



		Autumn 1 AoS1 Forms and Devices	Autumn 2 AoS 4 Popular Music,	Spring 1 AoS2 Music for Ensemble	Spring 2 Ao3 Film Music	Summer 1 Revise AoS 1/2/3/4	Summer 2 Revise AoS 1/2/3/4
Year 10	Details	<p>Key Term/styles studied:</p> <p>Binary, ternary and rondo forms repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions. Instrumentation, anacrusis, simple triple time, repeat marks, ornamentation, trill, conjunct movement, sequence, octaves, minuet and trio, G major, D major, chordal analysis (using Roman numerals), perfect cadence, imperfect cadence, modulation to dominant, dominant 7<sup>th</sup>, chromatic movement.</p> <p>Set Works: <b>Badinere by J.S. Bach</b>, Brandenburg Concerto No. 5 Movement 3, Horn Concerto No.4 last movement by Mozart</p>	<p>Key Term/styles studied:</p> <p>Rock and pop styles, strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation, primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms The relationship between melody and chords, instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key change</p> <p>Works studied: <b>Toto by Africa</b> <i>Since You've been Gone</i> by Rainbow, <i>She's Electric</i> by Oasis, <i>Englishman in New York</i> by Sting, <i>Billie Jean</i> by Michael Jackson</p>	<p>Key Term/styles studied</p> <p>Performances in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11). Composing using texture and sonority (chords and melody) including: Monophonic, homophonic, unison, chordal, melody and accompaniment, counter melody Introducing additional concepts of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor</p> <p>Works Studied: String Quartet No.66, Finale by Haydn, Tonight (Quintet and chorus -end of Act 1) by Bernstein, Salt Peanuts (featuring Charlie Parker) by Dizzy Gillespie</p>	<p>Key Term/styles studied:</p> <p>Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot The effect of audience, time and place, and how to achieve this through use of the musical elements Use of sonority, texture and dynamics to create a mood How to achieve contrasts and develop initial ideas when composing.</p> <p>Works Studied: Psycho Bernard Herrman, E.T. by John Williams, Lord of the Rings by Howard Shore</p>	<p>Key Term/styles studied:</p> <p>Variation form and strophic form in classical music Recognition of features of baroque, classical and romantic periods Revisit: imitation, pedal, canon, alberti bass and all harmonic features</p> <p>Revise all works studied</p>	<p>Key Term/styles studied:</p> <p>Revise all styles and keywords/terminology studied.</p> <p>Revise all set works studied.</p>
	Methods of Assessment	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> <li>Ongoing assessment during class. MUA/EUA exam style questions.</li> <li>Composition assessments based on set work</li> </ul>	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> <li>Ongoing assessment during class. MUA/EUA exam style questions.</li> <li>Composition assessments based on set work</li> <li>Group and solo performances</li> </ul>	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> <li>Ongoing assessment during class. MUA/EUA exam style questions.</li> <li>Composition assessments based on set work</li> </ul>	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> <li>Ongoing assessment during class. MUA/EUA exam style questions.</li> <li>Composition assessments based on set work</li> </ul>	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> <li>Ongoing assessment during class. MUA/EUA exam style questions.</li> <li>Composition assessments based on set work</li> </ul>	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> <li>Ongoing assessment during class. MUA/EUA exam style questions.</li> <li>Composition assessments based on set work</li> <li>Group and solo performances</li> </ul>

		<ul style="list-style-type: none"> <li>Group and solo performances assessments against exam criteria.</li> <li>Regular homework assignments</li> </ul>	assessments against exam criteria. <ul style="list-style-type: none"> <li>Regular homework assignments</li> <li><b>Mock Solo Performance</b></li> <li><b>Free Composition Draft</b></li> </ul>	<ul style="list-style-type: none"> <li>Group and solo performances assessments against exam criteria.</li> <li>Regular homework assignments</li> <li><b>Mock Ensemble Performance</b></li> <li><b>Free Composition Draft</b></li> </ul>	<ul style="list-style-type: none"> <li>Group and solo performances assessments against exam criteria.</li> <li>Regular homework assignments</li> <li><b>Mock Solo Performance</b></li> <li><b>Free Composition Draft</b></li> </ul>	<ul style="list-style-type: none"> <li>Group and solo performances assessments against exam criteria.</li> <li>Regular homework assignments</li> <li><b>Mock Ensemble Performance</b></li> <li><b>Free Composition Due</b></li> </ul>	assessments against exam criteria. <ul style="list-style-type: none"> <li>Regular homework assignments</li> <li><b>Mock Exam</b></li> </ul>
	Use of ICT	Students will be using DAWS using the programmes Sibelius, Garage Band and Music Score	Students will be using DAWS using the programmes Sibelius, Garage Band and Music Score	Students will be using DAWS using the programmes Sibelius, Garage Band and Music Score	Students will be using DAWS using the programmes Sibelius, Garage Band and Music Score	Students will be using DAWS using the programmes Sibelius, Garage Band and Music Score	Students will be using DAWS using the programmes Sibelius, Garage Band and Music Score

Year 11		Autumn 1 <b>AoS 1 Forms and Devices</b>	Autumn 2 <b>A04 Pop Music</b>	Spring 1 <b>Revise AoS 1/2/3/4</b>	Spring 2 <b>Revise AoS 1/2/3/4</b>	Summer 1 <b>Revise AoS 1/2/3/4</b>	Summer 2 <b>Exam Preparation</b>
	Details	Key Term/styles studied:  Variation form and strophic form in classical music Recognition of features of baroque, classical and romantic periods Revisit: imitation, pedal, canon, alberti bass and all harmonic features Revisit and revision: Badinerie by Bach Exam techniques: hints and tips Building a vocabulary revision list Clarifying theoretical points	Key Term/styles studied:  Bhangra and fusion Loops, samples, panning, phasing, melismatic/syllabic Revisit <i>Since You've Been Gone</i> Exam techniques: hints and tips Building a vocabulary revision list Clarifying all relevant theoretical points  Works Studied; Girl from Impanema by Jobim, Knight rider by MC Punjabi, Kashmir by Led Zeppelin	Key Term/styles studied:  All AoS's revised and covered again in detail. All keywords and terminology will continue to be consolidated and put into context during exam prep and practice.  Works Studied: All set works and works studied will be revised and revisited.	Key Term/styles studied:  All AoS's revised and covered again in detail. All keywords and terminology will continue to be consolidated and put into context during exam prep and practice.  Works Studied: All set works and works studied will be revised and revisited.	Key Term/styles studied:  All AoS's revised and covered again in detail. All keywords and terminology will continue to be consolidated and put into context during exam prep and practice.  Works Studied: All set works and works studied will be revised and revisited.	Student will sit a 1-hour and 45-minute exam based on all the set works study. It will be split into Section A and Section B. The exam consists of 80 marks.  Section A consists of 6 of the set works with short answers and multiple-choice questions. This is followed by rhythmic and melodic dictation based off one of the set works. Section A finishes with an unknown piece based on the one of the areas of study. This section of the exam is worth 68 points.

	Methods of Assessment	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> <li>Ongoing assessment during class. MUA/EUA exam style questions.</li> <li>Composition assessments based on set work</li> <li>Group and solo performances assessments against exam criteria.</li> <li>Regular homework assignments</li> <li><b>Solo Performance Deadline</b></li> <li><b>Free Composition Deadline</b></li> <li><b>Mock Exam</b></li> </ul>	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> <li>Ongoing assessment during class. MUA/EUA exam style questions.</li> <li>Composition assessments based on set work</li> <li>Group and solo performances assessments against exam criteria.</li> <li>Regular homework assignments</li> <li><b>Ensemble Performance Deadline</b></li> <li><b>Breif Composition Deadline</b></li> <li><b>Mock Exam</b></li> </ul>	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> <li>Ongoing assessment during class. MUA/EUA exam style questions.</li> <li>Composition assessments based on set work</li> <li>Group and solo performances assessments against exam criteria.</li> <li>Regular homework assignments</li> </ul>	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> <li>Ongoing assessment during class. MUA/EUA exam style questions.</li> <li>Composition assessments based on set work</li> <li>Group and solo performances assessments against exam criteria.</li> <li>Regular homework assignments</li> </ul>	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> <li>Ongoing assessment during class. MUA/EUA exam style questions.</li> <li>Exam analysis</li> <li>Practise Papers</li> </ul>	<p>Section B consists of a 12-mark essay question in which students will have to compare given musical elements. Students are expected to write a detailed essay including facts, context and keywords.</p>
	Use of ICT	Students will be using DAWS using the programmes Sibelius, Garage Band and Music Score	Students will be using DAWS using the programmes Sibelius, Garage Band and Music Score	Students will be using DAWS using the programmes Sibelius, Garage Band and Music Score	Students will be using DAWS using the programmes Sibelius, Garage Band and Music Score	Students will be using DAWS using the programmes Sibelius, Garage Band and Music Score	

Useful Resources

Muscore/Garage Band/Sibelius Software

[https://www.illuminatepublishing.com/wp-content/uploads/samples/WJEC\\_Eduqas\\_GCSE\\_Music\\_Revision\\_Guide\\_Revised\\_Ed/Back/](https://www.illuminatepublishing.com/wp-content/uploads/samples/WJEC_Eduqas_GCSE_Music_Revision_Guide_Revised_Ed/Back/)

Exam Board Specification: <https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=13198>