

Exam Board: *Eduqas*
Qualification: *C660QS*
Assessment Information: *2 x performance, 2 x compositions, 1 x exam (90 mins)*

[Link to official specification](#)

Department Information:

The Music Department works alongside Drama and Dance as a Performing Arts Faculty. It is an extremely busy and vibrant space with students not just in their lessons but spending free time in rehearsals, working in the recording studio or simply jamming!

Music has a high profile within the school with healthy numbers opting for GCSE Music. There is a large number of students who take instrumental lessons with specialist teachers from the local music hub and employed casual staff forming Furze Platt Instrumental Tuition.

We aim to help our students realise their own musical potential and harness their creativity to develop a lifelong interest in music of all kinds.

Accommodation, Resources and Facilities

*2 music classrooms, each with a suite of computers
 6 practice rooms
 A rehearsal room
 High quality digital recording studio facility.*

Staffing

We currently have two classroom music teachers and specialist peripatetic teachers, covering a range of instruments, such as:

*Strings
 Woodwind – clarinet, flute, saxophone etc.
 Brass – trumpet, trombone etc.
 Vocal
 Drum kit
 Guitar – electric, acoustic and bass
 Piano and keyboard*

ACHIEVE in the curriculum:

***A** – Students are **ambitious** in moving away from their personal preferences and exploring a wide range taking them out of their comfort zone.
C – In music lessons student **collaborate** extensively within performance and composition.
H – With the extensive range of extra-curricular activities students who take part are generally **happier** after the rehearsal. This is evident in the large numbers attending morning rehearsals.
I – Students are expected to enter the music department with **integrity**. Students should show a good attitude to learning and respect for the instruments and facilities available to them.
E – Due to the fast pace of the department students show true **endurance** to support the many concerts and events that take place throughout the year. They are exposed to new concepts which they may find challenging but show **endurance** with the calm and efficient way they approach different challenges.
V – Due to the nature of the music curriculum students are required to show **versatility** in understanding the techniques and are required to alternate between styles, instruments and listening analysis in all lessons.
E – Within the department we pride ourselves on the outcomes of all students no matter of background, race or gender. We believe all students can achieve **excellence** within the music curriculum and take these transferable skills into the world of work.*

Curriculum Aims & Intent:

The Eduqas GCSE in Music offers a broad and coherent course of study which encourages learners to:

- 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.

The Eduqas music GCSE course encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority. Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion. This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study [A level music](#).

Resources:

Eduqas GCSE Music – Student Book:

<https://www.illuminatepublishing.com/product/wjec-eduqas-gcse-music-student-book>

Eduqas GCSE Music – Revision Book:

<https://www.illuminatepublishing.com/product/wjec-eduqas-gcse-music-revision-guide-revised-edition>

Eduqas Music – Digital Resources:

<https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=21&lvlId=2>

Listening Activities:

<https://tonedear.com/>

BBC Bitesize:

<https://www.bbc.co.uk/bitesize/examspecs/zbmct39>

Listening:

Spotify, Apple Music or YouTube can be used to find specific pieces of music for appraisal practise.

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

Year 10 - Progress reports are published 4 times per year, in October, November, March and July, with a face-to-face parents' evening in March.

How parents can help their child:

Listening is a key part of the course. Please encourage students to listen to a range of different music related to the course this will include Baroque, Classical, Romantic, Chamber, Jazz, Musicals, Film and Popular music from the 1950's to present day. Ask them questions about the music and ask them to elaborate on any musical terms they use to support their use of musical language.

What we study and when:

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	<p>Theory Blitz</p> <p>Composing a Melody</p> <p>Performing to others</p>	<p>Baseline test to check the understanding of notation, elements and basic music terms. Listening log to be introduced.</p> <p>Students to develop a portfolio of various melodies in a variety of style.</p> <p>Students will study the performance criteria and self/peer evaluate based on the mark scheme. This will develop their understanding of the course expectations</p>	<p>Being ambitious from the start of the course.</p> <p>Being able to show versatility with the changing from theory to composition to performance.</p>	<p>Baseline test</p> <p>Teacher marked portfolio</p> <p>Peer and teacher verbal feedback given.</p>	Composer
2	<p>AoS1 – Form and Structure</p> <p>Composing a chord progression</p> <p>Performing to others</p>	<p>Introduction to key terms used for AoS1 – students to identify terms through listening. Introduction to the life and work of J.S Bach. Students to identify and explain different musical periods.</p> <p>Students to develop a portfolio of various chord progressions in a variety of style.</p> <p>Students will study the performance criteria and self/peer evaluate based on the mark scheme developing on Term 1</p>	<p>Having endurance on topics that may be difficult and new.</p> <p>Working collaboratively with others to develop performance skills</p> <p>Having integrity when offering verbal feedback to others.</p>	<p>Home learning tasks and end of unit assessment. In lesson questioning</p> <p>Teacher marked portfolio</p> <p>Peer and teacher verbal feedback given.</p>	<p>Musicologist</p> <p>Arranger</p> <p>Composer</p> <p>Performer</p>
3	AoS1 – Form and Structure	Analysis of set work for AoS1 and preparation for	Showing versatility	End of unit test	Arranger

	<p>Melody and Chords together</p> <p>Performing with others</p>	<p>end of unit test (to be used for revision support) and PPE assessment.</p> <p>Students will use previous learning to put chord progressions with melodies</p> <p>Students will study the performance criteria for group performance and work collaboratively to perform. Self/peer evaluate based on the mark scheme.</p>	<p>when composition ideas may need developing.</p>	<p>Teacher marked portfolio</p> <p>Peer and teacher feedback given.</p>	<p>Composer Musicologist Performer</p>
4	<p>AoS2 – Music for Ensemble</p> <p>Composing to a structure</p> <p>Performing with others</p>	<p>Introduction to AoS2 with a focus on texture. Chamber music to be looked at linking to musical periods.</p> <p>Students will develop the ideas from T1-3 to create a composition based on the different structures learnt in AoS1</p> <p>Students will study the performance criteria for group performance and work collaboratively to perform. Self/peer evaluate based on the mark scheme developing on Term 4.</p>	<p>Working collaboratively with others to develop performance skills</p> <p>Having integrity when offering verbal feedback to others.</p>	<p>PPE</p> <p>Teacher feedback provided on exam criteria</p> <p>Teacher feedback provided on exam criteria</p>	<p>Arranger Composer Musicologist Performer</p>
5	<p>AoS2 – Music for Ensemble</p> <p>Composing</p>	<p>Jazz and musical theatre to be the key focus areas. Revision of all AOS2 for end of unit assessment.</p> <p>Students will continue to develop the different sections of composition building on what they have completed in T4</p>	<p>Working collaboratively with others to develop performance skills</p> <p>Having integrity when offering verbal feedback to others.</p>	<p>End of unit test</p>	<p>Arranger Composer Musicologist</p>
6	<p>AoS1 and 2</p> <p>Composing to a structure</p>	<p>Recap of all the terms and learning from AoS1 and 2. Sample exam questions and practise through listening tasks</p> <p>Students to submit final free choice composition</p>	<p>Showing excellence in the final draft of composition.</p>	<p>Home learning tasks and recap of PPE exam.</p> <p>Free choice</p>	<p>Arranger Composer Musicologist Performer</p>

	<i>Performing with others</i>	based on work learnt throughout the year. Students to have a full Performance PPE (possibility of final performance choices.)		composition assessed in accordance with the exam boards criteria Performances assessed in accordance with the exam boards criteria	
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