



Overview	<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>
-----------------	--

Autumn Term	<p>Term 1A</p> <ul style="list-style-type: none"> Recall and retrieval of 'Badinerie' Bach and 'Africa' Toto, aural exercises, activities, past paper questions, 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. Completion of Badinerie analysis, in depth harmonic analysis. E.g., Neapolitan 6th, 4-3 suspensions, secondary dominants. Continuation of free choice composition. 1:1 and whole class support as students take ownership and individuality takes prominence. First draft now complete, reflection from teacher assessment, action points made. Preparation, solo / ensemble performance exam in Nov / Dec next term. Reminder, course criteria, looking at how we practice. 	Assessment
	<p>Term 1B</p> <ul style="list-style-type: none"> Recall and retrieval of 'Badinerie' Bach and 'Africa' Toto, aural exercises, activities, past paper questions, 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. Continuation of free choice composition. 1:1 and whole class support as students take ownership and individuality takes prominence. Second draft now complete, reflection from teacher assessment, action points made. Begin composition to a brief based on potential starting points, tool kit of ideas. Preparation, solo / ensemble performance exam this half term. Reminder, course criteria, looking at how we practice. 	

Spring Term	<p>Term 2A</p> <ul style="list-style-type: none"> Recall and retrieval of 'Badinerie' Bach and 'Africa' Toto, aural exercises, activities, past paper questions, 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. Composition to a brief based on potential starting points, in full swing and takes precedence. 1:1 and whole class support as students take ownership and individuality takes prominence. First draft now coming to fruition, reflection from teacher assessment, action points made. 	Assessment

Spring Term	<ul style="list-style-type: none"> ■ Continuation of free choice composition, final last-minute touches. ■ Preparation, ensemble performance exam next half term. Organisation of musicians, music and logistics. Reminder, course criteria, looking at how we practice. 	<ul style="list-style-type: none"> ■ Focus on Sound ■ Class discussion ■ Reflection in trackers completed ■ Frequent 1:1 and whole class verbal feedback ■ Mini assessments, mainly past paper qu.
	<p>Term 2B</p> <ul style="list-style-type: none"> ■ Recall and retrieval of 'Badinerie' Bach and 'Africa' Toto, aural exercises, activities, past paper questions, 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. ■ Both compositions, from starting points and developmental sections, now coming to a finish, 1:1 and whole class support as students take ownership and individuality takes prominence. Annotations and composition reflection begins. ■ Ensemble performance exam this half term. Organisation of musicians, music and logistics. 	<ul style="list-style-type: none"> ■ Focus on Sound ■ Class discussion ■ Reflection in trackers completed.

Summer Term	<p>Term 3A</p> <ul style="list-style-type: none"> ■ Final completion of free choice (15%) and composition to a brief (15%) with annotations ■ Completion of NEA paperwork and log for composition to a brief ■ Final Submission of performances (4-6min programme of music, 30%) ■ Declaration of NEA marks and moderation process, candidates to sign. ■ Final preparation lessons for Listening and Appraising paper (40%). 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. ■ Depending in timing of Listening and Appraising exam, extra revision sessions in place. 	Assessment
	<p>Term 3B</p> <ul style="list-style-type: none"> ■ Completion of course 	<ul style="list-style-type: none"> ■ Frequent 1:1 and whole class verbal feedback ■ Mini assessments, mainly past paper qu. ■ Focus on Sound ■ Class discussion ■ Reflection in trackers completed.

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