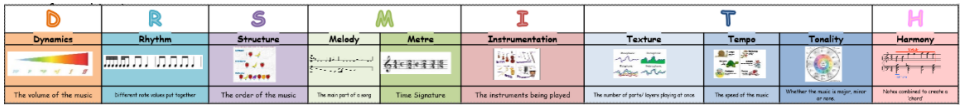
ALDER
Community High School

Music (Eduqas GCSE)

Year 10

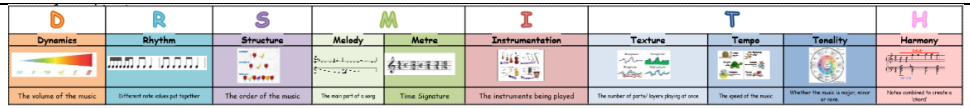
Autumn Term 1	**The elements of music** **Solo performance / how to compose**	
	Composites: To **know that** music can be described through understanding the elements of music To **know that** there are different types of notation to read, write and compose music To **know that** tonality is whether the music is major, minor or none To **know that** tempo is the speed of the music 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 tonalities in listening, performing and composing tasks	**Key Vocabulary:** Stave notation Bass Clef Treble Clef Tonality Tempo Instrumentation Rhythm Metre

	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 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:  	**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

	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 **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	**Careers Links:** Composer / Arranger Musician Music teacher Vocal teacher Conductor Events Manager Concert Manager Piano Accompanist Session musician Team leader musicologist

	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.	Chorister Instrumental teacher Journalist 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** melody is the main part of the song To **know that** dynamics is the volume of the music To **know that** structure is the order 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 Melody 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 textures in listening, performing and composing tasks To **know how to** identify, describe and evaluate different harmonic devices in listening, performing and composing tasks To **know how to** identify, describe and evaluate different melodic 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 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



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.

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SMSC

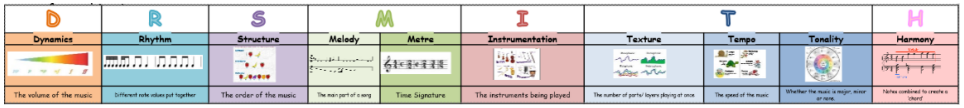
Spiritual: Students express emotions, ideas and personal identity through composing and performing. They reflect on how the elements of music (melody, harmony, rhythm, texture, timbre, dynamics, structure and tonality) communicate mood and meaning. Solo performance encourages confidence, resilience and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

Moral: Students develop self-discipline through regular practice, respond positively to feedback and demonstrate academic honesty by

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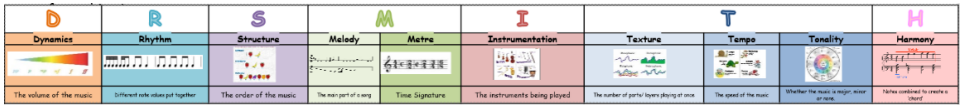
Composer / Arranger
Musician
Music teacher
Vocal teacher
Conductor
Events Manager
Concert Manager
Piano Accompanist
Session musician

	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.	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 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	**Key Vocabulary:** Baroque Classical Romantic Form Structure Musical Devices Scales Chords Cadences

	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:  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

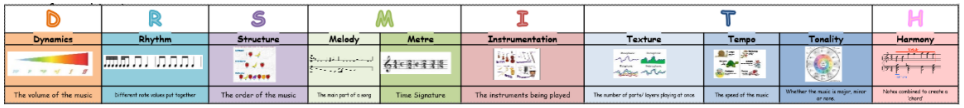
	Structure Metre Melody Instrumentation Texture Timbre Tonality Harmony -Ask your child to write in a sentence at home how a certain element of music is being used and describe What is happening, Where (instruments, start, middle. End) and effect on the listening / audience.	
	SMSC **Spiritual:** Students express emotions 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	**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

	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.	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 To **know how to** perform showing technical control, expression and interpretation	**Key Vocabulary:** Baroque Classical Romantic Form Structure Musical Devices Scales Chords Cadences
	Assessment:	**ILS:** Using knowledge organisers create:

	Mock Listening Exam AOS 1: Form and Devices Mock Solo performance recording Mock Composition in response to a brief	• 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:  Dynamics Rhythm Structure Metre Melody Instrumentation Texture Timbre Tonality Harmony	**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

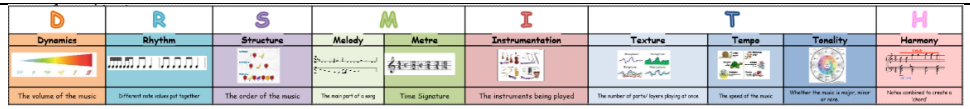
	-Ask your child to write in a sentence at home how a certain element of music is being used and describe What is happening, Where (instruments, start, middle. End) and effect on the listening / audience.	
	SMSC **Spiritual:** Students express emotions and personal identity through solo performance. They 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 **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.	**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

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: **Aos 2: Listening Exam**	**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 -Ask pupils to identify different musical elements in any piece of music you hear on the radio / TV / Film Musical Elements:  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.	**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
SMSC	**Careers Links:**

	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.	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
Summer Term 2	**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	**Key Vocabulary:** Genre Underscoring Leitmotif Instrumentation

	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	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 -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



Dynamics
Rhythm
Structure
Metre
Melody
Instrumentation
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
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

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

	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.	Team leader musicologist Chorister Instrumental teacher Journalist Band leader Conductor music therapist Radio DJ TV Presenter Film Director / producer