



# Year 11 Music



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

In addition to revisiting elements of core knowledge from the previous Key Stage, the Year 10 & 11 AQA GCSE programme of study covers:

### Musical context

Cultural and historical understanding of musical styles studied during the year, with particular reference to appropriate musical works which 'typify' the genre.

### Dynamics & Articulation

Accented  
Tenuto  
Sforzando  
Dynamic and articulation notation as appropriate to the programme of study.

### Rhythm, Tempo & Metre

Tuplets  
Hemiola  
Rubato  
Pause  
Metre (compound time and irregular metre)  
Syncopation  
Cross rhythm  
Augmentation/diminution  
Son clave  
One drop  
Backbeat  
Rhythmic notation, tempo markings and metrical notation as appropriate to the programme of study.

### Structure & Form

Through-composed  
Sonata form  
Minuet & Trio  
Cadenza  
Strophic  
Structural notation as appropriate to the programme of study.

## Core Skills

Development in core skills is very much a continuation of work from the previous Key Stage:

### Instrumental performance skills

Approach to the keyboard (and/or other instruments as appropriate to the area of study) including correct address, principles and musical application of relevant techniques, and progression across the topic/year.  
Performance skills (own choice instrument or voice) focus on aspects of technical and musical control relevant to the context of the music, choice of instrument and individual performance standard.

### Aural and appraisal skills (Understanding Music)

Demonstrating in-depth knowledge and understanding of musical elements, musical contexts and musical language in response to both familiar study pieces and unfamiliar music within specified areas of study.

### Compositional skills

Applying theoretical knowledge through creation, and appropriate manipulation, of musical ideas and a selection of musical elements in response to compositional briefs (teacher-defined throughout Year 10; exam-board specific throughout Year 11); composing music that is 'musically convincing'.

### General musicianship

Developing musical awareness through a range of ensemble performance opportunities (vocal and/or instrumental)  
Making judgements with regard to the characteristics of musical styles appropriate to new areas of study  
Responding appropriately to musical notation relevant to the programme of study.



## Year 11 Music continued



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### Core Knowledge

#### Melody

Whole tone and chromatic scales  
Melodic movement: Conjunct, disjunct, scalar, arpeggiated, diatonic, chromatic  
Phrasing  
Ornamentation  
Anacrusis  
Word setting: Syllabic, melismatic  
Blue notes  
Scat  
Melodic notation as appropriate to the programme of study.

#### Instrumentation & Timbre/Sonority

Instrumental techniques (pizzicato, arco, con sordino, pitch bend, hammer-on, pull-off, falsetto, etc.)  
Recording techniques (ADT, vari-speeding, close-micing, etc.)  
Use of technology (distortion, echo/delay, reverb, feedback, etc.)  
Transposing instruments  
Choral forces  
Basso continuo  
Instrumental notation as appropriate to the programme of study.

#### Texture

Counter melody  
Monophonic  
Homophonic  
A cappella  
Antiphonal  
Textural notation as appropriate to the programme of study.

#### Harmony & Tonality

Cadences: Perfect, plagal, imperfect, interrupted  
Chord sequences.



## Year 11 Music continued



What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge

#### Harmony & Tonality continued:

Key signatures  
Modulation: Dominant, subdominant & relative minor  
Tonal relationships  
Tonal ambiguity  
Atonality  
Tonal and harmonic notation as appropriate to the programme of study.

### How has learning been assessed?

Continuous application of formative assessment.

Application of summative measures used in the wider context of musical learning (formative use of summative assessment) throughout the POS, for example, classroom assessments; mock exams.

Final summative assessment at the end of the Key Stage in the three separate disciplines:

- Understanding Music (component 1; AO3 & AO4) – an exam paper taken at the end of Year 11
- Performing Music NEA (component 2; AO1) – 2 performance recordings (one solo; one as a member of an ensemble) are completed during Year 11 and submitted for assessment
- Composing Music NEA (component 3; AO2) – 2 compositions (one to a brief; one free choice) are completed during year 11 and submitted for assessment.

### What is coming up in the following year?

Knowledge and practical skills-based learning from this year become further embedded and augmented during Year 12 & 13 through continued exploration of musical elements in the three areas of listening, performing and composing at A-Level.

This course allows students to increasingly pursue their own interests in music within all three components at Key Stage 5, whilst allowing them to develop both broader and deeper understanding of a range of musical styles.