	Year 10 Music (Eduqas GCSE)					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
BIG Q Content *(max 5)*	**Appraising:** What musical elements create the acronym MAD T SHIRT? **Performing:** How do we begin developing performance skills appropriate for GCSE performance? **Composing:** How do we use Sibelius software to create a notated score?	**Appraising:** How do we use key words associated with MAD T SHIRT to describe music? **Performing:** How do we set purposeful targets to help make progress in performing? **Composing:** What are the essential musical layers required to create an effective composition?	**Appraising:** What are the key musical elements and features of Popular music? (AOS4) **Performing:** How is the performance component assessed and how does this apply to DP1 assessed performance? **Composing:** What is a free composition and how do you begin a composition based on initial ideas?	**Appraising:** How do we analyse a music score and identify the key features of set work *Africa – Toto?* (AOS4) **Performing:** How do we work together to rehearse ensemble performances? **Composing:** How do we use Sibelius effectively to create and develop a composition?	**Appraising:** What are the key musical elements and features of Forms & Devices music? (AOS1) **Performing:** What are the requirements for GCSE ensemble performance for your instrument or voice? **Composing:** How can teacher and peer feedback be utilised to improve and develop a composition?	**Appraising:** How do we analyse a music score and identify the key features of set work *Badinerie – JS Bach?* (AOS1) **Performing:** What makes a successful music performance? **Composing:** What steps can you take to develop initial composition ideas into full phrases and sections of a piece of music?
Vocabulary *(max 10)*	Melody Articulation Dynamics Tempo Structure Harmony Instruments Rhythm Texture	Conjunct Disjunct Pitch Tone Semitone Major Minor Chromatic Unison Countermelody	Riff Swing Syncopation Chordal Walking Bass Monophonic Homophonic Polyphonic Verse Chorus	Loop Strophic Bridge Break Power chord Fill Imitation Range Broken chord Octave	Binary Ternary Rondo Ostinato Ornamentation Cadence Tonic Modulation Coda Dominant	Round Canon Pedal Alberti Bass Dotted On the beat Off beat Syllabic Melismatic A capella
Catholic Link	Community and Participation	Community and Participation	Community and Participation	Community and Participation	Community and Participation	Community and Participation
Careers Link	Teaching and lecturing	Teaching and lecturing	Teaching and lecturing	Teaching and lecturing	Teaching and lecturing	Teaching and lecturing

	Research Performing Composing	Research Performing Composing	Research Performing Composing	Research Performing Composing	Research Performing Composing	Research Performing Composing
Ways to enrich the GCSE curriculum at home…*(max 3)* • Use the resources on the Eduqas GCSE Music website. • Use Musescore to practice composing using notation. • Regularly practice instrument or singing outside of lesson time.						