

School of Education

PGCE Secondary: Music

Congratulations on your offer to study PGCE Music at Roehampton. We very much look forward to welcoming you in September on what will be an exciting and busy year.

This document contains a number of tasks you will need to complete before starting in September.

Music Preparatory Task.....2

Please read this document, and carry out the preparatory tasks detailed.

Music Audit.....7

Please fill in the audit so we can measure how much you know about the subject before you start. You will do this again at a later date to compare how much you have developed.

Music Pre-course Reading11

This document contains a pre-course reading list, we encourage you to read as many of these books as possible before September in preparation for your PGCE.

Music Preparatory Task

As soon as you join us in September, we will start comparing notes on lesson observation and any classroom experience you already have.

Here are some ideas to use when watching lessons online, or in a school to meet conditions set earlier in the year, and *especially at the start of term in your placement school.*

Think about the questions that follow, and use pages 2-3 of this document to take some notes, with these questions in mind.

- *How do teachers structure their lessons?*

(Soon you will be designing your own)

- *Was the starter/warm-up linked to the main activity? In what way*
- *What kinds of activities do teachers use to get the children learning?*

(Practical or theory based? Soon you will need to know how these work so you can use them in your lessons)

- *Did the teacher give any specific instructions during the activity? Did they model it?*
- *Did they modify it at all? Did they prompt students?*
- *Do you think the students were engaged in the activity? How do you know?*
- *What is on the curriculum for Music?*

(Understand the relatively recent change to the National Curriculum and asks teachers about its impact). Read the document below to support your understanding

<https://www.gov.uk/government/collections/national-curriculum>

We will use these notes during registration week so bring them in at the start please.

LESSON STRUCTURE FORM

GROUP (e.g. 7G)	DATE/TIME:
Lesson title	Other points

Time	Teacher activity	Pupil activity
<i>e.g. 10.00</i>		
<i>10.05</i>		
<i>10.10</i>		

Subject knowledge gaps.

Music is such a broad subject that most people coming to train to teach inevitably have some knowledge gaps. Begin developing your subject knowledge using the reading list for music. It is also worth looking at the following links:

- <http://www.classicfm.com/>
- <https://www.bbc.co.uk/education/topics/zdxh34j>
- http://www.bbc.co.uk/blast/music_audio/
- <https://www.bbc.com/education/subjects/zmsvr82>
- <https://www.bbc.com/education/guides/z8tsh39/revision>
- <http://www.mtrs.co.uk/>
-

And finally....

Music warm-up game

Please come to the first session with a music game in mind that you could use with a year 7 class in their first lesson. Consider how you would introduce it to them for their first time. Also consider the following questions (It may be helpful to make some notes).

- *What made you choose this game/warm-up? (I.e. how is it appropriate for this age group at this stage in their school career?)*
- *What challenges do you expect to encounter when playing the game?*
- *How will you ensure that the students feel safe in the game?*
- *What are you hoping they will gain from playing the game?*

Music Audit

EDEXCEL GCSE 2016 – new specification

In 2016 new GCSE specifications were introduced for Music. Read through the subject content overview overleaf. You are encouraged to draw on observations in school, and your own experiences of teaching and learning as you explain your approach

Task 1

Underline the areas that you feel would be a strength of your subject knowledge. What evidence can you give to support this? Write below

What areas do you feel less confident in? List below and give reasons for your choice

Task 2

Overleaf are the areas of study and set works. Choose an area that you feel confident with. How would you approach planning and teaching this?.

EDEXCEL – GCSE Music 2016

Component 1: Performing (*Paper code: 1MU0/01)

Non-examined assessment: internally marked and externally moderated

30% of the qualification

60 marks

Content overview

- Solo performing
- Ensemble performing
- Approaches to performing
- Assessment overview
- Students perform for at least four minutes' combined duration
- Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces
- Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces
- Each performance will be out of 30 marks
- Internally marked and externally moderated

Component 2: Composing (*Paper code: 1MU0/02)

Non-examined assessment: internally marked and externally moderated

30% of the qualification

60 marks

Content overview

- Developing musical ideas
- Compositional techniques and strategies
- Ensuring technical control and coherence
- Methods of notating composition scores
- Assessment overview
- Students compose two compositions, of at least three minutes' combined duration
- One composition to a brief set by Pearson, of at least one minute in duration
- One free composition set by the student, of at least one minute in duration
- Each composition will be out of 30 marks
- Internally marked and externally moderated

Component 3: Appraising (*Paper code: 1MU0/03)

Written examination: 1 hour and 45 minutes

40% of the qualification

80 marks

Content overview

- Musical elements, musical contexts and musical language
- Areas of study:
- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions
- Full details of the areas of study can be found on pages 36-38

Assessment overview

The paper is made up of two sections and is out of a total of 80 marks.

Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)

- Six questions related to six of the eight set works
- One short melody/rhythm completion exercise
- One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language
- Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)
- One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music
- A CD with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times

Areas of study and set works

GCSE Music contains four areas of study, with two set works in each.

Area of study	Set works
Instrumental music 1700-1820	<ul style="list-style-type: none"> • JS Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major • Ludwig van Beethoven: 1st Movement from Piano Sonata No. 8 in C minor 'Pathetique'
Vocal music	<ul style="list-style-type: none"> • Henry Purcell: Music for a While • Queen: Killer Queen, from the album Sheer Heart Attack
Music for stage and screen	<ul style="list-style-type: none"> • Stephen Schwartz: Defying Gravity, from the original cast recording of Wicked • John Williams: Main Theme/Rebel Blockade Runner, from the Soundtrack to Star Wars IV: A New Hope
Fusions	<ul style="list-style-type: none"> • Afro Celt Sound System: Release, from the album Volume 2: Release • Esperanza Spalding: Samba em Preludio, from the album Esperanza

Music Pre-course Reading

Cooke, C. Evans, K. Philpott, C. Spruce, G (2016). *Learning to teach music in the secondary school: a companion to school experience*. Abingdon. Routledge. (Third edition)

Evans, J & Philpott, C. (2009) *A Practical Guide to Teaching Music in the Secondary School*. Abingdon. Routledge.

Philpott, C. & Spruce, G. (2012) *Debates in Music Education*. Abingdon. Routledge.

Savage, J (2013) *The Guided Reader to Teaching and Learning in Music'*