

GCSE Music

Course Specifications

Course Title: GCSE Music

Exam Board: Eduqas

Link to specification: https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments

Grading: 1-9

Course Details

What will you learn?

Year 10

Autumn

Component 1: Performing Solo *1

Component 3: Appraising *3

Component 3: Theory *1

Area of study 1: Musical Forms and Devices

Area of study 4: Pop Music

Spring

Component 1: Performing *1

Component 2: Composing *3

Component 3: Appraising *1

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Summer

Component 1: Performing *2

Component 2: Composing *1

Component 3: Appraising *2

Study piece 1 - Badinaria

Year 11

Autumn

Component 1: Performing *1

Component 2: Composing *2

Component 3: Appraising *2

Study piece 2 - Africa

Spring

Component 1: Performing *2

Component 2: Composing *2

Component 3: Appraising *2

Brief composition

Group performance

Study piece 1 - Badinerie

Study piece 2 - Africa

Summer

Component 1: Performing *2

Component 2: Composing *2

Component 3: Appraising *2

Brief composition

Group performance

Study piece 1 - Badinerie

Study piece 2 - Africa

How will you be assessed?

During the course:

Year 10:

Units 1 and 2 are internally assessed.

Unit 3 is externally assessed.

Students will sit a listening examination. Eight questions in total, two on each of the four areas of study

Year 11:

Units 1 and 2 are internally assessed.

Unit 3 is externally assessed.

Students will sit a listening examination. Eight questions in total, two on each of the four areas of study

At the end of the course:

Your final grade will be awarded based on the following examinations and / or coursework.

Paper: 40%

Coursework - Performance: 30%

Coursework - Composition: 30%

What independent work can you do?

Learn:

Glossary of Key Terms

• [repetition](#)

• [contrast](#)

- [anacrusis](#)
- [imitation](#)
- [sequence](#)
- [ostinato](#)
- [syncopation](#)
- [dotted rhythms](#)
- [drone](#)
- [pedal](#)
- [canon](#)
- [conjunct movement](#)
- [disjunct movement](#)
- [ornamentation](#)
- [broken chord/arpeggio](#)
- [alberti bass](#)
- [regular phrasing](#)
- [melodic and rhythmic motifs](#)
- [simple chord progressions including cadences](#)
- [modulation to dominant and relative minor](#)
- [monophonic](#)
- [homophonic](#)
- [polyphonic](#)
- [unison](#)
- [chordal](#)
- [layered](#)
- [melody and accompaniment](#)
- [round](#)
- [canon](#)
- [countermelody](#)
- [vocal ensembles \(including solos, duets, trios, use of backing vocals\)](#)
- [jazz/blues trio](#)
- [rhythm section](#)
- [string quartet](#)
- [basso continuo](#)
- [sonatas](#)
- [monophonic](#)
- [homophonic](#)
- [polyphonic](#)
- [unison](#)
- [chordal](#)

- [layered](#)
- [melody and accompaniment](#)
- [round](#)
- [canon](#)
- [countermelody](#)

[Learners will also consider how texture is used in the following instrumental and vocal groupings:](#)

- [vocal ensembles \(including solos, duets, trios, use of backing vocals\)](#)
- [jazz/blues trio](#)
- [rhythm section](#)
- [string quartet](#)
- [basso continuo](#)

- [sonatas](#)
- [melody](#)
- [harmony](#)
- [tonality](#)
- [form and structure](#)
- [dynamics](#)
- [sonority](#)
- [texture](#)
- [tempo](#)
- [rhythm](#)
- [metre](#)

• [Musical Language](#)

- [reading and writing treble and bass clef staff notation in simple and compound time](#)
- [reading treble and bass clef staff notation in](#)
- [roman numerals for chords I, ii, iii, IV, V and vi in a major key](#)
- [contemporary chord symbols for chords within a major key e.g. C, Dm, Em, F](#)

[G\(7\) and Am](#)

- [reading and writing key signatures to four sharps and flats](#)
- [musical vocabulary related to areas of study](#)
- [instrumental and synthesised sound is used](#)
- [original music may be modified](#)
- [vocal sounds are used](#)
- [instruments and voices are combined](#)
- [sound is computer-generated and amplified](#)
- [software and samplers are utilised](#)

[Learners will also identify and use \(as appropriate\) the following musical features:](#)

- [32 bar song form](#)

- [Strophic](#)
- [12 bar blues](#)
- [verse](#)
- [chorus](#)
- [riffs](#)
- [middle 8](#)
- [bridge](#)
- [fill](#)
- [instrumental break](#)
- [intros and outros](#)
- [improvisation](#)
- [loops](#)
- [samples](#)
- [panning](#)
- [phasing](#)
- [syncopation](#)
- [driving rhythms](#)
- [balance](#)
- [standard chord progressions](#)
- [melismatic and syllabic writing](#)
- [lead and backing vocals](#)
- [backing tracks](#)
- [primary chords](#)
- [secondary chords](#)
- [cadences.](#)

RAG and Revisit:

PLCs

[Performance](#)

[Composition](#)

[Appraising - Exam content](#)

Explore:

Recommended Listening:

Listen to Classical FM - There are often film programs, shows and contextual discussion about the music and the composers choices.

Revise:

Practice often - 20 minutes a day.

Analyse music using MADTSHIRTS when you are listening to music in your own time.

Make use of the Eduqas revision guide you have been given.

Prepare:

Keep up with homework.

Which resources should you use?

Textbooks, websites, online resources

Eduqas revision guide

Musictheory.net

BBC Bitesize

Google classroom - teaching PowerPoints