

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 MAD TSHIRT TM, AoS and develop their musical theory 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
Autumn 1	Introduction to MAD TSHIRT TM <i>1 lesson per fortnight</i> 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.	GCSE style questions based on learning this term.	Listening questions	Topic PPT and booklet Dept and student instruments	Key Elements they will be learning from MAD TSHIRT TM: Tonality, Harmony, Cadences, Key Signatures and Time Signatures. Aural skills: Understanding key terms and elements to identify by ear and describe the following: Major or minor, perfect/plagal/imperfect or interrupted cadences, recognising chord patterns by ear, identifying key signatures up to 4 sharps/flats and recognising simple and compound time signatures. Theory skills: Understanding how to work out if a song is in a major or minor key, how cadences are constructed and how to work out key and time signatures on a score.	Subject specific terms <u>Tonality:</u> major, minor. <u>Harmony:</u> Primary, secondary, major, minor. <u>Cadences:</u> Perfect, plagal, imperfect and interrupted. Tier 2 words Analyse, notate, identify, create, dictate. Reading processes used to follow notation.
	Performance Skills Development <i>2 lessons per fortnight</i> Students will develop their instrumental skills in a solo context.	FAR feedback performance. Final performance.	Regular practice	Practice Rooms Dept and student instruments Computers - GarageBand	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.

	<p>Composition Skills <i>2 lessons per fortnight</i></p> <p>Students will learn how to compose a chord pattern by harmonising a scale.</p> <p>Students will learn how to compose cadences at the end of a musical phrase.</p> <p>Students will learn how to modulate to a different key.</p> <p>Students will learn about advanced techniques such as inversions, diminished chords and secondary dominants.</p>	<p>Composing a chord pattern FAR.</p> <p>Composing a harmonic pattern assessment.</p>	<p>Composition tasks to consolidate learning</p>	<p>Topic PPT and booklet</p> <p>Dept and student instruments</p>	<p>Composition skills: Understanding key terms and to apply them in a composition setting such as:</p> <p>Major or minor, harmonising a major scale</p> <p>7th chords, secondary dominants, diminished chords</p> <p>modulation, relative minor, dominant, pivot chords, abrupt modulation</p> <p>perfect/plagal/imperfect/interrupted cadences</p> <p>key signatures</p> <p>simple and compound time signatures</p>	<p>Subject specific terms <u>Tonality</u>: major, minor. <u>Harmony</u>: Primary, secondary, major, minor. <u>Cadences</u>: Perfect, plagal, imperfect and interrupted. <u>Modulation</u>: Relative minor, dominant, pivot and abrupt. <u>Time signature</u>: Simple, compound, duple, triple, quadruple.</p> <p>Tier 2 words Analyse, notate, identify, create, dictate.</p> <p>Reading processes used to follow notation.</p>
Autumn 2	<p>Continuation of MAD TSHIRT TM <i>1 lesson per fortnight</i></p> <p>Students will continue learning about the elements of music in depth to aid their composition and listening skills in preparation for coursework and the exam.</p>	<p>GCSE style questions based on learning this term.</p>	<p>Listening questions</p>	<p>Topic PPT and booklet</p> <p>Dept and student instruments</p>	<p>Key Elements they will be learning from MAD TSHIRT TM: Rhythm, texture, tempo and dynamics</p> <p>Aural skills: Understanding key terms and elements to identify by ear and describe the following: identify straight rhythms by ear, identify dotted rhythms by ear, monophonic, homophonic, polyphonic, heterophonic, call & response, unison, imitation, allegro, andante, adagio, lento, presto, vivace, largo, accelerando, ritardando, rubato, pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, diminuendo and sforzando.</p> <p>Theory skills: Understanding how many beats are in each straight and dotted rhythm (including rests), knowing how to distinguish between different textures and knowing the different key words for both tempo and dynamics.</p>	<p>Subject specific terms <u>Rhythm</u>: Semiquaver, quaver, crotchet, minim, semibreve, rests, dotted rhythms, triplets, syncopation. <u>Texture</u>: Monophonic, homophonic, polyphonic, heterophonic, call & response, imitation, unison. <u>Tempo</u>: Lento, largo, adagio, andante, moderato, allegro, vivace, presto, accelerando, ritardando. <u>Dynamics</u>: Pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, diminuendo, sforzando.</p> <p>Tier 2 words Analyse, notate, identify, create, dictate, describe, explain.</p> <p>Reading processes used to follow notation.</p>

	<p>Performance Skills Development <i>2 lessons per fortnight</i></p> <p>Students will develop their instrumental skills in an ensemble context.</p>	<p>FAR feedback performance.</p> <p>Final performance.</p>	<p>Regular practice</p>	<p>Practice Rooms</p> <p>Dept and student instruments</p> <p>Computers - GarageBand</p>	<p>Appropriate piece/song selected for development.</p> <p>Know and apply some effective practice strategies: Setting aim, focus on specific aspect of technique, working in chunks, repeating, slower tempo, reflecting on progress.</p>	<p>Reading processes used to follow notation.</p>
	<p>Composition Skills <i>2 lessons per fortnight</i></p> <p>Students will learn about straight and dotted rhythms.</p> <p>Students will learn how to develop a rhythmic pattern into a more exciting and musical pattern using a 'defining feature'.</p> <p>Students will learn how to compose creatively for a piano and a guitar as an accompanying instrument.</p>	<p>Developing the rhythm of a melody FAR.</p> <p>Composing an accompaniment assessment.</p>	<p>Composition tasks to consolidate learning</p>	<p>Topic PPT and booklet</p> <p>Dept and student instruments</p>	<p>Composition skills: Understanding key terms and to apply them in a composition setting such as:</p> <p>Straight and dotted rhythms (including rests)</p> <p>Tied notes and starting on the offbeat</p> <p>Block chords, broken chords</p> <p>Retrograde, inversion, rhythmic augmentation and diminution</p> <p>Tablature</p>	<p>Subject specific terms <u>Rhythm</u>: Semiquaver, quaver, crotchet, minim, semibreve, rests, dotted rhythms, triplets, syncopation, tied notes. <u>Harmony</u>: Block chords, broken chords. <u>Development</u>: Retrograde, inversion, augmentation and diminution.</p> <p>Tablature</p> <p>Tier 2 words Analyse, notate, identify, create, dictate, describe, explain.</p> <p>Reading processes used to follow notation.</p> <p>Subject specific terms <u>Structure</u>: Strophic, binary, ternary, rondo, sonata, theme & variation, through composed. <u>Melody</u>: passing notes, auxiliary notes, sequence, conjunct,</p>

Spring 1	<p>Continuation of MAD TSHIRT TM <i>1 lesson per fortnight</i></p> <p>Students will continue learning about the elements of music in depth to aid their composition and listening skills in preparation for coursework and the exam.</p>	GCSE style questions based on learning this term.	Listening questions	Topic PPT and booklet Dept and student instruments	<p>Key Elements they will be learning from MAD TSHIRT TM: Structure, melody & melodic devices, ornaments and instruments.</p> <p>Aural skills: Understanding key terms and elements to identify by ear and describe the following: strophic form, binary form, ternary form, rondo form, sonata form, theme & variation, through composed, identifying melodic structure such as ABA, AABA and AAB, melodic sequence, conjunct, disjunct, wide pitch range, ascending, descending, trills, mordents, turns, the main 4 instruments of each family from the orchestra, the main instruments in a contemporary rock band, reverb, chorus, delay, panning and distortion.</p> <p>Theory skills: Understanding how to recognise a melodic structure by looking at a piece of music, understanding the different melodic devices and being able to recognise them on a score and understanding the different ornaments for a melody and being able to recognise them on a score.</p>	<p>disjunct, tessitura, trills, mordents, turns.</p> <p>Tier 2 words Analyse, notate, identify, create, dictate, describe, explain.</p> <p>Reading processes used to follow notation.</p> <p>Reading processes used to follow notation.</p>
	<p>Performance Skills Development <i>2 lessons per fortnight</i></p> <p>Students will develop their music technology skills by completing a sequenced performance.</p>	<p>FAR feedback.</p> <p>Final performance.</p>	N/A	Computers - GarageBand	<p>Know and apply music technology strategies: Piano roll, quantize, panning, instrument FX such as reverb & delay, audio slicing and how to record a vocal.</p>	

	<p>Composition Skills <i>2 lessons per fortnight</i></p> <p>Students will learn how to write a melody based on a chord pattern.</p> <p>Students will learn how to develop a melody using passing & auxiliary notes, inversion, retrograde, rhythmic augmentation and diminution.</p> <p>Students will learn how to structure their melody into either AAB, ABA or AABA.</p> <p>Students will learn how to base their melody on the pentatonic scale.</p> <p>Students will learn about a counter melody and how to successfully add it to their main melody.</p>	<p>Composing a melody to a chord pattern FAR.</p> <p>Melodic composition assessment.</p>	<p>Composition tasks to consolidate learning</p>	<p>Topic PPT and booklet</p> <p>Dept and student instruments</p>	<p>Composition skills: Understanding key terms and to apply them in a composition setting such as:</p> <p>Passing notes, auxiliary notes, inversion and retrograde</p> <p>AAB, ABA and AABA melodic structure</p> <p>Major and minor pentatonic scale</p>	<p>Subject specific terms <u>Rhythm</u>: Semiquaver, quaver, crotchet, minim, semibreve, rests, dotted rhythms, triplets, syncopation, tied notes. <u>Harmony</u>: Pentatonic scale <u>Melody</u>: Passing notes, auxiliary notes, inversion and retrograde.</p> <p>Tier 2 words Analyse, notate, identify, create, dictate, describe, explain.</p> <p>Reading processes used to follow notation.</p>
<p>Spring 2</p>	<p>Area of Study 4: Popular Music <i>1 lesson per fortnight</i></p> <p>Students will learn about the key musical features of Pop, Rock and Bhangra music.</p>	<p>GCSE style questions based on learning this term.</p>	<p>Listening questions</p>	<p>Topic PPT and booklet</p>	<p>Aural skills: Understanding key terms and elements to identify by ear and describe the following: Main instruments from Pop/Rock, describing the sonority of these instruments, verse-chorus structure, reverb, delay, chorus, panning, distortion, riffs, fusion music, Dhol, Tabla, Dhadd, Sitar, chaal rhythm, microtonal, scratching.</p>	<p>Subject specific terms Verse-chorus structure, reverb, delay, panning, chorus, distortion, riffs, fusion, Dhol, Tabla, Dhadd, Sitar, chaal rhythm, scratching, microtonal.</p> <p>Tier 2 words Analyse, notate, identify, create, dictate, describe, explain.</p> <p>Reading processes used to follow notation.</p>

	<p>Performance Skills Development <i>2 lessons per fortnight</i></p> <p>Students will develop their instrumental skills in a solo context.</p> <p>Composition Skills <i>2 lessons per fortnight</i></p> <p>Students will learn how to use Musescore to complete a series of compositional tasks.</p>	<p>FAR feedback performance.</p> <p>Final performance.</p> <p>Demonstrating Musescore skills FAR.</p> <p>Musescore assessment.</p>	<p>Regular practice</p> <p>Composition tasks to consolidate learning</p>	<p>Practice Rooms</p> <p>Dept and student instruments</p> <p>Computers – GarageBand</p> <p>Topic PPT and booklet</p> <p>Computers - Musescore</p>	<p>Appropriate piece/song selected for development.</p> <p>Know and apply some effective practice strategies: Setting aim, focus on specific aspect of technique, working in chunks, repeating, slower tempo, reflecting on progress.</p> <p>Composition skills: Understanding key terms and to apply them in a composition setting such as: Major or minor, harmonising a major scale 7th chords, secondary dominants, diminished chords Modulation, pivot chords, abrupt modulation Perfect/plagal/imperfect/interrupted cadences Key signatures Simple and compound time signatures Straight and dotted rhythms (including rests) Tied notes and starting on the offbeat Block chords, broken chords Retrograde, inversion, rhythmic augmentation and diminution Passing notes, auxiliary notes, inversion and retrograde AAB, ABA and AABA melodic structure Major and minor pentatonic scale</p>	<p>Reading processes used to follow notation.</p> <p>Subject specific terms Major or minor, harmonising a major scale 7th chords, secondary dominants, diminished chords Modulation, pivot chords, abrupt modulation Perfect/plagal/imperfect/interrupted cadences Key signatures Simple and compound time signatures Straight and dotted rhythms (including rests) Tied notes Block chords, broken chords Retrograde, inversion, rhythmic augmentation and diminution Passing notes, auxiliary notes, inversion and retrograde, melodic structure Major and minor pentatonic scale.</p> <p>Tier 2 words Analyse, notate, identify, create, dictate.</p>
Summer 1	<p>Area of Study 1 & 2: Baroque, Classical & Romantic Music and Blues & Jazz <i>1 lesson per fortnight</i></p> <p>Students will learn about the key musical features of Baroque,</p>	<p>GCSE style questions based on learning this term.</p>	<p>Listening questions</p>	<p>Topic PPT and booklet</p>	<p>Aural skills: Understanding key terms and elements to identify by ear and describe the following: Main instruments from instruments of the orchestra, describing the sonority of these instruments, basso continuo, ornamentation, contrapuntal texture, alberti bass, leitmotifs, thematic music, chromaticism, extended harmony.</p> <p>Understanding key terms and elements to identify by ear and describe the following: Main instruments from Blues & Jazz, describing the sonority of these instruments, 12-bar blues structure, walking bass line,</p>	<p>Subject specific terms Basso continuo, ornamentation, trills, grace notes, contrapuntal texture, alberti bass line, leitmotifs, thematic music, chromaticism, extended harmony, walking bass line, 12-bar blues, improvisation, blues scale, swing rhythms.</p> <p>Tier 2 words Analyse, notate, identify, create, dictate, describe, explain.</p>

	<p>Classical and Romantic music.</p> <p>Students will learn about the key musical features of Blues and Jazz music.</p> <p>Performance Skills Development <i>2 lessons per fortnight</i></p> <p>Students will develop their instrumental skills in an ensemble context.</p> <p>Composition Skills <i>2 lessons per fortnight</i></p> <p>Students will start composing their free composition NEA.</p>	<p>FAR feedback performance.</p> <p>Final performance.</p> <p>First steps FAR.</p> <p>Current composition submission.</p>	<p>Regular practice</p>	<p>Practice Rooms</p> <p>Dept and student instruments</p> <p>Computers – GarageBand</p> <p>Topic PPT and booklet</p> <p>Dept and student instruments</p> <p>Computers – Musescore</p>	<p>blues scale, improvisation, swing rhythms, head, front line, back line, extended harmonies.</p> <p>Appropriate piece/song selected for development.</p> <p>Know and apply some effective practice strategies: Setting aim, focus on specific aspect of technique, working in chunks, repeating, slower tempo, reflecting on progress.</p> <p>Composition skills: Applying the following compositional skills in their NEA:</p> <p>Major or minor, harmonising a major scale 7th chords, secondary dominants, diminished chords Modulation, pivot chords, abrupt modulation Perfect/plagal/imperfect/interrupted cadences Key signatures Simple and compound time signatures Straight and dotted rhythms (including rests) Tied notes and starting on the offbeat Block chords, broken chords Retrograde, inversion, rhythmic augmentation and diminution Passing notes, auxiliary notes, inversion and retrograde AAB, ABA and AABA melodic structure Major and minor pentatonic scale</p>	<p>Reading processes used to follow notation.</p> <p>Reading processes used to follow notation.</p> <p>Subject specific terms Major or minor, harmonising a major scale 7th chords, secondary dominants, diminished chords Modulation, pivot chords, abrupt modulation Perfect/plagal/imperfect/interrupted cadences Key signatures Simple and compound time signatures Straight and dotted rhythms (including rests) Tied notes Block chords, broken chords Retrograde, inversion, rhythmic augmentation and diminution Passing notes, auxiliary notes, inversion and retrograde, melodic structure Major and minor pentatonic scale.</p>
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Summer 2	Area of Study 4: Africa set work <i>2 lessons per fortnight</i> Students will analyse the song 'Africa' by Toto both musically and contextually.	GCSE style questions based on learning this term.	Listening questions	Topic PPT and booklet	Study skills: Understanding key terms and elements to identify by ear and describe the following: Background of Toto, societal climate at the time, influences for the song, composers, score reading, musical analysis using MAD TSHIRT TM and theoretical knowledge.	Subject specific terms <u>Rhythm</u> : Semiquaver, quaver, crotchet, minim, semibreve, rests, dotted rhythms, triplets, syncopation, tied notes. <u>Harmony</u> : Pentatonic scale, major & minor chords, inversions, modulation. <u>Melody</u> : Passing notes, auxiliary notes, wide/narrow range, counter melody, development. <u>Structure</u> : Verse-chorus form. <u>Tempo</u> : Allegro <u>Metre</u> : Cut common time <u>Dynamics</u> : Mezzo forte and forte. <u>Texture</u> : Melody & accompaniment. <u>Tonality</u> : Major Tier 2 words Analyse, notate, identify, create, dictate, describe, explain. Reading processes used to follow notation. Reading processes used to follow notation.
	Performance Skills Development <i>1 lesson per fortnight</i> Students will develop their instrumental skills in an ensemble context by performing the verse & chorus of Africa by Toto.	Final performance.	Regular practice	Practice Rooms Dept and student instruments Computers – GarageBand	Appropriate part selected for learning. Know and apply some effective practice strategies: Setting aim, focus on specific aspect of technique, working in chunks, repeating, slower tempo, reflecting on progress.	
	Composition Skills <i>2 lessons per fortnight</i> Students will continue composing their free composition NEA.	Current composition FAR. Final submission.		Topic PPT and booklet Dept and student instruments Computers – Musescore	Composition skills: Applying the following compositional skills in their NEA: Major or minor, harmonising a major scale 7 th chords, secondary dominants, diminished chords Modulation, pivot chords, abrupt modulation Perfect/plagal/imperfect/interrupted cadences Key signatures Simple and compound time signatures Straight and dotted rhythms (including rests) Tied notes and starting on the offbeat Block chords, broken chords	Subject specific terms Major or minor, harmonising a major scale 7 th chords, secondary dominants, diminished chords Modulation, pivot chords, abrupt modulation Perfect/plagal/imperfect/interrupted cadences Key signatures Simple and compound time signatures Straight and dotted rhythms (including rests)

					Retrograde, inversion, rhythmic augmentation and diminution Passing notes, auxiliary notes, inversion and retrograde AAB, ABA and AABA melodic structure Major and minor pentatonic scale	Tied notes Block chords, broken chords Retrograde, inversion, rhythmic augmentation and diminution Passing notes, auxiliary notes, inversion and retrograde, melodic structure Major and minor pentatonic scale.
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