

## Music Year 10 & 11 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	Focus ACP and VAA development:	Home learning, enrichment, <i>and recommended reading</i>
<p>Year 10 Term 1 Solo performance preparation.</p> <p>1 Minute composition. Composition Techniques.</p>	<p>Developing solo performing skills.</p> <p>Extending composition skills to completion.</p>	<p>Solo performances chosen and rehearsed. Feedback given with performance date in mind.</p> <p><b>Component 1</b> Free, 1 minute, composition set. Composing techniques (structure, melody, chords etc) discussed. Piece</p>	<p>Low stakes assessment – feedback given to develop performance.</p> <p>Low stakes assessment: preparation exercises.</p> <p>Assessment -Free composition assessed and feedback given.</p>	<p>Literacy – score reading. Oracy – discussing and explaining choices.</p> <p>Oracy – discussing ideas for composition.</p>	<p><b>ACPs</b> Strategy planning, connection finding, imagination, originality, realising.</p> <p><b>VAA</b> Confidence, risk taking, practice, automaticity.</p>	<p>Solo performance piece research, choice and practice.</p> <p>1 minute composition ideas created and developed.</p>

<p>Area of Study 1. Approx. 7 weeks</p>	<p>Introduction of GCSE appraising skills: AoS 1.</p>	<p>completed to set date.  <b>Component 2.</b> Areas of Study introduced with focus on 1: Musical forms and Devices learned with Bach set work introduced. <b>Component 3.</b></p>	<p>Low stakes assessment – background questions, written analysis.</p>	<p>Literacy – feedback decoded and understood.  Literacy – written questions and answers.</p>		
<p>Term 2  Solo performance.  Class ensemble preparation  Composition techniques</p>	<p>Solo performed and recorded.  Ensemble work rehearsed.  Composition skills extended.</p>	<p>Solo piece rehearsed and recorded in preparation for Year 11 conditions. Marks and feedback given. <b>Component 1.</b>  Class ensemble of “Handbags and Gladrags” started with parts assigned and rehearsed individually. <b>Component 1.</b></p>	<p>Assessment solo recorded and assessed using the performing mark scheme.  Low stakes assessment – feedback given to develop performance.</p>	<p>Literacy – mark scheme decoded and understood relative to performance.  Literacy – score reading.  Literacy – composition exercises understood and completed.</p>	<p><b>ACPs</b> Intellectual confidence, connection finding, seeing alternative perspectives, intellectual playfulness, evolutionary thinking. Realising, creating, originality. Fluent thinking.  <b>VAAAs</b> Enquiring, creative and enterprising, open minded, risk</p>	<p>Solo performance practice.  Ensemble part individual practice.  Composition exercises.</p>

<p>Bach set work. Area of Study 4: Africa set work Approx. 7 weeks.</p>	<p>Set work appraising skills extended through second set work.</p>	<p>Detailed work on melody writing and chords. <b>Component 2.</b></p> <p>Bach "Badinerie" analysed: structure, instruments, melody, harmony etc. Toto "Africa" introduced and analysed similarly. <b>Component 3.</b></p>	<p>Low stakes assessment – composition exercises.</p> <p>Low stakes assessment - sample questions introduced and marked.</p>	<p>Literacy – questions decoded and answered. Score reading of both set works.</p>	<p>taking, resilience. Collaborative working.</p>	
<p>Term 3 Class ensemble performance.</p> <p>Solo and Ensemble performance preparation.</p> <p>Composition techniques: free composition preparation</p>	<p>Class ensemble rehearsed and performed. New/same solo piece prepared.</p> <p>Further composition techniques learned.</p>	<p>"Handbags and Gladrags" rehearsed as a class and performed. Solo piece performed. Students research and choose ensemble pieces. <b>Component 1.</b> Composition techniques extended. Students choose free</p>	<p>Assessment - feedback given and pieces formally assessed.</p> <p><b>Low stakes assessment – feedback on exercises given.</b></p>	<p>Literacy -Score reading,</p> <p>Literacy – tasks decoded and answered.</p> <p>Literacy – booklet information and questions decoded.</p>	<p><b>ACPs</b> Intellectual confidence, connection finding, seeing alternative perspectives, intellectual playfulness, evolutionary thinking. Realising, creating, originality. Fluent thinking. <b>VAA's</b></p>	<p>Ensemble part practice. Solo performance practice.</p> <p>Free composition ideas researched and brief written.</p> <p>Historical periods research.</p>

<p>Area of study 2. Approx. 7 weeks</p>	<p>Historical periods introduced for AoS 2.</p>	<p>composition brief and create initial draft. <b>Component 2.</b></p> <p>Area of Study 2: Music for Ensemble introduced through chamber music and Baroque, Classical and Romantic music studied. Musical Theatre and Blues/Jazz follow.</p>	<p>Assessment - booklet questions assessed with feedback given.</p>		<p>Enquiring, creative and enterprising, open minded, risk taking, resilience. Collaborative working.</p>	
<p>Term 4  Ensemble performance.  Free Composition.</p>	<p>Student ensemble performances rehearsed.  Free composition developed.</p>	<p>Ensembles prepared with feedback given in lessons. <b>Component 1.</b> Free composition developed and extended. Feedback given as per exam board advice. <b>Component 2.</b> Area of Study 3: Film Music introduced with</p>	<p><b>Assessment task –</b> Low stakes assessment – feedback given to develop performance.  Low stakes assessment – feedback given to develop piece.</p>	<p>Oracy – performances and pieces discussed.  Oracy – composition progress and ideas discussed.</p>	<p><b>ACPs</b> Self-regulation, strategy planning, intellectual confidence, imagination, originality, flexible thinking, automaticity, precision. <b>VAAAs</b> Collaborative working, confident,</p>	<p>Ensembles researched and piece chosen. Parts prepared and rehearsed.  Film Music work set.</p>



					<p>mindful, risk taking, practice, perseverance, resilience. Collaborative working.</p>	
<p><b>Term 6</b> <b>Free composition completed.</b></p> <p><b>Areas of Study 1-4 reviewed.</b> <b>PPE.</b></p> <p><b>Performance preparation for</b> <b>year 11</b> <b>Approx. 7 weeks</b></p>	<p>Deadline set for free composition to be completed. Composition log begun.</p> <p>All AoS work reviewed. PPE</p> <p>Ensemble and solo pieces reviewed chosen.</p>	<p>Free composition developed to completion date. Composition log begun.</p> <p><b>Component 2.</b> Appraising work reviewed in preparation for PPE.</p> <p><b>Component 3.</b></p> <p>Performance work and grades in Year 10 reviewed and pieces for Year 11 recordings chosen.</p> <p><b>Component 1.</b></p>	<p>Assessment task – free composition completed. Piece marked with feedback given.</p> <p>Low stakes assessment – questions set. Assessment – PPE set and marked as per relevant mark scheme.</p>	<p>Literacy – score for piece prepared. Feedback decoded.</p> <p>Literacy – questions and PPE paper decoded and answered.</p>	<p><b>ACPs</b> Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality</p> <p><b>VAA's</b> Confidence, enquiring, open minded, risk taking, practice, perseverance, resilience.</p>	<p>Free composition piece and score completed. Log begun.</p> <p>Appraising work revision.</p>

<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>Area of Study 1 and Bach set work reviewed. Area of Study 4 and Africa set work reviewed.</p>	<p>Deadlines given;</p> <p>Eduqas briefs introduced, and one chosen by each student. Free composition review and feedback., including log. Final ensemble piece chosen and rehearsed.</p> <p>Both set works and AoS areas reviewed. Practice questions set.</p>	<p>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 piece where necessary.</p> <p><b>Component 2.</b> Following Year 10 work, students choose ensemble performance piece for rehearsal, <b>Component 1</b> "Badinerie" and "Africa" analyses reviewed with background information leading to sample questions.</p>	<p>Assessment – Free composition with feedback for development.</p> <p>Assessment – sample questions marked.</p>	<p>Literacy – Eduqas composition briefs de-coded.</p> <p>Oracy- discussing composition briefs.</p> <p>Literacy – sample questions de-coded and answered.</p>	<p><b>ACPs</b> Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality.</p> <p><b>VAAs</b> 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> <p>Bach and Toto knowledge organisers set.</p>
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<p>Term 2</p> <p>Free composition reviewed and completed.</p> <p>Brief Composition begun with initial ideas.</p> <p>Ensemble performance mock recordings.</p> <p>General listening review/ questions.</p>	<p>Free composition completion.</p> <p>Brief composition initial ideas,</p> <p>Ensemble rehearsal and recordings.</p> <p>Appraising work.</p>	<p>Free composition completed where necessary based on feedback. Score and log prepared.</p> <p>Brief composition ideas created and developed.</p> <p><b>Component 2.</b></p> <p>Ensembles rehearsed and mock recordings.</p> <p><b>Component 1</b></p> <p>Practice questions across AoS 1 and 4 continued extending set work sample questions.</p>	<p>Assessment – Free composition marked.</p> <p>Low stakes assessment – initial ideas discussed.</p> <p>Assessment – performances recorded, and feedback given.</p> <p>Assessment- sample questions.</p>	<p>Literacy – composition log and score completed.</p> <p>Oracy – discussion of composition ideas.</p> <p>Literacy – sample questions answered.</p>	<p><b>ACPs</b></p> <p>Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality.</p> <p><b>VAAAs</b></p> <p>Confidence, enquiring, open minded, risk taking, practice, perseverance, resilience. Collaborative working.</p>	<p>Brief composition initial ideas finalised.</p> <p>Ensembles rehearsed.</p>

<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><b>Component 2</b> Second performance chosen and rehearsed. (Third if pieces under 4 minutes.)</p> <p><b>Component 1.</b></p> <p>AoS 3 essay/extended question techniques reviewed. Practice questions on all Areas of Study leading PPE.</p> <p><b>Component 3.</b></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><b>ACPs</b> Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality</p> <p><b>VAAAs</b> 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>
<p>Term 4 Brief composition completed.</p>	<p>Brief composition.</p>	<p>Brief composition completed with log. Feedback given for further development.</p>	<p>Assessment – Brief composition.</p>	<p>Literacy – score and composition log completed.</p>	<p><b>ACPs</b> Self-regulation, strategy planning, intellectual confidence,</p>	<p>Brief composition developed and extended to completion.</p>

<p>Solo performance/second ensemble recorded. GCSE concert.</p> <p>Coursework completed.</p> <p>Internal PPE.</p>	<p>Performance work.</p> <p>Performance and composition work.</p> <p>Appraising work.</p>	<p><b>Component 2.</b> Second performance/third (if needed for 4 minutes) rehearsed and recorded. GCSE concert for final performances.</p> <p><b>Component 1.</b> All coursework completed.</p> <p>AoS revision and internal PPE.</p> <p><b>Component 3.</b></p>	<p>Assessment – second/third performances recorded and marked.</p> <p>Assessment – sample questions and PPE marked with relevant mark scheme.</p>	<p>Literacy – score reading.</p> <p>Literacy – questions and PPE answered.</p>	<p>imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality</p> <p><b>VAA</b> Confidence, enquiring, open minded, risk taking, practice, perseverance, resilience. Collaborative working.</p>	<p>Second performance rehearsed for recording.</p> <p>Coursework rehearsed and developed for completion including scores and logs.</p>
<p>Term 5 Coursework final reviews prior to May 5<sup>th</sup> 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 5<sup>th</sup> deadline.</p> <p><b>Components 1 and 2</b> All appraising work reviewed and revised.</p> <p><b>Component 3.</b></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><b>ACPs</b> Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality</p>	<p>Appraising work revision.</p>

					<b>VAA</b> s Confidence, enquiring, open minded, risk taking, practice, perseverance, resilience. Collaborative working.	
<b>Term 6</b> <b>Appraising exam</b>	Appraising work.	Final revision for appraising exam. <b>Component 3.</b>	Assessment – Appraisal exam.	Literacy – final examination paper.	<b>ACPs</b> Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision. <b>VAA</b> s Confidence, enquiring, open minded, risk taking, practice, perseverance, resilience.	Appraising work revision for final examination.