

# GCSE MUSIC

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 10	<p>Music Theory: Harmony/tonality, rhythm, melody, cadences. Students will complete short composition tasks.</p> <p>Area of Study 2: The concertos through time - Baroque</p>	<p>Area of Study 2: The concertos through time - Baroque - Classical - Romantic</p> <p>Exam style checkpoint</p> <p>Start composition project tasks</p>	<p>Area of Study 5: Conventions of Pop - Rock 'n' Roll - Rock anthems - Pop ballads - Solo artists from 90s to the present day</p> <p>Start free composition</p>	<p>Area of Study 5: Conventions of Pop - Rock 'n' Roll - Rock anthems - Pop ballads - Solo artists from 90s to the present day</p>	<p>Area of Study 4: Film music - Film Music - Video game music</p>	<p>Area of Study 4: Film music - Film Music - Video game music</p> <p>Mock exam on all areas of study</p> <p>Complete free composition</p>
YEAR 11	<p>Area of Study 3: Rhythms of the World - Indian subcontinent - Eastern Mediterranean and the Middle East</p> <p>Start set brief composition</p>	<p>Area of Study 3: Rhythms of the World - Music of Central and South America</p> <p>World Music Mock exam</p>	<p>Revision of all exam content</p> <p>Complete ensemble performance</p>	<p>Revision of all exam content</p> <p>Complete solo Performance</p> <p>Complete set brief composition</p>		

AQA offer a range of topics to study; choices are made, considering the interests of the students and vary from year to year. However, Component 1, 'The Next Step' is studied each year as it prepares students for work experience. See below for a typical teaching plan for Step up to English

	Autumn Term 1 Component 1 Detectives	Autumn Term 2 Component 1 Detectives	Spring Term 3 Component 1 The Next Step, (Work Experience link)	Spring Term 4 Component 1 The Next Step, (Start Component 2)	Summer Term 5 Component 2 Gothic Horror	Summer Term 6 Start Functional Skills course
<b>YEAR 11</b>	<p>Functional Skills English qualifications at Level 1 indicate that learners should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness.</p> <p>Learning Intent Learners should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life. A key aspect of developing knowledge and skills in English, at Level 1, is to be able to communicate with confidence, effectiveness and with an increasing level of independence. They should be able to:</p> <ul style="list-style-type: none"> <li>• Listen, understand and make relevant contributions to discussions with others in a range of contexts;</li> <li>• Apply their understanding of language to adapt delivery and content to suit audience and purpose;</li> <li>• Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing;</li> <li>• Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar; and</li> <li>• Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.</li> </ul>					