conductor, Sound Production, Editor, Arts Journalism, Working in Theatre.</p>	<p><u>My Music</u> Students choose songs/music with their teachers' guidance to perform as a solo and ensemble graded piece. They work on these pieces throughout GCSE.</p> <p><u>Film Music</u> Students learn about how music is used in film and video games.</p>	<p><u>My Music</u> In this unit students learn ensemble skills Performing skills. Rehearsal skills and solo instrumental skills.</p> <p><u>Film Music</u> In this unit students learn listening and appraisal skills, composition skills and performing skills.</p>	<p><u>My Music</u> Various performances in class and during school events.</p> <p><u>Film Music:</u> End of term assessment</p>

Spring 2	<p>AoS1: My Music</p> <p>AoS 5: Conventions of Pop</p> <p>Ensuring there is cultural/gender diversity with composers/performers.</p> <p>Careers and Life skills: Confidence, Developing Fine Motor Skills, Creative thinking, Collaboration, Problem Solving, Speaking, Presentation skills, cultural acceptance and appreciation, Instrumentalist, Composer, Musical Director/Conductor, Sound Production, Editor, Arts Journalism, Working in Theatre.</p>	<p><u>My Music</u> Students choose songs/music with their teachers' guidance to perform as a solo and ensemble graded piece. They work on these pieces throughout GCSE.</p> <p><u>Conventions of pop</u> In this unit students several units including Rock 'n' roll of the 1950 and 1960's, Rock Anthems of the 1970's and 1980's, pop ballads of the 1970's, 1980's and 1990's and solo Artists from the 1990's to the present day.</p>	<p><u>My Music</u> In this unit students learn ensemble skills Performing skills. Rehearsal skills and solo instrumental skills.</p> <p><u>Conventions of pop</u> In this unit students learn listening and appraisal skills, composition skills and performing skills.</p>	<p><u>My Music</u> Various performances in class and during school events.</p> <p><u>Conventions of Pop:</u> End of term assessment</p>
Summer 1	<p>Integrated Portfolio (coursework):</p> <p>Preparing for the Listening and Appraisal Exam:</p>	<p>Integrated Portfolio (coursework): Students begin first composition coursework.</p> <p>Preparing for the Listening and Appraisal Exam: Students will revisit topics for the GCSE exams ASO2, ASO3, ASO4 and ASO5.</p>	<p>Integrated Portfolio (coursework): In this unit the students learn composition skills and music technology skills.</p> <p>Preparing for the Listening and Appraisal Exam: Listening and appraisal skills, composition skills, performance skills.</p>	<p>Integrated Portfolio (coursework):</p> <p>Listening and Appraisal Mock Examination.</p>
Summer 2	<p>Integrated Portfolio (coursework):</p> <ul style="list-style-type: none"> - Complete composition 1. 	<p>Integrated Portfolio (coursework): Students will work on their first composition</p>	<p>Composition skills</p>	<p>Integrated Portfolio (coursework)</p>