



# Christ's College Guildford

Principal: Sarah Hatch. BA (Hons), QTS, PGC, NPQH  
[www.christscollege.surrey.sch.uk](http://www.christscollege.surrey.sch.uk)



**Subject: MUSIC**

**Year Group: YEAR 10/11**

## Curriculum Intent:

When students study the art of music in our school, they do so with our school's core values. We co-operate and look after each other in our ensembles, we nurture our individual God given gifts and like to share our diverse talents with our community. We want our students to be exposed to as many cultural opportunities as possible including a variety of high-quality musical performances and genres, and academic talk about music. Our music curriculum is designed to develop musicianship alongside the skills and knowledge, which a student can draw on to give them an advantage in social life. Listening, communicating through performance and creativity underpin all our musical activities.

## College Values:

We show care and respect for others through listening to each other discuss pieces of music and our musical ideas. We co-operate when we perform together and share our individual performances and creations. We show love through encouraging each other to give all of ourselves in performing and creating. Service and love is shown when we understand and explore the socio-political issues associated with particular styles and demonstrate empathy through the creation of song lyrics. We show stewardship when we understand our roles and responsibilities within a group composition or performance and also work within the stylistic boundaries of a particular genre.

## Knowledge and Skills:

In Year 10, students receive an introduction to musical theory and analysis. Students study the EDEXCEL GCSE MUSIC set works in the following order:

Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

Schwartz: Defying Gravity (from the album of the cast recording of Wicked)

J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major

Purcell: Music for a While

Afro Celt Sound System: Release (from the album 'Volume 2: Release')

Students will develop in depth knowledge and understanding of the set works and also general knowledge of the musical characteristics common to the historical or stylistic context. Students will then learn to apply this knowledge to unfamiliar works from the same genres and compare them. In parallel with the development of their music theory and listening skills, students will prepare for the performance and creating elements through smaller scale tasks and assignments to develop their understanding of rhythm, melody, texture, structure, sonority and harmony.



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In Year 11, students will work towards their coursework submissions for solo performing, ensemble performing and their two compositions. They will study the remaining set works in the following order:

- Queen: Killer Queen (from the album 'Sheer Heart Attack')
- John Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)
- Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

## Assessment:

Students will be assessed informally on their progress during lessons, with verbal feedback from both the teacher and their peers. Before formal assessments, students will have a 'practice' run with feedback as an opportunity to identify areas of strength and improvement. Formal assessments will include responses to listening, topic knowledge, performing and creating. An average of these four areas will inform their overall grade.

For the examination requirements:

Component one (Performing) will be internally marked and externally moderated

Component two (Composing) will be internally marked and externally moderated

Component three (Listening) is a written examination and will be externally marked

## Homework:

Homework will be both practical and academic, to include lyric or melodic memorisation, short creating or listening tasks to be submitted via google classroom or shared live in class. Students may be asked to research specific pieces or composers, annotate score.

## Cultural Capital:

Students will have a range of listening playlists for further listening and specific websites to facilitate extended learning provided each lesson via google classroom. For general ideas, see below.

**For general enrichment and inspiration and wider listening:**

### NPR Tiny Desk concerts

<https://www.npr.org/series/tiny-desk-concerts/>

### BBC Radio 1 Live Lounge performances

<https://www.bbc.co.uk/programmes/p01029mq>

### Listen to Western Classical music

<https://www.classicfm.com/>

### GCSE Bitesize Music

<https://www.bbc.co.uk/bitesize/subjects/zpf3cdm>