

## Beths Grammar School KS4 Curriculum Map

### EDUQAS GCSE Music

Term	<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
	<p><b>Substantive Knowledge</b> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b> This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p><b>Assessment opportunities</b> What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term - Year 10</p>	<p><b>Appraising Music, Theory and Musical Eras</b> To get all students a grounding in the music theory that they will be using in their analysis and composition work over the course of the subject.</p> <p>Students to listen and break down key elements of music and the terminology for describing them.</p> <p>To understand the key historical periods in music; Baroque, Classical and Romantic, focusing on the Baroque period.</p> <p><b>Performance – group performance</b> To create a group performance of a piece of music of their choice. They will work on their understanding of how to work in a group and how to react with students within a performance.</p> <p><b>Composition – the basics</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the key elements of analysis of music; including melody, harmony, form and structure, tonality, texture, metre, tempo, dynamics, musical styles/genres and rhythm.</li> <li>• Identify key features of the Baroque, Classical and Romantic.</li> <li>• Identify key elements of music from listening examples</li> <li>• Read basic rhythmic notation</li> <li>• Read basic pitched notation</li> <li>• Associate terminology with the correct element of music.</li> <li>• Build on performance skills</li> <li>• Work on developing an understanding of performing in a group.</li> <li>• Develop communication skills within their group performances.</li> <li>• Identify music theory within compositions.</li> <li>• Analyse music for composition purposes</li> <li>• Identify a 16-bar melody structure.</li> <li>• Apply varied dynamics and articulation to composition.</li> <li>• Create harmony to a melody.</li> <li>• Develop ideas from a basic theme.</li> <li>• Develop harmonies.</li> </ul>	<p>Short Theory tests to assess basic music understanding.</p> <p>Complete theory tasks</p> <p>Performance within a group</p> <p>Terminology test after each element of music.</p> <p>Era test from the Western Classical Tradition (WCT).</p> <p>How to harmonize a melody task.</p> <p>16 bar composition with focus on structure.</p> <p>Development of a theme task</p>

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	<p>Students work to identify how to write a traditional melody.</p> <p>Students to create a 16-bar melody using an AABA pattern that has a harmony instrument supporting it, as well as including dynamics and articulation.</p> <p>Students to complete a short theme and variation composition task, focused on development of ideas.</p>		<p>Theme and variation composition.</p>
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<p>Spring Term – Year 10</p>	<p><b>Appraising Music</b></p> <p>Students continue to listen and break down key elements of music and the terminology for describing them, using Appendix C as a focus for terms.</p> <p>Complete Analysis on the Bach set work.</p> <p>Develop Essay Skills for Music</p> <p><b>Performance:</b></p> <p>Solo performance</p> <p><b>Composition:</b></p> <p>Students will write a vocal melody-based composition.</p> <p>Work to compose a piece of popular music, in any style.</p> <p>Students will begin to explore leitmotifs for compositions.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>• Demonstrate knowledge and understanding of the key elements of music and terminology used to describe them.</li><li>• Analyse and break down all of the key elements of analysis for Badinerie by Bach.</li><li>• Demonstrate exam technique for writing long answer responses.</li><li>• Perform a solo performance</li><li>• Assess solo performances in the lesson using the EDQUAS marking schemes.</li><li>• Demonstrate how to write a good vocal melody.</li><li>• Develop a vocal melody into a larger work keeping in mind all compositions concepts learnt this year.</li><li>• Identify what a leitmotif is in music and compose a theme for different characters/moods/situations.</li></ul>	<p>Students will be assessed on their listening skills focusing on Appendix C.</p> <p>Students will complete exam analysis tests on their set work.</p> <p>Students will submit a popular composition including a vocal part they have performed themselves.</p> <p>Students will start their Leitmotif compositions.</p>
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<p>Summer Term – Year 10</p>	<p><b>Appraising Music</b></p> <p>Students continue to listen and break down key elements of music and the terminology for describing them.</p> <p>Wider listening genres: Popular Music, musical theatre and film music. Review through other genres covered so far.</p> <p>Set work Analysis: continue Africa by Toto</p> <p>Complete dictation tasks</p> <p><b>Performance:</b></p> <p>Start working on another group performance for the actual GCSE.</p> <p><b>Composition:</b></p> <p>Students will finish their leitmotif piece and then start their free composition for the GCSE.</p> <p>Students will also start to keep a logbook of the work that they are doing within their composition.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>• Identify the key elements of music for popular music, musical theatre and Film Music, such as structure, instrumentation, key features (eg.. Fanfare, ostinato, leitmotif, power chords, etc.) intervals, instrumental techniques, and other key elements.</li><li>• Demonstrate knowledge and understanding of the key elements of music and terminology used to describe them.</li><li>• Analyse and break down all of the key elements of analysis for Africa by Toto.</li><li>• Demonstrate exam technique for writing long answer responses.</li><li>• Mock of group performance exam.</li><li>• Identify key compositional techniques that help create a successful composition for the GCSE.</li><li>• Develop a larger composition keeping in mind all concepts learnt this year.</li></ul>	<p>At the end of the second set work, exam style questioning for both set work and unknown listening.</p> <p>Complete unknown listening in the styles covered.</p> <p>Submit leitmotif composition.</p> <p>Complete practice dictation.</p> <p>Year 10 Trial Exam</p> <p>Start free composition</p>
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<p>Autumn Term - Year 11</p>	<p><b>Appraising Music</b></p> <p>Students continue to listen and break down key elements of music and the terminology.</p> <p>Wider listening genres: Review elements of music and Appendix C.</p> <p>Introduce ensemble music.</p> <p>Set work Analysis: Review Africa by Toto. Start review for Badinerie by J.S. Bach for Flute and String Orchestra with Harpsichord</p> <p>Complete dictation tasks</p> <p><b>Performance:</b></p> <p>Double check performance plans – check length and genres.</p> <p>Submit their first performance.</p> <p><b>Composition:</b></p> <p>Students will submit their free composition for the GCSE.</p> <p>Students will continue to keep a logbook of the work that they are doing within their composition.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify key elements of music for all genres studied last year.</li> <li>• Identify the key elements of music for ensemble music, such as eras, instrumentation techniques, texture, structure, voices, etc.</li> <li>• Demonstrate knowledge and understanding of the key elements of music and terminology used to describe them.</li> <li>• Review analyse of the key elements of analysis for Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord and Africa by Toto.</li> <li>• Demonstrate exam technique for writing long answer responses.</li> <li>• Identify key features for the performance exam.</li> <li>• Identify key compositional techniques that help create a successful composition for the GCSE.</li> <li>• Finish a larger composition keeping in mind all concepts learnt.</li> <li>• List strategies for completing the dictation task.</li> <li>• Identify key features that will be needed for their brief compositions.</li> </ul>	<p>Key term quiz.</p> <p>Exam style testing at the end of Badinerie by J.S.Bach.</p> <p>Complete unknown listening in the style covered.</p> <p>Submit first exam composition.</p> <p>Complete first performance submission.</p> <p>Complete checks on brief composition.</p> <p>Complete a long answer listening question and dictation questions.</p>
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	Students will start their brief compositions.		
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<p>Spring Term – Year 11</p>	<p><b>Appraising Music</b></p> <p>Students continue to listen and break down key elements of music and the terminology.</p> <p>Wider listening genres: all AoS.</p> <p>Set work Analysis: review both set works.</p> <p>Complete dictation and long answer tasks</p> <p><b>Performance:</b></p> <p>Triple check performance plans – check length and genres.</p> <p>Submit their final performance(s) – if possible early in the first half term.</p> <p><b>Composition:</b></p> <p>Students will submit their brief composition for the GCSE.</p> <p>Where needed, students will complete a third composition.</p> <p>Students will finish their logbook.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the key elements of music for different eras, ensembles, genres, etc.</li> <li>• Demonstrate knowledge and understanding of the key elements of music and terminology used to describe them.</li> <li>• Analyse of the key elements of analysis for both set works.</li> <li>• Demonstrate exam technique for writing long answer responses.</li> <li>• Identify key features for the performance exam.</li> <li>• Identify key compositional techniques that help create a successful composition for the GCSE.</li> <li>• Finish a brief composition keeping in mind all concepts learnt.</li> <li>• List strategies for completing the dictation task.</li> <li>• Analyse composition work in regard to process and progress for their logbook.</li> </ul>	<p>Practice questions in the exam style, including set works, dictation and unknown listening tests.</p> <p>All performances to be recorded before half term, including the logbook.</p> <p>All compositions to be submitted before Easter including the logbook.</p>
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Summer Term – Year 11	<p><b>Appraising Music</b></p> <p>Students continue to listen and break down key elements of music and the terminology.</p> <p>Wider listening genres: All genres to be reviewed and tested</p> <p>Set work Analysis: review and test both set works.</p> <p>Complete dictation and long answer tasks</p> <p><b>Performance:</b></p> <p>Complete final checks for all students.</p> <p><b>Composition:</b></p> <p>Complete final checks for all students.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the key elements of music for all genres</li> <li>• Demonstrate knowledge and understanding of the key elements of music and terminology used to describe them.</li> <li>• Analyse of the key elements of analysis for both set works</li> <li>• Demonstrate exam technique for writing long answer responses.</li> <li>• List strategies for completing the dictation task.</li> </ul>	<p>Tests to review terminology to elements of music.</p> <p>Practice questions in the exam style, including set works, dictation and unknown listening tests.</p>
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