



# KS5 Curriculum Overview

# Music

## Exam Board & Syllabus: Eduqas

### Curriculum Intent

By the end of year 13, those who opt to study A-Level music will become outstanding musicians who show a great level of expertise when playing their instrument. Students will be able to compose musical works, which demonstrate control over the musical elements. Students will have a strong understanding of how music has been handled by different composers throughout time and be able to thoroughly analyse large-scale works.

### How does the KS5 curriculum build on that from KS4?

Because of time dedicated to improving instrument playing skills students will be expected to finish Year 13 at minimum grade 6 standard. Students will be expected to compose larger works, with composition coursework being a minimum of 6 minutes long as opposed to a minimum of 3 minutes. Students will expand their musical vocabulary, now exploring musical techniques from the 21<sup>st</sup> century. At KS5 level students will have a deeper and broader understanding of the contextual and theoretical areas of the subject, and are expected to use this to enhance their performance and composition style.

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

Students will have to perform, compose and appraise. Students have the option to make their coursework either more performance based or more composition based (see the percentages below).

Component one: Performing (25 or 35% of overall grade)

*Option A: Performing (35%)* A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.

*Option B: Performing (25%)* A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study.

Component two: Composing (25 or 35 % of overall grade)

*Option A: Composing (25%)* Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition.

*Option B: Composing (35%)* Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Learners will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition must reflect the musical characteristics of one different area of study

Component Three: Appraising (40% of overall grade)

Students will sit a 2 hour 15 minute exam, listening to and appraising musical pieces.

We will look at three areas of study:

- The Western Classical Tradition
- Rock and Pop
- Into the 21<sup>st</sup> Century

The possibilities with a Music A-Level are endless. Music will enable you to demonstrate many skills which employers, colleges and universities will be looking for. It can also give you opportunities to travel, meet people and get the most out of life.

Eduqas Music teachers were recently asked to give details of the next steps of former students. It was not a surprise to hear that many had continued to study Music at Music College, or Universities including Cambridge, Derby, Durham, Huddersfield, Leeds, Liverpool, Newcastle, Oxford, Sheffield, Surrey and York. Others had gone on to various universities (including Russell Group) to read Acting, Art, Arts Journalism, Biology, Business, Chemistry, Classics, Computer Science, English and Drama, English Literature, French, Geography, Japanese, Liberal Arts, Marine Biology, Maths, Medicine, Midwifery, Modern Languages, Journalism, Occupational Therapy, Physics, Politics, Primary Education, Psychology, Sports Science, and Veterinary Medicine. Others had started Apprenticeships in Accountancy, joined the Royal Marines or other Armed Forces. At least one is starring in the West End, and others have started (or continued) careers in performance and tuition.

## What new knowledge or skills are students taught?

Term	Year 12	Year 13
<b>Autumn</b>	<p><b>Performance</b> Solo and Ensemble playing at Grade 6 standard.</p> <p><b>Composition</b> Creating and developing musical ideas, use of composition software, music theory and harmony.</p> <p><b>Appraising</b></p> <ol style="list-style-type: none"> <li>The Western Classical Tradition 1 <ul style="list-style-type: none"> <li>Analysis of the set work Symphony No. 104 in D major 'London' by Haydn.</li> <li>Development of the symphony and orchestra</li> <li>Mozart and Beethoven.</li> <li>Structure in music: Sonata form, movements, cyclic forms, programmatic forms.</li> </ul> </li> <li>Pop and Rock 1 <ul style="list-style-type: none"> <li>-Pop and Rock since 1960</li> <li>-The Rock and Roll revolution</li> <li>-The Beatles, The Rolling Stones, The Who</li> </ul> </li> </ol>	<p><b>Performance</b> Solo and Ensemble playing at Grade 6 standard.</p> <p><b>Composition</b> Begin composing the set brief.</p> <p><b>Appraising</b></p> <ol style="list-style-type: none"> <li>The Western Classical Tradition 3 <ul style="list-style-type: none"> <li>Tonality in music: Chromaticism, dissonance vs consonance.</li> <li>Texture in music: Melody dominated homophony, fugues.</li> <li>Melody in music: Cadences relationship to melody, augmentation, transposition, orchestration.</li> </ul> </li> <li>Pop and Rock 3 <ul style="list-style-type: none"> <li>Reggae</li> <li>Folk and Celtic influences</li> </ul> </li> </ol>
<b>Spring</b>	<p><b>Performance</b> Solo and Ensemble playing at Grade 6 standard.</p> <p><b>Composition</b> Technical and expressive control of Musical elements.</p> <p><b>Appraising</b></p> <ol style="list-style-type: none"> <li>Into the 21<sup>st</sup> Century 1 <ul style="list-style-type: none"> <li>Set Work to study: Sally Beamish: String Quartet No. 2 Movements 1 ('Boardwalk') and 4 ('Natural Bridges')</li> <li>Extending our musical vocabulary to include terminology, which only exists past 1980. Words that we will explore</li> </ul> </li> </ol>	<p><b>Performance</b> Solo and Ensemble playing at Grade 6 standard. Coursework to be submitted</p> <p><b>Composition</b> Coursework to be submitted</p> <p><b>Appraising</b></p> <ol style="list-style-type: none"> <li>Into the 21<sup>st</sup> Century 3</li> </ol>

	<p>include: additive rhythms, aleatoric, microtones, pluralism, time based-notation.</p> <p>2. The Western Classical Tradition 2</p> <ul style="list-style-type: none"> <li>• Early Romantic composers (Berlioz, Schubert, Schumann, Liszt)</li> <li>• Harmony: Neapolitan chords, augmented 6ths, cadences, cycle of fifths, chromaticism, dominant.</li> <li>• Tempo/rhythm in music: rubato, accents, syncopation, hemiola</li> </ul> <p>-Instrumentation in music: continuo, texture, virtuoso</p>	<p>-Notation on music: multiphonics, microtones</p> <p>-Forms: Chain form, moment form, narrative form.</p>
<b>Summer</b>	<p><b>Performance</b> Solo and Ensemble playing at Grade 6 standard.</p> <p><b>Composition</b> Begin composing free brief.</p> <p><b>Appraising</b></p> <p>1. Rock and Pop 2</p> <ul style="list-style-type: none"> <li>• Pop and Rock in the USA</li> <li>• Division in Rock music (Glam Rock, Punk, New Wave, Disco, Funk, New Romantic, Hip Hop, Modern R&amp;B)</li> </ul> <p>2. Into the 21<sup>st</sup> Century 2</p> <ul style="list-style-type: none"> <li>• Study of other composers such as: Gubaidulina, Henze, Saariaho, Weirid</li> <li>• Tonality in music: serial, atonal, modal</li> <li>• Harmony in music: dissonant, microtones, triads</li> <li>• Metre and rhythm in music: polyrhythms, additive rhythms, aleatoric rhythm's.</li> </ul>	<p><b>Performance</b> Coursework complete</p> <p><b>Composition</b> Coursework complete</p> <p><b>Appraising</b> Revision</p>
<b>Rationale for this sequencing</b>	<p>Lesson time will be divided up appropriately so that all three components of the course can be taught frequently to ensure student progress. We will revisit each Appraising Area of Study three times over the course of Year 12 and 13 to consolidate learning and make sure all of the course content is covered. Students will improve their musical analysis and aural skills throughout the two years so that they are fully prepared for their appraising exam. Music theory will be embedded throughout the lesson content to support students in their composition and appraising work.</p>	

## Additional support at home

<p><b>Additional reading</b> for enjoyment, enhancement and extension</p>	<ul style="list-style-type: none"><li>• <a href="#">For classical music</a></li><li>• <a href="#">For orchestral instruments</a></li><li>• <a href="#">Read biography's on your favourite musicians</a></li><li>• <a href="#">For orchestration</a></li><li>• <a href="#">Guide to music theory</a></li><li>• <a href="#">The history of rock music</a></li></ul>
<p><b>Online resources</b> to practice, consolidate and revise</p>	<ul style="list-style-type: none"><li>• <a href="#">For revision tools see the exam board's online resources</a></li><li>• <a href="#">For music theory revision</a></li><li>• <a href="#">To improve aural skills</a></li><li>• To practise composition: log in to your student flat.io or soundtrap account and get creative!</li><li>• <a href="#">Focus on Sound</a></li><li>• <a href="#">Grade 5 music theory workbook</a></li></ul>
<p><b>Workbooks &amp; revision guides</b> to practice, consolidate and revise</p>	<ul style="list-style-type: none"><li>• <a href="#">A Level study guide</a></li></ul>