



# Eduqas GCSE Music

Mrs A Newman

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| <p><b>Overview of the subject</b></p>        | <p>This course enables students to:</p> <ul style="list-style-type: none"> <li>- engage actively in the process of music study</li> <li>- develop performing skills individually and in groups to communicate musically with fluency and control of the resources used</li> <li>- develop composing skills to organise musical ideas and make use of appropriate resources</li> <li>- recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music</li> <li>- broaden musical experience and interests, develop imagination and foster creativity</li> <li>- develop awareness of a variety of instruments, styles and approaches to performing and composing</li> <li>- develop awareness of music technologies and their use in the creation and presentation of music</li> </ul>  |
| <p><b>Methods of Assessment:</b></p>         | <p><b>Component 1: Performing</b> Total duration of performances: 4-6 minutes<br/>Non-exam assessment: internally assessed, externally moderated 30% of qualification<br/>A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.</p> <p><b>Component 2: Composing</b> Total duration of compositions: 3-6 minutes Non-exam assessment: internally assessed, externally moderated 30% of qualification<br/>Two compositions, one of which must be in response to a brief set by WJEC.<br/>Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be 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 for which learners set their own brief.</p> <p><b>Component 3: Appraising</b> Written examination: 1 hour 15 minutes (approximately) 40% of qualification<br/>This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study.<br/>Area of study 1: Musical Forms and Devices<br/>Area of study 2: Music for Ensemble<br/>Area of study 3: Film Music<br/>Area of study 4: Popular Music<br/>Two of the eight questions are based on extracts set by WJEC.</p> |
| <p><b>Key Content and Topics Covered</b></p> | <p>Area of study 1: Musical Forms and Devices<br/>Area of study 2: Music for Ensemble<br/>Area of study 3: Film Music<br/>Area of study 4: Popular Music</p>  |
| <p><b>Skills developed</b></p>               | <p>Students will develop an appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development. Students will recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology and develop as effective and independent learners with enquiring minds. Students will reflect upon and evaluate their own and others' music.</p>  |



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| <b>Progression routes:</b>     | A-level Music<br>Apprenticeship in Music/ Music Technology  |
| <b>Why choose this subject</b> | Fun lessons<br>Practical approach with theoretical tasks<br>Researching musical genres and styles for extended learning   |
| <b>Course requirements</b>     | We require <ul style="list-style-type: none"><li>• The desire to learn more knowledge and skills needed to communicate effectively as musicians</li><li>• A critical and analytical perspective of music</li><li>• Technical IT skills in terms of using Garage band</li><li>• Ideally students need to play an instrument or sing at a grade level 3</li></ul> |
| <b>Student Testimonial</b>     | “Choosing music for GCSE improved my understanding, learning and focus for another subjects. I enjoy playing keyboards and composing in every topic we are also learning origins of music and development of genres with lots of practical tasks in every lesson.   |
| <b>Additional Information</b>  | <ul style="list-style-type: none"><li>• Research has shown that music can improve mood and prompt creative flow, which helps with anxiety and self- doubt.</li><li>• It can also help young people to regulate their emotions.</li><li>• Both employers and universities see creative subjects as assets.</li></ul>   |