

<b>10</b>	<ul style="list-style-type: none"> <li>• Step up to GCSE</li> </ul> <p>In this unit, students review the music theory knowledge that they have developed over the last three years.</p> <ul style="list-style-type: none"> <li>• Music for Ensemble</li> </ul> <p>In this unit, students dig deeper into their understanding of the musical ensemble. They investigate the meaning of sonority, texture and timbre, what is meant by the term 'ensemble' and look at different types of musical ensembles.</p> <ul style="list-style-type: none"> <li>• Forms and Devices</li> </ul> <p>Students undertake a thorough investigation of musical forms and devices in preparation for analysis of musical works and the creation of their own compositions.</p> <ul style="list-style-type: none"> <li>• Bach Set Work – Badinerie</li> </ul> <p>Students begin their study of this set work in regard to musical appraisal.</p>		<ul style="list-style-type: none"> <li>• Popular Music</li> </ul> <p>Students revisit the conventions of pop music, looking at genres, developments and influences.</p> <ul style="list-style-type: none"> <li>• Film Music</li> </ul> <p>In this unit, students study the devices used in writing effective film music such as leitmotif and mickey mousing. They investigate what makes film music successful by studying the works of film composers such as Hans Zimmer, Rachel Portman and John Williams.</p> <ul style="list-style-type: none"> <li>• Performance – Component 1</li> </ul> <p>Students begin work on their first assessed component: Performance. They will prepare two pieces for submission on their chosen instrument.</p> <ul style="list-style-type: none"> <li>• Composing – Song Writing</li> </ul> <p>Students investigate what makes a good song and develop their song writing skills looking at melody, harmony and structure.</p>	
	Written assessment of units studied so far plus ongoing assessment of practical musicianship skills.		Mock Exam: Appraisal	
<b>YEAR</b>	<b>September – November</b>		<b>December – March</b>	
<b>11</b>	<b>Component 2: Assessments</b>		<ul style="list-style-type: none"> <li>• <b>Component 3: Responding to a Music Brief</b></li> </ul> <p>Learners will be given the opportunity to develop and present music in response to a given music brief.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1 Understand how to respond to a music brief</li> <li>2 Select and apply musical skills in response to a music brief</li> <li>3 Present a final musical product in response to a music brief</li> </ol>	
			<b>Component 3: Assessments</b>	

		4 Comment on the creative process and outcome in response to a music brief	
	Component 2 Assessment from September to December	Component 3 Assessment from February to May. Optional Resits of Component 1 or 2 in January.	Component 3 Assessment completed in May