



<b>Overview</b>	<p>Eduqas Music GCSE enables learners to develop their performance (as solo and ensemble musicians, communicating musically with fluency), composing (organise musical ideas and make use of appropriate resources using technology) as well as listening and appraising skills. Through the study of set pieces and areas of study, students develop their appreciation of music in terms of the variety of styles, traditions, variety of instrumental styles and analysis of musical features and device studied.</p> <p>Year 10 is focussed on the development of skills, knowledge and understanding and the course is taught in a synoptic style. Year 11 focusses on the submission of performance programme pieces (30%), two compositions (one free choice and one to a brief, 30%) and the final external listening and appraising exam (40%).</p> <p>All lessons begin with a 'do it now' / memory platform style activity using whiteboards or other, and then the main body of lessons is either analysis or recall and retrieval of 'Badinerie' Bach and 'Africa' Toto, aural exercises and activities linked to melodic dictation, general theory, musical features and devices linked to areas of study, Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music or the facilitation of coursework, ending with an exit ticket where applicable.</p>
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<b>Autumn Term</b>	<p><b>Term 1A</b></p> <ul style="list-style-type: none"> <li>■ Introduction, recall and retrieval of musical features and devices, (elements of music) through practical exercises, listening and other.</li> <li>■ E.g. Samba class performance (rhythm and metre, tempo). iMac research (Identifying instruments of the orchestra, Instrumental, vocal techniques). Writing a chord structure (harmony, tonality)</li> <li>■ Introduction to performance through individual practice sessions, course criteria, looking at how we practice.</li> </ul>	<b>Assessment</b>
	<p><b>Term 1B</b></p> <ul style="list-style-type: none"> <li>■ Recall, retrieval and further exploration of areas covered so far through listening exercises (Rhinegold Green Booklet, Focus on Sound), quiz-based activities (Dynamics, Rhythm, Tempo, Instrumentation, Timbre, Tonality and Harmony). Textures, Orchestral Eras and Bhangra music included.</li> <li>■ Performance sessions continued using course criteria, previous model performances to shape good practice routines. Additional ensemble opportunities established leading to winter concerts / event opportunities.</li> <li>■ Composition sessions, previous 8 bar chord progression, writing a simple diatonic melody, reminder using Logic Pro X, introducing film music, instrumental choices, ternary structure(s), texture(s) through composition. Exploring Qu 5 and 6 of the listening paper.</li> </ul>	

<b>Spring Term</b>	<ul style="list-style-type: none"> <li>■ Introduction to Popular Music set work, 'Africa' by Toto. Learning how to recognise key, chord/ harmonic structures, melodic features, instrumental and timbral features. Detailed analysis of each section, Intro, Verse, Link, Chorus etc. Quizzes, activities, past paper questions to reinforce learning, retrieval and recall exercises.</li> <li>■ Past paper style questions, including long response questions. Recall, retrieval and further exploration of areas of study covered so far through DRSMITH, musical features and devices.</li> <li>■ Continuation of film music experiment composition. Development of musical ideas to create a ternary structure piece, further exploration of melody etc.</li> </ul>	<b>Assessment</b>
	<ul style="list-style-type: none"> <li>■ Frequent 1:1 and whole class verbal feedback</li> <li>■ Mini assessments, terminology tests</li> <li>■ Homework quizzes in Focus on Sound</li> <li>■ Class discussion</li> <li>■ Reflection in trackers completed.</li> </ul>	

Spring Term	<ul style="list-style-type: none"> <li>■ How to write a melody, specific sessions looking at the different ways we can write a melody.</li> <li>■ Melodic Dictation and intervals, aural exercises embedded.</li> <li>■ Start free choice composition based on previous starting points in term 1 and 2</li> <li>■ Performance sessions continued using course criteria, previous model performances to shape good practice routines. Additional ensemble opportunities explored.</li> </ul>	
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Summer Term	<p><b>Term 3A</b></p> <ul style="list-style-type: none"> <li>■ Introduction to Musical Forms and Devices set work, ‘Badinerie’ by Bach. Learning how to read/ analyse harmonically, treble, bass and alto clef reading, patterns in notation, study of patterns / motivic and harmonic development and everything else in between.</li> <li>■ Recall and retrieval of musical features and devices linked to areas of study, Musical Forms and Device, Music for Ensemble, Film Music and Popular Music as well as set work ‘Africa’ by Toto. Further exploration of aural exercises, activities linked to melodic dictation and general theory given the Badinerie set work analysis.</li> <li>■ Continuation of free choice composition. 1:1 and whole class support as students take ownership and individuality takes prominence.</li> </ul>	<b>Assessment</b>
	<p><b>Term 3B</b></p> <ul style="list-style-type: none"> <li>■ Preparation for listening and appraising exam (50% year 10) past papers, continuation of analysis, recall and retrieval of ‘Badinerie’ Bach and ‘Africa’ Toto, aural exercises and activities linked to melodic dictation, general theory, musical features and devices linked to areas of study, Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music</li> <li>■ Preparation for solo / ensemble performance mock exam (50% year 10)</li> <li>■ Continuation of free choice composition. 1:1 and whole class support as students take ownership and individuality takes prominence. First draft hand in at the end of year 10.</li> </ul>	<ul style="list-style-type: none"> <li>■ Frequent verbal feedback</li> <li>■ Mini assessments, terminology tests</li> <li>■ Homework quizzes in Focus on Sound</li> <li>■ Class discussion</li> <li>■ 1:1 VT composition feedback</li> <li>■ Mock performance 1:1 feedback</li> <li>■ Mock listening and appraising exam 1:1 feedback</li> <li>■ Reflection in trackers completed</li> </ul>

<b>Useful Resources for Supporting Your Child at Home:</b>	<b>Homework:</b>
<ul style="list-style-type: none"> <li>■ TEAMS – all lesson PowerPoint and resources are posted on the Year 10 Music page.</li> <li>■ Focus on Sound Web browser-based revision aid.</li> <li>■ Past paper and bespoke revision booklets, student copies in folders and at home</li> <li>■ Students need to expose themselves to as many styles, genres and traditions of music and experience through media / live platforms wherever possible.</li> <li>■ Students need space and time to practice on their principal instrument, encouragement to practice 5x 30mins a week.</li> <li>■ Wherever possible, investment in 1:1 specialist provision.</li> </ul>	<ul style="list-style-type: none"> <li>■ Homework is posted on teams each week, e.g. revision of terms, to complete a Focus on Sound module, complete past paper question.</li> <li>■ <b>Practice principal instrument, on average 4-5x20mins weekly</b></li> <li>■ KS4 Music intervention available after school</li> </ul>