

### Curriculum Overview

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
<b>Year 10</b>	Introduction to Composing & Performing  <b>AoS1 Set Work:</b> <i>Eine Kleine Nachtmusik</i> (3 <sup>rd</sup> movement) - Mozart	Composing and Performing continue  <b>AoS4 Set Work:</b> <i>Since You Been Gone</i> - Rainbow	Free Composition  <b>AoS4:</b> Development of Popular Music	Free Composition  <b>AoS1:</b> Development of Western Classical Music	Free Composition  <b>AoS3:</b> Music for Film	Free Composition Progress Review  <b>AoS2:</b> Chamber Music, Musical Theatre, Jazz & Blues
<b>Year 11</b>	Free Composition and Solo Performance  <b>AoS1/2/3/4:</b> Exam Techniques, extended answer writing	Composition to a Brief and Ensemble Performance  <b>AoS1/4 Set Works:</b> Revisit and review  **MOCK EXAM**	Redrafting of compositions and performances  Teaching topics dictated by diagnostic review of mock exam	All coursework internally assessed and submitted  Revision and preparation for Unit 3 exam	Series of 'Mini Mocks' for each area of study completed  Teaching topics dictated by diagnostic review of 'mini mocks'	<b>Study Leave</b>

#### Notes:

- Each of the set works and areas of study will be analysed as per the information issued by the exam board (Eduqas), supported by the endorsed textbook and revision guide. This will explore each set work and area of study through the musical elements as specified by Eduqas which are: **melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, metre.**
- The analysis of the set works will be complemented by wider listening within the areas of study, as laid out by Eduqas, and practise questions set in classwork and homework/
- There will be a continual emphasis on listening and appraising, both within the context of the set works within broader areas of study. These may include simple aural tests (using appropriate ABRSM materials), use of the listening framework and other methods.

The ongoing focus for homework and independent study is the preparation for solo and ensemble performances. Pupils are to consult with their music teacher and instrumental teacher to select pieces appropriate for their level and ability.

### Subject Specific Skills

The GCSE specification covers the three main strands of musical study: composing, performing and listening and appraising. They are broken down into the assessment objectives below:

<b>AO1</b>	Perform with technical control, expression and interpretation
<b>AO2</b>	Compose and develop musical ideas with technical control and coherence
<b>AO3</b>	Demonstrate and apply musical knowledge
<b>AO4</b>	Use appraising skills to make evaluative and critical judgements about music

### Methods of Assessment and Exam Structure

<b>Unit 1: Performance –</b> totalling	one solo and one ensemble performance, recorded as coursework, 4 minutes. <b>(30%)</b>
<b>Unit 2: Composition –</b>	one composition to a brief set by Eduqas, and one 'free composition', completed as coursework. <b>(30%)</b>
<b>Unit 3: Listening &amp; Appraising –</b>	a 1hr 15m examination paper in Summer 2019. <b>(40%)</b>

### The Business Art and Culture Faculty

Music is part of the Business, Art and Culture Faculty at Nishkam High School, and aims to equip pupils with core musical skills, and appreciation of music both past and present. It also aims to equip pupils with specific skills in the three main strands of the music curriculum: performing, composing and listening.

Contact: Mr W Gee – **Music Subject Lead** ([w.gee@nishkamschools.org](mailto:w.gee@nishkamschools.org))

### How parents and carers can help

Pupils can use the following online resources to assist with their studies:

[www.teoria.com](http://www.teoria.com) – Aural training and theoretical exercises

BBC Radio 3/Classic FM – Listening to these can deepen understanding of musical context

[www.nishkamhigh.musicfirst.co.uk/app](http://www.nishkamhigh.musicfirst.co.uk/app) - for developing compositional ideas