

KS4 Curriculum Overview

Music Eduqas

Curriculum Intent

By the end of year 11, those who opt to study GCSE music will become good musicians who can perform successfully in front of an audience and for recording purposes. Students will successfully be able to compose music fit for an intended purpose, which might be a pop song for a school show or a score for a short film. They will have a good knowledge of music theory and the elements of music to effectively appraise different musical works.

How does the KS4 curriculum build on that from KS3?

By the end of KS3 students should know how to read treble and bass clef, as well as having a basic understanding of the elements of music. The curriculum at KS4 continues to teach music notation but at a higher level, developing a better understanding of the logistics of the musical staff and exploring how versatile it can be. The elements of music are explored in much more detail and depth. Students will take their prior knowledge of: melody, tempo, texture, sonority, dynamics, metre, form and structure, tonality and harmony, and push the boundaries of compositional norms to create outstanding pieces of music. They will also use this consolidated knowledge of the elements of music to listen to works of the great composers to understand how they created influential and iconic sounds.

What do students *do* with this knowledge or these skills?

Over time, students will gain the following capabilities:

- engage actively in the process of music study
- develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
 - develop composing skills to organise musical ideas and make use of appropriate resources
- recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
 - broaden musical experience and interests, develop imagination and foster creativity
 - develop knowledge, understanding and skills needed to communicate effectively as musicians
 - develop awareness of a variety of instruments, styles and approaches to performing and composing
 - develop awareness of music technologies and their use in the creation and presentation of music
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
 - develop as effective and independent learners with enquiring minds
 - reflect upon and evaluate their own and others' music
- engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

How does the KS4 curriculum align to the National Curriculum?

Students are able to continue to develop their skills through performing, composing and appraising and see the connections between these three pillars. Students will develop their performing and composing abilities and can communicate effectively using music. Students will also develop awareness of music technologies and how they are used in the creation and presentation of music. They will develop as independent learners with enquiring minds as well as working with others to improve social skills. Students also have the opportunity to engage with and appreciate the diverse heritage of music, in order to promote personal social, intellectual and cultural development. This all builds upon the framework of the aims and outcomes of KS3 music.

What new knowledge or skills are students taught?

Term	Year 10	Year 11
Autumn	<ul style="list-style-type: none"> • MAD T-SHIRT <ul style="list-style-type: none"> ▪ Recapping notation, note values ▪ repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions ▪ Appraising using the elements of music. ▪ Performing using the elements of music. ▪ Basic composition and using ICT. • MUSICAL FORMS AND DEVICES <ul style="list-style-type: none"> ▪ binary, ternary and rondo forms ▪ repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions ▪ Recognition of key features of Baroque, Classical and Romantic eras. ▪ Composition using harmony techniques from each musical era. 	<ul style="list-style-type: none"> • MUSICAL FORMS AND DEVICES <ul style="list-style-type: none"> ▪ Badinerie by Bach ▪ Strophic, theme and variation form. ▪ Recognition of Baroque, Classical and Romantic eras. ▪ repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, chord progressions and cadences. • POPULAR MUSIC <ul style="list-style-type: none"> ▪ Bhangra, fusion ▪ Recording techniques, distortion, loops, sampling, panning. ▪ Africa Revision
Spring	<ul style="list-style-type: none"> • POPULAR MUSIC <ul style="list-style-type: none"> ▪ Genres of rock, pop, blues and jazz ▪ strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation ▪ 'Pop song' chord progression, power chords, driving rhythms, syncopation. ▪ Composing to help realise the relationship between chords and melody. ▪ Using the elements of music for appraising. ▪ Set work: Africa by Toto 	<ul style="list-style-type: none"> • FILM MUSIC <ul style="list-style-type: none"> ▪ Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of pattern-work, sustained notes and polyphonic textures to vary the textures ▪ Appraising skills to evaluate film music.

<p>Summer</p>	<ul style="list-style-type: none"> • MUSIC FOR ENSEMBLE <ul style="list-style-type: none"> ▪ Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11). ▪ Composing using texture and sonority (chords and melody) ▪ Monophonic, homophonic, unison, polyphonic, 2-,3- and 4-part texture, chordal and counter melody. ▪ Sonority and voice types ▪ Dissonance, intervals, scales (major, minor, pentatonic and chromatic) ▪ Free Composition 	<ul style="list-style-type: none"> • REVISION <ul style="list-style-type: none"> ▪ Listening practice and final examination. ▪ Ensure the specification content is fully covered
<p>Rationale for this sequencing</p>	<p>Beginning Year 10 with the study of 'MAD TSHIRTT' ensures that the basics of music theory and composition taught in KS3 are consolidated and then extended. Exploring traditional Western musical works in 'Musical Forms and Devices', gives students a good understanding of classical music. This is important in ensuring the development of music is made evident to students as greats such as Bach and Beethoven were influential in establishing the way music is viewed today. Following this, 'Popular Music' starts introducing new styles and new compositional devices. Likewise, 'Music for Ensemble' allows knowledge to be broader and deeper. Music for ensemble also means that many styles of music can be studied with reflective comparison on previous topics. The sequencing of Year 11 helps to strengthen understanding of the work studied in Year 10. It also introduces film music which neatly ties together the students learning of western classical 'Forms and Devices' with 'Popular Music' and 'Music for Ensemble'. This sequencing means that both performance and composition coursework are well back-up with thorough understanding of musical devices.</p>	

Additional support at home

<p>Additional reading for enjoyment, enhancement and extension</p>	<ul style="list-style-type: none"> • History of Rock Music • Big Bangs: The Story of Five Discoveries That Changed Musical History • Musical Truths • Good Vibrations: History of Record Production • Year of Wonder: Classical Music for Every Day • 50 Rappers Who Changed the World
<p>Online resources to practice, consolidate and revise</p>	<ul style="list-style-type: none"> • Ear Training • Music Theory Online • Inside the Orchestra • Classical Music Games • Chrome Music Lab • Vista Music - Area of Study Playlists
<p>Workbooks & revision guides to practice, consolidate and revise</p>	<ul style="list-style-type: none"> • Eduqas Student Revision Book • Rock your GCSE • Course guide • Theory Practice • Appraising Practice