

Year 11 Topics

In year 11 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS3 programme of study. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4 and KS5.

THERE ARE THREE KEY TOPICS IN GCSE MUSIC AND THEY ARE TAUGHT HOLISTICALLY THROUGHOUT THE ACADEMIC YEAR.

Topic	Rationale	Knowledge acquisition for each set work	Key vocabulary	Skills and enrichment
Appraising 2/8 set works are studied in year 11 (Sept – Dec) All 8 set works are revised from Jan – May	Students will develop their skills in musical analysis.	Unit overview and expectations	Essay, questions, set works	Students will build on knowledge from KS3 and be given the opportunity to develop their knowledge and understanding of music through analysis of each of the set works. Students will understand the background information and put into context each of the set works undertaken. Notation Students will be given to the opportunity to develop reading skills through following scores of each of the set works Listening skills – Listening to each of the set works (instruments, parts and effects as required)/wider listening
		Social, cultural and historical context of the set work	Specific to each set work	
	To develop their understanding of the language used to describe the musical elements.	Recognise the key features of the set work. Music terminology and how to use it appropriately	Instruments/Performing forces, rhythm, melody, harmony, tonality, structure, texture	
		Recognise features of texture.	Monophonic, polyphonic, homophonic, unison, imitation, heterophonic, fugue, counter melody, contrapuntal, antiphony	
	To develop their aural skills.	Use of performing forces, electronic effects and playing techniques where applicable.	Instruments specific to the set work, fluttertonguing, hammer on, pull off, slide, bend, picking, strumming, wah wah, distortion, flange, vibrato	
		Musical structure	verse-chorus form, ritornello form, Ternary Form, ground bass	
		Tempo, time signature and rhythm	Moderato, andante, allegro, grave, presto, 12/8, 4/4, 3/4, 2/4, 6/8	
		The use and impact of melody	Syllabic, melismatic, ascending, descending, conjunct, disjunct, jagged, step-like, leaping, wide range,	

			tessitura, extremes, octaves, sequence	Oracy - through classroom based discussion. Enrichment Watch performances (live or recorded) of each of the set works and wider listening. Watch films and documentaries based on or include artists and bands from the set works and wider listening to put into contexts
		The use of tonality and harmonic features	Major, minor, modal, atonal, dominant, relative minor, sub-dominant, tertiary, pedal, circle of fifths, cadences, chords, perfect cadence, plagal cadence, interrupted cadence, imperfect cadences, diminished 7th, extended chord, altered chord.	
Appraising: Revision Jan - May	To consolidate their knowledge of each set work in preparation for the written exam in May/June	Review and revise for each set work: <ul style="list-style-type: none"> • Social, cultural and historical context of the set work • key features of the set work. • Music terminology and how to use it appropriately • features of texture. • performing forces, electronic effects and playing techniques where applicable. • Musical structure • Tempo, time signature and rhythm • Melody • tonality and harmonic features 	All key words above and specific key words for each set work	
Composing This unit assesses the student's	The aim is to enable them to appreciate the process of creating music.	Review knowledge of: <ul style="list-style-type: none"> • different approaches to composing • skills needed to compose • notation methods 	Brief, devices, techniques, dynamics, structure, harmony, instrumental forces, melody, rhythm, texture, tonality, pitch, styles	Composing Students will explore a variety of ways of composing showing and developing their understanding of compositional techniques and

ability to compose music.	Students will be introduced to the technical and creative skills required by a composer.	<ul style="list-style-type: none"> • technical control and coherence within given styles • context of the music and how its purpose affects the way it is created. 	Orchestration/performing forces and handling, tessitura, pedal, sustain, articulation, pizzicato, phrasing, orchestration, techniques, slides, flutter tonguing, strumming, hammer ons, picking Traditional, lead sheet, score, written commentary, tab, chords, extended chords, instrumentation, lyrics Swung rhythms, voicing, scotch snap, mood	<p>devices, as well as developing skills on music software</p> <p>Creativity – develop student’s creativity through composition. This can be in their tasks or their free composition during year 10, applying knowledge learnt in their composition. Students will develop ideas, make decisions and manage time constraints.</p> <p>Listening skills – Listening to music – how music has been created for the intended effect.</p> <p>Wider listening/in the style of their Free Composition</p> <p>Oracy - through classroom based discussion</p> <p>Enrichment Watch documentaries of composers and how they achieved the intended effect. Listen to a variety of compositions and identify techniques and devices used</p>
Performing <i>Solo & Ensemble</i>	<p>Students will develop their skills in performance.</p> <p>To develop their understanding of</p>	1. overview and expectations of performing an ensemble piece	Ensemble, solo, dynamics, phrasing, interpretation, technique, expression, accuracy, pitch, rhythm, score, professional recording, sonority, tonality, intonation, tempo, metre, structure, notation, technical control, communication, elements	Performance skills – Developing instrumental technique, use of expression and ensuring accuracy and fluency within their solo and ensemble pieces

	the requirements of the GCSE Music specification.	2. Identifying and selecting appropriate ensemble pieces.	Solo, dynamic control, varied rhythms, pitch range, melodic leaps, breath control, instrumental register	Oracy - through classroom based discussion Enrichment Watch performances (live or recorded) of each chosen pieces Watch films and documentaries based on or include artists and bands from the chosen pieces
		Awareness of technical control.	Technique, co-ordination, breath control, diction, pedalling, sonority, tone quality, intonation	
		Use instrument/voice to add expression and demonstrate interpretative skills.	Tempo consistent, dynamics, articulation, phrasing, communication, awareness of balance	
		Shaping the performance (practicing)		
		Performance		

