

## MUSIC: GCSE

### Overview

The GCSE Music specification is graded 9 – 1 and allows pupils to develop as a performer, composer and musicologist through looking at different areas of study (outlined below) that cover a range of different styles. Pupils will have the opportunity to extend their music theory knowledge and interest in the history of music across multiple eras through a highly accessible and engaging course. Another core component of the GCSE is to learn and perform solo and ensemble pieces on a chosen instrument (including voice). Students will also compose their own pieces on a notation software they have built up confidence using in Key Stage 3.



### Benefits of Studying Music

Music opens multiple doors and offers invaluable opportunities to develop socially and academically. You will not only have the opportunity to play, listen and study music of different styles, but engage with like-minded pupils who share a passion for the subject. Music is regarded as a desirable qualification by colleges, universities and workforces as it demonstrates self-discipline, creativity and the ability to work independently.

Studying music can lead to multiple career options, including:

- Performer
- Composer / Arranger
- Teacher
- Producer
- Sound Engineer
- Songwriter / Lyricist
- Music Therapist
- Promoter / Agent
- Accompanist
- Conductor
- Concert Manager
- Festival Director

*It would be desirable, but not essential, to have previous experience on an instrument (including voice, DJing and sequencing), or at least a willingness to learn.*

### Course Content

The content will be taught through a series of workshops, performances, and composition tasks, as well as theory-based learning.

#### Areas of Study 1: My Music

Students have complete choice over what they perform and the instrument they would like to specialise in. This can be any instrument, voice, DJing or sequencing. Additionally, they will create one free-choice composition. This unit is an excellent way for students to develop their performance and composition skills. They will have the full support of all staff in the Music Department in order to achieve this. Students are not required to perform in front of an audience for this component.



**Areas of Study 2: *The Concerto Through Time***



Classical music can be a daunting topic if it's not something students are already familiar with; however, the OCR course approaches it in a manageable and enjoyable way that makes it accessible for all. We will study the development of the Concerto from the Baroque period (1600 - 1750) through to the Romantic period (1830 - 1900).

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**Areas of Study 3: *Rhythms of the World***



Pupils will explore the traditional rhythmic roots from four geographical regions of the world: India and Punjab, Eastern Mediterranean and the Middle East, Central and South America, and Africa.



**Areas of Study 4: *Film and Video Game Music***



Learners will study music that has been written specifically for film, music from the Western Classical tradition that has been used within a film and music that has been written as a soundtrack for a video game. We will explore a variety of soundtracks covering a range of genres from: romance to action, comedy to drama and fantasy to biopics.



**Areas of Study 5: *Approaches to Popular Music***



Learners will study a range of popular music from the 1950s to the present day. They will study and demonstrate an understanding of: Rock 'n' Roll, Rock Anthems, Pop Ballads and Solo Artists.

*Madison*

**AC/DC**

**Assessment**

Unit	Component	Weighting	Assessment Objectives
1	<ul style="list-style-type: none"> <li>One performance (15%)</li> <li>One composition (15%)</li> </ul>	30%	<ul style="list-style-type: none"> <li>Perform with technical control, expression and interpretation.</li> <li>Compose and develop musical ideas with technical control and coherence.</li> </ul>
2	<ul style="list-style-type: none"> <li>Ensemble performance (15%)</li> <li>Composition – examination board set brief (15%).</li> </ul>	30%	<ul style="list-style-type: none"> <li>Perform with technical control, expression and interpretation.</li> <li>Compose and develop musical ideas with technical control and coherence.</li> </ul>
3	<ul style="list-style-type: none"> <li>Listening and Appraising</li> <li>Written Exam</li> </ul>	40%	<ul style="list-style-type: none"> <li>Use appraising skills to make evaluative and critical judgements which demonstrate understanding of musical elements, musical contexts and musical language.</li> <li>Demonstrate and apply knowledge of musical elements, musical contexts and musical language.</li> </ul>

*"If music be the food of love, play on."*

~ William Shakespeare ~