



Intent
 At GCSE we follow the Eduqas specification and students are required to demonstrate their ability to perform, compose, apply knowledge and make evaluative and critical judgements about music. In Year 11 students will continue to develop and apply musical knowledge, understanding and skills to become well-rounded musicians. In Year 11 completion of the NEA and applying performing and compositional techniques is a priority. Students need to understand, be able to write about and also demonstrate in their own compositions the elements of music (melody, articulation, dynamics, texture, structure, harmony & tonality, instrumentation, rhythm and tempo). The Appraising component is split into 4 different Areas of Study, all focusing on a different musical tradition.

| Music Year 11 | C1 Performing AO1 NEA 30% Sept – Dec | C2 Composing AO2 NEA 30% Sept - Feb | C3 Appraising AO3 & AO4 Exam 40% | | | | |
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| | | | All units Ongoing | AoS 1 WCT Ongoing | AoS 2 Music for Ensemble Ongoing | AoS 3 Film Music Ongoing | AoS 4 Popular Music Ongoing |
| Knowledge (facts, information, concepts and key terminology) | <ul style="list-style-type: none"> Instrument specific techniques Performance directions | <ul style="list-style-type: none"> Treble and bass clef notation Major and minor triads Cadences Chord progressions Structures Instrumentation Textural devices | <ul style="list-style-type: none"> Musical elements: melody, harmony, tonality, form & structure, dynamics, sonority, texture, tempo, rhythm, metre. Musical context: purpose, audience, intention. Musical Language: read and write treble and bass notation, simple & compound time, chord symbols, key signatures | <ul style="list-style-type: none"> Placing music in a historical context Study of a prepared extract from the WCT Identifying main features of binary, ternary, minuet & trio, rondo, variation & strophic forms | <ul style="list-style-type: none"> Understanding of sonority and texture through the study of chamber music, musical theatre, jazz & blues. Instrumental and vocal groupings including vocal ensembles, jazz/blues trio, rhythm section, string quartet, basso continuo and sonatas | <ul style="list-style-type: none"> Understanding of how timbre, tone colour and dynamics are used for effect in film music Use of leitmotifs Thematic transformation Features adopted by composers to create different moods Minimalist techniques | <ul style="list-style-type: none"> Features of popular music styles: pop, rock and pop, bhangra and fusion Study of a prepared extract Popular music features including music technology |
| Understanding (ability to connect and synthesise knowledge within a context) | <ul style="list-style-type: none"> Perform with: <ul style="list-style-type: none"> Technical control Expression Interpretation | <ul style="list-style-type: none"> Compose and develop musical ideas with technical control and coherence | <ul style="list-style-type: none"> Apply musical knowledge for unfamiliar music and a prepared extract Use appraising skills to make evaluative and critical judgements about unfamiliar music and a prepared extract | | | | |
| Skills (successful application of knowledge and understanding to a specific task) | <ul style="list-style-type: none"> Performing as a soloist & as part of an ensemble Practice techniques Expressive communication | <ul style="list-style-type: none"> Creating and developing musical ideas for 2 briefs (one set by the exam board) Technical control of musical elements and resources | <ul style="list-style-type: none"> Identify musical elements, musical contexts and musical language Apply this knowledge to familiar and unfamiliar music Make evaluative and critical judgements about musical elements, musical contexts and musical language using appropriate and specific musical vocabulary for the area of study. Complete the rhythm or pitch of a short section of music Complete a chord sequence for a section of music | | | | |
| Formal Assessments (those done by all/vast majority of the cohort) | <ul style="list-style-type: none"> Solo and ensemble performances completed by December | <ul style="list-style-type: none"> 1st draft Comp 1 (Oct) 2nd draft Comp 1 & 2 Final submission (Feb) | <ul style="list-style-type: none"> Year 11 Mock 1 Year 11 Mock 2 | | | | |

By the end of the year students on course for at least a grade 5 will perform music with some technical challenges broadly fluently with some sensitivity, compose using a range of musical elements with coherence, creating musical ideas and developing interest with some success, demonstrate, through aural identification, mostly accurate knowledge of a range of musical elements, contexts and language and evaluate music to make clear judgements using musical terminology appropriately