



KS4 Curriculum Overview

Music

Exam Board & Syllabus: 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 stave 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?

Students will perform as soloists and as part of ensembles, they will work on a range of songs that improve their musical abilities. Students will get the opportunity to perform to an audience to reap the benefits of playing music for others. Students will also compose two pieces of music to suit a given purpose in which they will use their knowledge of music theory and the elements of music. Students will also sit an appraising exam which is 1 hour 15 minutes long, they will show their understanding of music through their knowledge of the elements of music and aural abilities.

How does the KS4 curriculum align to the National Curriculum?

Students are able to engage with music through performance, composing and appraising and be aware of the links between these three activities. Students will develop their performing and composing skills to communicate effectively through music. They will experience a broad understanding of the subject in order to develop interest and imagination, and to foster creativity. 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.

What new knowledge or skills are students taught?		
Term	Year 10	Year 11
Autumn	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 • Performing • Notating a simple melody • Using ICT in the music department • Appreciating and using the elements/ 'building blocks' • Recapping the basics – aural, notational and listening skills. 	Forms and Devices <ul style="list-style-type: none"> • Variation form and strophic form in classical music • Recognition of features of baroque, classical and romantic periods • Revisit: imitation, pedal, canon, alberti bass and all harmonic features Popular Music <ul style="list-style-type: none"> • Bhangra and fusion • Loops, samples, panning, phasing, melismatic/syllabic
Spring	Popular Music <ul style="list-style-type: none"> • rock and pop styles (revisiting Blues from KS3) • strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation • primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms • the relationship between melody and chords • How to 'describe' a piece using the elements of musical language 	Music for Ensemble <ul style="list-style-type: none"> • Polyphonic, layered, round, canon and countermelody 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

Summer	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, chordal, melody and accompaniment, countermelody Introducing additional concepts of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor 	<ul style="list-style-type: none"> Listening practice and final examination. Ensure the specification content is fully covered
Rationale for this sequencing	<p>Beginning Year 10 with the study of 'Forms and Devices' ensures that the basics of music theory and composition taught in KS3 are consolidated and then extended. Exploring traditional Western musical works 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.</p>	<p>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

Additional reading for enjoyment, enhancement and extension	<ul style="list-style-type: none"> For classical music For orchestral instruments Read biography's on your favourite musicians For orchestration Guide to music theory The history of rock music
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<p>Online resources to practice, consolidate and revise</p>	<ul style="list-style-type: none"> • For revision tools see the exam board's online resources • For music theory revision • To improve aural skills • Focus on Sound
<p>Workbooks & revision guides to practice, consolidate and revise</p>	<ul style="list-style-type: none"> • Revision guide • Course guide • For theory practise