

Beths Grammar School KS5 Curriculum Map

EDUQAS A Level Music

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term - Year 12</p>	<p>Assess previous music theory knowledge and understanding.</p> <p>Appraising Music Students will complete theory-based reading tasks to assess their knowledge of theory and its concepts, for example, chord recognition.</p> <p>Define the history of music through the Western Classical Tradition (WCT).</p> <p>Area of Study (AoS) A – Identify the Mannheim School and the composer Stamitz. Define the early classical era by moving chronologically through Stamitz to Haydn covering composers such as Filtz, J.C. Bach, Mozart and early Haydn.</p> <p>Discuss key genres withing the early classical era, such as style galant, Empfindsamer Stil and Strum und drang.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify the key elements of analysis of music; including melody, harmony, form and structure, tonality, texture, metre, tempo, dynamics, musical styles/genres and rhythm. • Identify key features of the Romantic, Baroque, Classical, Romantic and 20th Century Music. • Identify key elements of music from listening examples • Read basic rhythmic notation • Read basic pitched notation • Associate terminology with the correct element of music. • Build on performance skills • Work on developing an understanding of performing in a group. • Develop communication skills within their group performances. • Identify music theory within compositions. • Analyse music for composition purposes • Identify the features of a 8 bar period phrase versus a 8 bar sentence phrase. • Develop compositional skills to include a rounded binary piece. • Create harmony to a melody. • Develop ideas from a basic theme. • Develop harmonies. 	<p>Theory tests</p> <p>Research task on Stamitz and Mannheim.</p> <p>Complete Compositions tasks 0-4.</p> <p>Listening assessment on dictation and aural skills.</p> <p>Group performance of their composition.</p> <p>Formative questions – find and locate (score reading)</p> <p>Research task – Haydn’s life and works, and key styles.</p>

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	<p>Complete first long response answers looking back at the Early Classical Era.</p> <p>Note that we will either teach AoS B or C. Students will not need to do both AoS but each year we will assess which AoS will be best for the cohort.</p> <p>AoS B: Teach 1960s Pop and Rock & Soul or AoS C: Work through Rodgers and start Bernstein</p> <p>AoS E: Complete an overview of 20th C Music. Impressionism, working on knowing Debussy and his set work.</p> <p>Composition Complete composition tasks 0- 4, If time available start task 5. Task 0: Setting up a document Task 1: 8 bar sentence Task 2: 8 bar period phrase Task 3: Rounded Binary Task 4: Arrangement</p> <p>Performance Students will complete a series of group performances during this term.</p>	<ul style="list-style-type: none"> • Understand the roles that instruments play in a string group or orchestra. • Understand the key features of style galante, Empfindsamer Stil and Strum und Drang and be able to differentiate between the two of them. • Define the initial characteristics of the symphony in the Early Classical period. • Understand the role of patronage within the beginning of the early classical period. • Understand the key features of Pop and Rock and Roll from the 1960s or the musical features of Richard Rodgers. • Identify key features of impressionism. • Discuss the elements of music used within the Impressionism set work. 	<p>Assess students' solo performance capabilities.</p> <p>Exam style questioning for the AoS B/C topics covered.</p> <p>Analytical writing on wider listening.</p> <p>Long answer response based upon Mannheim.</p> <p>Exam style questions on the Debussy set work.</p>
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<p>Spring Term – Year 12</p>	<p>Appraising Music</p> <p>AoS A: Haydn 104 – finish analysis on movement 1; if time start movement 2 (from 2026/27 Haydn symphony 100)</p> <p>AoS B: Cover genres from the 1970’s, for example, disco, prog-rock and hard rock.</p> <p>or</p> <p>AoS C: Work through Bernstein and start Sondheim. Review through all composers studied to date.</p> <p>AoS E: Complete analysis of Neo-Classical set work by Poulenc</p> <p>Complete music dictation tasks</p> <p>Performance:</p> <p>Independent work on solo performance. Perform a solo piece in class for assessment.</p> <p>Composition: students will complete tasks 4 and 5. They will start task 6. Task 4: Arrangement Task 5: Minuet Task 6: Sonata Form</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Identify the key elements of 1970s music, such as structure, instrumentation, key features (eg. power chords, distortion, slap bass, etc.) and the use of technology or explore the musicals written by Bernstein and Sondheim. Describe a melody Demonstrate knowledge and understanding of the key elements of music and terminology used to describe them. Analyse and break down all of the key elements of analysis for Haydn Symphony 104, mvt 1, (from 2026/27 Haydn symphony 100) Demonstrate exam technique for writing long answer responses. Identify the key composers from AoS C through aural analysis or the key genres of AoS B. Identify the key genres of 20th C Music, identifying the key genres. Identify the key characteristic of Impressionism, such as static harmony, extended chords, tone colours, etc. State and locate key features of the Debussy set work. Complete basic dictation tasks. State and locate key features of both movement 1 and potentially movt. 2 of the Haydn set work. Identify all analysis elements in regard to the Haydn set work, including, texture, structure, instrumentation/sonority, rhythm, metre, harmony, melody and tempo Understand the basics of using a circle of fifths in a composition. 	<p>State and locate (score reading) questions.</p> <p>Practice exam essay writing for movement 1</p> <p>Complete question 11 style exam questions.</p> <p>Exam style questioning for the AoS B/C topics covered.</p> <p>Analytical writing on wider listening.</p> <p>Composition tasks 5 and 6.</p> <p>Essay practice questions</p> <p>Exam style questioning for the AoS E.</p> <p>Perform a piece that they will use for their recital in class.</p>
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<p>Summer Term – Year 12</p>	<p>Appraising Music AoS A: finish Haydn 104 (from 2026/27 Haydn symphony 100)</p> <p>Start looking at Late classical/Early Romantic Beethoven, if time allows</p> <p>AoS E: Complete wider listening around Impressionism and Expressionism.</p> <p>AoS B: Finish genres from the 1970's. Then start to look at genres from the 1980's. or AoS C: Work through Sondheim and start Schwartz. Review through all composers studied to date.</p> <p>Complete dictation tasks</p> <p>Performance:</p> <p>Independent work on solo performance.</p> <p>Talk through full recital. Perform first recital piece in the summer concerts.</p> <p>Composition:</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify the key elements of music for our set work Haydn 104. • Demonstrate knowledge and understanding of the key elements of music and terminology used to describe them in unknown listening. • Analyse and break down all of the key elements of analysis for Debussy set work. • Identify key features of expressionism, such as tone row, retrograde, Klangfarbenmelodie, etc • Demonstrate exam technique for writing long answer responses. • Perform their first piece from their recital at the Summer concert. • Identify key compositional techniques that help create a successful composition for the A Level. • Develop a larger composition keeping in mind all concepts learnt this year. • Map the key elements of how the symphony changed from 1750-1800 citing specific examples of music. • Complete question 11 examples. • Develop more mature ideas within their compositions. • Complete a mock exam with some confidence. • Identify features of maximalism, ex. dissonant, rhythmic, chromatic, etc. 	<p>Practice questions</p> <p>Exam style questioning for the AoS C//B/E.</p> <p>Submit composition task 6 and 7.</p> <p>Solo Performance in a concert.</p> <p>Mock exam this term- tbd by SLT</p> <p>Presentation for peer assessment/revision purposes.</p> <p>Set composition task 8,9 or 10 as summer work alongside with a wider AoS A Listening task.</p>
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	<p>Students will complete tasks 6 and 7. They will be given task 8, 9 or 10 for summer homework.</p> <p>Task 6: Sonata Form Task 7: Rondo Task 8: Octatonic Scale Task 9: Whole Scale and Pentatonic Task 10: 32 Bar Song</p>		
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<p>Autumn Term - Year 13</p>	<p>Appraising Music AoS A: Review Stamitz through to Beethoven with a focus on Haydn 104.</p> <p>Finish Beethoven and moving onto Mendelssohn and the set work (from 2026/27 Schubert symphony 5) Start the Early Romantic era. During that time, you should cover some of the following composers: Schubert, Berlioz, potentially Schumann.</p> <p>AoS E: Wider listening for Neo-Classical and introduce from Expressionism wider listening. Review through all of AoS E.</p> <p>Complete dictation tasks</p> <p>AoS B: Cover genres from the 1990's, for example, Alternative Rock, Pop & RnB</p> <p>AoS C: Work through musicals by Lloyd Webber. Review through all composers.</p> <p>Performance:</p> <p>Double check performance plans for the recital – check length and genres.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify key features of music for all genres studied last year. • Identify the key elements of music for all set works covered to date, including the Haydn 104, Debussy Nuages and Poulenc set works. • Demonstrate knowledge and understanding of the key elements of music and terminology used to describe them. • Identify key features of other AoS A Setwork (2025- Mendelssohn 3; 2026- Schubert 5) • Identify the key features of neo-classical music, such as structure, instrumentation, texture and harmony. • Identify the key features of expressionism. • Demonstrate exam technique for writing long answer responses. • Confidently play their performance recital works. • Write about their compositional process. • Identify key compositional techniques that help create a successful composition for the A Level. • Complete dictation tasks with some confidence. • Submit their first composition for the exam course. 	<p>Formative questions – find and locate (score reading)</p> <p>Research task – Mendelssohn's (Schubert/Haydn - 2026 onwards) life and works</p> <p>Submit composition task from the summer composition work.</p> <p>Exam style questioning for the AoS E, B and A topics covered</p> <p>Analytical writing on wider listening.</p> <p>Complete their first composition to be submitted to the board.</p>
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	<p>Perform their second performance piece for the winter concerts.</p> <p>Composition: Students will start and hopefully complete their first composition submission after reviewing the briefs.</p> <p>Students will also start to keep a logbook of the work that they are doing within their composition.</p> <p>Students will start their first compositions which will be due before Christmas. For those who are on a composition higher path, students will need to have started their second composition before the term finishes.</p>		
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<p>Spring Term – Year 13</p>	<p>Appraising Music AoS A: Complete listening study on the rest of the symphony during the Romantic period including composers such as Smentana, Tchakovsky, Dvorak, Brahms, Strauss, etc.</p> <p>AoS C: Review through all composers.</p> <p>AoS B: Review all time periods/genres of music.</p> <p>AoS E: Review though all genres and set works.</p> <p>For area of study B/C and E focus should now be on exam technique.</p> <p>Complete dictation and long answer tasks.</p> <p>Performance: Complete a mock recital in January. Students will submit their exam during this term.</p> <p>Composition: Students will work on their second submitted composition. Those who are on the higher composition pathway need to have submitted their second composition and started their third composition.</p> <p>Students will need to continue their logbook.</p>	<p>Students should be able to:.</p> <ul style="list-style-type: none"> • Identify the key elements of music for all set works covered to date, including all of the set works. • Be confident in being able to demonstrate knowledge and understanding of the key elements of music and terminology used to describe them. • Demonstrate exam technique for writing long answer responses. • Confidently play their full performance recital for their mock exam in January. • Complete their performance recital exam – date TBC from the exam board) • Identify key compositional techniques that help create a successful composition for the A Level. • Finish a larger composition keeping in mind all concepts learnt for the exam. • Complete dictation tasks with some confidence. • Identify key features that will be needed for their brief/free compositions being careful of their use of the WCT. • Write about their compositional process in their logbook. • Complete exam style questions on all subjects. 	<p>Analytical writing on wider listening.</p> <p>All compositions and logbooks must be submitted by May 1st in their final format.</p> <p>Set practice essay questions for AoS A, B/C and E.</p> <p>Exam style questioning for AoS A/B/C/E topics.</p> <p>AoS A: Exam technique questions set based upon time period covered to date.</p> <p>Performance Recital exam due – date TBC.</p>
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<p>Summer Term - 13</p>	<p>Appraising Music Revision on a AoS's, complete any composers outstanding from AoS A.</p> <p>Complete exam technique work.</p> <p>Complete dictation and long answer tasks</p> <p>Performance:</p> <p>Will be completed by now.</p> <p>Composition: All compositions and logbooks must be turned in by May 1st in their final format.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify the key elements of music for all genres • Demonstrate knowledge and understanding of the key elements of music and terminology used to describe them. • Analyse of the key elements of analysis for all set works • State and locate key features of any of their set works. • Demonstrate exam technique for writing long answer responses throughout the whole time period being covered. • List strategies for completing the dictation task. • State and locate key features of any of their set works. • All compositions and logbook must be submitted no later than 1st May in their final format. 	<p>Complete essay questions.</p> <p>Wider listening tasks based upon all of the AoS.</p> <p>Complete practice papers for all AoS.</p> <p>Complete all compositions and composition logbook by May 1st.</p>
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