



Our Curriculum Aims:

We aim for our students to:

- Be Skilled across a number of musical and non-musical disciplines
- Develop their confidence, independence and resilience through being challenged in an Academic environment.
- Develop a lifelong love of Music, through singing, instrumental performance and composition.
- Explore music through performance, composition and Appraisal.
- Gain the knowledge and skills required to pursue further study and rewarding careers in the musical world and its wide range of related fields.
- Be free to express themselves through wide ranging musical opportunities.
- Be fluent using ICT across a range of Musical applications.

Key Stage Three Curriculum Overview -

Year 7

Topic descriptor - [KS3 Year 7 Topic Descriptor .pptx](#)

Unit	Name of topic	Key Content of the Topic	Assessment points
Unit 1	Introduction to Music at AGSB	Pupils will begin their journey to learn how to read music and grasp the principles of Music Theory, composition and singing. Preparation for performances in the Autumn Concert.	KS3 exam 1 Performance 1
Unit 2	Minimalism	In Year 7 all students are given the opportunity to learn or continue to learn an orchestral or concert band instrument. They will learn about minimalism techniques, continue learning about notation, create their first composition using Sibelius and develop a further understanding of instruments of the orchestra	KS3 Exam 2 Performance 2 Minimalism Comp
Unit 3	Fanfares	Pupils will continue to develop their ability in performing whilst working on a compositional project in small groups. They will further develop their grasp of orchestral instruments and musical notation and theory.	KS3 Exam 3 Performance 3 Fanfare Comp
Unit 4	Musical Theatre	Introduction to Music Theatre , the cultural significance of Music Theatre in the UK, the music industry. Performance of music from Musical theory and the development of all the skills needed to write and produce music, from writing raps, creating scores and	End of year exam. Performance 4

		developing performance practice technique as a singer and instrumentalist.	
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Year 8 – Topic descriptor [KS3 Yr8 Topic Descriptor .pptx](#)

	Name of Topic	Key Content of the Topic	Assessment points
Unit 1	Introduction to Y8 Music – Classical Structures	<p>Pupils will continue their journey to learn how to read music and grasp the principles of Music Theory, composition and singing.</p> <p>Continued Performance skills on Voice and orchestral instruments (all year 8 take part in the July KS3 celebration concert). All pupils will have the opportunity to continue performing on an orchestral/concert band instrument.</p> <p>Pupils will learn about classical structures, learning to analyse form, compose and notate pieces of music learning the importance of musical structure.</p>	KS3 Exam 5 Y8 Performance 1
Unit 2	Film Music –	Pupils will learn about the multi-million pound Film Music industry. This project will feature elements of theory, Composition and performance. Pupils will learn how to compose music in a traditional manner, as well as exploring modern day film composition and Foley sound. In performing pupils will learn to perform more complex pieces from the world of Film Music.	Y8 Performance 2 Composition assessment.
Unit 3	World Fusions	Pupils will compose and perform pieces for Class ensemble, contributing to a class performance project. There will be a focus on music created in various cultures and how this reflects place, people, and purpose.	KS3 Exam 5 Year 8 Performance 3
Unit 4	Contemporary Song	Pupils will prepare for the end of year Summer concert, where they will perform a number of songs and instrumental pieces. Here the pupils will further develop their understanding all the elements of music as well as honing their instrumental skills.	Year 8 final performance End of Year Exam

Year 9 [KS3 Yr9 Topic Descriptor .pptx](#)

	Name of topic	Key Content of the Topic	Assessment points
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Unit 1	The Mercury Prize and the Music Industry.	<ul style="list-style-type: none"> • Diversity in the Music industry • Writing about music • The Mercury Prize • Skills training Logic and Sibelius 	Essay Logic Task Sibelius Task
Unit 2	Dance Remix	<ul style="list-style-type: none"> • 21st century music production • Remix and Acapella project 	Remix project Music Technology assessment.
Unit 3	Ensemble Performance Project	This work is based around the area of study Pop Music (bringing guitar, piano, drum and vocal parts together) Pupils will learn the techniques behind playing in a rock band, drawing on past performance skills to learn a new instrument and perform as part of a small group.	
Unit 4	Radio Station Project	<p>Working in groups, pupils will create their own Radio Station, producing their own radio show in Logic that will include a station jingle, an advert, a news report, a film trailer and a Live lounge performance.</p> <p>This will pull together all strands of music, with composition, performances and Music production being tested.</p>	<p>End of Year Radio station assesment. Creation of practical "portfolio" of work</p> <p>End of Year Exam.</p>

What can parents do to support their sons?

Ensure that independent learning tasks and practice are completed when set. Use materials on STU Music to help with independent learning tasks, class music and assessment.

Encourage your son to take part in the many and varied musical activities within School, bands choirs etc and come to our concerts.

Ensure music for band or choir is downloaded for practice at home.

Also, private music lessons are available in a range of instruments with our instrumental teachers. Contact Mr Monument for further details.

GCSE Course Followed: Music

Specification: AQA ([Syllabus code 8271](#))

Why Choose GCSE

"The theory of relativity occurred to me by intuition, and music is the driving force behind this intuition." - Albert Einstein

Mathematics, science and music are bound together by many common factors, such as being able to use formulas and theories to solve problems and promote critical and creative thinking. The AQA GCSE Music syllabus will explore how to compose, perform and analyse a rich variety of musical genres and cultures, and can help students to find a sense of identity. Music can also be a vital tool in helping the mind to focus deeply due to the powerful effects it can have on our minds and bodies.

There are no minimum performance entry level requirements to study this course, as the students will be able work to their own individual strengths.

If you enjoy playing an instrument, composing in the Music iMac suite, or just enjoy listening to Music, you can expect to learn a wide range of interpersonal, theoretical and practical skills which are central to the modern workplace.

Course content:

Component 1: Understanding Music

What is assessed? <ul style="list-style-type: none">• Listening• Contextual understanding
How will I be assessed? <p>Exam paper with listening exercises using excerpts of music.</p>
Questions <ul style="list-style-type: none">• Section A: Unfamiliar listening (68 marks)• Section B: Contextual understanding (28 marks) <p>The exam is 1 hour and 30 minutes.</p> <p>This component is worth 40% of GCSE marks (96 marks in total).</p>

Component 2: Performing Music

What is assessed? <p>Music performance</p>
How will I be assessed? <p>As an instrumentalist and/or vocalist and/or via technology:</p> <ul style="list-style-type: none">• Performance 1: Solo performance (36 marks)• Performance 2: Ensemble performance (36 marks) <p>A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.</p> <p>This component is 30% of GCSE marks.</p>

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. Performances must be completed in the year of certification.

Component 3: Composing Music

What is assessed?

Composition

How am I assessed?

- Composition 1: Composition to a brief (36 marks)
- Composition 2: Free composition (36 marks)

A minimum of three minutes of music in total is required.

This component is 30% of GCSE marks.

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.

Key Stage Four Curriculum Overview

Year 10

	Name of topic	Key Content of the Topic	Assessment points
HT 1	Introduction to GCSE	<ul style="list-style-type: none"> • Elements of music • Musical notation • Introduction to Sibelius • Introduction to Unit 1 Exam 	Y10 Baseline assessment
HT 2	Little Shop of Horrors	Introduction to Set work – Little Shop of Horrors	Composition – Riffs , Ostinato Loops.
HT 3	Elements of Music	<ul style="list-style-type: none"> • Riffs, Ostinato and Loops 	
HT 4	Performance Masterclasses	Develop GCSE performing skills through a series of workshops, leading up to a Mock GCSE performance.	Mock performance Y10
HT 5	Exam preparation	Preparation for all areas of the GCSE exam, leading up to a Trial exam.	Trial Exam
HT 6	Composition 1	Preparation and lesson time devoted to completion of full composition ,with performance workshop of all Y10 compositions.	

Year 11

	Name of topic	Key Content of the Topic	Assessment points
HT 1	Key topic revision	Set work analysis - Haydn Symphony- "The Clock" Set work analysis of three songs from Sgt Pepper Composition 1 check in Composition to a brief – Sept 14 th – pupils select a brief	Composing and performing check in.

HT 2	Completion of NEA tasks	Free Composition completion Solo performance work Focussed Mock exam feedback	Solo Performing and Free composition Deadlines.
HT 3	Ensemble performing and Composition to a Brief	Pupils complete NEA Composition to a brief and ensemble performing.	Ensemble performing and Composition to a brief deadline.
HT 4	Unit 1 tutorials	Feedback and intensive focus on the Appraising exam.	
HT 5	Unit 1 tutorials	Exam Technique and final lessons before Exam	
HT 6	NA		GCSE exams

Recommended Revision Guides for GCSE

Supporting documentation available on Office 365 to help with general revision and independent study. AGSB youtube channel provides numerous playlists of musical repertoire to be studied for the contextual listening paper. Parents and carers can provide additional support at home by encouraging their sons to practise regularly and engaging the services of a reputable private instrumental / voice tutor at AGSB or out of school. Musical instruments should be kept in excellent working order at all times. Students should join an appropriate ensemble at AGSB.

Attending concerts at many of the local Manchester venues (such as The RNCM, The Bridgewater Hall, Manchester Apollo, Academy Venues etc.) is highly beneficial and students can often receive discounted ticket rates.

Support available for GCSE Students

Independent study sessions: Before school on Tuesday, Wednesday, Thursday and Friday. After school Tuesday and Wednesday. (7.30am - 8.30 am and 3.30pm - 4.30pm). Weekly staffed afterschool tutorials for Y 10 and Y11 on Thursday until 6pm.

Performance opportunities throughout the school year. (Assemblies, concerts, open evening events, charity fundraising etc.)

AQA A-Level Music Curriculum Guide - AGSB

Course Overview:

AQA A-Level Music is designed to deepen students' understanding and appreciation of music in a wide range of contexts. The course covers historical, analytical, and creative aspects, allowing students to develop skills in performing, composing, and appraising music.

Key Components:

1. Performing (Component 1)

- Duration: Minimum 10 minutes of performance

Students select a solo and/or ensemble pieces for performance.

Performance can be as a soloist or member of an ensemble.

2. Composing (Component 2)

Students **must** learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through **two** compositions.

One must be in response to an externally set brief (Composition 1) and the other a free composition (Composition 2).

3. The combined duration of the compositions **must** be a minimum of **four and a half minutes**.

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3. The combined duration of the compositions **must** be a minimum of **four and a half minutes**.

Students create two compositions, demonstrating compositional techniques and creativity.

Composition styles can vary, from free composition to compositions in response to a brief.

4. Appraising (Component 3)

- Listening exam assessing students' understanding of set works and wider musical context.

Sections include listening and appraising, dictation, and essay questions.

Units and Topics.

Assessment:

There are seven areas of study:

1. Western classical tradition 1650–1910 (compulsory)
2. Pop music
3. Music for media
4. Music for theatre
5. Jazz
6. Contemporary traditional music
7. Art music since 1910.

Students **must** study Area of study 1 Western classical tradition 1650–1910 and choose **two** from Areas of study 2–7.

Each component is assessed separately.

External assessment of performance and composition.

External examination for the appraising component.

Resources:

- Textbooks covering music theory, history, and analysis.

Sheet music, recordings, and online resources for set works. Online tuition software - Focus on Sound"

Access to musical instruments, recording equipment, and composition software.

Teaching Strategies:

- Incorporate practical activities such as live performances, ensemble playing, and composition workshops.

Utilize listening exercises to develop critical listening skills and understanding of musical elements.

Encourage independent research, analysis of scores, and discussions on musical contexts.

Progression and Careers:

- A-Level Music can lead to further studies in music at higher education institutions.

Potential career paths include performing, composing, teaching, music production, music therapy, music journalism and many fields outside of the world of music.

Assessment Weighting:

- Component 1 (Appraising Music): 40 %

Component 2 (Performance): 35%

Component 3 (Composing): 25%