

YEAR 11 GCSE ANNUAL PLAN

2024-2025



YEARLY OVERVIEW

Students follow the EDUQAS GCSE Music Specification. 60% of the qualification is made up coursework requirements with performing and composing, and 40% of a 1 hour and 30-minute appraising exam. Students are required to perform a minimum of two pieces for a minimum of 4 minutes. 1 minute of this must be made up of an ensemble performance, with students in an accompanying role. Students compose two pieces for the coursework requirements, one free choice and one to a set brief in Year 11.

KEY: NUM - Numeracy LIT- Literacy BRIT/VAL- British Values SMSC- Spiritual, Moral, Social and Cultural

SMSC
NUM

Exploring the purpose of music within different art forms including artwork and film.
Students will respond to a variety of stimuli to compose and perform.
Numeracy through understanding notation and rhythm.

TERM	PROJECT OVERVIEW	ASSESSMENT
1.1	<p><u>AOS4 Revision & Toto's Africa Set Work:</u> Students revisit key features of AOS4 music through the study of the set work Africa by Toto. This involves rhythmic and melodic dictation, following music and identifying key features using their music theory grounding.</p> <p><u>Free Composition:</u> Continuing from Y10, students use their composing planner to track and document their progress as they arrange and develop an original piece of music in a style of their choice. Students choose their own genre, structure and key before utilising previous ideas to develop a free choice composition. Free composition first draft & composing log is due before Christmas.</p> <p><u>December Performance Recording Preparation:</u> Having selected their pieces in Y10, students continue practising the piece(s) chosen for their first official recording day in December.</p>	<p>Red pen (teacher) and green pen (self) marking. Mock Africa Question.</p> <p>Formative verbal feedback each session.</p> <p>Formative verbal feedback each session.</p>

<p>1.2</p>	<p><u>AOS4 Revision & Toto's Africa Set Work:</u> Students revisit key features of AOS4 music through the study of the set work Africa by Toto. This involves rhythmic and melodic dictation, following music and identifying key features using their music theory grounding.</p> <p><u>Set Brief Composition:</u> Students are given a composing planner to track and document their progress as they arrange and develop an original piece of music to a brief set by the exam board. Students discuss and explore each set brief before deciding on one to commit to. Set brief composition first draft & composing log is due at February Half Term.</p> <p><u>December Performance Recording Preparation:</u> Having selected their pieces in Y10, students continue practising the piece(s) chosen for their first official recording day in December.</p>	<p>Y11 November Mock (whole past paper except Badinerie). Red pen (teacher) and green pen (self) marking.</p> <p>Formative verbal feedback each session.</p> <p>Formative verbal feedback each session.</p>
<p>2.1</p>	<p><u>AOS1 Revision & Bach's Badinerie Set Work:</u> Students revisit key features of AOS1 music through the study of the set work Badinerie by Bach. This involves rhythmic and melodic dictation, following music and identifying key features using their music theory grounding.</p> <p><u>Set Brief Composition:</u> Students are given a composing planner to track and document their progress as they arrange and develop an original piece of music to a brief set by the exam board. Students discuss and explore each set brief before deciding on one to commit to. Set brief composition first draft & composing log is due at February Half Term.</p> <p><u>February Performance Recording Preparation:</u> Students practise the rest of their chosen piece(s) to complete the minimum 4 minutes time required. A second official recording day is set in February.</p>	<p>Mock Badinerie Question. Red pen (teacher) and green pen (self) marking.</p> <p>Formative verbal feedback each session.</p> <p>Formative verbal feedback each session.</p>
<p>2.2</p>	<p><u>AOS1 Revision & Bach's Badinerie Set Work:</u> Students revisit key features of AOS1 music through the study of the set work Badinerie by Bach. This involves rhythmic and melodic dictation, following music and identifying key features using their music theory grounding.</p> <p><u>Free/Set Brief Composition Final Tweaks and Paperwork:</u> Students refine and complete both their set brief and free composition, both adding up to a total duration over 3 minutes. Students also complete their composing log to accompany their coursework.</p> <p><u>February Final Performance Recording:</u> Students practise the rest of their chosen piece(s) to complete the minimum 4 minutes time required. A second official recording day is set in February.</p>	<p>Y11 March Mock Paper (FULL PAST PAPER). Red pen (teacher) and green pen (self) marking.</p> <p>Formative verbal feedback each session.</p> <p>Formative verbal feedback each session.</p>

3.1	<u>Revision</u> Students revise all areas of study and set works through a mixture of past paper questions and general questions; utilising technology where needed. Students are given options to study as a class, in smaller groups or individually. Electronic and technology features are re-covered, through the study of Soul, Hip Hop and Fusions to complete the course appraising material.	Formative verbal feedback each session. Red pen (teacher) and green pen (self) marking.
3.2	<u>Appraising Revision/Exam Leave</u> Students revise all areas of study and set works through a mixture of past paper questions and general questions; utilising technology where needed. Students are given options to study as a class, in smaller groups or individually.	Formative verbal feedback each session. Red pen (teacher) and green pen (self) marking.