



MUSIC (EDUQAS GCSE)

YEAR 10

THE ELEMENTS OF MUSIC		
SOLO PERFORMANCE / HOW TO COMPOSE		
Autumn Term 1	Composites: To know that music can be described through understanding the elements of music To know that there are different types of notation to read, write and compose music To know that melody is the main part of the song To know that Instrumentation(sonority) is the instruments, articulations and techniques used by them To know that rhythm is different note values put together To know that performances are effective when they consider technical control, expression and interpretation To know how to identify and describe the elements of music To know how to read music using different types of notation To know how to identify, describe and evaluate different melodic devices in listening, performing and composing tasks	Key Vocabulary: Stave notation Bass Clef Treble Clef Melody Instrumentation Rhythm

To **know how to** identify, describe and evaluate different instrumentation in listening, performing and composing tasks
To **know how to** identify, describe and evaluate different rhythmic devices in listening, performing and composing tasks
To **know how to** identify, describe and evaluate different musical styles in listening, performing and composing tasks

Assessment:

Exam style listening questions on 3 x unfamiliar listening pieces.

ILS:

Using knowledge organisers create:

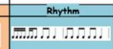
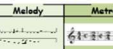
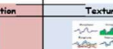
- Flashcards
- Knowledge drop
- Mind map
- Practice key vocabulary definitions
- Solo Performance practice at least 1 hour per week.
- Graded music theory booklets (See Miss Graham to get one)

How to help at home

-Support your child to practice their instruments

-Ask pupils to identify different musical elements in any piece of music you hear on the radio / TV / Film

Musical Elements:

D	R	S	M	I	T	H
Dynamics	Rhythm	Structure	Melody	Instrumentation	Texture	Harmony
						
The volume of the music	Different notes played together	The order of the music	The main part of a song	The instruments being played	The number of parts/voices playing at once	Whether the music is major, minor or neutral
			Time Signature			

Dynamics

Rhythm

Wider reading:

BBC bitesize - KS4 Eduqas music

Musictheory.net

Youtube Set work and general Eduqas Theory

Eduqas Revision Guide: Jan Richards Illuminate

Publishing [WJEC/Eduqas GCSE Music Revision Guide](#)

- Revised Edition : Richards, Jan: [Amazon.co.uk:](#)

Books



Structure Metre Melody Instrumentation Texture Timbre Tonality Harmony -Ask your child to write in a sentence at home how a certain element of music is being used and describe What is happening, Where (instruments, start, middle. End) and effect on the listening / audience.	
SMSC Spiritual: Students express emotions, ideas and personal identity through composing and performing. They reflect on how the elements of music (melody, harmony, rhythm, texture, timbre, dynamics, structure and tonality) communicate mood and meaning. Solo performance encourages confidence, resilience and personal achievement Moral: Students develop self-discipline through regular practice, respond positively to feedback and demonstrate academic honesty by creating original compositions. They learn to respect copyright, acknowledge influences and evaluate music fairly and constructively. Social: Students perform to their peers, developing confidence, communication and presentation skills. Through peer assessment and discussion they learn to give and receive constructive feedback	Careers Links: Composer / Arranger Musician Music teacher Vocal teacher Conductor Events Manager Concert Manager Piano Accompanist Session musician Team leader musicologist Chorister Instrumental teacher Journalist



	respectfully, supporting each other's musical progress. Composition workshops encourage collaboration and sharing of creative ideas. Cultural: Students explore music from different cultures, genres and historical periods, recognising how the elements of music vary across traditions. They appreciate diverse musical styles and understand how music reflects different communities, identities and historical contexts.	Band leader Conductor music therapist Radio DJ TV Presenter
Autumn Term 2	THE ELEMENTS OF MUSIC SOLO PERFORMANCE / HOW TO COMPOSE	
	Composites: To know that performances are effective when they consider technical control, expression and interpretation To know that there are different types of notation to read, write and compose music To know that dynamics is the volume of the music To know that structure is the order of the music To know that tonality is whether the music is major, minor or none To know that tempo is the speed of the music To know that texture is the layer / parts playing To know that harmony is how different notes are combined to create a 'chord' To know that all musical styles / genres have distinctive features To know how to perform showing technical control, expression and interpretation	Key Vocabulary: Stave notation Bass Clef Treble Clef Dynamics structure Tonality Tempo Texture Harmony



	To know how to read music using different types of notation To know how to identify, describe and evaluate different dynamics in listening, performing and composing tasks To know how to identify, describe and evaluate different forms and structures in listening, performing and composing tasks To know how to identify, describe and evaluate different tonalities in listening, performing and composing tasks To know how to identify, describe and evaluate different tempos in listening, performing and composing tasks To know how to identify, describe and evaluate different textures in listening, performing and composing tasks To know how to identify, describe and evaluate different harmonic devices in listening, performing and composing tasks	
	Assessment: Solo Performance recording Composing a 32 bar melody and accompaniment	ILS: Using knowledge organisers create: • Flashcards • Knowledge drop • Mind map • Practice key vocabulary definitions • Solo Performance practice at least 1 hour per week. • Graded music theory booklets (See Miss Graham to get one)
	How to help at home -Support your child to practice their instruments -Ask pupils to identify different musical elements in any piece of music you hear on the radio / TV / Film	Wider reading: BBC bitesize - KS4 Eduqas music Musictheory.net Youtube Set work and general Eduqas Theory

D	R	S	M	I	T	H			
Dynamics	Rhythm	Structure	Melody	Metre	Instrumentation	Texture	Tempo	Tonality	Harmony
									
The volume of the music	Different note values put together	The order of the music	The main part of a song	Time Signature	The instruments being played	The number of parts/people playing at once	The speed of the music	Whether the music is major, minor or else	Notes combined to create chords

- Dynamics
- Rhythm
- Structure
- Metre
- Melody
- Instrumentation
- Texture
- Timbre
- Tonality
- Harmony

-Ask your child to write in a sentence at home how a certain element of music is being used and describe What is happening, Where (instruments, start, middle. End) and effect on the listening / audience.

SMSC

Spiritual: Students express emotions, ideas and personal identity through composing and performing. They reflect on how the elements of music (melody, harmony, rhythm, texture, timbre, dynamics, structure and tonality) communicate mood and meaning. Solo performance encourages confidence, resilience and personal achievement

Eduqas Revision Guide: Jan Richards Illuminate
Publishing [WJEC/Eduqas GCSE Music Revision Guide](#)
- Revised Edition : Richards, Jan: [Amazon.co.uk:](#)
[Books](#)

Careers Links:

Composer / Arranger
Musician
Music teacher
Vocal teacher
Conductor
Events Manager
Concert Manager



	Moral: Students develop self-discipline through regular practice, respond positively to feedback and demonstrate academic honesty by creating original compositions. They learn to respect copyright, acknowledge influences and evaluate music fairly and constructively. Social: Students perform to their peers, developing confidence, communication and presentation skills. Through peer assessment and discussion they learn to give and receive constructive feedback respectfully, supporting each other's musical progress. Composition workshops encourage collaboration and sharing of creative ideas. Cultural: Students explore music from different cultures, genres and historical periods, recognising how the elements of music vary across traditions. They appreciate diverse musical styles and understand how music reflects different communities, identities and historical contexts.	Piano Accompanist Session musician Team leader musicologist Chorister Instrumental teacher Journalist Band leader Conductor music therapist Radio DJ TV Presenter
Spring Term 1	AOS 1: FORM AND DEVICES SOLO PERFORMANCE	
	Composites: To know that there are different types of notation to read, write and compose music To know that the Baroque period was from 1600-1750 To know that the classical period was from 1750-1830 To know that the Romantic period was from 1830-1910 To know that performances are effective when they consider technical control, expression and interpretation	Key Vocabulary: Baroque Classical Romantic Form Structure Musical Devices Scales Chords Cadences



	To know how to read music using different types of notation To know how to identify, describe and evaluate music from the Baroque period in listening, performing and composing tasks To know how to identify, describe and evaluate music from the classical period in listening, performing and composing tasks To know how to identify, describe and evaluate music from the Romantic period in listening, performing and composing tasks To know how to perform showing technical control, expression and interpretation	
	Assessment: Mock Listening Exam AOS 1: Form and Devices Mock Solo performance recording Mock Composition in response to a brief	ILS: Using knowledge organisers create: • Flashcards • Knowledge drop • Mind map • Practice key vocabulary definitions • Solo Performance practice at least 1 hour per week. • Graded music theory booklets (See Miss Graham to get one)
	How to help at home -Support your child to practice their instruments -Ask pupils to identify different musical elements in any piece of music you hear on the radio / TV / Film Musical Elements:	Wider reading: BBC bitesize - KS4 Eduqas music Musictheory.net Youtube Set work and general Eduqas Theory Eduqas Revision Guide: Jan Richards Illuminate Publishing WJEC/Eduqas GCSE Music Revision Guide - Revised Edition : Richards, Jan: Amazon.co.uk: Books

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Dynamics
Rhythm
Structure
Metre
Melody
Instrumentation
Texture
Timbre
Tonality
Harmony

-Ask your child to write in a sentence at home how a certain element of music is being used and describe What is happening, Where (instruments, start, middle. End) and effect on the listening / audience.

SMSC

Spiritual: Students express emotions and personal identity through solo performance. They reflect on how composers communicate mood using musical forms (binary, ternary, rondo, theme and variations) and devices such as sequence, imitation and pedal. Performing encourages confidence, resilience and self-expression

Moral: Students develop honesty when evaluating their own performances and giving constructive feedback to others. They learn the importance of commitment, practice and respecting copyright and composers' intentions.

Careers Links:

Composer / Arranger
Musician
Music teacher
Vocal teacher
Conductor
Events Manager
Concert Manager
Piano Accompanist
Session musician



	Social: Although performing solo, students support classmates by listening respectfully, offering peer assessment and encouraging one another. They develop confidence performing in front of an audience and learn how performers communicate with listeners. There are also opportunities for communication in small group practice of pieces in different styles when learning about the different periods of Western Traditional Music Cultural: Students explore music from the Western Classical Tradition (the focus of Eduqas Area of Study 1) and recognise how forms such as minuet and trio, theme and variations, rondo and sonata form developed across different historical periods. They compare these traditions with music they already know from other cultures and genres.	Team leader musicologist Chorister Instrumental teacher Journalist Band leader Conductor music therapist Radio DJ TV Presenter
Spring Term 2	AOS 1: FORM AND DEVICES SOLO PERFORMANCE / COMPOSITION	
	Composites: To know that compositions are effective when they show development of musical ideas with technical control and coherence To know that performances are effective when they consider technical control, expression and interpretation To know how to compose with development of musical ideas with technical control and coherence	Key Vocabulary: Baroque Classical Romantic Form Structure Musical Devices Scales



	To know how to perform showing technical control, expression and interpretation	Chords Cadences																																						
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	Texture Timbre Tonality Harmony -Ask your child to write in a sentence at home how a certain element of music is being used and describe What is happening, Where (instruments, start, middle. End) and effect on the listening / audience.	
	SMSC Spiritual: Students express emotions and personal identity through solo performance. They reflect on how composers communicate mood using musical forms (binary, ternary, rondo, theme and variations) and devices such as sequence, imitation and pedal. Performing encourages confidence, resilience and self-expression Moral: Students develop honesty when evaluating their own performances and giving constructive feedback to others. They learn the importance of commitment, practice and respecting copyright and composers' intentions. Social: Although performing solo, students support classmates by listening respectfully, offering peer assessment and encouraging one another. They develop confidence performing in front of an audience and learn how performers communicate with listeners. There are also opportunities for communication in small group practice of pieces in different styles when learning about the different periods of Western Traditional Music	Careers Links: Composer / Arranger Musician Music teacher Vocal teacher Conductor Events Manager Concert Manager Piano Accompanist Session musician Team leader musicologist Chorister Instrumental teacher Journalist Band leader Conductor music therapist Radio DJ



	Cultural: Students explore music from the Western Classical Tradition (the focus of Eduqas Area of Study 1) and recognise how forms such as minuet and trio, theme and variations, rondo and sonata form developed across different historical periods. They compare these traditions with music they already know from other cultures and genres.	TV Presenter
Summer Term 1	AOS 2: MUSIC FOR ENSEMBLE ENSEMBLE PERFORMANCE	
	Composites: To know that ensemble music covers a range of styles and focusses on musician interaction, texture and harmony To know that performances are effective when they consider technical control, expression and interpretation To know that compositions are effective when they show development of musical ideas with technical control and coherence To know how to identify, describe and evaluate ensemble music in listening, performing and composing tasks To know how to compose with development of musical ideas with technical control and coherence To know how to perform showing technical control, expression and interpretation	Key Vocabulary: Ensemble Texture Jazz Chamber music Musical Theatre SATB
	Assessment:	ILS: Using knowledge organisers create: Flashcards



Aos 2: Listening Exam

- Knowledge drop
- Mind map
- Practice key vocabulary definitions
- Ensemble Performance practice of own part for at least 1 hour per week.
- Graded music theory booklets (See Miss Graham to get one)

How to help at home

-Support your child to practice their instruments

-Ask pupils to identify different musical elements in any piece of music you hear on the radio / TV / Film

Musical Elements:

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Dynamics	Rhythm	Structure	Melody	Metre	Instrumentation	Texture	Tempo	Tonality	Harmony
									
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Dynamics

Rhythm

Structure

Metre

Melody

Instrumentation

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Timbre

Tonality

Harmony

Wider reading:

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Books



	- Ask your child to write in a sentence at home how a certain element of music is being used and describe What is happening, Where (instruments, start, middle. End) and effect on the listening / audience.	
	SMSC Spiritual: Appreciating how music expresses emotions, identity and beliefs. Listening to chamber music, jazz ensembles and musical theatre encourages reflection on mood, meaning and personal responses. Students consider how musicians communicate feelings without words Moral: Respecting different musical traditions and recognising the importance of giving credit to composers and performers. Discussing appropriate audience behaviour and the responsibilities of performers working as a team. Social: A major focus of AoS 2. Students develop teamwork, communication, leadership and listening skills through ensemble rehearsals. They learn to compromise, support others, keep a steady pulse together and evaluate performances constructively. Cultural: Exploring music from different historical periods and cultures, such as chamber music, jazz combos, folk groups, musical theatre, samba or African drumming. Students develop an appreciation of musical diversity and understand how ensembles reflect different cultural traditions.	Careers Links: Composer / Arranger Musician Music teacher Vocal teacher Conductor Events Manager Concert Manager Piano Accompanist Session musician Team leader musicologist Chorister Instrumental teacher Journalist Band leader Conductor music therapist Radio DJ TV Presenter
Summ	AOS 3: FILM MUSIC ENSEMBLE PERFORMANCE / FREE COMPOSITION	



	Composites: To know that film music centres on creating mood and atmosphere for the audience through underscoring and leitmotifs To know that performances are effective when they consider technical control, expression and interpretation To know that compositions are effective when they show development of musical ideas with technical control and coherence To know how to identify, describe and evaluate film music in listening, performing and composing tasks To know how to compose with development of musical ideas with technical control and coherence To know how to perform showing technical control, expression and interpretation	Key Vocabulary: Genre Underscoring Leitmotif Instrumentation Articulation Intervals
	Assessment: Ensemble recording Free Composition starting points Feedback AOS 3: Film Music Listening Test	ILS: Using knowledge organisers create: • Flashcards • Knowledge drop • Mind map • Practice key vocabulary definitions • Ensemble Performance practice of own part for at least 1 hour per week. • Graded music theory booklets (See Miss Graham to get one)
	How to help at home -Support your child to practice their instruments	Wider reading: BBC bitesize - KS4 Eduqas music

-Ask pupils to identify different musical elements in any piece of music you hear on the radio / TV / Film

Musical Elements:

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Dynamics

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Texture

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Tonality

Harmony

-Ask your child to write in a sentence at home how a certain element of music is being used and describe What is happening, Where (instruments, start, middle. End) and effect on the listening / audience.

SMSC

Spiritual: Music communicates emotions, atmosphere and personal responses to visual images. Students explore how composers express fear, hope, suspense or triumph link to a scene or moment in a film

Musictheory.net

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Books

Careers Links:

Composer / Arranger

Musician

Music teacher

Vocal teacher

Conductor



Moral: Film music can shape audience opinions of characters and events. Students consider whether music can influence perceptions or reinforce stereotypes. Social: Students develop teamwork, communication, leadership and listening skills through ensemble rehearsals. They learn to compromise, support others, keep a steady pulse together and evaluate performances constructively. Cultural: Students encounter music from different film genres, countries and traditions, recognising how composers use orchestral and world music influences to represent places, cultures and historical periods.	Events Manager Concert Manager Piano Accompanist Session musician Team leader musicologist Chorister Instrumental teacher Journalist Band leader Conductor music therapist Radio DJ TV Presenter Film Director / producer
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