

St Cuthbert Mayne School Curriculum Map



Performing Arts - Music Year 10

We offer the EDUQAS GCSE music syllabus. It consists of three Components that are appealing, and reflect recent developments in music, whilst also retaining traditional core subject content. The syllabus allows for much general contextual listening and learning about many musical styles and repertoire, as well as the more detailed study of specified works. Composing is now a less constrained part of the course, giving far more creative freedom to the student, and the performing element of the course combines both solo and ensemble possibilities for candidates. The course is wonderfully diverse, and there really is something for everybody within it, whatever their musical interests.

- **Component 1: Performing**
 - Total duration of performances: 4-6 minutes
 - Non-exam assessment: internally assessed, externally moderated
 - 30% of qualification
- **Component 2: Composing**
 - Total duration of compositions: 3-6 minutes
 - Non-exam assessment: internally assessed, externally moderated
 - 30% of qualification
- **Component 3: Appraising: Written examination: 1 hour 15 minutes (approximately)**
 - 40% of qualification
 - Two of the eight questions are based on extracts set by EDUQAS ('Badinerie' by Bach and 'Africa' by Toto)

Autumn Term

Topic/Unit	Introduction to GCSE Music Listening and Appraising Skills Introduction to GCSE Composition		
Knowledge (Content covered)	<p>Students will use prior knowledge of the building bricks of music (DR SMITH) to describe pieces of music using extended GCSE-level vocabulary. They will utilise DR SMITH when listening to music and develop their knowledge, understanding and skills needed to communicate effectively as musicians. The focus will be on gaining an understanding of how melody can be developed. There will be a big push on music theory, particularly reading staff notation, understanding chords and chord symbols, musical vocabulary and terminology, musical analysis and knowing and understanding the building bricks of music..</p> <p>Throughout the Autumn Term students will be developing a mock GCSE composition with a focus on rhythm, metre and tempo - key elements of any musical piece. They will expect to be given listening homework based on the building bricks of music alongside a regular practice routine on their chosen instrument/voice.</p>		
Skills	Component 2: <ul style="list-style-type: none"> - Compose and develop musical ideas with technical control and coherence 	Component 3: <ul style="list-style-type: none"> - Demonstrate and apply musical knowledge - Use appraising skills to make evaluative and critical judgements about music 	
Assessment	<p>Students will be assessed on their ability to evaluate music and demonstrate knowledge and understanding of the musical elements and musical language. They will analyse and evaluate music that is both familiar and unfamiliar to them through listening tests and practice essay questions. Students will be assessed on a mock composition which will have a focus on rhythm, metre and tempo and this will be assessed in line with the GCSE marking grid. Performance skills and technique development will still feature but this will be expected of students to complete in their own time through independent study.</p>		
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	<ul style="list-style-type: none"> - Music producer - Music therapist - Musician - Private music teacher - Secondary school teacher - Sound designer - Talent agent 	<ul style="list-style-type: none"> - Sound engineer - Sound technician, broadcasting/film/video - Broadcast engineer - Community arts worker - Marketing executive - Radio broadcast assistant - Theatre stage manager 	<ul style="list-style-type: none"> - Special effects technician - Arts administrator - Choreographer - Event manager - Private tutor - Radio producer - Composer

Spring Term

Topic/Unit	Exploring GCSE Composition Listening Skills AoS1: Musical Forms and Devices Set work 1: Badinerie by Bach Developing a solo performance		
Knowledge (Content covered)	<p>Students will deepen their knowledge and understanding of the building bricks of music (DR SMITH) to describe unfamiliar pieces of music using extended GCSE-level vocabulary. The focus will be on gaining an understanding of how melody can be developed. There will continue to be a push on music theory and how this can be implemented alongside the listening exam so students should spend time revising the building bricks of music by listening to a range of music and applying questions based upon these to the piece e.g. <i>What is the instrumentation? What is the structure of the song? Explain the dynamics. Compare and contrast section A and section B etc.</i></p> <p>Students will critically appraise their first study works - Badinerie by Bach. This will comprise a full analysis. Students will also need to understand the music of the Baroque, Classical and Romantic Periods. This provides the context for a study of binary, ternary, minuet and trio, rondo, variation and strophic forms.</p> <p>Throughout the Spring Term students will be developing a solo performance through practice and techniques/skills building ready for a performance in March. Students will perform the whole song focusing on accuracy, phrasing and expression and it should be a minimum of 2 minutes long without repeating large sections. This will be marked in line with the assessment criteria and we will look at the performance experience of the group and how we can develop confidence. Students will also build on their previous composition with a focus on adding Texture, Harmony and Tonality while notating their piece through a range of staff notation, tab, graphic score and lead sheet.</p>		
Skills	Component 1: Perform with technical control, expression and interpretation.	Component 2: Compose and develop musical ideas with technical control and coherence	Component 3: Demonstrate and apply musical knowledge Use appraising skills to make evaluative and critical judgements about music
Assessment	<p>Students will be assessed on their ability to evaluate music and demonstrate knowledge and understanding of the musical elements and musical language. They will analyse and evaluate music that is both familiar and unfamiliar to them through listening tests and practice essay questions.</p> <p>Students' progress on their mock composition will be assessed with the focus on Texture, Harmony and Tonality.</p> <p>Solo performance will be formally assessed in line with the GCSE marking grid.</p>		
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Summer Term

Topic/Unit	Developing ensemble skills Listening Skills linked to Aos 2: Music for ensemble and Aos 3:Film Music Refining a solo performance Refining a composition		
Knowledge (Content covered)	<p>Students will now refine their knowledge and understanding of the building bricks of music, continuing to describe unfamiliar and familiar pieces of music using extended GCSE-level vocabulary. They will look at AoS 32 and AoS 3 this term where they must be able to listen attentively to unfamiliar music from the following styles/genres to identify and accurately describe the building bricks, musical contexts and musical language of:</p> <p>Aos2: Music for ensemble: this forms the basis for a study of texture and sonority, through a study of diverse musical styles composed for ensemble, such as jazz and blues, musical theatre and chamber music,</p> <p>AoS3: Film Music: Through this area of study learners are encouraged to consider how music for film is created, developed and performed, and the impact this has on the audience.</p> <p>Students will start to think about their ensemble skills with a focus on listening to other musicians, playing in time and creating a balanced performance. Ensemble rehearsals will be scheduled and structured by students independently outside of lesson time so that preparations towards their mock listening exam can take place within curriculum time. Students will be given an audio recording of their solo performance to reflect on their progress and how they can further develop. Students will complete their mock composition alongside a score and programme notes (around 100-150 words) to accompany their piece.</p>		
Skills	Component 1: Perform with technical control, expression and interpretation.	Component 2: Compose and develop musical ideas with technical control and coherence	Component 3: Demonstrate and apply musical knowledge Use appraising skills to make evaluative and critical judgements about music
Assessment	Students will be assessed on their ability to evaluate music and demonstrate knowledge and understanding of the musical elements and musical language. They will analyse and evaluate music that is both familiar and unfamiliar to them through listening tests and practice essay questions. Students will be assessed on a mock composition which will have a focus on rhythm, metre and tempo and this will be assessed in line with the GCSE marking grid. Ensemble performances will be peer marked in line with assessment criteria and marking grids.		
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