

# GCSE MUSIC – Y10

## MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 5 APRIL – MAY	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>TOPIC (S)</b> <b>AOS 3: Music for Stage and Screen: Defying Gravity</b>	Objective: Review of key musical terminology studied so far – recap of <i>Defying Gravity</i>	Objective: Study of key musical motifs from <i>Defying Gravity</i> , including keyboard performance	Objective: Introduction to score study for <i>Defying Gravity</i> , focusing on annotation	Objective: MADTSHIRT breakdown of set work	Objective: Completion of. MADTSHIRT breakdown of set work	Objective: GSCE 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 Students listen to <i>Defying Gravity</i> (Homework)	Keyboard performance of key musical motifs	Formative teacher assessment - verbal	Formative teacher assessment – verbal MADTSHIRT booklet	Formative teacher assessment – verbal MADTSHIRT booklet	Completed section A and B questions
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>Opportunity to see piece (or similar pieces) be performed by the Vienna Philharmonic under John Williams</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 Drama – Understand how the music in <i>Wicked</i> supported the wider dramatic themes History – What was happening historically at the time the piece was written (placing the work in context)					
<b>Careers</b>	What is a musicologist?					