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**Knowledge Rich Curriculum Plan**

GCSE Music / Unit – AoS and Mock Prep



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| --- | --- | --- | --- | --- |
| **Lesson: 1-1- 7 AoS 1** | Baroque Era (1650-1750):  Characteristics of Baroque music, including elaborate ornamentation, polyphony, basso continuo, and terraced dynamics.  Study of significant Baroque composers such as Johann Sebastian Bach, George Frideric Handel, and Antonio Vivaldi.  Exploration of musical forms, such as fugue, concerto grosso, and dance suites.  Classical Era (1750-1820):  Characteristics of Classical music, including balanced melodies, homophonic texture, clear forms, and symmetrical phrasing.  Study of significant Classical composers such as Wolfgang Amadeus Mozart, Joseph Haydn, and Ludwig van Beethoven.  Examination of musical forms such as sonata form, symphony, string quartet, and concerto.  Romantic Era (1820-1910):  Characteristics of Romantic music, including expressive melodies, rich harmonies, dramatic dynamics, and programmatic elements.  Study of significant Romantic composers such as Frédéric Chopin, Franz Schubert, Richard Wagner, and Pyotr Ilyich Tchaikovsky.  Exploration of musical forms such as the art song, symphonic poem, opera, and character pieces.  Opera and Vocal Music:  Examination of opera as a prominent genre in Western classical music.  Study of opera composers such as Wolfgang Amadeus Mozart, Giuseppe Verdi, and Richard Wagner.  Exploration of vocal music forms such as the aria, recitative, and ensemble pieces.  Orchestral Music:  Analysis of orchestral works and their significance in Western classical music.  Study of symphonies, overtures, and concertos composed during the specified period.  Exploration of orchestration techniques, musical structures, and notable composers.  Solo and Chamber Music:  Examination of solo instrumental music and chamber music compositions.  Study of solo instrumental works such as piano sonatas, violin sonatas, and solo pieces for various instruments.  Exploration of chamber music forms such as string quartets, piano trios, and woodwind quintets.  Assessment:  Area of Study 3 (Western Classical Tradition 1650-1910) is assessed through the written examination in AQA GCSE Music. The examination includes listening questions, analysis of set works, and general knowledge questions related to the musical styles, composers, forms, and historical context of the Western Classical Tradition. | See Vocab List Below | **Students will already know that………**  An interval is the distance between two notes of a scale and a number is attributed to it to identify the distance  A crotchet is worth one beat, a quaver is worth half a beat and a minim is worth two beats  Major chords sound happy and have a 3rd, Minor chords sound sad and contain a flattened 3rd and a dominant 7th chord has a flattened 7th added to it  Various Italian terms are used to describe tempos  Different rhythmic devices have a mixture of Italian, English and Spanish terms attributed to them  That major tonality is happy sounding and minor tonality is sad sounding, Atonal means that it is neither major or minor at any one point  That four different descriptors are used for texture – Monophonic – one instrument, homophonic – multiple instruments playing the same rhythm but different notes, polyphonic – multiple instruments playing multiple melody lines at the same time and melody and accompaniment – a harmonic backing played by various instruments with an instrument or voice providing the melody over the top of it.  Melodic ornaments were used extensively in the baroque period and they included trill, turn, mordent, acciaccatura and appoggiatura.  A scale is a 7 note arrangement of notes.  Articulation is the term that refers to specific ways in which instruments are played – this changes from family of instruments and even individual instruments  In classical music the Harpsichord, Piano and Pump or Church Organ are the only recognised keyboard instruments and the term Keyboard is not allowed to be included as an answer.  The classification of voices is Soprano – High Female, Alto – Low Female, Tenor – High Male and Bass – Low male.  Various Italian terms are used to describe dynamics.  **Students will already know how to……….**  Identify an interval of an octave, 3rd and 5th  Identify Crotchets, Quavers and Minims in a piece of rhythmic notation  Identify Major and Minor Chords  Attribute a tempo to an Italian tempo term  Attribute a rhythmic device to the relevant Italian, English or Spanish term  Identify major, minor and atonalities  Attribute a texture to a piece of music  Attribute a melodic ornament to an audio example  Identify a description of articulation to an audio example  Identify piano, harpsichord and or organ to an audio example  Identify SATB voices to an audio example  Draw out notes on a stave using a given rhythm  Attribute dynamics descriptions to an audio example |  |
| **Lesson: 1-1- 8 AoS 2** | Vocal Techniques:  Study of vocal techniques used in pop music, such as breath control, projection, articulation, and phrasing.  Exploration of the use of vocal effects, such as vibrato, falsetto, growling, and vocal runs.  Analysis of how vocal techniques contribute to the expressive and stylistic qualities of pop music.  Vocal Styles:  Examination of different vocal styles found in pop music, including belting, crooning, rapping, and melismatic singing.  Study of iconic vocalists known for their unique styles and contributions to pop music.  Electric Guitar:  Study of the electric guitar and its prominent role in pop music.  Exploration of guitar playing techniques, such as strumming, fingerpicking, and guitar solos.  Analysis of iconic electric guitar sounds and techniques used by influential pop guitarists.  Keyboard Instruments:  Examination of keyboard instruments, including the piano, synthesizers, and electronic keyboards, in pop music.  Study of different playing techniques, such as chords, arpeggios, and synthesizer programming.  Exploration of keyboard sounds and their contributions to the overall texture and atmosphere of pop music.  Bass Guitar:  Exploration of the bass guitar and its role in providing the foundation and groove in pop music.  Study of bass guitar techniques, including playing root notes, walking basslines, and syncopated rhythms.  Analysis of how bass lines contribute to the overall rhythmic and harmonic structure of pop songs.  Drum Kit and Percussion:  Examination of the drum kit and various percussion instruments in pop music.  Study of drumming techniques, including beats, fills, and drum patterns used in different pop music styles.  Exploration of the rhythmic elements and percussive effects that enhance the energy and drive of pop songs.  Vocal Instruments:  Study of vocal instruments, such as the human voice and vocal effects, in pop music.  Exploration of different vocal techniques, harmonies, and the use of vocal effects and auto-tune.  Analysis of the role of vocal instruments in delivering the melody, lyrics, and expressive qualities of pop songs.  Other Instruments in Pop Music:  Examination of other instruments commonly used in pop music, such as brass, strings, woodwinds, and percussion.  Study of their specific roles, sounds, and contributions to the overall arrangement and texture of pop songs.  Rock and Roll:  Examination of the emergence and influence of rock and roll in the 1950s.  Study of characteristic features such as electric instruments, driving rhythms, and rebellious attitude.  Analysis of representative artists such as Chuck Berry, Elvis Presley, and Little Richard.  Pop Music:  Study of the development of popular music as a genre with wide appeal.  Exploration of characteristic features such as catchy melodies, simple harmonies, and lyrics reflecting contemporary culture.  Analysis of representative artists such as The Beatles, Michael Jackson, and Madonna.  Key Concepts and Content:  History of Musical Theater:  Study of the development and evolution of musical theater from its origins to the present day.  Exploration of significant milestones, composers, and key works in the genre.  Musical Elements:  Examination of the key musical elements in musical theater, including songs, melodies, harmonies, and arrangements.  Study of different song forms and structures, such as solos, duets, ensembles, and choruses.  Analysis of how music enhances storytelling and character development in musicals.  Lyrics and Songwriting:  Exploration of the role of lyrics in musical theater, including their connection to the narrative and emotional expression.  Study of different songwriting techniques and styles used in musicals.  Analysis of how lyrics contribute to character development, plot progression, and the overall themes of musicals.  Theatrical Elements:  Examination of the theatrical aspects of musical theater, including staging, choreography, set design, and costumes.  Study of how the integration of music, lyrics, and theatrical elements creates a cohesive theatrical experience.  Exploration of how staging and production choices influence the impact of musicals. | See Vocab List Below | **Students will already know that………**  An interval is the distance between two notes of a scale and a number is attributed to it to identify the distance  A crotchet is worth one beat, a quaver is worth half a beat and a minim is worth two beats  Major chords sound happy and have a 3rd, Minor chords sound sad and contain a flattened 3rd and a dominant 7th chord has a flattened 7th added to it  Various Italian terms are used to describe tempos  Different rhythmic devices have a mixture of Italian, English and Spanish terms attributed to them  That major tonality is happy sounding and minor tonality is sad sounding, Atonal means that it is neither major or minor at any one point  That four different descriptors are used for texture – Monophonic – one instrument, homophonic – multiple instruments playing the same rhythm but different notes, polyphonic – multiple instruments playing multiple melody lines at the same time and melody and accompaniment – a harmonic backing played by various instruments with an instrument or voice providing the melody over the top of it.  Melodic ornaments were used extensively in the baroque period and they included trill, turn, mordent, acciaccatura and appoggiatura.  A scale is a 7 note arrangement of notes.  Articulation is the term that refers to specific ways in which instruments are played – this changes from family of instruments and even individual instruments  In classical music the Harpsichord, Piano and Pump or Church Organ are the only recognised keyboard instruments and the term Keyboard is not allowed to be included as an answer.  The classification of voices is Soprano – High Female, Alto – Low Female, Tenor – High Male and Bass – Low male.  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| **L1 -1-9 AoS 3 Traditional Music** | Folk Music:  Exploration of folk music from various countries and cultures.  Study of traditional folk instruments, song forms, and storytelling traditions.  Analysis of melodies, rhythms, and lyrics that are characteristic of folk music.  Indigenous Music:  Study of music from indigenous cultures and communities.  Exploration of traditional instruments, vocal styles, and ceremonial music.  Understanding of the cultural significance and role of music in indigenous communities.  World Music Traditions:  Examination of traditional music from different regions, such as African, Asian, Middle Eastern, or Latin American music.  Study of musical instruments, scales, rhythmic patterns, and performance techniques specific to each tradition.  Analysis of cultural and historical contexts that shape the music traditions.  Oral Tradition:  Understanding the importance of oral tradition in the preservation and transmission of traditional music.  Exploration of storytelling, improvisation, and communal participation in traditional music practices.  Cultural Significance:  Analysis of the role of traditional music in cultural and social contexts.  Study of traditional music in rituals, celebrations, ceremonies, and daily life.  Understanding of the connections between traditional music and identity, heritage, and community.  Fusion and Cross-Cultural Influences:  Exploration of fusion genres that blend traditional music with contemporary elements.  Study of cross-cultural collaborations and the impact of globalization on traditional music. | See Vocab List Below | Students will already know that………  An interval is the distance between two notes of a scale and a number is attributed to it to identify the distance  A crotchet is worth one beat, a quaver is worth half a beat and a minim is worth two beats  Major chords sound happy and have a 3rd, Minor chords sound sad and contain a flattened 3rd and a dominant 7th chord has a flattened 7th added to it  Various Italian terms are used to describe tempos  Different rhythmic devices have a mixture of Italian, English and Spanish terms attributed to them  That major tonality is happy sounding and minor tonality is sad sounding, Atonal means that it is neither major or minor at any one point  That four different descriptors are used for texture – Monophonic – one instrument, homophonic – multiple instruments playing the same rhythm but different notes, polyphonic – multiple instruments playing multiple melody lines at the same time and melody and accompaniment – a harmonic backing played by various instruments with an instrument or voice providing the melody over the top of it.  Melodic ornaments were used extensively in the baroque period and they included trill, turn, mordent, acciaccatura and appoggiatura.  A scale is a 7 note arrangement of notes.  Articulation is the term that refers to specific ways in which instruments are played – this changes from family of instruments and even individual instruments  In classical music the Harpsichord, Piano and Pump or Church Organ are the only recognised keyboard instruments and the term Keyboard is not allowed to be included as an answer.  The classification of voices is Soprano – High Female, Alto – Low Female, Tenor – High Male and Bass – Low male.  Various Italian terms are used to describe dynamics.  Students will already know how to……….  Identify an interval of an octave, 3rd and 5th  Identify Crotchets, Quavers and Minims in a piece of rhythmic notation  Identify Major and Minor Chords  Attribute a tempo to an Italian tempo term  Attribute a rhythmic device to the relevant Italian, English or Spanish term  Identify major, minor and atonalities  Attribute a texture to a piece of music  Attribute a melodic ornament to an audio example  Identify a description of articulation to an audio example  Identify piano, harpsichord and or organ to an audio example  Identify SATB voices to an audio example  Draw out notes on a stave using a given rhythm  Attribute dynamics descriptions to an audio example |  |
| **L 1-1-10 AoS 4 Western Classical Tradition since 1910** | Early 20th Century:  Study of musical styles and innovations in the early 20th century, including impressionism, expressionism, and neoclassicism.  Exploration of influential composers such as Claude Debussy, Arnold Schoenberg, and Igor Stravinsky.  Post-War Period and Serialism:  Examination of musical developments after World War II, including the rise of serialism and the Second Viennese School.  Study of composers such as Anton Webern, Alban Berg, and Karlheinz Stockhausen.  Minimalism and Post-Minimalism:  Exploration of minimalism as a significant movement in the late 20th century, characterized by repetitive patterns and gradual transformations.  Study of minimalist composers such as Philip Glass, Steve Reich, and Terry Riley.  Analysis of the influence of minimalism and the emergence of post-minimalist composers.  Experimental and Avant-Garde:  Examination of experimental and avant-garde approaches in contemporary classical music.  Study of composers who pushed the boundaries of traditional musical forms, including John Cage, Karlheinz Stockhausen, and Pierre Boulez.  Nationalism and Cultural Identity:  Exploration of composers who incorporated nationalistic elements and cultural identity into their works.  Study of composers who drew inspiration from folk music, regional traditions, or historical events, such as Béla Bartók, Aaron Copland, and Dmitri Shostakovich. | See Vocab List Below | *Students will already know that………*  *An interval is the distance between two notes of a scale and a number is attributed to it to identify the distance*  *A crotchet is worth one beat, a quaver is worth half a beat and a minim is worth two beats*  *Major chords sound happy and have a 3rd, Minor chords sound sad and contain a flattened 3rd and a dominant 7th chord has a flattened 7th added to it*  *Various Italian terms are used to describe tempos*  *Different rhythmic devices have a mixture of Italian, English and Spanish terms attributed to them*  *That major tonality is happy sounding and minor tonality is sad sounding, Atonal means that it is neither major or minor at any one point*  *That four different descriptors are used for texture – Monophonic – one instrument, homophonic – multiple instruments playing the same rhythm but different notes, polyphonic – multiple instruments playing multiple melody lines at the same time and melody and accompaniment – a harmonic backing played by various instruments with an instrument or voice providing the melody over the top of it.*  *Melodic ornaments were used extensively in the baroque period and they included trill, turn, mordent, acciaccatura and appoggiatura.*  *A scale is a 7 note arrangement of notes.*  *Articulation is the term that refers to specific ways in which instruments are played – this changes from family of instruments and even individual instruments*  *In classical music the Harpsichord, Piano and Pump or Church Organ are the only recognised keyboard instruments and the term Keyboard is not allowed to be included as an answer.*  *The classification of voices is Soprano – High Female, Alto – Low Female, Tenor – High Male and Bass – Low male.*  *Various Italian terms are used to describe dynamics.*  *Students will already know how to……….*  *Identify an interval of an octave, 3rd and 5th*  *Identify Crotchets, Quavers and Minims in a piece of rhythmic notation*  *Identify Major and Minor Chords*  *Attribute a tempo to an Italian tempo term*  *Attribute a rhythmic device to the relevant Italian, English or Spanish term*  *Identify major, minor and atonalities*  *Attribute a texture to a piece of music*  *Attribute a melodic ornament to an audio example*  *Identify a description of articulation to an audio example*  *Identify piano, harpsichord and or organ to an audio example*  *Identify SATB voices to an audio example*  *Draw out notes on a stave using a given rhythm*  *Attribute dynamics descriptions to an audio example* |  |

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| **Rhythm and Metre** | |
| **Word** | **Meaning** |
| Rhythm | is the way different lengths of sound are combined to produce patterns. |
| Metre | is a regular pattern of beats indicated by a time signature. |
| Pulse | is the beat of the music. It’s what you tap your feet to! The rhythms can vary the pulse or beat will be steady (like your pulse – hopefully!) |
| Tempo | is the speed of the music, and in particular the speed the pulse of the music is beating. |
| Accelerando | to get faster. |
| Rallentando(Rall.)/Ritardando(Rit.) | Slowing down the tempo. |
| Rubato | flexible tempo |
| Simple time | each beat is divided into two equal parts. |
| Compound time | each beat is divided into 3 equal parts. |
| Triplet | is 3 notes (or rests), all the same length, squeezed into the time of two. |
| Syncopation | when the weak (off beats) beats of the bar are accented. |
| Regular metre | a time signature where all the beats are the same length. |
| Irregular metre | a time signature where the beats are grouped together unevenly (5 or 7 beats per bar). Will have a lopsided feel and may not sound western. |
| Free metre | Where the music has no definite pulse or metre. |
| Drum fill | short drum solo in between sections of a piece. |