

The KS4 Music Curriculum Overview (Exam Board: *Eduqas (WJEC)*)

The KS4 continues the 'spiral curriculum' of interlinked musical skills within the 3 main areas of GCSE: Performing; Composing; Appraising

Aural understanding - musical memory, describing and notating

Theoretical knowledge and understanding

Controlling instrumental and vocal sounds - as solo performers

Combining and controlling musical elements as ensemble performers, arrangers, improvisers and composers

Critical engagement – identifying musical devices and understanding their place in context and style

Y10

	Block 1 (Aut.1)	Block 2 (Aut.2 > Spr.1)
Performing	Working together in small groups and performing in class arrangement tasks.	An informal solo performance, with GCSE referenced feedback Class performance of <i>Badinerie</i> (and/or other related piece)
Composing	i) group arrangement task e.g. pentatonic, exploiting texture, timbre and structure. ii) a sequenced (Garageband / Logic) individual composition / arrangement fragment eg Blues or Jazz iii) a short notated chamber music arrangement for ensemble using MuseScore/Sibelius > Autumn 2	i) a notated chamber music theme and variation for ensemble using MuseScore/Sibelius e.g. Ukrainian folksong, <i>Minka</i> ii) Creating effective melodies with an awareness of melodic shape and structure. iii) exploring modulation and tonal contrast in composition e.g. a short ternary form.
Appraising	Area of Study 2 : Music for Ensemble I Focus 1 > Jazz. The contexts of Blues and Jazz. Focus 2 > Chamber Music (link to AoS 1 in Aut2)	Area of Study 1 - Forms and Devices Set work - <i>Badinerie</i> from orchestral Suite no. 2 by JS Bach The western classical tradition: Baroque, Classical and Romantic eras.
Concepts include	Jazz and Chamber Music <ul style="list-style-type: none"> ○ Sonority instrumentation and vocal style typical of the genres. ○ Textural organisation - melody, bass, accompaniment, rhythm section. Monophonic, homophonic, unison, imitation, call and response, solo, countermelody. Trio, quartet, quintet. ○ Structure and labels: 12 bar blues, head, call and response, improvisation, solo break, intro/outro, walking bass, riff ○ Melody and tonality: Blues scale, pentatonic scale, modes ○ Harmony: chord labelling, chord progressions, extending chords 7ths, 9ths ○ Sonority: typical instruments and associated techniques e.g. scat, muted, pizzicato ○ Rhythmic features - syncopation, swing 	Area of Study 1 - Forms and Devices (with a focus on the western classical tradition) <ul style="list-style-type: none"> ○ Instruments and ensembles of the periods. Clefs. ○ Texture: monophonic, homophonic, polyphonic; basso continuo. ○ Structural organisation: Binary Form, Ternary Form, Theme and Variations. ○ Melodic features: Repetition, contrast, sequence, ornamentation, ostinato, conjunct/disjunct movement, regular phrasing, ○ Tonality: modulation and the circle of fifths ○ Harmony: cadences; primary and secondary chords; the relationship between melody and chords; diatonic ○ Metre 2/2; 4/4; ¾ ○ An introduction to and preliminary analysis of the set work, <i>Badinerie</i> from orchestral Suite no. 2 by JS Bach

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	Block 3 (Spr.1>Spr.2)	Block 4 (Sum.1)	Block 5 (Sum. 2)
Performing	Working together in small groups and performing in class arrangement tasks. Class performance of <i>Africa</i> (and/or other related song).	Preparation for Y10 Ensembles concert	Y10 Ensembles Concert Y10 Exam Solo Performance
Composing	i) Group piece creating at least 2 sections of a pop song e.g. verse and chorus ii) create a reggae cover iii) a sequenced composition fragment: 1 section of a popular song	GCSE Free Brief composition. Choose EITHER from a selection of briefs provided by the teacher OR write their own brief. Complete by the end of term. Marked and feedback given for improvement during Y11.	Completion of GCSE Free Brief composition
Appraising	Area of Study 4 - Popular Music I Set work - <i>Africa</i> by Toto Rock, Pop and Reggae	Area of Study 3 - Film Music	Preparation/Revision for Yr 10 Listening Exam. responding to feedback after the exams
Concepts include	Area of Study 4 - Popular Music I <ul style="list-style-type: none"> ○ Sonority and texture: typical instrumentation; stylistic playing and vocal techniques; Acoustic / amplified; lead / backing vocals; riffs. ○ Structural organisation: Verse/Chorus form; 32 bar song form; Middle 8; bridge; intro/outro; instrumental break ○ Lyric-writing and expressive melodic characteristics; word setting - syllabic; melisma ○ Harmony: standard chord progressions, power chords ○ Rhythmic features e.g. syncopation; driving rhythms ○ Keys and modulation ○ An introduction to and preliminary analysis of the set work, <i>Africa</i> by Toto 	Area of Study 3 - Film Music I <ul style="list-style-type: none"> ○ Sonority, texture and dynamics: selecting and exploiting the performing forces and techniques to create colour/mood ○ Melody - exploiting melodic shapes for mood/colour: eg fanfare; disjunct; chromatic ○ harmony and tonality: exploring and exploiting major / minor / modal/ dissonance / atonality for expressive effect. ○ Texture: Use of ostinato ○ Structure: Theme, motif and leitmotif; loops ○ minimalism ○ Underscore; Diagetic / non-diagetic 	<ul style="list-style-type: none"> ○ Set Work I 'Badinerie' ○ Set Work II 'Africa' <p>Quick recap on each Area of Study and also:</p> <ul style="list-style-type: none"> ○ Musical features and compositional devices ○ Describing music using elements and related vocab ○ Aural, notation and listening skills <p>Feedback - self-appraisal strengths / areas for improvement. Setting personal learning to learn targets for Y11.</p>

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Y11

	Block 1 (Aut.1)	Block 2 (Aut.2)	Block 3 (Aut.3)
Performing	Preparing for Y11 Ensembles Concert (coursework recording) after half term	Preparing for the Solo Performance coursework exam in January	
Composing	i) Responding to feedback on Free Brief composition ii) Set Brief compositions released by Eduqas. Complete by the end of term. Marked and feedback given for improvement		
Appraising	Area of Study 2 - Music for Ensemble II Musical Theatre	Area of Study 1 - Forms and Devices Set work - <i>Badinerie</i> from orchestral Suite no. 2 by JS Bach The western classical tradition: Baroque, Classical and Romantic eras.	Mock listening exam preparation:
Concepts include	<ul style="list-style-type: none">○ Song structures in musicals○ Texture: 2-, 3-, 4-part textures; countermelody; descant; unison; solo; duet; vocal and instrumental combinations○ Melody: Word-setting, word-painting○ Use of musical elements to create mood/effect/character○ Sonority: voice types (SATB), acapella, chorus, orchestra, pop/rock group, backing vocals, vocal techniques e.g. belt, falsetto, vibrato, rap	<ul style="list-style-type: none">○ In depth analysis of the set work, <i>Badinerie</i> from orchestral Suite no. 2 by JS Bach.○ Tonality: analysis of modulations in set work. Circle of fifths.○ Harmony: cadences: perfect, imperfect, interrupted, plagal; neapolitan 6th; inversions and figured bass○ Instrumentation, basso continuo○ Motivic analysis○ Compositional devices○ Baroque era, context and background	Revision for mock exams in January, in particular <ul style="list-style-type: none">○ the long answer question and○ AoS4 set work: <i>Africa</i> by Toto

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Y11

	Block 4 (Spr.1) - after the mocks	Block 5 (Spr. 2)	Block 6 - the final weeks
Performing	Solo performance recorded during mock exams - feedback	Opportunity to record a further Performance, <i>either Solo or Ensemble</i> (if necessary).	N/A
Composing	Responding to feedback: refining Free Composition and Set Brief composition	Responding to feedback: refining and completing Free and Set Brief compositions to deadline in March.	N/A
Appraising	<ul style="list-style-type: none"> Responding to feedback 	Area of Study 4 : Popular Music II <ul style="list-style-type: none"> Styles : soul, hip-hop, reggae, ballad Fusions: including Bhangra 	Preparing for the Listening Exam
Concepts include	<ul style="list-style-type: none"> Feedback - self-appraisal strengths / areas for improvement. Setting personal learning to learn targets for Y11. 	<ul style="list-style-type: none"> rhythms/instruments Strophic, verse-chorus form Performance techniques e.g. belt, falsetto, rap, distortion, hammer-on, rim shot, slap bass ICT / Technology : panning, phasing, sampling, loops, reverb, echo Contextual background to fusions 	<ul style="list-style-type: none"> Practice questions and exam technique Revisiting concepts, terminology and techniques <ul style="list-style-type: none"> Set works revision Making connections Listening skills