

End Game: Students should develop the following skills:

- An ability to play their chosen instrument to a standard equivalent to Grade 3 or higher.
- A degree of competence (i.e. the ability to play a melody and chords together) on keyboards (if this is not their principal instrument).
- An ability to create and develop their own musical ideas to fit a given brief. They will also have an ability to notate these ideas in a way relevant to the style the music is in (e.g. staff notation if the music is "classically based" or a chord sheet if it is more jazz-based etc.
- An ability to identify the musical elements in music (both familiar and unfamiliar) that they hear and be able to compare and contrast pieces of music using these elements.

The three strands of the course (Performance, Composition and the Exam) run simultaneously throughout the course. Performance and Composition are both internally assessed coursework and each count for 30% of the students' final GCSE grades. The exam counts for 40% of the final grades.

Year 10

	<u>Performance</u>	<u>Composition</u>	<u>Exam</u>
<i>Content</i>	Students initially complete a skills audit for their chosen instrument. Each student is then given a free lesson on their chosen instrument with a visiting professional peripatetic teacher (24 lessons per academic year). Students spend Year 10 working on their solo performance coursework. They are formally assessed in terms 2 and 4, and complete the final solo coursework in term 6.	Students learn the skills required for composition success (listed in the box below). Terms 1-3 are spent developing these skills using activities as relevant to the students' needs. Terms 4-6 are working on their first composition piece of coursework.	Students spend terms 1-2 looking at how music has developed from 1600 – present day. Students start studying their set works from term 3.
<i>Concepts</i>	Students are given individual learning checklists relevant to their own instrument. Each student will work on specific skills as appropriate to their instrument and ability level. These are closely monitored by SDU via the instrumental team.	Students learn: cadences, chord sequences, melodic writing, tonality, modulations, textural variations, contrasts.	Students look at the key features of the Baroque, Classical, Romantic and 20 th Century periods. They look at 4 set works and look at the key features of each of them,
<i>Knowledge/Skills</i>	Students work on solo performance skills – e.g. projection, phrasing, stage presence – but this is instrument specific.	Students develop the above skills through class exercises and then put them into their coursework.	Students learn about: Bach – Brandenburg Concerto No. 5 Beethoven – Pathétique Piano Sonata No. 8 Purcell – Music For A While Queen – Killer Queen

Year 11

	<u>Performance</u>	<u>Composition</u>	<u>Exam</u>
Content	Students continue to develop their skills from Year 10 – and receive a further 24 instrumental lessons. Students work on their ensemble performance in Year 11. Students are assessed in terms 1 and 2 and record their final piece in term 3.	Students have to complete their first piece in the year of assessment, so this is completed in the September of Year 11 before starting on their second one. The second piece needs to answer a brief set by the exam board. The first one for the specification gets released in September 2017. Once this is released activities can be planned to prepare the students for this. They will spend term 1 developing the skills that will be required. They will spend term 2 doing their first draft of their coursework piece and then complete the final version in term 3.	Students look at how music is used on stage and screen. They also look at how western popular music can be fused with music from other cultures/parts of the world.
Concepts	Students develop ensemble skills relevant to their instrument within their peripatetic lessons and this is closely monitored by SDU via the instrumental team.	Students develop knowledge: cadences, chord sequences, melodic writing, tonality, modulations, textural variations, contrasts. They will also learn any relevant techniques required to meet the brief set by EdExcel.	Students look at how messages can be conveyed through music. They look at the roles played by music in other cultures.
Knowledge/Skills	Students work on ensemble performance skills – e.g. balance and timing – but this is instrument specific.	Students develop the above skills through class exercises and then put them into their coursework.	Students look at: Schwartz – Defying Gravity Williams – Star Wars Theme Afro Celt Sound System – Release Esperanza Spalding – Samba Em Preludio