

# GCSE MUSIC – Y10

## MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 3 JAN – FEB	Lesson 1 - 2	Lesson 3-5		Lesson 6
<b>TOPIC (S)</b> Composition (2hrs per cycle)	Objective: Review of feedback from half term 1 review lesson with each student.	Objective: Students develop compositional ideas on their given software (Garageband/Sibelius), receiving individual feedback and intervention throughout lessons. Students should develop ideas using a variety of compositional techniques and considering the musical elements.		Objective: Interim review of piece.
<b>Knowledge &amp; Skills development</b>	<ul style="list-style-type: none"> <li>• Development of skills on specific music notation software</li> <li>• Development of compositional skills including but not limited to the manipulation of rhythm, pitch and harmony.</li> <li>• Development of musical ideas</li> <li>• Ability to take constructive criticism and respond to this feedback</li> <li>• Ability to develop and extend musical ideas in a coherent manner</li> </ul>			
<b>Assessment / Feedback Opportunities</b>	Formative teacher assessment - verbal	Formative teacher assessment – verbal	Formative teacher assessment - verbal	Mock GCSE feedback sheet
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>• Compositional workshop at RLPO</li> <li>• Opportunity to work with visiting professionals through SKY Music Hub</li> </ul>			
<b>SMSC / Promoting British Values</b> (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> <li>• Students are required to receive and act upon feedback, requiring tolerance</li> <li>• Students require perseverance to complete the work</li> </ul>			
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>• Alan Charlton – GCSE Music Composition Workbook</li> <li>• Elaine Gould – Behind Bars: The Definitive Guide to Music Notation</li> </ul>			
<b>Key Vocabulary</b>	Layering Structure Binary Form Ternary Form Song Form Harmonic Device Sequence Chord Sequence Melodic Development Major Minor Modal Consonant			
<b>Digital Literacy</b>	Students use either Sibelius or Garageband to create and realise their composition			
<b>Cross-curricular links</b>	English – Lyric writing required for the Vocal Music brief Geography – Understanding where different musical traditions come from to respond to the Fusion brief RE – Understanding cultural traditions for the response to the Fusion brief.			
<b>Careers</b>	What does a Film Composer do? Who writes the music for adverts? How do I write music for video games?			