

Subject: Music

Music Lead: Anna Thomas

Exam Board: Eduqas

Qualification type: GCSE

Intent

Principles of the Music Curriculum

The United Curriculum for Music is built upon the core United Curriculum principles available [here](#).

The aim of the Eduqas GCSE Music course is to develop students' musical knowledge, skills, and understanding through active engagement with music. In practical terms, the course aims to enable learners to:

- Perform music confidently and accurately, both solo and in ensembles, using voice and/or instruments
- Compose music creatively, developing and refining musical ideas using appropriate notation and/or technology
- Listen to, analyse and appraise a wide range of music from different styles, genres and traditions
- Develop musical understanding, including the key elements of music (such as melody, harmony, rhythm, timbre, texture and structure)
- Build critical thinking and evaluative skills, using musical language accurately and confidently
- Foster a lifelong interest in music, encouraging enjoyment, creativity and cultural awareness

Student Vision for Eduqas GCSE Music

In Eduqas GCSE Music, students are empowered to become confident, creative and expressive musicians. Through performing, composing and listening, students develop the skills to communicate musically with confidence and purpose.

Students explore a wide range of musical styles and traditions, building an understanding of how music works and why it matters. They are encouraged to take creative risks, refine their ideas, and respond thoughtfully to music they perform, hear and create.

The course nurtures independence, collaboration and resilience, helping students grow both musically and personally. By the end of the course, students leave as informed, reflective musicians with a lasting appreciation of music and the confidence to continue their musical journey beyond GCSE.

The rationale behind the sequencing of lessons:

The Eduqas GCSE Music curriculum is sequenced to build secure musical foundations before developing greater complexity and independence. Key musical concepts and skills are introduced early and revisited through a spiral approach, with performing, composing and appraising integrated throughout. This sequencing enables students to apply musical understanding confidently, leading to effective preparation for high-quality coursework and success in the final examination.

A description of what will be covered in the course

Component 1 Performing

- Minimum of two pieces, lasting a total of 4-6 minutes, recorded in the Year 11
- One piece must be an ensemble (group piece) lasting at least one minute
- Grade 3 music is the standard level and can score full marks if played perfectly.
- You can use any instrument or voice.

Component 2 Composing

- Composition One: Created in response to a brief set by WJEC – there are 4 to choose from each year.
- Composition Two: Free composition – ANY style you want to write in.

Component 3 Appraising - Listening examination

- The exam is based on 8 questions based on four areas of study
 - Area of Study 1 Musical Forms and Devices (including set work Badinerie by J.S Bach)
 - Area of Study 2 Music for Ensemble
 - Area of Study 3 Film Music
 - Area of Study 4 Popular Music (including set work Toto: Africa)

Implementation

In Key Stage 4 the Photography curriculum is implemented as follows:

Year 10

- Students begin the course with teacher led tasks to develop their knowledge of music theory.
- Indepth study of Area of Study 1, 2 and 3.
- Develop solo and ensemble performance techniques.
- Composition tasks to develop harmony, melody and rhythmic ideas.
- Video Game Music composition project.
- Composition 2 (Free Choice)

Year 11

- Students will focus on Area of Study 4: Popular Music
- September to December students will complete a solo performance recording and Composition 1 Brief set by the exam board
- NEA submitted by 5th April
- Listening and Appraising Exam Friday 5th June 2026

Impact

The careful sequencing of the curriculum – and how concepts are gradually built over time – is the progression model. If pupils keep up with the curriculum, they are making progress. Formative assessment is prioritised and is focused on whether pupils are keeping up with the curriculum.

In general, this is done through:

- Questioning in lessons. Teachers check understanding so they can fill gaps and address misconceptions as required.
- Pupil conferencing with books. Subject leads and SLT talk to pupils about what they have learnt – both substantive and disciplinary knowledge – and how this connects to the vertical concepts that they have been developing in previous years and other subjects.
- Post-learning quizzes at the end of each unit. These give teachers an understanding of the knowledge that pupils can recall at the end of the unit and can be used to identify any remaining gaps to be filled.
- Pre-learning quizzes at the start of each unit. These assess pupils' understanding of the prior knowledge that is required to access the new

content in the unit. These are used to identify gaps to be filled prior to teaching the new unit.