

## **Music Curriculum Key Stage 4 - EDUQAS**

### **Vision**

Through this creative subject students are able to unlock their imagination, intellect, creativity and confidence. Music at KS4 supports students in forming personal and meaningful relationships with music through the development of both practical skills and theoretical knowledge. Students deepen their technical skills, and engage critically, analytically and creatively with a wide range of music and musical contexts from different historical periods to modern day. Students are also encouraged to explore their understanding of music in different cultures and in the expression of personal and collective identities. Prior musical training and participation in musical activities is highly beneficial, but the Eduqas course is accessible in that it accepts DJing and sequencing as performances which can be learnt in 2 years. For instrumentalists, the standard required for performing is Grade 3. Most of all, commitment and a passion for the subject are required.

### **Teaching and Learning**

Eastlea students will gain a WJEC Eduqas 9-1 GCSE in Music qualification. The specification has three components based on the three skills of performing, composing and appraising. The qualification is highly valued by both colleges, technical schools, universities and employers alike, and provides a pathway for further study of Music at both academically (A-level) and vocationally (e.g. BTEC), and other study and employment opportunities. The final course grade is based on performance and composing coursework (60%), and a written exam (40%). Coursework is internally assessed and externally moderated by WJEC.

### ***Component 1: Performance 30%***

Students' performing skills are assessed in both solo and ensemble contexts. Students are given the opportunity to advance their learning on an instrument through weekly instrumental and vocal lessons (GCSE students have first priority in signing up for instrumental and vocal lessons). Students will learn to rehearse and refine performances on their chosen instrument or voice, developing technical control, expression and interpretative skills.

### ***Component 2: Composition 30%***

Students are assessed in their skills in composing music, enabling them to appreciate the process of creating music from scratch. Students will be introduced to the technical and creative skills required to compose and are encouraged to explore a range of compositional starting points, and to learn to use a range of elements, techniques and resources to develop and manipulate their ideas. Students will make two compositions - one based on a set brief, and a free composition.

**Component 3 : Listening & Appraisal 40%**

Students will also be assessed on their listening and appraising skills through the study of music across a variety of styles and genres. This component gives students the opportunity to reflect on, analyse and evaluate music in aural and/or written form. Students will develop their ability to use their knowledge and understanding of musical elements, musical contexts and musical language to make critical judgments about the repertoire and context of music within the four areas of study. Within these four areas, students will study two set works in-depth.

<b>Area of Study 1</b>	<b>Musical Forms and Devices</b>
<b>Area of Study 2</b>	<b>Music for Ensemble</b>
<b>Area of Study 3</b>	<b>Film Music</b>
<b>Area of Study 4</b>	<b>Popular Music</b>

**After the 2-year course, students will have:**

- engaged actively in the process of music study
- developed performing skills individually and in groups to communicate musically with fluency and control of the resources used
- developed composing skills to organise musical ideas and make use of appropriate resources
- recognised links between the integrated activities of performing, composing and appraising and how this informs the development of music
- broadened musical experience and interests, develop imagination and foster creativity
- developed knowledge, understanding and skills needed to communicate effectively as musicians
- developed awareness of a variety of instruments, styles and approaches to performing and composing
- developed awareness of music technologies and their use in the creation and presentation of music

- recognised contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- developed as effective and independent learners with enquiring minds
- reflected upon and evaluated their own and others' music
- engaged with and appreciated the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

### Learning Resources

Eastlea Music YouTube channel	Students are also advised to subscribe to the Department's YouTube channel "Eastlea Music", which includes links to useful online materials, tutorials, revision videos, and playlists. <a href="https://www.youtube.com/channel/UCf2Fp0r-avUz_0h68zPTXcA">https://www.youtube.com/channel/UCf2Fp0r-avUz_0h68zPTXcA</a>
Playlist	Area of Study 1 - Musical Forms and Devices: <a href="https://www.youtube.com/playlist?list=PL1r9ahylzWYIiv-8lNgM15y20W7-R5Zki">https://www.youtube.com/playlist?list=PL1r9ahylzWYIiv-8lNgM15y20W7-R5Zki</a> Area of study 2 - Music for Ensemble <a href="https://www.youtube.com/playlist?list=PL1r9ahylzWYIUPLQ1QaX7CkxOU8L-aTVP">https://www.youtube.com/playlist?list=PL1r9ahylzWYIUPLQ1QaX7CkxOU8L-aTVP</a> Area of study 3 - Film Music <a href="https://www.youtube.com/playlist?list=PL1r9ahylzWYKK2Qlr1LmEK6vWGIgHo_j">https://www.youtube.com/playlist?list=PL1r9ahylzWYKK2Qlr1LmEK6vWGIgHo_j</a> Area of study 4 - Popular Music. <a href="https://www.youtube.com/playlist?list=PL1r9ahylzWYLXRDYbkWcdfY-30BtMXn6j">https://www.youtube.com/playlist?list=PL1r9ahylzWYLXRDYbkWcdfY-30BtMXn6j</a>
BBC Bitesize	<a href="https://www.bbc.co.uk/bitesize/examspecs/zbmct39">https://www.bbc.co.uk/bitesize/examspecs/zbmct39</a>
Online theory training:	<a href="http://www.teoria.com">www.teoria.com</a> (general theory training and exercises) <a href="https://www.musictheory.net/exercises/note">https://www.musictheory.net/exercises/note</a> (reading notation - pitch)
Revision	<a href="https://www.illuminatepublishing.com/product/wjec-eduqas-gcse-music-revision-guide-revised-edition">https://www.illuminatepublishing.com/product/wjec-eduqas-gcse-music-revision-guide-revised-edition</a> <a href="#">Africa Revision Video</a> <a href="#">Badinerie Revision Video</a> <a href="#">More in depth Badinerie revision video.</a> <a href="#">Musical keywords videos</a> - Musical keywords under the musical element headings, with examples.

	<p><a href="#">Practice Listening Questions videos</a> - when you've practised and revised, try these questions. <a href="#">BBC Bitesize Eduqas Music</a> <a href="#">Musical Keyword Quizzes</a></p>
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**Extra Curricular Activities**

Instrumental and vocal lessons,  
Choir and advanced vocal ensembles,  
Bands and instrumental ensembles,  
Music Production and Music Tech Club

**Year 10**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Music Elements and Theory 1</b>            We learn more about the basic musical elements and concepts, and how they are used to analyse and create music.</p> <ul style="list-style-type: none"> <li>- rhythm,</li> <li>- metre,</li> <li>- tempo</li> <li>- pitch</li> <li>- melody</li> <li>- dynamics</li> </ul> <p><b>Students cover:</b>            Notation, time signatures, melodic devices, accidentals, metres, tempo markings, dynamic markings</p> <p><b>Coursework:</b>            Performing practice            Composing practise</p>	<p><b>Music Elements and Theory 2</b>            We continue to deepen our learning of the basic musical elements and concepts, and how they are used to analyse and create music. Students cover:</p> <ul style="list-style-type: none"> <li>- instrumentation</li> <li>- tonality and scales</li> <li>- harmony</li> <li>- harmonic devices</li> <li>- melodic devices</li> <li>- rhythmic devices</li> </ul> <p><b>Students cover:</b> Scales and modes, key signatures, cycle of 5ths, different types of chords, Intervals, musical textures and structures</p> <p><b>Coursework:</b>            Performing practice            Composing practise</p>	<p><b>Area of Study 1 - Musical Forms and Devices</b>            Baroque, Classical, Romantic</p> <p><i>Set work 1</i>            Bach - <i>Badinerie</i></p> <ul style="list-style-type: none"> <li>- features of musical periods</li> <li>- relevant key terms and concepts</li> <li>- exploring by performing and/or composing</li> </ul> <p><b>Coursework:</b>            Performing practise            Composing practise</p>	<p><b>Area of study 2 - Music for Ensemble</b>            Musical Theatre, Chamber Music, Blues &amp; Jazz</p> <ul style="list-style-type: none"> <li>- features of musical periods</li> <li>- relevant key terms and concepts</li> <li>- exploring by performing and/or composing</li> </ul> <p><b>Coursework:</b>            Performing practise            Composing practise</p>	<p><b>Area of study 3 - Film Music</b></p> <ul style="list-style-type: none"> <li>- features of film music</li> <li>- long answer question</li> <li>- relevant key terms and concepts</li> <li>- exploring by performing and/or composing</li> </ul> <p><b>Coursework:</b>            performance recording            composition recording</p>	<p><b>REVISION</b></p> <p><b>Coursework:</b>            HAND IN            COURSEWORK</p>
<p><b>ASSESSMENT:</b>            Short compositions</p> <p>Theory test</p>		<p><b>ASSESSMENT:</b>            coursework briefs based on areas on study            AoS and set work tests</p>		<p><b>ASSESSMENT</b>  <b>End of Year Grade (weighted)</b></p> <ul style="list-style-type: none"> <li>- 40% End of year exam</li> <li>- AoS 1-3 including long answer</li> <li>- set work: Bach</li> </ul>	

In-class performance, sharing compositions	<b>solo performance recording</b>	<ul style="list-style-type: none"> <li>- 30% Solo and/or ensemble recording</li> <li>- 30% film music composition</li> </ul>
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**Year 11**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Area of study 4 - Popular Music</b> <i>Pop Music, Fusion: Bhangra</i> <ul style="list-style-type: none"> <li>- history and context</li> <li>- features of popular music</li> <li>- relevant key terms and concepts</li> <li>- exploring by performing and/or composing</li> </ul> <b>Set work 2</b> <b>Toto - Africa</b> <b>Coursework:</b> COMPOSITION - EDUQAS SET BRIEF (published in Sept)  BEGIN WORK ON PERFORMANCE PIECES	<b>Revision AOS 1-4</b>          <b>Coursework:</b> Performing <ul style="list-style-type: none"> <li>- Solo</li> </ul> Composing <ul style="list-style-type: none"> <li>- SET BRIEF</li> <li>- begin work on free composition</li> </ul>	<b>TARGETED REVISION</b> <ul style="list-style-type: none"> <li>- AoS 1-2</li> <li>- Exam technique</li> </ul>          <b>Coursework:</b> Performing <ul style="list-style-type: none"> <li>- ensemble</li> </ul> FREE COMPOSITION	<b>TARGETED REVISION</b> <ul style="list-style-type: none"> <li>- AoS 3-4</li> <li>- Exam technique</li> </ul>          <b>Coursework:</b> PERFORMANCE RECORDINGS (SOLO AND ENSEMBLE)  COMPOSITIONS SET BRIEF FREE COMPOSITION	<b>Revision</b>	<b>Revision</b>

<p><b>ASSESSMENT:</b> AoS and set work test</p>	<p><b>ASSESSMENT:</b></p> <p><b>MOCK EXAMS (weighted)</b></p> <ul style="list-style-type: none"> <li>- 40% End of year exam             <ul style="list-style-type: none"> <li>- AoS 1-4s</li> <li>- both set works</li> </ul> </li> <li>- Solo performance recording</li> <li>- set brief composition</li> </ul>	<p><b>ASSESSMENT:</b> AoS 1-2 practice test</p> <p>Ensemble performance recording</p>	<p><b>ASSESSMENT:</b> AoS 3-4 practice test</p> <p><b>FINAL SUBMISSION OF ALL COURSEWORK</b></p>	<p><b>ASSESSMENT:</b> MOCK PRACTISE EXAM</p>	<p><b>FINAL EXAM</b></p>
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