

# GCSE MUSIC – Y11

## MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 3 JAN - FEB	Lesson 1	Lesson 2 and 3	Lesson 4-5	Lesson 6-7	Lesson 8-9	Lesson 10
<b>TOPIC (S)</b> <b>AOS 4: Fusions</b>	Objective: Intro to area of study, context of Afro Celt Sound System.	Objective: Study of key musical motifs from <i>Release</i> , including keyboard performance	Objective: Score study for <i>Release</i> , focusing on annotation	Objective: Study of key musical motifs from <i>Samba el Preludio</i> , including keyboard performance	Objective: Score study for <i>Preludio</i> , focusing on annotation	Objective: GCSE style listening questions
<b>Knowledge &amp; Skills development</b>	<ul style="list-style-type: none"> <li>Develop an understanding the pieces in AoS4</li> <li>Continue developing using the elements of music to analyse a piece</li> <li>Be able to aurally recognise features of a piece of music</li> <li>Develop skills in answering GCSE long answer questions.</li> </ul>					
<b>Assessment / Feedback Opportunities</b>	Listening task based on Afro Celt Sound System	Keyboard performance of key musical motifs	Score annotation Verbal feedback	Formative teacher assessment – verbal MADTSHIRT booklet	Score annotation Verbal feedback	Completed section A and B questions
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>Develop understanding of music from different cultures.</li> <li>Video performance of the pieces by professional productions (YouTube)</li> </ul>					
<b>SMSC / Promoting British Values</b> (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>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>	Youtube videos of performance Firefly tasks					
<b>Cross-curricular links</b>	Art – Musical form often follows the same rules, styles and conventions of Art work Religion – How does the different religions and beliefs of the musicians in this piece alter the music created. History – What was happening historically at the time the piece was written (placing the work in context)					
<b>Careers</b>	What is a musicologist?					