

Shoeburyness High School

Year 9 Subject Information

MUSIC

GCSE

(9-1)

Instagram: @shoeburyness_music



www.shoeburyness.secat.co.uk



MUSIC @ KS4

If you decide to pick Music as an option at GCSE, you will have the opportunity of studying one of two courses.

Either the OCR GCSE 9-1 course

With this option you would get the opportunity to perform and record songs and compositions on your chosen instrument or voice. You will also learn more traditional music theory and study a different areas of study.

Or... Music Technology NCFE

NCFE Level 1/2 Certificate in Music Technology

With this option you get to learn about production and compositional techniques and you learn how use the computer program Logic to create Music.

The following PowerPoint will explain both of the courses in detail. But in Summary – **YOU PICK MUSIC AS AN OPTION – Then we discuss which option would be YOUR best route for Success.**



@Music_SHS



www.shoeburyness.secat.co.uk

Why study Music GCSE?

TOP 10 Most Important Soft Skills as chosen by recruiters and hiring managers

Over 200 recruiters and hiring managers were used to find out what skills employers and companies are looking for in 2021. Here's a list of most in-demand skills on the market and how musicians demonstrate these.

Teamwork

A big part of music is playing and working with others. Yes, you can take private lessons, but bands, orchestras, and choirs are so much fun. You can meet other people and learn more repertoire than if you only played alone.

Communication

Whether it's with an orchestra director, a private teacher, or another musician, you will have to communicate. If you are a section leader, you will have to be a resource to the people in your section. You might have to coordinate sectionals.

Time Management

As a musician, you have to manage your time well. Even the professionals don't have an endless amount of time to practice. You need to know what you need to work on and how to get that work done.

Discipline

Possibly the biggest skill that musicians can transfer to other career fields as well as to other parts of life is discipline. The time and effort it takes to learn an instrument and get good at it is huge.

People Skills

This could fall under teamwork and communication, but I thought people skills needed its own section. In most careers and in daily life, you will have to interact with people. That includes people who come from a different background than you.

Marketing

This skill applies more to those who have studied music a bit more seriously, but anyone can still learn from it. If you are part of a group that is putting on a concert or you are giving your own recital, you will usually have to help spread the word.



@Music_SHS



www.shoeburyness.secat.co.uk

<https://zety.com/blog/skills-employers-look-for>

Why study Music GCSE?

THE
JOURNAL
OF MUSIC

2021: The Music Boom is Coming

Three core sectors (live, recordings and publishing) will double in size to \$131 billion by 2030.

Music has never been so multi-dimensional.

Music is growing more strategically vital to the wider economy.

The most vital driver of system health and economic outlook: the recordings industry.

Musicians around the world are finding inventive ways to reach their audiences

JAMES GABRIEL MARTIN *Lonely Planet Writer* 20 MARCH 2020

A staggering 10 trending TikTok songs from 2020 took the top spot on the UK official charts this year.

14 December 2020



Taking a music qualification is linked with higher academic achievement, according to Cambridge Assessment research.

Tim Gill found that there is a **positive association** for comprehensive school students between **taking graded music exams and KS4 attainment**. It roughly equates to a typical student taking nine GCSEs getting one grade higher on one or two of their other GCSEs.



@Music_SHS



www.shoeburyness.secat.co.uk

Why study Music GCSE?

Study reveals children who play a musical instrument have better memory and attention span

8 October 2020, 12:06 | Updated: 9 October 2020, 09:50



The findings come from a recent study, which showed how **musically-trained children** performed **better at attention and memory recall exercises**. They also had **greater activation in brain regions** related to **attention control and auditory encoding**.....
this will help them **boost their cognitive functions**, but because it is also an activity that, even when very demanding, will **provide them with joy** and the **possibility to learn a universal language.**"

ACCOMPANIST **FILM SCORER**
CHURCH MUSICIAN
 MUSIC HISTORIAN
MUSIC CRITIC **STUDIO MUSICIAN**
ADVERTISING **COMPOSER**
MUSIC PUBLICIST
EDUCATOR **CASTING**
MUSIC
EDITOR
 CHAMBER
 MUSICIAN
 ARTS
 MANAGER
BOOKING
AGENT
JAZZ
PERFORMER
 MUSIC
 HISTORY
 EDUCATOR

ROCK PERFORMER
SOUND TECHNICIAN
 MUSIC PROMOTION
VOCALIST
MUSIC DIRECTOR
ORCHESTRATOR **MUSIC PUBLISHING**
 RECORDING ENGINEER
 ELECTRONIC MUSICAL
INSTRUMENT ENGINEER
 ARTS ADMINISTRATOR
 MUSIC THEORY EDUCATOR
 CLASSICAL MUSIC COMPOSER

COMPOSER **MUSIC JOURNALIST**
INSTRUMENT DESIGN
 ARTISTS AND REPERTOIRE MANAGEMENT
ARTS ADMINISTRATOR
DISC JOCKEY (DJ) **CLUB PERFORMER**
TALENT AGENT **ARRANGER** **CONDUCTOR**
 PIANO TUNER **TEMPLE MUSICIAN**
CHURCH MUSIC DIRECTOR

MUSIC LIBRARIAN
 AUDIO
 ENGINEERING
DIGITAL AUDIO
EDITOR
 FILM MUSIC
 ORCHESTRATOR
COUNTRY
COMPOSER
 OPERA SINGER
SYMPHONY
ORCHESTRA
MUSICIAN
ARTISTS
AND

WHAT
 CAN YOU DO
 WITH A
MUSIC
 DEGREE?

REPERTOIRE SCOUTING
ARTIST **MUSIC MERCHANDISING**
 ACOUSTICAL ENGINEER
MUSIC SALES **SOUND**
RECORDER
MUSIC DIRECTOR **ROCK COMPOSER**
 FILM MUSIC COMPOSER
ARTIST DEVELOPMENT

MUSIC BUSINESS
VOICE SCIENCE
MUSIC EDUCATION
MUSIC THERAPY



@Music_SHS



www.shoeburyness.secat.co.uk

MUSIC- OCR GCSE 9-1

Subject Information

Music has always played an important role in our lives. Whether that is listening to music or making music, it has definitely been a great source of comfort for many of us. Recent events have taught us that we need creativity to help keep us motivated, to inspire us, to entertain us and as a way to connect with each other.

The **Music GCSE** course will enable you to improve your practical skills, whether that is **singing, instrumental performance** or **sequencing electronic Music**.

You will be able to develop your understanding of **Music theory**, which in turn will be used to **create wonderful compositions** using the computer program Logic X.

You will also **develop your listening skills** and your ability to **differentiate between different musical genres and eras**.

There will also be **performance opportunities** throughout the course, that are not compulsory, but if you want to sing a song, or toot a saxophone, you will be able to do it!



@Music_SHS



www.shoeburyness.secat.co.uk

MUSIC- OCR GCSE 9-1

What the course involves

- ❖ The course is 60% coursework and 40% exam
- ❖ The coursework requires you to record 2 songs on your chosen instrument.
 - Area of Study 1 – Coursework
 - 1 solo performance (singing, playing an instrument or sequencing)
 - 1 Ensemble performance (recording or sequencing a song as part of a group)
 - 1 Free brief composition (using Logic X to create your own song)
 - 1 Set brief composition (using Logic X to compose a song to a given brief)
- ❖ The exam is a listening exam based around 4 Areas of study.
 - Area of Study 2 : Concertos through time
 - Area of Study 3 : Rhythms of the World
 - Area of Study 4 : Film and Game Music
 - Area of Study 5 : Conventions of Rock and Pop



@Music_SHS



www.shoeburyness.secat.co.uk

Singing

Instrumental

Sequencing

Composition

MUSIC- OCR GCSE 9-1

Examples of Coursework

❖ Female Solo Singing



❖ Instrumental ensembles



❖ Solo guitar performance



❖ Male Ensemble



❖ Composition



@Music_SHS



www.shoeburyness.secat.co.uk

Singing

Instrumental

Sequencing

Composition

Area of Study 2 – The Concerto Through Time

- The Baroque Solo concerto
- The Baroque Concerto Grosso
- The Classical Concerto
- The Romantic concerto



- Development of the genre
- Instruments and their development
- The orchestra and its development
- Role of the soloist and the orchestra
- The relationship between the soloist and the orchestra
- Basic characteristics of each era
- How the elements are used in the genre
- General background

Concerto grosso
1. Adagio op. 3 No. 5 Francesco Geniniani (1687-1702)



@Music_SHS



www.shoeburyness.secat.co.uk

Area of Study 3 – Rhythms of the World

- India Classical and Punjab Bhangra
 - Traditional Eastern Mediterranean and Middle Eastern folk rhythms
 - Traditional African drumming
 - Central and South American Calypso and Samba
- Characteristic rhythms, patterns and metres
 - Origins, context and background
 - Characteristics of folk music
 - Use of melody within these genres
 - How the players work together, often in layers
 - How technology has impacted some of the genres
 - How the elements are used in the genres



@Music_SHS

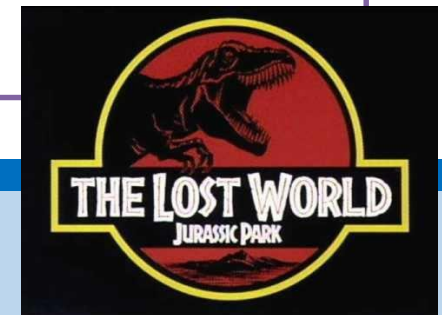


www.shoeburyness.secat.co.uk

Area of Study 4 – Film and Game Music

- Film music
- Video game music
- Western Classical music that has been used in films

- How the music conveys:
 - the scene
 - the characters
 - the action
- The use of development of musical ideas through a story
- How the elements are used to create the expression and drama
- General background



@Music_SHS



www.shoeburyness.secat.co.uk

Area of Study 5 – Conventions of Rock and Pop

- Rock 'n' Roll of the 50s and 60s
- Rock Anthems of the 70s and 80s
- Pop Ballads of the 70s, 80s and 90s
- Solo artists of the 90s until today



- Vocal and instrumental techniques
- Roles and interaction between the performers
- Changes and development of instruments
- Development of styles
- Typical characteristics of the genres
- The use of technology within the genres
- General background



@Music_SHS



www.shoeburyness.secat.co.uk

Music- OCR GCSE 9-1

Don't just take our word for it.....

Hear from some of our current year 10 and 11 Music Students

Beau

'I took GCSE in Music as i want to pursue a career in theatre and writing music. It has helped me understand music more and have a developed understanding'

Rebecca

'I chose music as it was one of my interests. I got on well with the department and thought it was a good choice to have something creative in my GCSE options'

Harry

'It helped me to understand the method of music production and how to develop your own music. The help and support from teachers out of school hours is considerably more beneficial than other subjects and the teachers put more effort in to help you excel in the subject'

Victoria

'I decided to take music GCSE because I love music and I plan on making it a career in someday. I absolutely love GCSE music because it helped me learn how to read notes on sheet music and it is helping me improve my composition skills. My favourite parts of GCSE music is that you get to learn about different types of music and in most lessons you get to listen to music and the teachers make lessons extremely fun'

Ben

'I decided to take GCSE music because I had a passion for music and the amazing effort that the teachers put in during school and after school hours is astonishing and I am certain that I would not be at the standard I am today without them'

Lana

'I took music because it was one of my interests and it also helped with other subjects I took. The teachers are outstanding and give up so much of their free time to help you get the best grades possible. The music department has always been welcoming to me. They are more of a family'



@Music_SHS



www.shoeburyness.secat.co.uk

Music

Contact Information

Head of Subject and Course Leader:

Mrs M Tushaw-Hales

mtushaw-hales@shoeburyness.secat.co.uk

Head of Faculty: Mr P Heron

pheron@shoeburyness.secat.co.uk



@Music_SHS



www.shoeburyness.secat.co.uk