

Year 11 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 11: This year has a big focus on NEA work with performances planned to be recorded by Christmas. Compositions will be ongoing and completed by Easter. The appraising exam will take place in the summer term, so focus will start with studying the second set work 'Badinerie'. Alongside this, students will deepen their MAT TSHIRT TM knowledge by learning how to successfully answer the 10-mark question. Following their PPE1, students will critically evaluate their progress and create their own revision plan to aid progression and better knowledge in readiness for their GCSE exam.

YEAR 11

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Autumn 1	<p>Area of Study 1: Badinerie set work <i>2 lessons per fortnight</i></p> <p>Students will analyse the piece of music 'Badinerie' by Bach both musically and contextually.</p>	GCSE style questions based on learning this term.	Listening and contextual questions	<p>Topic PPT and booklet</p> <p>Dept and student instruments</p>	<p>Study skills: Understanding key terms and elements to identify by ear and describe the following: Background of J.S. Bach, societal climate at the time, influences from other composers, score reading, musical analysis using MAT TSHIRT TM and theoretical knowledge.</p>	<p>Subject specific terms <u>Rhythm:</u> Semiquaver, quaver, crotchet, minim, semibreve, rests, dotted rhythms, triplets, syncopation, tied notes. <u>Harmony:</u> Minor scale, major & minor chords, inversions, modulation. <u>Melody:</u> Passing notes, auxiliary notes, wide/narrow range, counter melody, development. <u>Structure:</u> Binary form. <u>Tempo:</u> Allegro <u>Metre:</u> 2/4 time <u>Dynamics:</u> Forte <u>Texture:</u> Melody & accompaniment and Polyphonic <u>Tonality:</u> Minor & Major</p> <p>Tier 2 words Analyse, notate, identify, create, dictate, describe, explain.</p> <p>Reading processes used to follow notation.</p>

	Performance Skills Development <i>1 lesson per fortnight</i> Students will rehearse and record their solo performance for their NEA.	FAR feedback performance. Final performance.	Regular practice	Practice Rooms Dept and student instruments Computers - GarageBand	Appropriate piece/song selected for recording. 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.
	Composition NEA <i>2 lessons per fortnight</i> Students will recap key composition techniques from Y10. Students will start composing their set brief composition.	Initial ideas of their set brief composition. Development of their set brief composition. Composition task based on composition skills.	Composition ideas.	Topic PPT and booklet Dept and student instruments	Composition skills: <ul style="list-style-type: none"> • Chord progressions • Modulation • Cadences • Secondary Dominants • Diminished & Auxiliary chords • Inversions • Melody writing • Counter Melody • Writing to Lyrics • Melodic structure • Composing in a compound time signature • Syncopated rhythms • Triplets 	Subject specific terms <u>Rhythm</u> : Semiquaver, quaver, crotchet, minim, semibreve, rests, dotted rhythms, triplets, syncopation, tied notes. <u>Harmony</u> : Minor scale, major & minor chords, inversions, modulation. <u>Melody</u> : Passing notes, auxiliary notes, wide/narrow range, counter melody, development. <u>Structure</u> : Binary form. <u>Tempo</u> : Allegro <u>Metre</u> : 2/4 time <u>Dynamics</u> : Forte <u>Texture</u> : Melody & accompaniment and Polyphonic <u>Tonality</u> : Minor & Major Tier 2 words Analyse, notate, identify, create, dictate, describe, explain. Reading processes used to follow notation.
Autumn 2	10-mark question <i>2 lessons per fortnight</i> Students will learn how to use MAD TSHIRT TM to answer the 10-mark question on the exam paper.	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: Melody, articulation, dynamics, texture, structure, harmony, instrumentation & sonority, rhythm, tempo, tonality and metre. Analysis skills: Understanding how to articulate findings using musical terminology.	Subject specific terms <u>Rhythm</u> : Semiquaver, quaver, crotchet, minim, semibreve, rests, dotted rhythms, triplets, syncopation, tied notes. <u>Harmony</u> : Scales, major & minor chords, inversions, modulation. <u>Melody</u> : Passing notes, auxiliary notes, wide/narrow range, counter melody, development. <u>Structure</u> : Binary, ternary, rondo. <u>Tempo</u> : Allegro, andante and adagio. <u>Metre</u> : Straight and compound <u>Dynamics</u> : From pianissimo to fortissimo and all in-between

						<p><u>Texture:</u> Melody & accompaniment, monophonic, polyphonic & call 7 response.</p> <p><u>Tonality:</u> Major & minor</p> <p>Tier 2 words Analyse, notate, identify, create, dictate, describe, explain.</p>
	<p>Performance NEA <i>1 lesson per fortnight</i></p> <p>Students will rehearse and record their ensemble performance for their NEA.</p>	<p>FAR feedback performance.</p> <p>Final performance.</p>	Regular practice	<p>Practice Rooms</p> <p>Dept and student instruments</p> <p>Computers - GarageBand</p>	<p>Appropriate piece/song selected for recording.</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>	Reading processes used to follow notation.

	<p>Composition NEA <i>2 lessons per fortnight</i></p> <p>Students will complete their set brief composition.</p>	Development of their set brief composition.	Composition ideas	<p>Topic PPT and booklet</p> <p>Dept and student instruments</p>	<p>Composition skills:</p> <ul style="list-style-type: none"> • Chord progressions • Modulation • Cadences • Secondary Dominants • Diminished & Auxiliary chords • Inversions • Melody writing • Counter Melody • Writing to Lyrics • Melodic structure • Composing in a compound time signature • Syncopated rhythms • Triplets 	<p>Subject specific terms</p> <p><u>Rhythm</u>: Semiquaver, quaver, crotchet, minim, semibreve, rests, dotted rhythms, triplets, syncopation, tied notes.</p> <p><u>Harmony</u>: Minor scale, major & minor chords, inversions, modulation.</p> <p><u>Melody</u>: Passing notes, auxiliary notes, wide/narrow range, counter melody, development.</p> <p><u>Structure</u>: Binary form.</p> <p><u>Tempo</u>: Allegro</p> <p><u>Metre</u>: 2/4 time</p> <p><u>Dynamics</u>: Forte</p> <p><u>Texture</u>: Melody & accompaniment and Polyphonic</p> <p><u>Tonality</u>: Minor & Major</p> <p>Tier 2 words</p> <p>Analyse, notate, identify, create, dictate, describe, explain.</p> <p>Reading processes used to follow notation.</p>
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Spring 1	Exam Prep <i>2 lessons per fortnight</i> Students will continue to deepen and develop their current knowledge of the exam in readiness for PPE2.	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: Melody, articulation, dynamics, texture, structure, harmony, instrumentation & sonority, rhythm, tempo, tonality and metre. Analysis and aural skills: Understanding how to articulate findings using musical terminology.	Subject specific terms <u>Rhythm</u> : Semiquaver, quaver, crotchet, minim, semibreve, rests, dotted rhythms, triplets, syncopation, tied notes. <u>Harmony</u> : Scales, major & minor chords, inversions, modulation. <u>Melody</u> : Passing notes, auxiliary notes, wide/narrow range, counter melody, development. <u>Structure</u> : Binary, ternary, rondo. <u>Tempo</u> : Allegro, andante and adagio. <u>Metre</u> : Straight and compound <u>Dynamics</u> : From pianissimo to fortissimo and all in-between <u>Texture</u> : Melody & accompaniment, monophonic, polyphonic & call 7 response. <u>Tonality</u> : Major & minor Tier 2 words Analyse, notate, identify, create, dictate, describe, explain. Reading processes used to follow notation.
	Composition NEA <i>2 lessons per fortnight</i> Students will revisit their free composition and carry on developing their NEA.	Development of their free composition.	Composition ideas	Topic PPT and booklet Dept and student instruments	Composition skills: <ul style="list-style-type: none"> • Chord progressions • Modulation • Cadences • Secondary Dominants • Diminished & Auxiliary chords • Inversions • Melody writing • Counter Melody • Writing to Lyrics • Melodic structure • Composing in a compound time signature • Syncopated rhythms • Triplets 	Subject specific terms <u>Rhythm</u> : Semiquaver, quaver, crotchet, minim, semibreve, rests, dotted rhythms, triplets, syncopation, tied notes. <u>Harmony</u> : Minor scale, major & minor chords, inversions, modulation. <u>Melody</u> : Passing notes, auxiliary notes, wide/narrow range, counter melody, development. <u>Structure</u> : Binary form. <u>Tempo</u> : Allegro <u>Metre</u> : 2/4 time <u>Dynamics</u> : Forte <u>Texture</u> : Melody & accompaniment and Polyphonic <u>Tonality</u> : Minor & Major Tier 2 words Analyse, notate, identify, create, dictate, describe, explain.

Spring 2	Exam Prep <i>2 lessons per fortnight</i> Students will continue to deepen and develop their current knowledge of the exam after completing their PPE2 exam.	GCSE style questions based on learning this term.	Listening questions	Topic PPT and booklet	Key Elements they will be learning from MAD TSHIRT TM: Melody, articulation, dynamics, texture, structure, harmony, instrumentation & sonority, rhythm, tempo, tonality and metre. Analysis and aural skills: Understanding how to articulate findings using musical terminology.	Subject specific terms <u>Rhythm</u> : Semiquaver, quaver, crotchet, minim, semibreve, rests, dotted rhythms, triplets, syncopation, tied notes. <u>Harmony</u> : Scales, major & minor chords, inversions, modulation. <u>Melody</u> : Passing notes, auxiliary notes, wide/narrow range, counter melody, development. <u>Structure</u> : Binary, ternary, rondo. <u>Tempo</u> : Allegro, andante and adagio. <u>Metre</u> : Straight and compound <u>Dynamics</u> : From pianissimo to fortissimo and all in-between <u>Texture</u> : Melody & accompaniment, monophonic, polyphonic & call 7 response. <u>Tonality</u> : Major & minor Tier 2 words Analyse, notate, identify, create, dictate, describe, explain. Reading processes used to follow notation.
	Composition Skills <i>2 lessons per fortnight</i> Students will complete their free composition and this their NEA for the composition unit.	Development of their free composition.	Composition ideas	Topic PPT and booklet Computers - Musescore	Composition skills: <ul style="list-style-type: none"> • Chord progressions • Modulation • Cadences • Secondary Dominants • Diminished & Auxiliary chords • Inversions • Melody writing • Counter Melody • Writing to Lyrics • Melodic structure • Composing in a compound time signature • Syncopated rhythms • Triplets 	Subject specific terms <u>Rhythm</u> : Semiquaver, quaver, crotchet, minim, semibreve, rests, dotted rhythms, triplets, syncopation, tied notes. <u>Harmony</u> : Minor scale, major & minor chords, inversions, modulation. <u>Melody</u> : Passing notes, auxiliary notes, wide/narrow range, counter melody, development. <u>Structure</u> : Binary form. <u>Tempo</u> : Allegro <u>Metre</u> : 2/4 time <u>Dynamics</u> : Forte <u>Texture</u> : Melody & accompaniment and Polyphonic <u>Tonality</u> : Minor & Major Tier 2 words Analyse, notate, identify, create, dictate, describe, explain.

Summer 1	Exam Prep <i>5 lessons per fortnight</i> Students will continue to deepen and develop their current knowledge in preparation for their exam.	GCSE style questions based on learning this term.	Listening questions	Topic PPT and booklet	Key Elements they will be learning from MAD TSHIRT TM: Melody, articulation, dynamics, texture, structure, harmony, instrumentation & sonority, rhythm, tempo, tonality and metre. Analysis and aural skills: Understanding how to articulate findings using musical terminology.	Subject specific terms <u>Rhythm</u> : Semiquaver, quaver, crotchet, minim, semibreve, rests, dotted rhythms, triplets, syncopation, tied notes. <u>Harmony</u> : Scales, major & minor chords, inversions, modulation. <u>Melody</u> : Passing notes, auxiliary notes, wide/narrow range, counter melody, development. <u>Structure</u> : Binary, ternary, rondo. <u>Tempo</u> : Allegro, andante and adagio. <u>Metre</u> : Straight and compound <u>Dynamics</u> : From pianissimo to fortissimo and all in-between <u>Texture</u> : Melody & accompaniment, monophonic, polyphonic & call 7 response. <u>Tonality</u> : Major & minor Tier 2 words Analyse, notate, identify, create, dictate, describe, explain. Reading processes used to follow notation.
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