



MUSIC (EDUQAS GCSE)

YEAR 11

Autumn Term 1	AOS 4: POPULAR MUSIC AND SET WORK FREE COMPOSITION / ENSEMBLE PERFORMANCE	
	Composites: To know that popular music covers a range of different styles / genres 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 popular 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: POP ROCK RAP HIP HOP REGGAE Instrumentation Sonority Verse/ Chorus Strophic
	Assessment: Aos 4 and set work Listening Test	ILS: Using knowledge organisers create: Flashcards



- Knowledge drop
- Mind map
- Practice key vocabulary definitions
- Ensemble Performance practice at least 1 hour per week.
- One hour composition intervention (Friday night scheduled sessions)
- 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 being played at once	Whether the music is major, minor or mix
			Time Signature		The speed of the music	Whether the music is major, minor or mix
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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](https://www.wjec.co.uk/)

- Revised Edition : Richards, Jan: [Amazon.co.uk:](https://www.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: Expressing personal identity, emotions and experiences through composition. Reflecting on how popular music communicates meaning and emotion. Appreciating creativity and artistic expression through listening and performing. Respecting copyright and acknowledging musical influences when composing. Moral: Giving constructive feedback during rehearsals and evaluations. Considering the messages and themes presented in popular music lyrics. Social: Working collaboratively in ensemble rehearsals and performances. Developing communication, leadership and compromise skills. Supporting peers through rehearsal, peer assessment and performance preparation. Building resilience through responding to feedback and refining performances. Cultural: Studying a range of popular music styles including pop, rock, bhangra and fusion from different cultures. Understanding how technology has shaped popular music.Exploring the influence of different musical traditions on contemporary music. Appreciating diversity through listening to music from different historical and cultural contexts	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

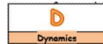
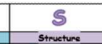
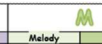
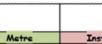


Autumn Term 2	AOS 1: SET WORK AND REVISION	
	FREE COMPOSITION HAND IN/ENSEMBLE PERFORMANCE RECORDING	
	Composites: To know that performances are effective when they consider technical control, expression and interpretation To know that compositions are effective when they show development of musical ideas with technical control and coherence To know how to compose with development of musical ideas with technical control and coherence To know how to perform showing technical control, expression and interpretation	Key Vocabulary: Style Genre Dynamics Rhythm Structure Melody Instrumentation Texture Tempo Tonality Harmony
	Assessment: AOS 1 Set work listening test Free Brief hand in (final) Ensemble performance recording final	ILS: Using knowledge organisers create: • Flashcards • Knowledge drop • Mind map • Practice key vocabulary definitions • Ensemble Performance practice at least 1 hour per week. • One hour composition intervention (Friday night scheduled sessions) • Graded music theory booklets (See Miss Graham to get one)

How to help at home

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Dynamics	Rhythm	Structure	Melody	Instrumentation	Texture	Harmony
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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.

Wider reading:

BBC bitesize - KS4 Eduqas music

Musictheory.net

Youtube Set work and general Eduqas Theory

Eduqas Revision Guide: Jan Richards Illuminate

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

Books



	SMSC • Spiritual: Appreciating the beauty and emotional expression of Baroque music. Developing personal responses to music from a different historical period. • Moral: Respecting the work and creativity of composers from the past. Understanding the importance of discipline, practice and dedication required to perform technically demanding music. • Social: Listening respectfully to others' interpretations of the set work and ensemble performances. Working collaboratively when analysing the score and comparing performances. • Cultural: Learning about the Baroque period (c.1600-1750) and the role of music in European society. Understanding Bach's influence on Western classical music. Recognising stylistic features such as ornamentation, terraced dynamics, sequences and contrapuntal writing.	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
Spring Term	COMPONENT 3 REVISION SOLO PERFORMANCE / SET BRIEF COMPOSITION	
	Composites: To know that performances are effective when they consider technical control, expression and interpretation	Key Vocabulary: Style



	To know that compositions are effective when they show development of musical ideas with technical control and coherence 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	Genre Dynamics Rhythm Structure Melody Instrumentation Texture Tempo Tonality Harmony
	Assessment: Solo performance recording Final Past listening Paper (full)	ILS: Using knowledge organisers create: • Flashcards • Knowledge drop • Mind map • Practice key vocabulary definitions • Solo Performance practice at least 1 hour per week. • One hour composition intervention (Friday night scheduled sessions) • Graded music theory booklets (See Miss Graham to get one) • Past Papers
	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



Musical Elements:

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The volume of the music	Different notes put together	The order of the music	The main part of a song	The instruments being played	The number of parts being played at once	Whether the music is major, minor or none

Dynamics

Rhythm

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Melody

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-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 develop confidence, creativity and self-expression through solo performance and composition. They reflect on how music communicates emotions, ideas and personal experiences while responding thoughtfully to a range of listening extracts and creating original musical work

Moral: Students demonstrate perseverance, commitment and responsibility through regular rehearsal, composition and exam preparation. They learn to respect the work and opinions of others,

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Books

Careers Links:

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



	provide constructive feedback, and recognise the importance of originality and academic honesty in composition Social: Students develop effective communication and collaboration skills by participating in peer performances, discussions and feedback activities. They build confidence in sharing ideas, supporting classmates and working respectfully with others to improve musical outcomes Cultural: Students broaden their understanding of music from different historical periods, genres and traditions through listening activities and performance repertoire. They develop an appreciation of the diverse cultural influences that have shaped music and recognise the value of different musical styles within the Eduqas GCSE Music specification	Session musician Team leader musicologist Chorister Instrumental teacher Journalist Band leader Conductor music therapist Radio DJ TV Presenter
Spring Term 2	COMPONENT 3 REVISION SOLO PERFORMANCE / SET BRIEF COMPOSITION	
	Composites: 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 compose with development of musical ideas with technical control and coherence To know how to perform showing technical control, expression and interpretation	Key Vocabulary: Style Genre Dynamics Rhythm Structure Melody Instrumentation Texture Tempo Tonality



	Harmony																																					
Assessment: Set Brief Composition hand in final Past Paper (full)	ILS: Using knowledge organisers create: • Flashcards • Knowledge drop • Mind map • Practice key vocabulary definitions • Solo Performance practice at least 1 hour per week. • One hour composition intervention (Friday night scheduled sessions) • Graded music theory booklets (See Miss Graham to get one). • Past papers																																					
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	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 develop confidence, creativity and self-expression through solo performance and composition. They reflect on how music communicates emotions, ideas and personal experiences while responding thoughtfully to a range of listening extracts and creating original musical work Moral: Students demonstrate perseverance, commitment and responsibility through regular rehearsal, composition and exam preparation. They learn to respect the work and opinions of others, provide constructive feedback, and recognise the importance of originality and academic honesty in composition. Social: Students develop effective communication and collaboration skills by participating in peer performances, discussions and feedback activities. They build confidence in sharing ideas, supporting classmates and working respectfully with others to improve musical outcomes	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



	Cultural: Students broaden their understanding of music from different historical periods, genres and traditions through listening activities and performance repertoire. They develop an appreciation of the diverse cultural influences that have shaped music and recognise the value of different musical styles within the Eduqas GCSE Music specification.	music therapist Radio DJ TV Presenter
Summer Term 1	COMPONENT 3 REVISION	
	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 how to identify and describe the elements of music To know how to read music using different types of notation	Key Vocabulary: Style Genre Dynamics Rhythm Structure Melody Instrumentation Texture Tempo Tonality Harmony
	Assessment: Past paper (full)	ILS: Using knowledge organisers create: • Flashcards • Knowledge drop • Mind map • Practice key vocabulary definitions • Past paper practice

- Graded music theory booklets (See Miss Graham to get one)
- Past papers

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Dynamics

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COMPONENT 3 REVISION		
Summer	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	Key Vocabulary: Style Genre Dynamics Rhythm



	To know how to identify and describe the elements of music To know how to read music using different types of notation	Structure Melody Instrumentation Texture Tempo Tonality Harmony																																						
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	Western classical music, popular music and world music, recognising their unique characteristics and influences.	Band leader Conductor music therapist Radio DJ TV Presenter
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