

What are the aims and intentions of this curriculum?

In Year 10, Music students begin the Eduqas GCSE Music course, divided into Areas of study exploring content and context across a variety of styles and genres. Students will be encouraged to extend and apply their knowledge and understanding of musical elements, musical contexts and specialist terminology in a variety of performance and compositional based activities. They will acquire skills to reflect upon, analyse and evaluate music in written and aural form to help prepare for the appraising exam.

Term	Topics	Knowledge covered	Skills developed	Assessment
Autumn	Area of Study 4 Popular Music	<p>Learn about popular music from the 1950's to present day considering & appraising verse, chorus, middle 8, riff, bridge, fills, lyrics, context, style & genre.</p> <p>Introduce the prepared extract Since You've Been Gone analysing musical features in detail.</p> <p>To gain experience of ensemble performance in the classroom, playing a variety of popular songs to embed an understanding of key theoretical concepts</p>	<p>Performance: Whole class ensemble performance of prepared extract Since You've Been Gone alongside developing solo performance skills with your instrumental/vocal tutor</p> <p>Listening & Appraising: elements of music including melody, harmony, rhythm, riffs</p> <p>Composition: whole class contribution to writing a Christmas themed song to demonstrate an understanding of the main characteristics of popular music</p>	<p>Performance: solo performance L&A: Q&A GCSE style Composition: popular song</p> <p>Homework: score analysis of the prepared extract SYBG Theory: series of mini tests and Trinity Theory workbooks</p>
Spring	Area of Study 1 Musical Forms & Devices	<p>Learn about the characteristics of Baroque, Classical and Romantic music, developing key terminology. Gain knowledge of binary, ternary & rondo form to develop compositional ideas.</p> <p>Introduce & study prepared extract: Eine Kleine Nachtmusik, Mozart to develop an understanding of a number of musical features & devices.</p> <p>To perform as part of an ensemble in the classroom to develop experience & confidence. Record performances to establish a portfolio of evidence.</p>	<p>Performance: Whole class performance of Eine Kleine Nachtmusik.</p> <p>Listening & Appraising: Binary, ternary, rondo, sequence, ostinato, conjunct, disjunct, chord progressions with inversions, cadences, homophonic textures, dominant 7th, broken chords/arpeggio.</p> <p>Composition: Utilising binary/ternary & rondo, writing a melody with an accompaniment using chords, inversions, cadences, classical in style. Use of Musescore to develop ideas.</p>	<p>Performance: ensemble participation L&A: GCSE style Questions Composition: theme & Variations</p> <p>Homework: extended answer on a given score from AoS1 Theory: ongoing assessment of Trinity workbooks & mini tests</p>
Summer	Area of Study 3 Film Music	<p>Learn about the relationship between music and storylines, the effect of audience, time & place, origins and types of film music</p> <p>Gain knowledge of layering, imitation, leitmotif, thematic transformation, texture, sonority</p>	<p>Performance: log evidence of solo performance & solo/ensemble participation in department based activities/concerts</p> <p>L&A: listening exercises to develop notation skills, dictation & musical elements from AOS1 & AOS3</p> <p>Composition: develop a protagonist & antagonist theme</p>	<p>Performance: solo performance L&A: listening tests, ongoing assessment of Trinity workbooks Composition: leitmotif Homework: extended answer on a give score from AOS3</p>