

Eduqas GCSE Music



Component 1 30%
Performing Music

Component 2 30%
Composing Music

Component 3 40%
Appraising

Area of Study 1
Musical Forms and Devices

Area of Study 2
Music for Ensemble

Area of Study 3
Film Music

Area of Study 4
Popular Music

Year 10	10.1	10.2	10.3	10.4	10.5	10.6
Mr Cope	Introduction to GSCE	AoS 4 - Popular music		AoS 4 Set work - Africa (Toto)	AoS 3 - Film Music	
Mr Storer	AoS 1 Musical forms and devices		AoS 1 Set Work - Bandinerie (J S Bach)	Composition Controlled Assessment - Free composition		
Year 11	11.1 Performance 1 deadline Oct Half term	11.2	11.3 Performance 2 deadline Feb Half term	11.4	11.5	
Mr Cope	Composition Controlled Assessment - Composition to a brief			Revision of AoS 4	Revision of AoS 3	
Mr Storer	AoS 2 - Music for Ensemble			Revision of AoS 1	Revision of AoS 2	

How will you be assessed?

- Minimum 2 performances totaling 4 minutes, of which at least 1 minute should be as part of an ensemble
- Two compositions totaling 3 minutes (1 free choice, 1 to an exam board brief)
- One exam (115 minutes) worth 40%

Area of Study 1: Musical Forms and Devices

Part 1: Introduction to GCSE



Tonality - major & minor chords

Key signatures - the circle of 5ths

Scales & Intervals - Major and Minor scales, recognising intervals

Form & Structure - binary, ternary, rondo

Variation– developing melodic ideas – repetition, sequencing, retrograde, inversion, augmentation

Texture – monophonic, polyphonic, homophonic, melody and accompaniment

Rhythm/metre - syncopation, driving rhythms, backbeats, triplets, swing, time signatures (compound and simple time)



Independent learners

Team building

Creative thinkers

Developing confident composers

Developing confident performers

Reflecting on progress, identifying areas for development

Target setting

Responding to feedback

Selecting and rejecting ideas

Evaluating music

Appreciating and interpreting musical repertoire



Identify simple and compound time signatures aurally and in written notation

Compose in different time signatures

Identify rhythmic devices aurally and in notation

Work out the notes in major, minor and chromatic scales

Identify major, minor and chromatic scales aurally and in notation

Identify major and minor chords aurally and in notation

Identify intervals aurally and in written notation

Identify key signatures in music notation

Identify the 4 main cadence types aurally

Identify musical texture aurally

Area of Study 1:
Musical Forms and Devices
Part 2: Western Classical Tradition



Study Piece *Badinerie* (J S Bach)

Timbre - Instruments of the Orchestra

Eras of Music - Baroque Classical Romantic

Melody - repetition, sequence, imitation, anacrusis, ostinato,

conjunct and disjunct, phrasing, melodic and rhythmic motifs, fitting melody and chords together, melodic structure, articulation

Harmony - Broken Chords, alberti bass, modulation to dominant and relative minor



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- Develop composing skills
- Develop performance skills
- Describe and analyse music using key terminology
- Identify instruments of the orchestra aurally
- Describe, analyse and identify music of different styles and

traditions

- Compose a melody with accompaniment using a range of melodic techniques
- Identify melodic devices aurally and in written notation

Area of Study 2: Music For Ensemble



Sonority and texture in chamber music, musical theatre, jazz & blues

Texture - monophonic, polyphonic and unison, melody and accompaniment, chordal, round, canon, countermelody

How texture is used in different musical traditions

Sonority - Vocal ensembles (solo, duet, trio, backing vocals)

Jazz/blues trio & rhythm section

String quartet

Basso continuo

Sonatas



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Developing composition skills

Developing performance skills

Recognising musical texture

Recognising instrument and vocal ensembles

Identifying musical texture

Analysing and identifying features of a range of music ensembles

Area of Study 3: Film Music



Leitmotifs	Irregular time signatures
Spotting	Music technology
Thematic transformation - developing a melody	Minimalism
Dissonant harmony, diminished chords, cluster chords, tritones	



Independent learners	Developing confident performers	Selecting and rejecting ideas
Team building	Reflecting on progress, identifying areas for development	Evaluating music
Creative thinkers	Target setting	Appreciating and interpreting musical repertoire
Developing confident composers	Responding to feedback	



Analyse the effect of music on a film	Identify and compose using dissonant harmonic devices
Understand the techniques film composers use to create effect	Identify and compose using irregular time signatures
Compose music to create an effect	Identify and compose using ostinati and layering
Analyse musical features of leitmotifs	

Area of Study 4: Popular Music



Study Piece - *Africa* (Toto)

Form & structure - Strophic, 12 bar, 32 bar,
Intro/verse/chorus/bridge/middle 8/outro

Harmony - primary and secondary chords, 7th chords,
Standard chord progressions, power chords, cadences, inverted
chords

Melody - Riffs, Vocal styles (melisma/syllabic writing, lead &
backing vocals) Fills, breaks and improvisation, melody & chord
relationship, walking bass, blues scales

Instruments and Technology - loops, samples, panning,
phasing, balance

Rhythms - syncopation, driving rhythms, backbeats, triplets,
swing



Independent learners

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Developing confident performers

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for development

Target setting

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Selecting and rejecting ideas

Evaluating music

Appreciating and interpreting musical
repertoire



Describing and analyse popular music using key terminology

Describe, analyse and identify popular music of different styles and
traditions

Identify a range of melodic devices aurally and in written notation

Identify a range of rhythmic devices aurally and in notation

Construct inverted chords

Identify and analyse songs using common chord progressions and
forms

Identify a range of technologies used in the production of popular
music

Identify and analyse musical features of Bhangra and fusions

Identify and Analyse the key musical features of *Africa* by Toto

Component 1
Non-exam assessment:
Performing Music



Minimum two performance, 4-6 minutes total duration
Solo performance.
At least 1 minute ensemble

- Performing with accuracy and control
- Performing with expression and interpretation



Independent learners

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Developing confident performers

Reflecting on progress, identifying areas for development

Target setting

Responding to feedback

Selecting and rejecting ideas

Evaluating music

Appreciating and interpreting musical repertoire



Performing with accuracy and control
Performing with expression and interpretation

Component 2
Non-exam assessment
Composing Music



Two Compositions, 3-6 minutes total duration

1. Free choice composition
2. Composing to a brief, which must reflect the musical language, techniques and conventions associated with the Western Classical Tradition

Composing using musical elements

Developing melodic and harmonic ideas

Structure and form



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Developing confident performers

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Application of skills and knowledge taught in Component 1 -
all DR SMITH elements

Composing music to fit to a brief