

Year 11 Music



At GCSE level, we follow the Edexcel Music syllabus. This is broken into three components:

- Performance (30%) - two performances, one solo and one ensemble, each two minutes minimum.
- Composition (30%) - two compositions, one free choice and one to a set brief, each one minute 30 seconds minimum.
- Appraisal (40%) - a single listening exam, one hour 45 minutes, based around study of eight set works (pieces/songs).

In Year 11, students can complete and submit coursework, as such, a larger emphasis is placed upon meeting assessment criteria and exam technique. Revision technique is referred to regularly throughout the year. Year to year, the course is adapted to suit each class, and as such, changes from the proposed layout below.

Methods of deepening and securing knowledge:

Spaced learning	Throughout the year, as skills are introduced, they are regularly revisited and further developed to improve their application and presentation.
Elaboration	Through the process of practical exploration, students constantly extend and elaborate on new skills and concepts.
Concrete examples	Clear examples are regularly used to consolidate understanding, with their use as stimulus, during development, or as examples of good practice.

	Autumn term 1	Autumn term 2	Spring term 1
Topic(s)	<p>Free Choice Composition Songwriting. Lyric writing. Arrangement/orchestration. Idiomatic writing.</p> <p>Performance Rehearsal and Submission</p>	<p>Brief Composition Topics as appropriate to the year's set briefs.</p> <p>Performance Rehearsal and Submission</p> <p>Set Work Ludvig Van Beethoven - Pathétique.</p> <p>Sonata form. The piano (construction, history, technique). Musical elements.</p>	<p>Brief Composition Topics as appropriate to the year's set briefs.</p> <p>Performance Rehearsal and Submission</p> <p>Set Work Stephen Schwartz - Defying Gravity (Wicked the musical).</p> <p>Musical theatre. Combining orchestral and pop. instrumentation. Word painting and motivic development.</p>

Assessment	Composer. Performer. Analyst. Performance assessment criteria. Composition assessment criteria. Appraisal assessment criteria.	Composer. Performer. Analyst. Performance assessment criteria. Composition assessment criteria. Appraisal assessment criteria.	Composer. Performer. Analyst. Performance assessment criteria. Composition assessment criteria. Appraisal assessment criteria.
CEIAG <i>(Careers that are linked to that topic)</i>	Composer. Performer. Analyst.	Composer. Performer. Analyst.	Composer. Performer. Analyst.

	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<p>Brief Composition Topics as appropriate to the year's set briefs.</p> <p>Performance Rehearsal and Submission</p> <p>Set Work J.S. Bach - Brandenburg Concerto No. 5 in D major, third movement.</p> <p>Baroque Gigue. Fugue. Concert Grosso.</p>	<p>Revision and Exam Technique.</p> <p>Examination typically takes place in the first week of June.</p>	
Assessment	Composer. Performer. Analyst. Performance assessment criteria. Composition assessment criteria. Appraisal assessment criteria.	External examination.	
CEIAG <i>(Careers that are linked to that topic)</i>	Composer. Performer. Analyst.	Analyst.	

Independent Study

In Years 10 and 11, independent study primarily focuses on instrumental practise and learning, directly working on the pieces to be submitted for performance coursework. During the autumn and spring terms, students are expected to work on their composition coursework outside of lesson hours (time is given within lessons as well), as they can have more one-to-one support from teaching staff when working in this way. Other tasks, such as revision work, are set when appropriate.