

GCSE MUSIC – Y11

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 6 JUN – JULY	Lesson 1 - 2	Lesson 3-5		Lesson 6
TOPIC (S) Composition (2hrs per cycle)	Objective: Review of feedback from previous half term review lesson with each student.	Objective: Students develop compositional ideas on their given software (Garageband/Sibelius), receiving individual feedback and intervention throughout lessons. Students should develop ideas using a variety of compositional techniques and considering the musical elements.		Objective: Completion of final piece for submission.
Knowledge & Skills development	<ul style="list-style-type: none">• Development of skills on specific music notation software• Development of compositional skills including but not limited to the manipulation of rhythm, pitch and harmony.• Development of musical ideas• Ability to take constructive criticism and respond to this feedback• Ability to develop and extend musical ideas in a coherent manner			
Assessment / Feedback Opportunities	Formative teacher assessment - verbal	Formative teacher assessment – verbal	Formative teacher assessment - verbal	Feedback sheet
Cultural Capital	<ul style="list-style-type: none">• Compositional workshop at RLPO• Opportunity to work with visiting professionals through SKY Music Hub			
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none">• Students are required to receive and act upon feedback, requiring tolerance• Students require perseverance to complete the work			
Reading opportunities	<ul style="list-style-type: none">• Alan Charlton – GCSE Music Composition Workbook• Elaine Gould – Behind Bars: The Definitive Guide to Music Notation			
Key Vocabulary	Layering Structure Binary Form Ternary Form Song Form Harmonic Device Sequence Chord Sequence Melodic Development Major Minor Modal Consonant			
Digital Literacy	Students use either Sibelius or Garageband to create and realise their composition			
Cross-curricular links	English – Lyric writing required for the Vocal Music brief Geography – Understanding where different musical traditions come from to respond to the Fusion brief RE – Understanding cultural traditions for the response to the Fusion brief.			
Careers	What does a Film Composer do? Who writes the music for adverts? How do I write music for video games?			