

Year 10 and 11 GCSE Music Learning Outcomes

Area of Study: My Music

Learners will study their instrument, which can be any instrument or voice.

Learners will study the capabilities and limitations of their instrument, voice or technology including:

- its range and characteristic timbre
- the techniques required to play it and any techniques that are specific to it
- how it might be used in different genres
- what type of ensembles it might be used in
- how its use is influenced by context and culture

Learners will practise and learn to perform one or more piece(s) for their instrument of an appropriate level of difficulty. The piece(s) should reflect the learner's ability and allow them to demonstrate enough skill and technique to access the marking criteria. The part played by the learner should not generally be doubled by any other part. The piece can be a sequenced recording where the learner has programmed all the parts. The performance can be one of the following:

- the learner performing alone
- the learner accompanied by a live or pre-recorded part
- a piece for a group in which the learner plays a significant part
- a multi-tracked recording in which the learner performs at least one part
- a sequenced recording where the learner programs all parts.

Learners will compose a piece of their choice. This can be:

- instrument(s)/voice/technology of their choice
- an unaccompanied solo piece
- an accompanied solo piece
- an ensemble piece
- in a genre of the learner's choosing

Area of Study: Music Theory

As an introduction to GCSE music, students will learn the basic theory behind music. This will help them access questions and language included in the GCSE Music listening exam.

Learners will study and understand how to use and develop musical elements and compositional devices:

- instruments and timbre (acoustic and electric)

- pitch and melody (including bass lines and riffs)
- rhythm and metre
- tempo
- dynamics, expression and articulation
- texture
- structure and phrasing
- harmony and tonality
- dynamics, expression and articulation
- ornamentation
- repetition, ostinato and sequence
- technology including amplification and recording techniques

Areas of Study: Film Music

Students will learn about how music is used to accompany films and will develop an understanding of how to analyse composer's intentions when composing for film.

Learners will study how composers create music to support, express, complement and enhance:

- A mood or emotion being conveyed on the screen
- A significant character(s) or place
- Specific actions or dramatic effects

Learners will study and understand how composers use music dramatically and expressively through a variety of musical elements and compositional devices, including:

- Instruments and timbre
- Pitch and melody
- Rhythm and metre
- Tempo
- Dynamics, expression and articulation
- Texture
- Structure and phrasing
- Harmony and tonality
- Repetition, ostinato, sequence and imitation
- Ornamentation
- Motif, leitmotif

Area of Study: The Concerto From Through Time

Students will learn about how the concerto has developed through different classical periods. They will then use this knowledge to be able to aurally distinguish between the concerto composed in the Baroque, Classical and Romantic periods.

Learners will study and develop an understanding of:

- What a concerto is and the way it has developed through time
- The instruments that have been used for the solo part in the concerto and how they have developed through time
- The growth and development of the orchestra through time

- The role of the soloist(s)
- The relationship between the soloist(s) and the orchestral accompaniment
- How the concerto has developed through time in terms of length, complexity and virtuosity
- The characteristics of Baroque, Classical and Romantic music as reflected in The Concerto.

Learners will study and understand how composers of concertos use musical elements and compositional devices in their concertos including:

- Instruments and timbre
- Pitch and melody
- Rhythm and metre
- Tempo
- Dynamics, expression and articulation
- Texture
- Structure, phrasing and cadences
- Harmony and tonality
- Repetition, sequence and imitation
- Ornamentation

Area of Study: Rhythms of the World

Learners should study the traditional rhythmic roots from four geographical regions of the world:

- India and Punjab
- Eastern Mediterranean and Middle East
- Africa
- Central and South America. Learners should study and develop an understanding of the characteristic rhythmic features of:
 - Indian Classical Music and traditional Punjabi Bhangra
 - Traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music
 - Traditional African drumming
 - Traditional Calypso and Samba

Learners should study and develop an understanding of the following for each geographical region including:

- characteristic rhythms and metres
- the origins and cultural context of the traditional music
- the musical characteristics of the folk music
- the impact of modern technology on traditional music
- the names of performers and groups
- ways in which performers work together. Learners will study and understand how a range of musical elements is combined in traditional music, including:
 - instruments and timbre
 - pitch and melody
 - rhythm and metre
 - tempo
 - dynamics, expression and articulation

- texture
- structure and phrasing
- harmony and tonality
- repetition, ostinato
- ornamentation. Learners should have some knowledge of:
- techniques of performing traditional drums
- traditional rhythm patterns (including regular and irregular metres, syncopation and cross rhythms)
- how texture builds with added parts
- improvised melodic lines based on traditional scales (including modal and microtonal melodic ideas)

Area of Study: Conventions of Pop

Students will learn about different subgenres within popular music and will learn how to analyse the different layers within a popular song.

Learners should study and demonstrate an understanding of:

- Vocal and instrumental techniques within popular music
- How voices and instruments interact within popular music
- The development of instruments in popular music over time
- The development and impact of technology over time
- The variety and development of styles within popular music over time
- The origins and cultural context of the named genres of popular music
- The typical musical characteristics, conventions and features of the specified genres.

Performance and Composition Coursework

Component 01/02: Integrated portfolio

- Pupils develop their understanding of performance and composition through exploration of their own instrument within styles and genres of their choosing.
- They demonstrate their playing skills and abilities by practising and performing a piece musically, accurately and with appropriate interpretation. In the composition element of this component, they demonstrate knowledge of composition techniques, use of musical elements and resources, including specific instrumental and technology techniques.

Component 03/04: Practical component

- Pupils develop their skills and understanding of performance and composition. The focus of the performance aspect of this component is on the demands of performing with an ensemble. Students are also required to compose a piece of music appropriate for one of the areas of study in response to a set brief.