

5. Suggested GCSE Music Course Plan

The following course plans have been included to help teachers in their planning. It is a starting point and does not contain the entire content of the specification.

We must stress that there are many ways of 'organising' the content, and these suggestions should not be seen as prescriptive; they simply may prove useful as a starting point for those planning the course structure.

Teachers will need to consider the needs and abilities of their students when planning GCSE courses.

By the end of Key Stage 3 it would be helpful if learners recognise and have basic use of:

- treble and bass clef notes plus their position on the keyboard
- musical elements including: melody (pitch and rhythm), tempo, texture, sonority, dynamics, metre, form and structure, tonality and basic harmony (e.g. chords I, IV and V).
- Basic terminology such as forte, piano, triad, conjunct, disjunct, dissonant
- Recognition of such devices as repetition, imitation, sequence.

Year One: Term 1

Content	Activities	Assessment
<p>Introduction to area of study 1: Forms and Devices with terminology as appropriate:</p> <ul style="list-style-type: none"> • binary, ternary and rondo forms • repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions • Performing - establishing standards and setting targets: first practical assessment • Notating a simple melody • Using ICT in the music department • Appreciating and using the elements/'building blocks' • Recapping the basics – aural, notational and listening skills • Introduction to prepared extract • Instrumentation, simple triple time, repeat marks, conjunct and disjunct movement, triadic movement, sequence, rondo form, D minor, modulation to relative major, chordal analysis (using Roman numerals), perfect cadence, imperfect cadence, modulation to dominant, dominant 7th, chromatic movement. 	<ul style="list-style-type: none"> • Performing in front of others • Composing e.g. writing a melody in a simple structure using devices • Start a composing 'sketch book' • Class performance of the prepared extract drawing out relevant teaching points (available from WJEC: free resources) • Listening exercises to develop notation skills <p>Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</p>	<ul style="list-style-type: none"> • Ensemble (and possibly solo) performance • Assessment of melody • Short listening test to include basic rhythmic and pitch dictation (separately), and recognition of some devices, elements and instruments <p>Half term homework – listen to three pieces of music (one in binary, one in ternary and one in rondo form), and write a paragraph about each.</p> <p>Include the details of the date and composer, and then give a general account of the music.</p>

Year One: Term 1		
Content	Activities	Assessment
<ul style="list-style-type: none"> • Introduction to area of study 4: • Popular Music, with terminology as appropriate: • rock and pop styles (revisiting Blues from KS3) • strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation • Appraising - more challenging theoretical and aural work: • primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms • the relationship between melody and chords • How to 'describe' a piece using the elements of musical language • Introduction to prepared extract – • Instrumentation/orchestration (including piano, oboe, strings and brass) lead vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (syncopation, etc.), walking bass/descending bass 	<ul style="list-style-type: none"> • Class performance of the prepared extract (available from WJEC website: free GCSE resources) • Incorporating synthesized sounds with vocal work and accompaniment • Composing with chords (and melody); also relevant rhythmic ideas • Include all relevant ideas in composing 'sketch book' • Improvisation tasks, both in groups, twos (for 'call and answer' technique) and individually • Listening exercises to develop notation skills; aural recognition of the difference between major and minor, and 'perfect' intervals i.e. 4th, 5th, 8^{ve} • Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4 	<ul style="list-style-type: none"> • Ensemble performance and peer assessment of group work • Assessment of chordal work and ideas in composing sketch book • Short listening tests, interspersed throughout the project <p>Holiday homework – choose a pop or rock song to analyse/appraise and give a short presentation to the class after the holiday.</p>

Year 1: Term 2		
<p>Introduction to area of study 2: Music for Ensemble</p> <ul style="list-style-type: none"> Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11). Composing using texture and sonority (chords and melody) including: <ul style="list-style-type: none"> Monophonic, homophonic, unison, chordal, melody and accompaniment, counter melody Evaluating their own music Introducing additional concepts of melody, harmony and tonality: <p>inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor</p> 	<ul style="list-style-type: none"> Compose a short piece (homophonic texture) Extension work: compose a contrasting section which demonstrates imitation between the parts of an ensemble Evaluate composition Perform a piece in one of the styles associated with the area of study as a member of an ensemble Listening exercises to develop notation skills and aural awareness <p>Ongoing listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</p>	<p>'Own choice' Ensemble performance</p> <ul style="list-style-type: none"> Assessment of compositional ideas Short listening tests and activities, interspersed throughout SoW <p>Half term homework - Listening: Writing an extended answer on a piece of chamber music/jazz or music theatre</p>
<p>Introduction to area of study 3: Film Music, with devices and terminology:</p> <ul style="list-style-type: none"> Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot The effect of audience, time and place, and how to achieve this through use of the musical elements Use of sonority, texture and dynamics to create a mood How to achieve contrasts and develop initial ideas when composing Evaluating their own work in composing Writing a programme note 	<ul style="list-style-type: none"> Ensemble / Solo performing Composing to a brief (i.e. a piece of film music): <ul style="list-style-type: none"> <i>creating the situation</i> <i>achieving contrasts</i> <i>composing the 'main' theme(s)</i> <i>developing the material</i> Use music technology to achieve best effect Producing a score / lead sheet and evaluation Listening exercises to further develop notation skills <p>Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</p>	<ul style="list-style-type: none"> Ensemble / Solo performance: showback in front of class, or invited audience Assessment of film music composition, with clear targets set for further development and refinement <ul style="list-style-type: none"> Assessment of evaluation Short listening tests <p>Holiday homework – Choose a piece of film music to analyse/appraise and write an extended answer describing how the composer uses the musical elements to achieve the desired effect.</p>

Year 1: Term 3		
<ul style="list-style-type: none"> • Revisit all topics from year 10 using different pieces as listening and performing examples • Complete free composition project (of choice) and submit. • Continue to build aural skills through frequent practice. 	<ul style="list-style-type: none"> • Free composition • Work on year 10 performance pieces • Listening exercises to further develop notation skills <p>Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</p>	<p>Mock Performance Assessment – two pieces, with at least one ensemble (times should be noted, and feedback given)</p> <p>Assessment of composition to WJEC criteria. Discussion should follow with learners re. targets, refinement etc.</p> <p>Mock listening exam based on all areas of study</p> <p>Homework: write a programme note for a piece they are working on.</p>

Year 2		
Content	Activities	Assessment
<p>Revisit area of study 1: Forms and Devices (with more advanced topics and practical content)</p> <ul style="list-style-type: none"> Variation form and strophic form in classical music Recognition of features of baroque, classical and romantic periods Revisit: imitation, pedal, canon, alberti bass and all harmonic features Revisit and revision: prepared extract Exam techniques: hints and tips Building a vocabulary revision list Clarifying theoretical points 	<ul style="list-style-type: none"> Select final choice of pieces for the practical examination Work and rehearse all performances Begin work on the piece for the WJEC Composition set brief Continued regular practice on appraising questions in the style of the examination, including comparisons of extracts 	<ul style="list-style-type: none"> Assess performances to WJEC criteria when ready Monitor composition, processes, progress and composition log <p>Regular listening tests and homework exercises. Build department resources bank for learners to access according to ability and musical understanding.</p>
<p>Revisit area of study 4: Popular Music (with more advanced topic/class/practical content)</p> <ul style="list-style-type: none"> Fusion Loops, samples, panning, phasing, melismatic/syllabic Revisit prepared extract Exam techniques: hints and tips Building a vocabulary revision list list Clarifying all relevant theoretical points 	<ul style="list-style-type: none"> Class project - Fusion Continued work on performance (ensemble and/or solo), recording final performances as appropriate Show back in front of class; feedback and target setting <p>Complete WJEC set composition: final refinements, production of score/lead sheet and composition log. Evaluate the composition</p>	<ul style="list-style-type: none"> Assess composition to brief using WJEC criteria. Ensure that all authentication procedures have been included Continue to assess performances and programme note when complete, using WJEC criteria Regular listening tests and homework exercises
<p>Revisit Music for Ensemble (with more advanced topic/class/practical content)</p> <ul style="list-style-type: none"> Polyphonic, layered, round, canon and countermelody Cover all styles not completed in year 10 	<ul style="list-style-type: none"> Revisit free composition (possibly include earlier workings from sketch book) Continued work on performances, recording when appropriate 	<ul style="list-style-type: none"> Mock exam Continue to assess performances and programme note to WJEC criteria Monitor composition
<p>Revisit Film Music (with any further topics/content)</p> <ul style="list-style-type: none"> Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of 	<ul style="list-style-type: none"> Complete free composition Complete all performances 	<ul style="list-style-type: none"> Complete all course work and assess using WJEC criteria Complete all necessary documentation ready for submission

<p>pattern-work, sustained notes and polyphonic textures to vary the textures</p> <ul style="list-style-type: none"> • Complete all coursework 		
<ul style="list-style-type: none"> • Listening practice and final examination. • Ensure the specification content is fully covered 	<ul style="list-style-type: none"> • Exam practice questions, both at home and in class • Discussion of revision techniques and learner answers – (and how to improve answers and achieve higher marks) • Consolidation of examination techniques and expectations • Top tips and revision booklets etc. 	<ul style="list-style-type: none"> • Appraising examination

6. Resources for Teachers

Free resources available on the WJEC website:

www.wjec.co.uk/qualifications/music

resources.wjec.co.uk and www.wjecservices.co.uk (the “secure site.”)

- Practice questions
- Interactive quizzes

oer.wjec.co.uk (Online Exam Review)

www.wjecservices.co.uk (the secure site)

- Class arrangements of the prepared extracts
- CPD resource packs including exemplar work

Facebook: WJEC GCSE Music
WJEC Eduqas GCSE Music Teachers Group

Available from Illuminate Publishing:
GCSE Music Book (for Pupils on the Areas of Study and Coursework Presentation/Top tips)
Revision guide for WJEC/Eduqas GCSE Music

Available from Rhinegold:
Revision Guide for GCSE Music