



## West Park School

### Music

## GCSE Examination Summer 2025

In readiness for your GCSE examination in Music you must **LEARN** and **REVISE** the following content and skills:

### Area of Study 2: The Concerto Through Time

<i>What is a concerto?</i>	<ul style="list-style-type: none"><li>• Definition of a concerto</li><li>• Instruments of the orchestra</li><li>• The orchestra's development over time</li><li>• The role of the soloist and how it changes over time</li><li>• Relationship between orchestra and soloist</li><li>• Musical characteristics of the Baroque, Classical and Romantic</li><li>• Social and historical context</li><li>• The changing nature of the audience</li><li>• Names of composers and key works</li></ul>
<i>Baroque Concerto Grosso</i>	<ul style="list-style-type: none"><li>• Dates of the era</li><li>• Concertino</li><li>• Ripieno</li><li>• Examples of composers and their works</li><li>• Continuo part</li><li>• Examples of composers and their works</li><li>• Performance venue</li><li>• MAD T SHIRT features</li></ul>
<i>Baroque Solo Concerto</i>	<ul style="list-style-type: none"><li>• Dates of the era</li><li>• Tutti</li><li>• Solo with continuo</li><li>• Examples of composers and their works</li><li>• Performance venue</li><li>• MAD T SHIRT features</li></ul>
<i>Classical Concerto</i>	<ul style="list-style-type: none"><li>• Dates of the era</li><li>• Range of dynamics</li><li>• Change in orchestra</li><li>• New instruments</li><li>• Examples of composers and their works</li><li>• Performance venue</li><li>• MAD T SHIRT features</li></ul>
<i>Romantic Concerto</i>	<ul style="list-style-type: none"><li>• Dates of the era</li><li>• Dramatic and emotional</li><li>• Change in orchestra</li><li>• More variety in dynamics, tempo and pitch range</li><li>• Complex harmonies</li><li>• Examples of composers and their works</li><li>• Performance venue</li><li>• MAD T SHIRT features</li></ul>

### Area of Study 3: Rhythms of the World

<i>African Drumming</i>	<ul style="list-style-type: none"> <li>• Uses of drumming</li> <li>• Aural tradition</li> <li>• Master Drummer</li> <li>• Purposes/roles of the different drums</li> <li>• “Chordophones” / “Aerophones”</li> <li>• Improvisation</li> <li>• MAD T SHIRT features</li> </ul>
<i>Samba</i>	<ul style="list-style-type: none"> <li>• Aural tradition</li> <li>• Name of ensemble - “Bateria”</li> <li>• “Batucada” - Fast and repetitive</li> <li>• Purposes/roles of the different instruments</li> <li>• Master drummer/band leader</li> <li>• How pieces are structured</li> <li>• MAD T SHIRT features</li> </ul>
<i>Calypso</i>	<ul style="list-style-type: none"> <li>• Where it originated</li> <li>• The purpose of the lyrics</li> <li>• Primary chords</li> <li>• The purpose/role of each steel pan</li> <li>• “Son Clave” rhythm</li> <li>• MAD T SHIRT features</li> </ul>
<i>Indian Classical Music</i>	<ul style="list-style-type: none"> <li>• Purposes and traditions of Indian Music</li> <li>• Aural tradition – “Master -student”</li> <li>• Improvisation</li> <li>• “Raga, Drone and Tala”</li> <li>• Ornamentation: glissando/meends, grace notes, pitch bends and trills</li> <li>• Features of “Alap”, “Jhor”, “Jhala” and “Gat (Bandish)”</li> <li>• MAD T SHIRT features</li> </ul>
<i>Bhangra</i>	<ul style="list-style-type: none"> <li>• Origins and purpose</li> <li>• The role of each instrument, e.g., Dhol drum and the Tumbi</li> <li>• Features of Bhangra singing</li> <li>• “Chaal” rhythm</li> <li>• How technology impacted traditional Bhangra</li> <li>• MAD T SHIRT features</li> </ul>
<i>Israel &amp; Palestinian Folk Music</i>	<ul style="list-style-type: none"> <li>• Origins and influences</li> <li>• Key features of Palestinian music</li> <li>• Key terms: “Dabke” - a popular dance, “Wazn” - a rhythmic pattern, “Doum”, “Tek” and “Ka” - ways to hit a hand drum</li> <li>• Microtones</li> <li>• Improvisation</li> <li>• Key features of Israeli dance music</li> <li>• Ornaments: grace notes, pitch bends, tremolo, slides, melisma, hammer-on, pull-off</li> <li>• MAD T SHIRT features</li> </ul>
<i>Greek Folk Music</i>	<ul style="list-style-type: none"> <li>• Purposes of Greek folk music</li> <li>• “Irregular” time signatures</li> <li>• Common folk instruments</li> <li>• Ornaments: grace notes, pitch bends, tremolo, slides and melisma</li> <li>• Adding a “third” interval to a melody</li> <li>• MAD T SHIRT features</li> </ul>

### Area of Study 4: Film and Video Game Music

<i>History of Film Music</i>	<ul style="list-style-type: none"> <li>• The Silent Era</li> <li>• Key actors/directors (Charlie Chaplin/Buster Keaton)</li> <li>• How was music added to film? Why?</li> <li>• How music links to the actions on screen</li> <li>• Timeline of Film music from 1890s-Present day</li> </ul>
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	<ul style="list-style-type: none"> <li>• MAD T SHIRT features</li> </ul>
<i>Golden Age</i>	<ul style="list-style-type: none"> <li>• Dates of era</li> <li>• Leitmotif – definition and use</li> <li>• Key composers and films</li> <li>• Instruments/ensembles used</li> <li>• Golden Age Revival – John Williams</li> <li>• MAD T SHIRT features</li> </ul>
<i>Video Game Music</i>	<ul style="list-style-type: none"> <li>• Chiptune and the development of technology</li> <li>• The various purposes of Music in video games (e.g. Giving information to the player)</li> <li>• How music reflects the type/style/genre of video game</li> <li>• MAD T SHIRT features</li> </ul>
<i>Mickey Mousing</i>	<ul style="list-style-type: none"> <li>• Definition of Mickey Mousing</li> <li>• Key Mickey Mousing techniques</li> <li>• How actions are connected to music</li> <li>• MAD T SHIRT features</li> </ul>
<i>Use of technology</i>	<ul style="list-style-type: none"> <li>• Technology of the silent era</li> <li>• Development of recording in Golden Age and beyond</li> <li>• Development of video game technology – from cartridge, to CD and beyond</li> <li>• Use of electronic instruments</li> <li>• Use of modern-day recording studios/software</li> <li>• Methods of recording live music/musicians</li> </ul>
<i>Creating a soundtrack</i>	<ul style="list-style-type: none"> <li>• Timeline of events</li> <li>• How can each element of MAD T SHIRT be used to suit the scene?</li> <li>• Melodic direction</li> <li>• Major or Minor tonality</li> <li>• Instrument choices and their associations</li> <li>• The effect of texture</li> </ul>

### Area of Study 5: Conventions of Pop

<i>Rock and Roll</i>	<ul style="list-style-type: none"> <li>• Dates of the era</li> <li>• Heavily based around Blues</li> <li>• Acoustic instruments</li> <li>• Examples of artists and their songs</li> <li>• Performance venues</li> <li>• MAD T SHIRT features</li> </ul>
<i>Rock Anthems</i>	<ul style="list-style-type: none"> <li>• Dates of the era</li> <li>• Use of effects</li> <li>• Electronic and amplified instruments</li> <li>• Power chords</li> <li>• Examples of artists and their songs</li> <li>• Performance venues</li> <li>• MAD T SHIRT features</li> </ul>
<i>Pop Ballads</i>	<ul style="list-style-type: none"> <li>• Dates of the era</li> <li>• Simple accompaniment</li> <li>• Accompaniment styles e.g. block chords, broken chords etc.</li> <li>• Sentimental / romantic songs that tell a story</li> <li>• Examples of artists and their songs</li> <li>• Performance venues</li> <li>• MAD T SHIRT features</li> </ul>
<i>Solo Artists</i>	<ul style="list-style-type: none"> <li>• Dates of the era</li> <li>• Electronic instruments</li> <li>• Effects added in the editing process</li> <li>• Examples of artists and their songs</li> <li>• Performance venues</li> <li>• MAD T SHIRT features</li> </ul>

## General skills:

<i>Note Values</i>	<ul style="list-style-type: none"> <li>• Know each note value from “semibreve” to “semi quaver”, what they look like and how many beats they are worth</li> <li>• Be able to recognise these notes when analysing music</li> </ul>
<i>Time Signatures</i>	<ul style="list-style-type: none"> <li>• Know what each number means (Top= amount / Bottom = type of beat)</li> <li>• Simple: 2/4, 3 /4, 4/4,</li> <li>• Compound: 6/8, 9/8, 12/8</li> <li>• Be able to write out/tap out the pulse in each time signature</li> </ul>
<i>Key Signatures</i>	<ul style="list-style-type: none"> <li>• Know the order of sharps (F#, C#, G#)</li> <li>• Know the order of flats (Bb, Eb, Ab)</li> <li>• Know the key signature for the major keys: C, G, D, A, F, Bb, Eb</li> <li>• How to work out the <b>relative minor</b> of the above keys</li> </ul>
<i>Cadences</i>	<ul style="list-style-type: none"> <li>• Know the roman numeral progression for the following cadences: Perfect, Plagal, Imperfect, Interrupted</li> <li>• Be able to write out these cadences in different keys</li> <li>• Be able to recognise these when listening and in a score</li> </ul>
<i>Basic rhythmic patterns</i>	<ul style="list-style-type: none"> <li>• Recognise a written rhythmic pattern through listening</li> <li>• Have a strong sense of pulse when counting the beat</li> <li>• Know note values</li> <li>• Know how note values can be grouped</li> </ul>
<i>Dictation</i>	<ul style="list-style-type: none"> <li>• Recognise the direction of a given phrase through listening</li> <li>• Knowledge of intervals</li> <li>• Knowledge of pitches on the stave</li> </ul>

## 9- mark question:

<i>MAD T SHIRT</i>	<ul style="list-style-type: none"> <li>• To be able to write about the MAD T-Shirt words below when describing music in the 9-mark question</li> <li>• Melody – The main tune</li> <li>• Articulation – How a note is played</li> <li>• Dynamics – The volume of the piece/note</li> <li>• Texture – How many layers there are</li> <li>• Structure – How the music is organised</li> <li>• Harmony – The basis of the music (major, minor, atonal, chromatic, diatonic)</li> <li>• Instrumentation – The instruments used</li> <li>• Rhythm and Metre – How many beats in a bar and different note durations</li> <li>• Tempo – The speed of the music</li> </ul>
<i>Reference the question</i>	<ul style="list-style-type: none"> <li>• Each point you make should refer to the question</li> </ul>
<i>Concise points</i>	<ul style="list-style-type: none"> <li>• Choose your MAD T SHIRT feature, make your point and refer to the question – NO WAFFLE!</li> <li>• Make sure you read the work back to ensure it makes sense</li> <li>• The examiner who marks the work, will not know you. Your teachers know you and know you might have made a simple mistake. The examiners won't, so be clear and concise and make the answers obvious</li> </ul>