

Year 11 GCSE Curriculum Map



ST JAMES'

CATHOLIC HIGH SCHOOL

							HT6: Exam Period	EOY Assessment Point
							<u>Overarching unit intent:</u>	<u>HT1 – HT6 Key Disciplinary Knowledge</u>
							HT5: Exam Preparation in Response to pupil Feedback	
				HT4: AOS 2,3,4,5: Revision and Misconceptions	Assessment Point: Summative or AFL	Overarching unit intent:	Overarching unit intent:	
	HT2: AOS 1 OCR Set Brief Composition	Assessment Point: Summative or AFL	HT3: AOS 1 My Music composition	Overarching unit intent:	HT3 and HT4 (with elements of HT1 and HT2)	Assessment:	Overarching unit intent:	HT1 – HT6 Key Disciplinary Knowledge
HT1: AOS 2 The Concerto Through Time	Overarching unit intent: To explore the characteristics and composers of the Concerto between 1650 and 1910. To explore how the style of music and orchestra evolved throughout the Baroque, Classical and Romantic eras. To explore how the musical style of the concerto changed over the eras, depending on the instrumentation available, the characteristics favoured by composers, and the world climate.	Overarching unit intent: To explore the purpose of briefs within composition. To further explore compositional identity. To explore compositional techniques within own composition. To create and hone coursework using musical elements. To explore model compositions and analyse them, using them to explore mark schemes and justify marks.	HT1 & HT2 Assessment: Marking Set Brief against GCSE coursework criteria. Practice questions from previous listening exam papers. Composition: Pupils will be given a combination of teacher verbal and written feedback for their composition. Peer feedback on compositions is used as a way of appraising work and learning from each other. Performance: In each term pupils will do a solo or group performance and be	Overarching unit intent: To further explore compositional techniques within own composition. To develop and hone coursework using the musical elements. To explore model compositions and analyse them, using them to explore mark schemes. To develop as effective and independent learners with enquiring minds. Interleaving skills: Recognising elements and features; Listening skills; composition skills; critical appraising skills;	 Revision of elements of music and how they link and interleave with all areas of study. Second mock exam taken at some point in March. Exact date to be confirmed. Paper will be sat in class and full exam conditions over 2 lessons. Mocks to be marked by the teacher with certain questions resat after feedback given using interactive techniques. Any areas where marks are not consistent are readdressed as revision topics. Interleaving skills: Knowledge application; critical appraising skills; Recognising and linking classical elements and features; Recognising and linking world music	 Practice questions from previous listening exam papers. Composition: Pupils will be given a combination of teacher verbal and written feedback for their composition. Peer feedback on compositions is used as a way of appraising work and learning from each other. Performance: In each half term pupils will do a solo or group performance and be given verbal or written teacher feedback. This will also involve peer assessment. Listening Skills:	 Revision of all areas of study and key vocabulary in readiness for the listening exam. All performance and composition submissions to be marked in-house and then sent to OCR (when requested) and moderated. 60% of total GCSE Develop as effective and independent learners with enquiring minds Exam practice for the Listening exam, with a focus on 3 and 9 mark questions. Re-capping of different AOS and their features. Interleaving skills: Revision and memory recall; Listening and appraisal skills; Recognising and linking classical elements and features; Recognising and linking world music elements and features; Recognising and linking elements and features from popular music; Listening Skills:	 Creation of revision resources and continued exam practice up until the exam. Interleaving between lessons Students to fill in any gaps in knowledge, with revision methods, study at home and exam prep. within lessons. Listening exam 80 Marks 1 hour and 30 minutes written paper 40% of total GCSE Practical component Ensemble performance AND Composition to an OCR set brief. 60 Marks - Non-exam assessment 30% of total GCSE Final Examination Listening and appraising: A written paper, with CD. Aural recognition and context unheard/unfamiliar music from within the Areas of Study 2, 3, 4 & 5.



Pupils will develop an understanding of the concerto eras through class performances, interactive activities, listening exercises, and mini composition tasks. <u>Interleaving skills:</u> Recognising classical elements and features; Listening skills; composition skills; performance skills; critical appraising skills.	Mock exam taken at some point in November. Exact date to be confirmed. Paper will be sat in full exam conditions. Mocks to be marked by the teacher with certain questions resat after feedback given using interactive techniques. <u>Interleaving skills:</u> Recognising elements and features; Listening skills; composition skills; critical appraising skills; independent learning skills.	given verbal or written feedback. This will also involve peer assessment. <u>Listening Skills:</u> Pupils will listen to a range musical styles and answer questions on them. This will be self-assessed with teacher feedback. Pupils will complete a mock exam to be marked by the teacher with certain questions resat after feedback given using interactive techniques.	independent learning skills.	elements and features; Recognising and linking elements and features from popular music; independent learning skills..	Pupils will listen to a range of different types of music and answer questions on them. This will be self assessed with teacher feedback. Pupils will complete a mock exam and questions/answers will be teacher-marked then analysed as a class	and linking world music elements and features; Recognising and linking elements and features from popular music.		1 hour and 30 minutes written paper. 80 Marks 40% of total GCSE
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Career Options

Jobs directly related to your qualifications /degree include:

Musician; Performer; Composer; Music producer; Music therapist; Conductor; Instrumental music teacher; Secondary school teacher; Sound designer; Sound technician for broadcasting/film/video; Special effects technician; Arranger;

Jobs where your degree would be useful include:

Acoustic consultant; Arts administrator; Broadcast engineer; Choreographer; Community arts worker; Event manager; Marketing executive; Private tutor; Radio broadcast assistant; Radio producer; Talent agent; Theatre stage manage; DJ

Catholic Social Teaching In Music

The curriculum for Music consistently exposes children to a wide range of backgrounds, abilities, beliefs and cultures. This enables children to understand, appreciate and respect differences in the world and its people, including the things we share in common across cultural, religious, ethnic and socioeconomic communities. Dignity, solidarity, the common good, the option for the poor, peace, creation and environment and the dignity of work and participation are all promoted within Music lessons at St James' and are underpinned by the school's core values: Family, Faith and Excellence.