

# THE BECKET

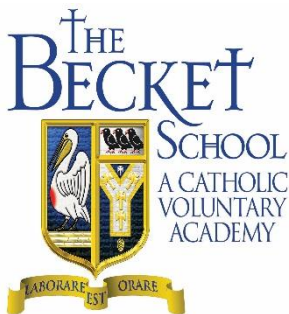


SCHOOL  
A CATHOLIC  
VOLUNTARY  
ACADEMY

## PERSONAL LEARNER CHECKLIST KS4

### GCSE Music





## Parent Curriculum Information:

### Music



**Subject:** Music GCSE

**Year Group:** 11

**Subject Leader:** Miss M Jackson

**Email address:** m.jackson@becketonline.co.uk

<p>What Specification (syllabus) is being taught?</p>	<p>GCSE: Music GCSE OCR specification</p>
<p>What are the key topics and themes? When will they be taught?</p>	<p><b><u>AREAS OF STUDY FOR THE WRITTEN EXAMINATION</u></b></p> <p><b>Area of Study 2                      The Concerto Throughout Time</b> You will study the development of the Concerto, from the Baroque period through to the Romantic period.</p> <p><b>Area of Study 3                      Rhythms of the World</b> You will explore the traditional rhythmic roots from four geographical regions of the world: India and Punjab Eastern Mediterranean and the Middle East Africa Central and South America.</p> <p><b>Area of Study 4                      Film Music</b> You will study: Music that has been written specifically for film Music from the Western Classical tradition used in film Music written as a soundtrack for video games</p> <p><b>Area of Study 5                      Conventions of Pop</b> You will study a range of popular music from the 1950s to the present day: Rock 'n' Roll of the 1950s and 1960s Rock Anthems of the 1970s and 1980s Pop Ballads of the 1970s, 1980s and 1990s Solo Artists from the 1990s to the present day.</p>
<p>How will my son or daughter be assessed? When do these assessments take place?</p>	<p>Students are assessed through coursework and one final examination. paper of 1hour 30 minutes</p> <p>June 2023</p>
<p>What can my son or daughter do for revision at home? What materials are provided or available online?</p>	<ul style="list-style-type: none"> <li>• Attend coursework sessions to complete coursework due the end of February – every morning &amp; lunch available.</li> <li>• February half term coursework session to complete outstanding work.</li> <li>• Easter revision session with Music department staff</li> <li>• Revision sheets on each of the above topic areas.</li> </ul> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/music/">http://www.bbc.co.uk/schools/gcsebitesize/music/</a>  <a href="http://www.projectgcse.co.uk/music/">http://www.projectgcse.co.uk/music/</a>  <a href="http://www.u2learn.com/gcse-music-links.html">http://www.u2learn.com/gcse-music-links.html</a></p>

## Area of study 1: The concerto throughout time

### Baroque Concerto Grosso

You can do the following:			
Describe what the Baroque Concerto Grosso is			
Identify the basic features of the Baroque Concerto Grosso			
<b>When listening to the Baroque Concerto Grosso you can comment on the following:</b>			
The use of solo instruments			
Use of fast notes and/or slow notes			
Use of scales and leaps			
Use of ornaments and what type			
Identify the type of articulation			
Describe the features of the accompaniment			
Identify if it is chordal or homophonic			
Identify the use of long chords			
Identify the use of repeated chords			
Identify the use of bass notes plus chords			
Identify whether it is polyphonic or contrapuntal			
Identify if there is some imitation			
Describe how the solo instruments and the orchestra work together			
Describe how the solo instruments work together			

### Learner information sheet 1: Baroque Concerto Grosso

#### What is the Baroque concerto Grosso?

- A Concerto Grosso is written for a group of solo instruments that are accompanied by an orchestra.
- The Baroque period is from 1600 to 1750.
- Famous composers of Concerto Grossos are:
  - Vivaldi, Handel and Bach
- Groups of solo instruments could be taken from the following:
  - Violin, cello, recorder, flute, oboe, bassoon and trumpet
- The orchestral accompaniment will be will be mainly strings and continuo

All Baroque Concertos have a continuo part – this is part of the accompaniment played by the harpsichord and the cello

- The cello and the left hand of the harpsichord play the bass line
- The right hand of the harpsichord plays the chords

**Basic features of the Baroque Concerto Grosso:**

- Music that has quite long flowing melodies.
- Polyphonic or contrapuntal writing where melodies interweave with one another as well as homophonic sections.
- Contrasts between the solo passages accompanied by the continuo and tutti passages where everyone plays.
- Contrast between loud and soft - terraced dynamics
- There may be sequences in the melody.
- Quite a lot of ornamentation – trills, turns, mordents and grace notes (acciaccaturas).
- three movements.
  - With a single mood or style within each movement.

**You might be asked to think about the following features:**

- Features of the solo instruments
- Do they use fast notes and /or slow notes?
- Do they use scales and / or leaps?
- Do they use ornaments – what type?
- What type of articulation do they use?
- Features of the accompaniment
- Is it chordal or homophonic?
- Long chords? Repeated chords?
- Bass note plus chords
- Is it polyphonic or contrapuntal
- Is there some imitation?
- How do the solo instruments and the orchestra work together?
- How do the solo instruments work together?

## Area of study 2: The concerto throughout time

### Baroque Solo Concerto

You can do the following:			
Describe what the Baroque Solo Concerto is			
Identify the basic features of the concerto in the Baroque Period			
<b>When listening to the Baroque Solo Concerto you can comment on the following:</b>			
The use of solo instruments			
Use of fast notes and/or slow notes			
Use of scales and leaps			
Use of ornaments and what type			
Identify the type of articulation			
Describe the features of the accompaniment			
Identify if it is chordal or homophonic			
Identify the use of long chords			
Identify the use of repeated chords			
Identify the use of bass notes plus chords			
Identify whether it is polyphonic or contrapuntal			
Identify if there is some imitation			
Describe how the solo instruments and the orchestra work together			

### Learner information sheet 2: Baroque Solo Concerto

#### What is the Baroque Solo Concerto?

- A Concerto is a piece of music for a solo instrument that is accompanied by an orchestra
- The Baroque period is from 1600 to 1750
- Famous composers of Baroque Concertos are:
  - Vivaldi, Handel and Bach
- Solo instruments could include:
  - Violin, cello, recorder, flute, oboe, bassoon and trumpet
- The orchestra will be mainly strings and continuo

- All Baroque Concertos have a continuo part – this is part of the accompaniment played by the harpsichord and the cello
  - The cello and the left hand of the harpsichord play the bass line
  - The right hand of the harpsichord plays the chords

**Basic features of the concerto in the Baroque Period:**

- Music that has quite long flowing melodies
- Polyphonic or contrapuntal writing where melodies interweave with one another as well as homophonic sections
- Contrasts between solo passages accompanied by the continuo and tutti passages where everyone plays
- Contrast between loud and soft - terraced dynamics
- There may be sequences in the melody
- Quite a lot of ornamentation – trills, turns, mordents and grace notes (acciaccaturas)
- Three movements
- With a single mood or style within each movement.

**You might be asked to think about the following features:**

- Features of the solo instrument:
  - Does it use fast notes and /or slow notes?
  - Does it use scales and / or leaps?
  - Does it use ornaments – what type?
  - What type of articulation does it use?
- Features of the accompaniment
  - Is it chordal or homophonic?
  - Long chords?
  - Repeated chords?
  - Bass note plus chords
  - Is it polyphonic or contrapuntal
  - Is there some imitation?
  - How do the solo instrument and the orchestra work together?

## Area of study 2: The concerto throughout time

### Classical Concerto

You can do the following:			
Describe what the Classical Concerto is			
Identify the basic features of the Classical Period			
<b>When listening to the Classical Concerto you can comment on the following:</b>			
The use of solo instruments			
Use of fast notes and/or slow notes			
Use of scales and leaps			
Use of ornaments and what type			
Identify the type of articulation			
Describe the features of the accompaniment			
Identify if it is chordal			
Identify the use of long chords			
Identify the use of repeated chords			
Identify the use of bass notes plus chords			
Identify if there is some imitation			

### Learner information sheet 3: Classical Concerto

#### What is the Classical Concerto?

- A Concerto is a piece of music for a solo instrument that is accompanied by an orchestra
- The Classical period is from 1750 to 1810
- Famous composers of Classical Concertos are:
  - Mozart, Haydn and Beethoven
- Solo instruments could include:
  - Piano, violin, cello, flute, oboe, clarinet, bassoon, French horn
  - Remember that the piano and the clarinet were invented during this period
- Many Classical Concertos have a cadenza – this is an unaccompanied passage that is usually very difficult and ‘virtuosic’ – the player ‘shows off’

### **Basic features of the Classical Period:**

- Music that has a clear melody with an accompaniment which is often quite simple
- Use of crescendos and diminuendos
- The phrases will be balanced or even – i.e. 4 or 8 bar phrases maybe with some question and answer phrases
- Use of sequences in the melody
- Use of ornaments – trills, turns, mordents and grace notes (acciaccaturas) – perhaps not as much as in the Baroque Period
- Use of simple harmony – Primary chords – I, IV and V

### **You might be asked to think about the following features:**

- Features of the solo instrument
  - Does it use fast notes and /or slow notes?
  - Does it use scales and / or leaps?
  - Does it use ornaments – what type?
  - What type of articulation does it use?
- Features of the accompaniment
  - Is it chordal?
    - Long chords?
    - Repeated chords?
    - Bass note plus chords
    - Is there some imitation?



## Area of study 2: The concerto throughout time

### Romantic Concerto

You can do the following:			
Describe what the Romantic Concerto is			
Identify the basic features of the Romantic Period			
<b>When listening to the Romantic Concerto you can comment on the following:</b>			
The relationship between the soloist and the orchestra			
The virtuosic nature of the solo part			
The use of expression			
The texture and timbre used in the music			
Your knowledge of the composers			
The development of the concerto over time			
The use of the musical elements within the music			

### Learner information sheet 4: Romantic Concerto

#### What is the Romantic Concerto?

- A Concerto is a piece of music for a solo instrument that is accompanied by an orchestra
- The Romantic period was from 1810 to 1900
- Famous composers of Romantic Concertos were:
  - Brahms, Rachmaninov, Tchaikovsky
- Solo instruments could include:
  - Almost any orchestral instrument but many piano or violin concertos
- The orchestra was large and often contrasted dramatically with the soloist
- More freedom and expression within the music
- Composers wrote music that expressed their inner most feelings.

**Basic features of the Romantic Period:**

- Music that often changed tempo and time signature
- Solo parts that were very virtuosic and difficult to play
- Long and often dramatic melodies
  - Loud and powerful or warm and emotional
  - Often use of wide leaps to enhance emotion
- Music that had a great deal of expression
  - extreme dynamics
  - specific indications of how to play – *espressivo*, *dolce* etc.
- Flexibility within phrase lengths
- Clear melody and harmony but more complex than previously
- Wide variety in texture and timbre
  - Rich and colourful orchestration
- Music that was diatonic but that had an interesting use of harmony, chromatic harmony and chords with added notes – 9ths etc.

**You might be asked to think about the following features:**

- The relationship between the soloist and the orchestra
- The virtuosic nature of the solo part
- The use of expression
- The texture and timbre used in the music
- Knowledge of composers
- The development of the concerto over time
- The use of the musical elements within the music.

## Listening and Appraising Exam

### Area of study 3. Rhythms of the world

<b>For each of the following geographical areas you can do the following</b>				
India and Punjab	Describe characteristic rhythms and metres			
	Explain the origins and cultural contexts of the traditional music			
	The musical characteristics of the folk music			
	The impact of modern technology on traditional music			
	Identify names or performers and groups			
Eastern Mediterranean and Middle east	Describe characteristic rhythms and metres			
	Explain the origins and cultural contexts of the traditional music			
	The musical characteristics of the folk music			
	The impact of modern technology on traditional music			
	Identify names or performers and groups			
Africa	Describe characteristic rhythms and metres			
	Explain the origins and cultural contexts of the traditional music			
	The musical characteristics of the folk music			
	The impact of modern technology on traditional music			
	Identify names or performers and groups			
Central and south America	Describe characteristic rhythms and metres			
	Explain the origins and cultural contexts of the traditional music			
	The musical characteristics of the folk music			
	The impact of modern technology on traditional music			
	Identify names or performers and groups			
<b>For the traditional Eastern Mediterranean and Middle Eastern folk music you can</b>				
Describe the irregular rhythms and metres often found in Greek and Palestine folk dance				
Describe melodic shapes, increasing modal ideas				
Understand parallel melodic lines				
Understand harmonic support				
Understand phrasing and cadences				
Understand structure and texture and how the parts are combined.				

<b>Traditional Indian and Punjabi drumming and Indian classical music:</b>	ostinato polyrhythms cross-rhythms tabla tala raga sitar tanpura
<b>Punjabi Bhangra:</b>	ostinato chaal dhol
<b>Traditional African drumming:</b>	ostinato polyrhythms cross-rhythms syncopation dotted rhythms djembe talking drum conga
<b>Traditional Eastern Mediterranean and Middle Eastern folk rhythms:</b>	irregular metre (5/8, 7/8, etc) mode microtonal parallel melodies ornament improvise cadence tambourine (can be labelled 'Defi' or 'Daf' or 'Riq' in Greek and Arabic countries) bouzouki

Traditional rhythms of the Americas:	<b>Samba band:</b>	son clave call and response surdo timbales repenique cuica shakers guiro agogo bells whistle
	<b>Calypso/Steel band:</b>	syncopation dotted rhythms steel pan tenor pan double seconds guitar pan cello pan bass pan maracas cabasa

## Listening and Appraising Exam

### Area of study 4. Film Music

<b>For a range of Film music you can</b>			
Describe the temp			
Describe the dynamics (loud or soft)			
Identify the pitch (high or low)			
Describe the articulation (staccato or legato)			
Identify and describe the instruments that are used			
Describe the melody			
Describe the rhythm			
Describe the harmony.			

#### Key Terminology:

<b>Staccato</b>	<b>Legato</b>	<b>Accents</b>	<b>Pizzicato</b>	<b>Arco</b>	<b>Tremolo</b>
<b>Fast</b>	<b>Slow</b>	<b>Moderate</b>	<b>Steady</b>	<b>Rubato</b>	
<b>High</b>	<b>Low</b>	<b>Wide Range</b>	<b>Scales</b>	<b>Arpeggios</b>	
<b>Sequence</b>	<b>Imitation</b>	<b>Ostinato</b>	<b>Repetition</b>		
<b>(Very) Loud</b>	<b>(Very) Soft</b>	<b>Crescendo</b>	<b>Diminuendo</b>		
<b>Fast notes</b>	<b>Long notes</b>	<b>Dotted notes</b>	<b>Syncopation</b>		
<b>Chords</b>	<b>Unison</b>	<b>Homophonic</b>	<b>Polyphonic</b>	<b>Counter melody</b>	
<b>Major</b>	<b>Minor</b>	<b>Dissonant</b>	<b>Chromatic</b>		
<b>4/4</b>	<b>¾</b>	<b>6/8</b>	<b>Free rhythm</b>		

## Listening and Appraising Exam

### Area of study 5. Conventions of pop

Note the descriptors that are shaded in yellow are ones that are linked directly to what you need to be able to do in the listening section.

<b>For each of the following rock/pop periods you need to be able to do the following</b>				
Rock 'n' roll (1950's and 1960's)	Describe the typical features of the music			
	Identify vocal and instrumental techniques			
	Describe roles and interactions between performers			
	Describe typical characteristics of the genre			
	Describe the use of musical elements			
	Explain how the voice works with the instruments			
	describe the musical features of the accompaniments			
	Identify instrumental solo in a piece and the instrument that is being played.			
	Describe the music of the solo			
	Identify the structure of the piece			
	Identify the tempo of the piece			
	Explain how the texture changes			
	Identify the chord structure.			
Rock anthems (1970s and 1980s)	Describe the typical features of the music			
	Identify vocal and instrumental techniques			
	Describe roles and interactions between performers			
	Describe typical characteristics of the genre			
	Describe the use of musical elements			
	Explain how the voice works with the instruments			
	describe the musical features of the accompaniments			
	Identify instrumental solo in a piece and the instrument that is being played.			
	Describe the music of the solo			
	Identify the structure of the piece			
	Identify the tempo of the piece			
	Explain how the texture changes			
	Identify the chord structure.			

Pop (1970's and 1990's)	Describe the typical features of the music			
	Identify vocal and instrumental techniques			
	Describe roles and interactions between performers			
	Describe typical characteristics of the genre			
	Describe the use of musical elements			
	Explain how the voice works with the instruments			
	describe the musical features of the accompaniments			
	Identify instrumental solo in a piece and the instrument that is being played.			
	Describe the music of the solo			
	Identify the structure of the piece			
	Identify the tempo of the piece			
	Explain how the texture changes			
	Identify the chord structure.			

Solo artists _1990's to the present day)	Describe the typical features of the music			
	Identify vocal and instrumental techniques			
	Describe roles and interactions between performers			
	Describe typical characteristics of the genre			
	Describe the use of musical elements			
	Explain how the voice works with the instruments			
	describe the musical features of the accompaniments			
	Identify instrumental solo in a piece and the instrument that is being played.			
	Describe the music of the solo			
	Identify the structure of the piece			
	Identify the tempo of the piece			
	Explain how the texture changes			
	Identify the chord structure.			

<p><b>Typical musical features of Rock 'n' Roll:</b></p>	<ul style="list-style-type: none"> <li>● Instruments – guitar; vocals; drum kit; piano</li> <li>● Sometimes other instruments such as harmonica</li> <li>● Infectious beat or rhythm</li> <li>● Guitar riffs</li> <li>● Derived from blues and jazz</li> <li>● Moderate to fast tempo</li> <li>● 4/4 time signature</li> <li>● Vocal melody and accompaniment</li> <li>● Melodies have a narrow vocal range</li> <li>● Heavy reliance on chord progressions. Many songs just using chords I IV and V.</li> </ul>
<p><b>Typical musical features of Rock Anthems:</b></p>	<ul style="list-style-type: none"> <li>● Amplified music played by guitars and drums</li> <li>● Three guitarists – lead; rhythm and bass</li> <li>● Piano/keyboard often used</li> <li>● Vocals (often husky male)</li> <li>● 4/4 time signature</li> <li>● Many sub-genres of rock (soft rock; punk rock; glam rock)</li> <li>● Verse/chorus structure</li> <li>● Some have long intros (more so than rock and roll and pop ballads)</li> <li>● The sound of rock if centred upon the electric guitar</li> <li>● Strong guitar riffs/ostinatos</li> <li>● Strong rhythm</li> <li>● Power chords</li> <li>● Powerful lyrics</li> </ul>
<p><b>Typical musical features of Pop Ballads:</b></p>	<ul style="list-style-type: none"> <li>● Slow to moderate tempo</li> <li>● 4/4 time signature</li> <li>● Romantic lyrics; expressive vocal performance</li> <li>● Verse/Chorus structure</li> <li>● Slow harmonic rhythm</li> <li>● Dynamics usually increase towards the chorus.</li> </ul>
<p><b>Typical musical features of Solo Artists:</b></p>	<ul style="list-style-type: none"> <li>● Solo singer (male or female)</li> <li>● Strong melody; catchy chorus</li> <li>● Harmonic paces varies depending on the track</li> <li>● Often 4/4 time</li> <li>● Instruments to accompany – guitars; drums; backing singers; keyboard</li> <li>● Use of technology – this is more developed now than in the early 1990's</li> </ul>



**Pieces to listen to:**

Rock & Roll	<ul style="list-style-type: none"><li>● Elvis Presley: <i>Hound Dog</i> (1952)</li><li>● The Beatles: <i>Saw Her Standing There</i> (1963)</li><li>● The Beach Boys: <i>Surfin' USA</i> (1963)</li><li>● Bill Haley: <i>Shake Rattle and Roll</i> (1955)</li><li>● Johnny Cash: <i>Blue Suede Shoes</i> (1956)</li><li>● Chuck Berry: <i>Roll Over Beethoven</i> (1956)</li><li>● Buddy Holly: <i>That'll be the Day</i> (1957)</li><li>● Chuck Berry: <i>Johnny B Goode</i> (1958)</li><li>● Chubby Checker: <i>The Twist</i> (1960)</li><li>● The Doors: <i>Light My Fire</i> (1967)</li></ul>
Rock Anthems:	<ul style="list-style-type: none"><li>● Queen: <i>We Will Rock You</i> (1977)</li><li>● Bon Jovi: <i>Livin' On A Prayer</i> (1986)</li><li>● Guns and Roses: <i>Sweet Child O'Mine</i> (1987)</li><li>● Black Sabbath: <i>Paranoid</i> (1970s)</li><li>● Eric Clapton: <i>Layla</i> (1973)</li><li>● Led Zeppelin: <i>Kashmir</i> (1975)</li><li>● Meatloaf: <i>Bat Out of Hell</i> (1977)</li><li>● Status Quo: <i>Rockin' All Over the World</i> (1977)</li><li>● Rainbow: <i>Since You've Been Gone</i> (1979)</li><li>● Joan Jett: <i>I love Rock n Roll</i> (1981)</li><li>● U2: <i>Pride</i> (1984)</li><li>● Europe: <i>The Final Countdown</i> (1986)</li><li>● Guns and Roses: <i>Paradise City</i> (1987)</li><li>● U2: <i>Desire</i> (1988)</li><li>● Kiss: <i>Crazy Crazy Nights</i> (1989)</li><li>● Transvision Vamp: <i>Baby I Don't Care</i> (1989)</li></ul>

Pop Ballads:

**1970s Pop Ballads:**

- Elton John: *Candle In The Wind* (1973)
- The Carpenters: *Close to You* (1970)
- Lou Reed: *Perfect Day* (1972)
- Harry Nilsson: *Without You* (1972)
- Stevie Wonder: *You Are the Sunshine of my Life* (1973)
- Carly Simon: *Nobody Does It Better* (1977)
- Bill Withers: *Lovely Day* (1977)
- Eric Clapton: *Wonderful Tonight* (1977)
- Earth Wind and Fire: *September* (1978)

**1980s Pop Ballads:**

- Bette Midler: *Wind Beneath My Wings* (1988)
- REO Speedwagon: *Keep on Lovin' You* (1981)
- Bonnie Tyler: *Total Eclipse of the Heart* (1983)
- Lionel Richie: *Hello* (1984)
- George Michael: *Careless Whisper* (1984)
- Alexander O'Neal: *If You Were Here Tonight* (1985)
- Whitney Houston: *Saving All My Love for You* (1985)
- Bangles: *Eternal Flame* (1988)
- Gloria Estefan: *Don't Want to Lose You* (1989)

**1990s Pop Ballads:**

- Bob Dylan: *Make You Feel My Love* (1997).
- Sinéad O'Connor: *Nothing Compares to You* (1990)
- Extreme: *More than Words* (1990)
- Eric Clapton: *Tears in Heaven* (1992)
- Sting: *Fields of Gold* (1993)
- The Pretenders: *I'll Stand by You* (1994)
- Seal: *Kiss from a Rose* (1994)
- Boyzone: *Love me for a Reason* (1995)
- Robbie Williams: *Angels* (1997)

**1990s solo artists to the present day:**

- Michael Jackson: *Black or White* (1991)
- Kylie Minogue: *Can't Get You Outta My Head* (2001)
- Adele: *Someone Like You* (2011)
- Madonna: *Vogue* (1990)
- Robbie Williams; *Let Me Entertain You* (1997)
- Britney Spears: *Baby One More Time* (1999)
- Beyoncé: *Crazy in Love* (2003)
- KT Tunstall: *Suddenly I See* (2004)
- Amy Winehouse: *Back to Black* (2006)
- Bruno Mars: *The Lazy Song* (2010)
- Taylor Swift: *I Knew You Were Trouble* (2012)
- Justin Bieber: *What Do You Mean* (2015)