



<b>Academic year:</b>  <b>Year 9</b>	<b>Content.</b>  <b>Unit title and brief outline of content.</b>  <b>Edexcel GCSE Music</b>	<b>Skills taught in each unit.</b>	<b>Assessment – what knowledge and skills will be assessed and how?</b>
<b>AUT A</b>  <b>Music for stage and Screen</b>	Musicals	<ul style="list-style-type: none"> <li>• Link to GCSE - Wicked - starting to learn how to analyse music at GCSE level.</li> <li>• Learning about the different elements that make up musicals (acting, dance, singing etc.)</li> <li>• Learning about different musicals songs and performing songs from musicals</li> <li>• Learning different songs from musicals and exploring how they are constructed, then turning it into a short musical scene - dialogue and singing/playing</li> <li>• Expressive vocal technique.</li> </ul>	Solo / ensemble vocal performance of a song from a musical.  Appraising exercise on unknown song from a musical.
<b>AUT B</b>  <b>World Music</b>	Music of the Caribbean - cultural context and background	<ul style="list-style-type: none"> <li>• How to identify different styles of music from the Caribbean aurally</li> <li>• Exploring syncopation</li> <li>• Learning a piece of music from the Caribbean on the keyboard or other instruments</li> <li>• Performing as a group and giving feedback to improve own and others' performances.</li> <li>• Composing using rhythmic features of different Caribbean musical styles</li> </ul>	Performance of reggae song - ensemble performance skills assessed.  Composition assessed.
<b>SPR A</b>  <b>GCSE Music</b>	Practical Musicianship Skills	<ul style="list-style-type: none"> <li>• Learning about the three components of GCSE Music: Performing 30%, Composing 30%, Listening and Appraising 40%.</li> <li>• Vocal ensemble performance of 'Stand by Me' by Ben E. King – bassline ostinato, chords, melody, percussion.</li> <li>• Appraising Music – comparing music from different styles / cultures using GCSE terminology.</li> </ul>	Vocal/Instrumental performances of 'Stand by Me'
<b>SPR B</b>	BandLab	<ul style="list-style-type: none"> <li>• How to use a DAW.</li> <li>• How to choose and combine existing loops.</li> <li>• Manipulate loops through splicing.</li> </ul>	BandLab composition assessed.



<b>Digital Audio Workstation</b>		<ul style="list-style-type: none"> <li>• Effective sequencing, combining of ideas and use of automation.</li> <li>• Creating own loops electronically.</li> <li>• Recording own samples (including from solo performances vocal and instrumental).</li> <li>• Changing texture/dynamics/ Articulations for more impact.</li> <li>• Creating multi-layered compositions with a sense of movement and climax.</li> </ul>	
<b>Sum A</b>  <b>The Western Classical Tradition</b>	Programme music and instruments of the orchestra	<ul style="list-style-type: none"> <li>• How music can use different elements to tell a story, create a particular mood or represent a character (Peter and the Wolf listening)</li> <li>• How to identify orchestral instruments visually and aurally</li> <li>• How to compose music to tell a story by using musical elements creatively</li> <li>• How to perform these compositions confidently</li> </ul>	<p>Written listening and appraising work assessed.</p> <p>Performing and composition skills assessed in final performance of composition.</p>
<b>SUM A and B</b>	FINAL KS3 assessment	<ul style="list-style-type: none"> <li>• Composing skills (free composition and composition to a brief)</li> <li>• Solo vocal performing skills (any piece)</li> <li>• Creating cover versions (instrumental and vocal performances)</li> </ul>	<p>EOY exam (listening)</p> <p>Solo performance</p> <p>Ensemble performance</p> <p>Free Composition</p> <p>Composition to a Brief</p> <p>Singing performance</p>