

Year 10 and 11 Music Curriculum Rationale

In years 10 and 11, we follow the Eduqas GCSE Music specification. The course assessment is divided into three distinct components: Performing (30%), Composing (30%) and Appraising (40%). Students are required to Perform for 4-6 minutes, and one piece must be in an ensemble. In Composing, students must create two pieces, one based on a brief set by Eduqas and the other a free piece. The Appraising examination lasts for 1hr 15 minutes and consists of 8 questions, 2 each on the following Areas of Study: 1 -Musical Forms and Devices, 2 -Music for Ensemble, 3 -Film Music, and 4 -Popular Music. Lessons take a practical and theoretical approach with the theoretical aspects enhancing the practical and vice-versa. Opportunities to perform in and out of lessons are given with staff specialising in performance and composition to enable the development of both skills which are assessed summatively and formatively to enable this to happen.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning, enrichment, <i>and recommended reading</i>
Year 10 Term 1 Solo performance preparation. 1 Minute composition. Composition Techniques. Area of Study 1.	Developing solo performing skills. Extending composition skills to completion. Introduction of GCSE appraising skills: AoS 1.	Solo performances chosen and rehearsed. Feedback given with performance date in mind. Component 1 Free, 1 minute, composition set. Composing techniques (structure, melody, chords etc) discussed. Piece completed to set date. Component 2. Areas of Study introduced with focus on 1: Musical forms and Devices	Low stakes assessment – feedback given to develop performance. Low stakes assessment: preparation exercises. Assessment -Free composition assessed and feedback given.	Literacy – score reading. Oracy – discussing and explaining choices. Oracy – discussing ideas for composition. Literacy – feedback decoded and understood.	ACPs Strategy planning, connection finding, imagination, originality, realising. VAAs Confidence, risk taking, practice, automaticity.	Solo performance piece research, choice and practice. 1 minute composition ideas created and developed.

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Approx. 7 weeks		learned with Bach set work introduced. Component 3.	Low stakes assessment – background questions, written analysis.	Literacy – written questions and answers.		
Term 2						
Solo performance.	Solo performed and recorded.	Solo piece rehearsed and recorded in preparation for Year 11 conditions. Marks and feedback given. Component 1.	Assessment solo recorded and assessed using the performing mark scheme.	Literacy – mark scheme decoded and understood relative to performance.	ACPs Intellectual confidence, connection finding, seeing alternative perspectives, intellectual playfulness, evolutionary thinking. Realising, creating, originality. Fluent thinking. VAA's Enquiring, creative and enterprising, open minded, risk taking, resilience. Collaborative working.	Solo performance practice.
Class ensemble preparation	Ensemble work rehearsed.	Class ensemble of "Handbags and Gladrag's" started with parts assigned and rehearsed individually. Component 1.	Low stakes assessment – feedback given to develop performance.	Literacy – score reading.		Ensemble part individual practice.
Composition techniques	Composition skills extended.	Detailed work on melody writing and chords. Component 2.	Low stakes assessment – composition exercises.	Literacy – composition exercises understood and completed.		Composition exercises.
	Set work appraising skills extended through second set work.	Bach "Badinerie" analysed: structure,				

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Bach set work. Area of Study 4: Africa set work Approx. 7 weeks.		instruments, melody, harmony etc. Toto "Africa" introduced and analysed similarly. Component 3.	Low stakes assessment - sample questions introduced and marked.	Literacy – questions decoded and answered. Score reading of both set works.		
Term 3 Class ensemble performance. Ensemble performance preparation. Composition techniques: free composition preparation Area of study 2. Approx. 7 weeks	Class ensemble rehearsed and performed. Further composition techniques learned. Historical periods introduced for AoS 2.	"Handbags and Gladrags" rehearsed as a class and performed. Students research and choose ensemble pieces. Component 1. Composition techniques extended. Students choose free composition brief and create initial draft. Component 2. Area of Study 2: Music for Ensemble introduced through chamber music and Baroque, Classical	Assessment - feedback given but piece not formally assessed. Low stakes assessment – feedback on exercises given. Assessment -booklet questions assessed with feedback given.	Literacy -Score reading, Literacy – tasks decoded and answered. Literacy – booklet information and questions decoded.	ACPs Intellectual confidence, connection finding, seeing alternative perspectives, intellectual playfulness, evolutionary thinking. Realising, creating, originality. Fluent thinking. VAAs Enquiring, creative and enterprising, open minded, risk taking, resilience. Collaborative working.	. Ensemble part practice. Free composition ideas researched and brief written. Historical periods research.

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		and Romantic music studied. Musical Theatre and Blues/Jazz follow.				
Term 4 Ensemble performance. Free Composition. Area of Study 3 Area of Study 4	Student ensemble performances rehearsed. Free composition developed. 10 mark essay question introduced via Area of study 3. "Africa" set work reviewed and AoS 4 extended.	Ensembles prepared with feedback given in lessons. Component 1. Free composition developed and extended. Feedback given as per exam board advice. Component 2. Area of Study 3: Film Music introduced with techniques appraised. Extended question introduced. Answering techniques studied with sample questions. Further analysis of "Africa" with area of	Assessment task – Low stakes assessment – feedback given to develop performance. Low stakes assessment – feedback given to develop piece. Assessment – essay questions marked after initial examples attempted.	Oracy – performances and pieces discussed. Oracy – composition progress and ideas discussed. Literacy – exercises and questions decoded.	ACPs Self-regulation, strategy planning, intellectual confidence, imagination, originality, flexible thinking, automaticity, precision. VAAs Collaborative working, confident, risk taking, perseverance, resilience.	Ensembles researched and piece chosen. Parts prepared and rehearsed. Film Music work set.

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Approx. 7 weeks		Study 4: "Popular Music" wider study. Component 3.				
Term 5						
Free composition	Free composition continued.	Free composition developed further with appropriate feedback.	Low stakes assessment – feedback to help piece progress.	Oracy – composition discussed.	ACPs Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality.	Free composition developed.
Ensemble performance	Ensemble rehearsal continued.	Component 2. Further ensemble preparation and performance. Feedback and marks given.	Low stakes assessment – feedback to help piece progress.	Oracy – performance discussed. Literacy – score reading, feedback decoded.	VAA Confidence, enquiring, open minded, risk taking, practice, perseverance, resilience. Collaborative working.	Ensemble parts rehearsed.
Area of Study 4 Approx. 4 weeks	AoS 4 extended.	Component 1. Further study of "Popular Music" with sample questions.	Assessment task – sample questions marked.	Literacy – score reading, feedback decoded. Literacy – written questions decoded.		Popular Music research.
Term 6						
Free composition completed.	Deadline set for free composition to be completed. Composition log begun.	Free composition developed to completion date. Composition log begun. Component 2.	Assessment task – free composition completed. Piece marked with feedback given.	Literacy – score for piece prepared. Feedback decoded.	ACPs Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality	Free composition piece and score completed. Log begun. Appraising work revision.

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Areas of Study 1-4 reviewed. PPE. Performance preparation for year 11 Approx. 7 weeks	All AoS work reviewed. PPE Ensemble and solo pieces reviewed chosen.	Appraising work reviewed in preparation for PPE. Component 3. Performance work and grades in Year 10 reviewed and pieces for Year 11 recordings chosen. Component 1.	Low stakes assessment – questions set. Assessment – PPE set and marked as per relevant mark scheme.	Literacy – questions and PPE paper decoded and answered.	VAAs Confidence, enquiring, open minded, risk taking, practice, perseverance, resilience.	
<p style="text-align: center;">End of Year 10</p>						
Year 11 Term 1 Deadlines given. Eduqas Brief composition chosen. Free composition reviewed.	Deadlines given; . Eduqas briefs introduced, and one chosen by each student. Free composition review and feedback, including log. Final ensemble piece chosen and rehearsed.	Students given coursework deadlines, PPE and appraising exam dates. All exam briefs from Eduqas given to students. Process of choosing one begun. Written and verbal feedback given on Free composition to continue extend the	Assessment – Free composition with feedback for development.	Literacy – Eduqas composition briefs de-coded. Oracy- discussing composition briefs.	ACPs Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality. VAAs Confidence, enquiring, open minded, risk taking, practice, perseverance, resilience. Collaborative working.	Eduqas briefs researched, and final choice made. Ensemble pieces researched and final

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<p>Ensemble performance preparation.</p> <p>Area of Study 1 and Bach set work reviewed. Area of Study 4 and Africa set work reviewed.</p>	<p>Both set works and AoS areas reviewed. Practice questions set.</p>	<p>piece where necessary.</p> <p>Component 2. Following Year 10 work, students choose ensemble performance piece for rehearsal,</p> <p>Component 1 "Badinerie" and "Africa" analyses reviewed with background information leading to sample questions.</p> <p>Component 3.</p>	<p>Assessment – sample questions marked.</p>	<p>Literacy – sample questions de-coded and answered.</p>		<p>choice made. Parts prepared and rehearsed.</p> <p>Bach and Toto knowledge organisers set.</p>
<p>Term 2 Free composition reviewed and completed.</p> <p>Brief Composition begun with initial ideas.</p>	<p>Free composition completion.</p> <p>Brief composition initial ideas,</p> <p>Ensemble rehearsal and recordings.</p>	<p>Free composition completed where necessary based on feedback. Score and log prepared.</p> <p>Brief composition ideas created and developed.</p> <p>Component 2.</p>	<p>Assessment – Free composition marked.</p> <p>Low stakes assessment – initial ideas discussed.</p>	<p>Literacy – composition log and score completed.</p> <p>Oracy – discussion of composition ideas.</p>	<p>ACPs Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality.</p> <p>VAAs Confidence, enquiring, open minded, risk taking,</p>	<p>Brief composition initial ideas finalised.</p> <p>Ensembles rehearsed.</p>

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<p>Ensemble performance mock recordings.</p> <p>General listening review/ questions.</p>	Appraising work.	<p>Ensembles rehearsed and mock recordings.</p> <p>Component 1</p> <p>Practice questions across AoS 1 and 4 continued extending set work sample questions.</p>	<p>Assessment – performances recorded, and feedback given.</p> <p>Assessment- sample questions.</p>	Literacy – sample questions answered.	practice, perseverance, resilience. Collaborative working.	
<p>Term 3 Brief composition draft completed.</p> <p>Solo/second ensemble performance preparation. Area of Study 3.</p> <p>General listening review/ questions. PPE</p>	<p>Submission of Brief composition draft</p> <p>Second performance preparation,</p> <p>Appraising work.</p>	<p>Brief draft complete as per deadline. Feedback given for development of piece.</p> <p>Component 2</p> <p>Second performance chosen and rehearsed. (Third if pieces under 4 minutes.)</p> <p>Component 1.</p> <p>AoS 3 essay/extended question techniques reviewed.</p>	<p>Low stakes assessment – feedback given on draft piece.</p> <p>Low stakes assessment – regular feedback on rehearsal.</p> <p>Assessment – extended questions marked.</p>	<p>Literacy – score reading.</p> <p>Literacy – essay questions answered.</p>	<p>ACPs</p> <p>Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality</p> <p>VAAs</p> <p>Confidence, enquiring, open minded, risk taking, practice. Collaborative working. perseverance, resilience.</p>	<p>Brief composition draft developed and completed.</p> <p>Solo/second ensemble researched and chosen.</p> <p>Extended question written work.</p>

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning, enrichment, <i>and recommended reading</i>
		Practice questions on all Areas of Study leading PPE. Component 3.				
Term 4 Brief composition completed. Solo performance/second ensemble recorded. GCSE concert. Coursework completed. Internal PPE.	Brief composition. Performance work. Performance and composition work. Appraising work.	Brief composition completed with log. Feedback given for further development. Component 2. Second performance/third (if needed for 4 minutes) rehearsed and recorded. GCSE concert for final performances. Component 1. All coursework completed. AoS revision and internal PPE. Component 3.	Assessment – Brief composition. Assessment – second/third performances recorded and marked. Assessment – sample questions and PPE marked with relevant mark scheme.	Literacy – score and composition log completed. Literacy – score reading. Literacy – questions and PPE answered.	ACPs Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality VAAs Confidence, enquiring, open minded, risk taking, practice, perseverance, resilience. Collaborative working.	Brief composition developed and extended to completion. Second performance rehearsed for recording. Coursework rehearsed and developed for completion including scores and logs.

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning, enrichment, <i>and recommended reading</i>
<p>Term 5 Coursework final reviews prior to May 5th deadline.</p> <p>Areas of study 1, 2,3 and 4 revised.</p>	<p>Performance and composition work</p> <p>Appraising work.</p>	<p>All performances and compositions reviewed including scores and logs for May 5th deadline.</p> <p>Components 1 and 2 All appraising work reviewed and revised.</p> <p>Component 3.</p>	<p>Assessment – final coursework moderation.</p> <p>Assessment - Sample questions and papers marked.</p>	<p>Literacy – coursework completed.</p> <p>Literacy – questions and papers answered.</p>	<p>ACPs Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality</p> <p>VAAs Confidence, enquiring, open minded, risk taking, practice, perseverance, resilience. Collaborative working.</p>	<p>Appraising work revision.</p>
<p>Term 6 Appraising exam</p>	<p>Appraising work.</p>	<p>Final revision for appraising exam.</p> <p>Component 3.</p>	<p>Assessment – Appraisal exam.</p>	<p>Literacy – final examination paper.</p>	<p>ACPs Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision.</p> <p>VAAs Confidence, enquiring, open minded, risk taking, practice, perseverance, resilience.</p>	<p>Appraising work revision for final examination.</p>