



WJEC GCSE Level 1/2 in Music

Why is the study of Music important?

Whilst being fun and social, extracurricular activities are also important in helping develop your talents, interests, and passions. One particularly enriching activity is learning to play a musical instrument. There has long been a correlation between musical training and academic success, but there are other benefits too.

Below are some more good reasons for learning music:

Music helps the brain to develop

Different studies have proven that the comprehension of musical language can benefit your overall mental development. Figures show that students who study music are more successful on standardised tests and are also likely to achieve better grades in high school.

Further research revealed that musical training physically develops the left side of the brain, known to be involved with processing language and reasoning.

Music is fun

Once you have grasped the basics of playing an instrument, you are likely to really enjoy playing it. Every song you learn is a personal achievement.

Music relieves stress and teaches you how to focus

Playing an instrument or being in a musical class demands total attention. Because of this, music is a great stress-relieving tool that helps to calm your mind and enhance concentration.

Music helps with your understand maths

Although they look very different, maths and music are actually quite similar. "When children learn rhythm, they are learning ratios, fractions and proportions," said Professor Gordon Shaw from the University of California, after his study of seven-year-olds in Los Angeles. Music can be a great way of learning maths in an artistic way!

Music is a form of self-expression

As well as being a way of relieving stress, music could also help you to manage your feelings better by expressing them through language. It gives you the chance to exteriorise your emotions through the instrument you are playing, particularly when you have a go at composing your own music.

Music can improve social skills

Music is often played in a group and, therefore, team-work skills are learned, with all players working together harmoniously. Working towards a single goal helps to enhance social skills.

"Children who take part in music develop higher levels of social cohesion and understanding of themselves and others," says Dr. Alexandra Lamont, Lecturer in the Psychology of Music at the University of Keele.



OPEN ELEMENT SUBJECT OVERVIEW

Music can make us resilient

No matter how old or experienced you might be, understanding the musical language or learning to play an instrument can be challenging at times. However, those who learn music also learn to be disciplined in their training because that is the key to success.

By experiencing that practice and hard work is essential to reach their goals, you will learn a very valuable life lesson.

Music can boost self-confidence

By improving your abilities with a specific musical instrument and achieving their goals, you will feel very satisfied and this can greatly improve your self-esteem. Taking risks and facing challenges is essential for everyone to fully develop their potential.

What skills will the study of Music teach you?

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and presentation skills. Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too. You will gain a deep understanding of a number of transferable skills and practice applying these to new situations, developing analytical and problem solving skills. Through studying music, you will be equipped with the skills to succeed in your next steps.

What will you know and understand from your study of Music?

- You will know how to perform a range of pieces of your chosen instrument.
- You will know and understand how to work with others
- You will understand Logic Pro X and know how to compose in a range of styles
- You will understand the building block of music and be able to aurally identify features of Music
- You will understand the basics of music theory
- You will understand the key features of two set works including detailed analysis of chords and tonality used

How can you deepen your understanding of Music?

There is no secret to developing in Music. All you have to do is practice!

In addition to regular, quality practice time on your instrument, you should listen to lots of music from different styles, both recorded and live music when possible.



How are you assessed in Music?

Component 1 Performing 30% Teacher assessed

A minimum of two pieces, lasting a total of 4-6 minutes, recorded in the year of assessment:

- One piece must be an ensemble (group piece) lasting at least one minute
- One piece linked to an Area of Study (see below)
- Grade 3 music is the standard level and can score full marks if played perfectly
- You can use any instrument or voice, or choose a technology option.
-

Component 2 Composing 30% Teacher assessed

Two pieces:

- One in response to a brief set by WJEC – there are 4 to choose from each year.
- One free composition – ANY style you want to write in.

Component 3 Appraising 40% Externally assessed examination

Listening examination:

8 questions, 2 on each area of study:

- AoS 1 Musical Forms and Devices (including a set work)
- AoS 2 Music for Ensemble
- AoS 3 Film Music
- AoS 4 Popular Music (including a set work)

Key Assessment

AO1 - Perform with technical control, expression and interpretation

AO2 - Compose and develop musical ideas with technical control and coherence

AO3 - Demonstrate and apply musical knowledge

AO4 - Use appraising skills to make evaluative and critical judgements about music

Study of Music can lead to a wide range of careers:

The UK music industry helps drive economic growth by creating jobs and opportunities for young people. The UK music survey 'measuring music' identified that the music industry supported more than 120,000 full-time jobs in the UK. The music industry contributes over £4 billion to the UK economy each year.



OPEN ELEMENT SUBJECT OVERVIEW

Some of the career options include:

Performer, Musical director, Music therapist, Film music composer, Creating jingles, Teacher/lecturer/professor, Instrumental tutor, Songwriter, Session musician, Video game composer, Sound designer, Musicologist, Music librarian, Ethnomusicologist, Instrument technician.

Music Course Overview		
Term	Year 1	Year 2
Autumn 1	<p><u>GCSE Music Year 1</u></p> <p><u>Elements of Music</u></p> <p>Introduction to the Elements of music. Each week we will investigate a different element of music. These are the key building blocks and are central to studying Music at GCSE.</p> <p>As part of this, there will be practical tasks and opportunities to use Music Technology.</p> <p><u>Solo Performance</u></p> <p>To benchmark your current experience and to develop your understanding of performance on your instrument, all students will perform their first solo performance at the end of the first half term.</p>	<p><u>GCSE Music Year 2</u></p> <p>Revise all Elements of Music and reflect on the mock exam. Exam techniques: hints and tips</p> <p>Revisit area of study 1:</p> <p>Forms and Devices (with more advanced topics and practical content)</p> <p>Recognition of features of baroque, classical and romantic periods</p> <p>Revisit and deeper analysis of Classical Set Work</p> <p>Building a vocabulary revision list</p> <p>Clarifying theoretical points</p> <p><u>Performance</u></p> <p>Finalise selection of pieces for both performances with feedback/input from the instrumental teacher. Final performance exams will take place in March.</p> <p><u>Composition</u></p> <p>Research and preparation for set brief composition.</p>
	<p><u>Elements of Music</u></p> <p>Complete study of all elements of music and use this knowledge in your first original composition task.</p> <p><u>Composition</u></p> <p>Introduction to using Logic Pro X and creating ideas using Music Technology on the Apple Macs.</p> <p><u>Introduction to area of study 4</u></p> <p>Popular Music, with terminology as appropriate:</p>	<p><u>Revisit area of study 4</u>: Popular Music (with more advanced topic/class/practical content)</p> <p>Bhangra and fusion</p> <p>Loops, samples, panning, phasing, melismatic/syllabic</p> <p>Revisit and deeper analysis of Pop Set Work</p> <p>Building a vocabulary revision list</p> <p>Clarifying all relevant theoretical points.</p>



	<ul style="list-style-type: none"> Rock and pop styles (revisiting Blues from KS3) Strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation Primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms The relationship between melody and chords <p>How to 'describe' a piece using the elements of musical language</p> <p>Introduction to prepared extract for the Pop Set Work</p> <p>Instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key change</p>	<p><u>Mock Solo Performance</u></p> <p><u>Composition</u></p> <p>Working on Set Brief composition with feedback and improvement time.</p>
Spring 1	<p><u>Introduction to area of study 1</u></p> <p><u>Forms and Devices</u> with terminology as appropriate:</p> <p>Binary, ternary and rondo forms</p> <p>Repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions</p> <p><u>Ensemble Performing</u> Establishing requirements and standards and setting targets.</p> <p>Notating simple melodies.</p> <p>Recapping the basics – aural, notational and listening skills</p> <p>Introduction to the Classical Set Work</p>	<p><u>Revisit Unit 2 Music for Ensemble</u> with more advanced topic/class/practical content</p> <p>Focus on Polyphonic, layered, round, canon and countermelody</p> <p><u>Mock Ensemble Performance</u></p> <p><u>Composition</u></p> <p>Complete the set brief composition for submission.</p>
Spring 2	<p><u>Introduction to area of study 2</u></p> <p><u>Music for Ensemble</u></p> <p>Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11).</p>	<p><u>Revisit Film Music</u> with any further topics/content including:</p> <p>Special effects, extreme dynamics and tempi, varying time signatures, use of pattern-work, sustained notes and polyphonic textures to vary the textures</p>



OPEN ELEMENT SUBJECT OVERVIEW

	<p>Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody</p> <p>Introducing additional concepts of melody, harmony and tonality:</p> <p>inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor</p> <p><u>Composition</u></p> <p>You will begin your 'free choice' composition. This is your first piece of official coursework.</p> <p>Ensemble Performance assessments.</p>	<p><u>Final assessment of Solo and Ensemble performances</u></p> <p><u>Composition:</u></p> <p>Final improvement time for both compositions and complete the necessary paperwork include a detailed analysis of your work.</p> <p><u>FINAL SUBMISSION OF ALL COURSEWORK</u></p>
Summer 1	<p><u>Introduction to area of study 3</u></p> <p>Film Music, with devices and terminology:</p> <p>Layering (texture), further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas</p> <p>The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot</p> <p>The effect of audience, time and place, and how to achieve this through use of the musical elements</p> <p>Use of sonority, texture and dynamics to create a mood</p> <p>How to achieve contrasts and develop initial ideas when composing.</p> <p><u>Composition</u></p> <p>Developing ideas and adding new sections. Feedback and improvement time.</p> <p><u>Performance</u></p> <p>Focus on Solo performance and increasing the difficulty of piece if necessary.</p>	<p><u>Listening practice and final examination mock</u></p> <p>Ensure all areas of development based on mock reflections are reviewed and students are fully able to access all aspects of the exam.</p>
Summer 2	<p><u>Submit Composition 1</u></p> <p>Revise Areas of Study</p> <p>Revisit all topics from year 9 using different pieces as listening and performing examples. Continue to build aural skills through frequent practice.</p>	



OPEN ELEMENT SUBJECT OVERVIEW

	<p>Mock exam completed during Summer term.</p> <p>Complete free choice composition project and submit.</p>	
--	--	--