

# GCSE MUSIC – Y10

## MAGHULL HIGH SCHOOL – CURRICULUM MAP



| HALF TERM 3<br>JAN - FEB   | Lesson 1   | Lesson 2  | Lesson 3  | Lesson 4  | Lesson 5   | Lesson 6                                  |
|--|--|---|---|---|--|---|
| <b>TOPIC (S)</b><br>Contextual Music Understanding   | Objective: Recap of MADTSHIRT and elements of Music  | Objective: Review of musical periods through time with key stylistic traits noted | Objective: Review of melody, harmony and tonality | Objective: Review of structure and common devices | Objective: Review of texture, timbre and instrumentation | Objective: GCSE style listening questions |
| <b>Knowledge &amp; Skills development</b>  | <ul style="list-style-type: none"> <li>Develop an understanding of the demands of the course</li> <li>Gain confidence in using the elements of music to analyse a piece</li> <li>Start to be able to aurally recognise features of a piece of music</li> <li>Be able to answer short questions talking about the musical features of a specific piece of music.</li> </ul> |   |   |   |  |   |
| <b>Assessment / Feedback Opportunities</b>   | Re-cap of learning from last half term   | Firefly formative assessment task   | Firefly formative assessment task                 | Firefly formative assessment task                 | Firefly formative assessment task                        | GCSE A section style questions            |
| <b>Cultural Capital</b>  | <ul style="list-style-type: none"> <li>Develop a greater understanding of key musical styles, genres and the language with which to describe them</li> <li>Video performance of a wide range of pieces and performers</li> </ul>   |   |   |   |  |   |
| <b>SMSC / Promoting British Values</b><br>(Democracy, Liberty, Rule of Law, Tolerance & Respect) | <ul style="list-style-type: none"> <li>Students have to take part in discussions, therefore requiring respect and tolerance</li> <li>Students may work in groups at certain points, requiring a degree of tolerance for working with others.</li> </ul>  |   |   |   |  |   |
| <b>Reading opportunities</b>   | <ul style="list-style-type: none"> <li>Eric Taylor – AB Guide to Music Theory Part 1 and 2</li> <li>Edexcel GCSE Music Revision Guide (Rhinegold)</li> <li>Stanley Sadie and Alison Lantham – The Cambridge Music Guide</li> </ul>   |   |   |   |  |   |
| <b>Key Vocabulary</b>  | Leitmotif Recitative Pit Orchestra Theme Melody Harmony Rhythm Texture Orchestra Instruments Tessitura Belting Duet  |   |   |   |  |   |
| <b>Digital Literacy</b>  | Firefly tasks  |   |   |   |  |   |
| <b>Cross-curricular links</b>  | Art – Musical form often follows the same rules, styles and conventions of Art work<br>History – What was happening historically at the time the piece was written (placing the work in context)   |   |   |   |  |   |
| <b>Careers</b>   | What is a musicologist?  |   |   |   |  |   |