

Year 10 GCSE Music Curriculum Overview (Eduqas)

Rationale: Students in KS4 opted for music in year 9, in which skills were built which would allow them to progress with confidence to the GCSE curriculum. At GCSE students we encourage and support students to develop their own creative style and find their preferred methods of working in order that they can work with autonomy on performing and composing coursework. Music theory is further developed, within the context of the AoS, to support composition and performance and to enable students to listen and appraise a range of musical styles. We study a breadth of musical styles in accordance with the Eduqas GCSE music specification and explore the contexts of these in order that students develop an appreciation of different times and cultures through the lens of music. Throughout the course students are encouraged to be open minded about new musical styles and approaches to creating music, to evaluate the impact of their own and others' music, to work with resilience and confidence in developing their personal musical identity. These values link closely to the whole school values.

Year 10: Over the course of the year students will be learning about the step up to GCSE and having a look at all the AoS for the Eduqas listening exam. Students will have some of their lessons as performance development lessons in which their instrumental/vocal/music tech skills are developed and monitored. They will also complete their free composition in Year 10, so that it is ready for Y11.

YEAR 10

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Aut 1 (20) 12 (+/-) lessons 8 (+/-) lessons	Introduction to GCSE/ Step up. Students will learn of the course requirements. They will learn about the elements of music in depth to aid their composition and listening skills in preparation for coursework and the exam.	'Standard' listening question.	Listening questions Key words quiz Revision materials	Topic PPT and booklet Dept and student instruments	Key Elements they will be learning: Melody/ Harmony/ Tonality/ Form and Structure/ Texture/ Metre/ Tempo/ Dynamics/ Rhythm/ Sonority Theory / Aural / Composition / Performance skills: Understanding key terms and elements in order to identify by ear and describe the following: dynamics, instruments, chords and tonality; melodic shape and intervals; rhythmic features and time signatures. Identifying key signatures, chords and key changes, intervals, ornamentation, melodic and rhythmic devices when analysing music scores.	Subject specific terms <u>Structure:</u> binary, ternary. <u>Texture:</u> polyphonic, homophonic. <u>Melody:</u> sequence, imitation, contour. <u>Rhythm:</u> offbeat, syncopation. <u>Harmony:</u> dissonance. <u>Tonality:</u> major, minor. Tier 2 words Analyse, notate, identify, create, dictate. Reading processes used to follow notation.
	Performance Dev <i>2 lesson per fortnight</i>	Verbal FAR feedback	Regular practice	Practice Rooms Dept and student instruments Computers - Musescore / BandLab	Appropriate piece/song selected for development. Know and apply some effective practice strategies: Setting aim, focus on specific aspect of technique, working in chunks, repeating, slower tempo, reflecting on progress.	Reading processes used to follow notation.

Aut 2 (18) 11 (+/-) lessons	AoS 4: Popular Music Learners will develop an understanding of popular music: pop, rock and pop, bhangra and fusion (of different styles).	Listening question	ZZ listening questions Key words quiz Revision materials	Topic PPT Exam Questions	Key musical features: Instrumental and synthesised sound is used/ original music may be modified/ vocal sounds are used/ instruments and voices are combined/ sound is computer-generated and amplified/ software and samplers are utilised. Theory / Aural / Composition / Performance skills: Need to identify: 32 bar song form/ strophic/ 12 bar blues/ verse/ chorus/ riffs/ middle 8/ bridge/ fill/ instrumental break/ intros and outros/ improvisation/ loops/ samples/ panning/ phasing/ syncopation/ driving rhythms/ balance/ standard chord progressions/ melismatic and syllabic writing/ lead and backing vocals/ backing tracks/ primary and secondary chords/ cadences.	Subject specific terms Synthesiser/DAW/ Timbre/ Strophic/Syllabic/ Melismatic/Riffing Vocalisation Tier 2 words Structure Analyse Identify Compare
	Performance Dev <i>2 lesson per fortnight</i>	Recorded and possibly marked for GCSE.	Regular practice	Practice Rooms Dept and student instruments Computers - Musescore / BandLab	Students continue to develop their selected piece(s) ensuring that accuracy and appropriate technique allows for fluency of pitch and rhythm. Expression and relaying the composers intentions should also be considered. Know and apply a range of effective practice strategies: chunking, 'see it, say it, play it', rhythm before pitch, drills, warm up exercises, scales, using model examples.	Glossary embedded into teaching. Knowledge organisers & MAD T SHIRT learning mats.
Spring 1 (13 +/-) lessons 8 lessons	AoS 2: Music for Ensemble In this scheme of work, students will develop an understanding of sonority and texture. They will do this through listening and performing examples from chamber music, musical theatre, jazz and blues.	Creating an ensemble performance/ composition based off what they have learnt.	ZZ listening questions Key words quiz Fact files about the different examples Creating revision resources	Topic PPT Dept and student instruments	Key musical features: Texture: Monophonic/ homophonic/ polyphonic/ unison/ chordal/ layered/ melody and accompaniment/ round/ canon/ countermelody Instrumental/ vocal groupings: Vocal ensembles/ Jazz/blues trio/ rhythm section/ string quartet/ basso continuo/ sonatas Theory / Aural / Composition / Performance skills: Aurally identify any of the features stated above.	Subject specific terms Chordal/Canon/ Countermelody/ basso continuo/ Sonatas. Tier 2 words Structure/ Analyse Identify/ Compare Glossary embedded into teaching. Knowledge organisers & MAD T SHIRT learning mats.
	Composition Skills <i>2 lesson per fortnight</i>	Verbal FAR feedback	Composition Toolkit Exercises I Can Compose	Computers Musescore/Bandlab Instruments (Class/own) Microphones Composition Toolkit Booklet	Completion of a series of short composition based exercises: Melody to chords Chordal accompaniments Melodic phrases: repetition and contrast; question and answer; cadence points Improvising melodies live Developing musical ideas	Reading processes used to follow notation. Musical devices glossary with images to reinforce meaning.
5 lessons						

Spring 2 (13+/-) 8 lessons 5 lessons	AoS 1: Musical Forms and Devices This area of study focuses on understanding structural forms and devices across a wide variety of genres and styles from the Western Classical Tradition 1650-1910.	Forms and devices test	ZZ listening questions Key words quiz Poster/ fact file/ mind map on different genres of classical music	Topic PPT and booklet Dept and student instruments Computers - Musescore / BandLab	Key musical features: Binary/ Ternary/ Minuet/ Trio/ Rondo/ Variation/ Strophic Forms/ as well as musical devices to create and develop music (see Eduqas specification). Theory / Aural / Composition / Performance skills: Recognising and identifying Chord progressions and cadences both in score analysis and aurally. Recognising Modulation – dominant and relative minor both in score analysis and aurally. Identifying and describing motifs and their development.	Subject specific terms Minuet/ Rondo/Variation/ Cadences/Modulation/ Dominant/Relative minor. Tier 2 words Identify/ Describe/ Compare/ Develop/ Structure Glossary embedded into teaching. Knowledge organisers & MAD T SHIRT learning mats.
	Composition <i>2 lesson per fortnight</i>	Composition 'forecast' grade and FAR.	Compositional skills Mapping out their composition.	Practice Rooms Dept and student instruments Computers - Musescore / BandLab	Free composition – beginning to look at creating their own composition to their own brief – planning and getting things ready for Y11/end of year.	Reading processes used to follow notation.
Sum 1 (18+/-) 11 (+/-) lessons 7 lessons	AoS 3: Film Music Learn about the key musical features within film music and to understand how to analyse film music by ear.	Listening Question – potentially 9 marker OR Composition	ZZ listening questions Key words quiz	Topic PPT and booklet Exam questions	Key musical features Use of musical elements/ leitmotifs and thematic material/ response to a given stimulus or commission/ musical elements to create a mood/ performers interpret composition/ audience and/or venue affect the performance or composition/ instrumental techniques to create mood/ dynamics and contrast for special effects/ minimalistic techniques Theory / Aural / Composition / Performance skills: Use of timbre (instruments)/ Tone colour (mood/tonality)/ Dynamics/ listening skills/ composition skills (minimalism).	Subject specific terms Underscore/ Leitmotif/ Mickeymousing Tier 2 words Film/ Enhance/ Convey/ Infer Anticipation guides/ MAD T SHIRT learning MATS/ Exemplar model answers/guided reading-listening
	Composition <i>2 lesson per fortnight</i>	Composition 'forecast' grade and FAR.	Compositional skills Mapping out their composition.	Practice Rooms Dept and student instruments Computers - Musescore / BandLab	Free composition – developing initial ideas.	Reading processes used to follow notation.

<p>Sum 2 (18 +/-) 18 (+/-) lessons</p>	<p>Free Compositon Apply composition skills to create a piece/song in response to a free brief.</p>	<p>Composition graded by teacher examiner</p>	<p>Working on composition Composiion skills quizzes Revision of skills throughout the year.</p>	<p>Practice Rooms Dept and student instruments Computers - Musescore / BandLab</p>	<p>Refined composition - clear sense of style, developed ideas, interesting and appropriate structure and with understanding of harmony. COMPLETED AND SUBMITTED FOR TEACHER ASSESSMENT</p>	
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