

Year 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>
<p>Year 11 Term 1 Deadlines given.</p> <p>Eduqas Brief composition chosen.</p> <p>Free composition reviewed.</p> <p>Ensemble performance preparation.</p>	<p>Deadlines given;</p> <p>Eduqas briefs introduced, and one chosen by each student.</p> <p>Free composition review and feedback, including log.</p> <p>Final ensemble piece chosen and rehearsed.</p>	<p>Students given coursework deadlines, PPE and appraising exam dates.</p> <p>All exam briefs from Eduqas given to students. Process of choosing one begun.</p> <p>Written and verbal feedback given on Free composition to continue extend the piece where necessary.</p> <p>Component 2.</p> <p>Following Year 10 work, students choose ensemble</p>	<p>Assessment – Free composition with feedback for development.</p>	<p>Literacy – Eduqas composition briefs de-coded.</p> <p>Oracy- discussing composition briefs.</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, perseverance, resilience. Collaborative working.</p>	<p>Eduqas briefs researched, and final choice made.</p> <p>Ensemble pieces researched and final choice made. Parts prepared and rehearsed.</p>

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Area of Study 1 and Bach set work reviewed. Area of Study 4 and Africa set work reviewed.	Both set works and AoS areas reviewed. Practice questions set.	performance piece for rehearsal, Component 1 "Badinerie" and "Africa" analyses reviewed with background information leading to sample questions. Component 3.	Assessment – sample questions marked.	Literacy – sample questions de-coded and answered.		Bach and Toto knowledge organisers set.
Term 2 Free composition reviewed and completed. Brief Composition begun with initial ideas. Ensemble performance mock recordings.	Free composition completion. Brief composition initial ideas, Ensemble rehearsal and recordings. Appraising work.	Free composition completed where necessary based on feedback. Score and log prepared. Brief composition ideas created and developed. Component 2. Ensembles rehearsed and mock recordings. Component 1 Practice questions across AoS 1 and 4 continued extending set work sample questions.	Assessment – Free composition marked. Low stakes assessment – initial ideas discussed. Assessment – performances recorded, and feedback given. Assessment- sample questions.	Literacy – composition log and score completed. Oracy – discussion of composition ideas. Literacy – sample questions 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 initial ideas finalised. Ensembles rehearsed.

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General listening review/ questions.						
<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 Second performance chosen and rehearsed. (Third if pieces under 4 minutes.)</p> <p>Component 1.</p> <p>AoS 3 essay/extended question techniques reviewed. Practice questions on all Areas of Study leading PPE.</p> <p>Component 3.</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 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. 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>

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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.
Term 5 Coursework final reviews prior to May 5th deadline.	Performance and composition work	All performances and compositions reviewed including	Assessment – final coursework moderation.	Literacy – coursework completed.	ACPs Self-regulation, strategy planning, intellectual confidence, imagination,	

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Areas of study 1, 2,3 and 4 revised.	Appraising work.	scores and logs for May 5 th deadline. Components 1 and 2 All appraising work reviewed and revised. Component 3.	Assessment - Sample questions and papers marked.	Literacy – questions and papers answered.	intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality VAAs Confidence, enquiring, open minded, risk taking, practice, perseverance, resilience. Collaborative working.	Appraising work revision.
Term 6 Appraising exam	Appraising work.	Final revision for appraising exam. Component 3.	Assessment – Appraisal exam.	Literacy – final examination paper.	ACPs Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision. VAAs Confidence, enquiring, open minded, risk taking, practice, perseverance, resilience.	Appraising work revision for final examination.