## Eduquas Music Components 1-3 GCSE.

Mark on how confident you are with each topic and what you need to do, use this as a checklist for your revision notes and then to keep track of the topics you have revised. Tick and date once you have completed the tasks.

| Topic Component 3 Written exam | How confident am I? | | | What do I need to do to improve my understanding – create a mind map, write revision note cards, use online tests, attempt some practice question papers, read and highlight my notes…. OR Who do I need to seek support from to help me progress |
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| | 🙂 | 😐 | 🙁 | |
| **Set Work Badinerie - Bach Orchestral Suite No 2** | | | | |
| I can understand the context of the piece (composer, date of composition, work this piece is from) | | | | |
| I can list typical Baroque features of this piece | | | | |
| I can identify the ensemble this piece is written for and list its instruments | | | | |
| I can identify the key signature, time signature and tempo of this piece | | | | |
| I can describe and identify aurally the structure / form of this piece | | | | |
| I can describe and ientify aurally the rhythmic features of this piece including the time signature | | | | |
| I can describe and identify aurally the ornaments used in this piece | | | | |
| I can identify the features of the melody (e.g. conjunct, disjunct, ascending / descending, diatonic / chromatic) | | | | |
| I can describe the accompaniment in this piece, including any changes | | | | |
| I can identify any interesting chords and describe where they are used (e.g. dominant 7th) | | | | |
| I can identify all the cadences in this piece, referring to the chords used | | | | |
| I can identify and describe any dynamics, articulation and performance directions used in this piece (e.g. staccato, slurs) | | | | |
| I can identify and describe the use of anacrusis and sequence in this piece | | | | |
| I can compare and contrast the sections of this piece, referring to tonatlity, texture and melody | | | | |

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| I can describe chords using degrees of the scale and roman numerals | 🟩 | 🟧 | 🟥 | |
| **Set Work**<br>**Toto - Africa** | 🟩 | 🟧 | 🟥 |  |
| I understand the context of this song (composer, date of composition, album this song is from) | 🟩 | 🟧 | 🟥 | |
| I can list the typical features of this song | 🟩 | 🟧 | 🟥 | |
| I can identify the ensemble this song is written for and list its instruments | 🟩 | 🟧 | 🟥 | |
| I can identify typical African Music features of this song | 🟩 | 🟧 | 🟥 | |
| I can identify the tempo, time signature and key signature of this piece | 🟩 | 🟧 | 🟥 | |
| I can describe the structure / form of this song, identifying the different sections | 🟩 | 🟧 | 🟥 | |
| I can describe the rhythmic features of this song (e.g. triplets, syncopation) | 🟩 | 🟧 | 🟥 | |
| I can describe the harmonic features of this song, specifically the type of chords | 🟩 | 🟧 | 🟥 | |
| I can describe the melody (e.g. melismatic / syllabic, ascending descending, conjunct / disjunct) | 🟩 | 🟧 | 🟥 | |
| I can list the chord progressions for all sections of the song | 🟩 | 🟧 | 🟥 | |
| I can describe chord symbols e.g. G/B | 🟩 | 🟧 | 🟥 | |
| I can describe the dynamics used in this song | 🟩 | 🟧 | 🟥 | |
| I can identify and describe any modulations that happen in this song. I am aware of the ambiguities in the keys of this piece | 🟩 | 🟧 | 🟥 | |
| I can give specific examples of the use of melisma in this song | 🟩 | 🟧 | 🟥 | |
| I can describe the range of the vocal part | 🟩 | 🟧 | 🟥 | |
| I can compare and contrast the sections, referring to harmony / tonality, instrumentation, texture & melody | 🟩 | 🟧 | 🟥 | |
| **Listening**<br>**MADTSHIRT** | 🟩 | 🟧 | 🟥 |  |
| I can identify and define compositional devices including melodic, rhythmic and harmonic devices | 🟩 | 🟧 | 🟥 | |
| can identify and define articulations | 🟩 | 🟧 | 🟥 | |

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| M3 I can identify and define dynamics and dynamic changes | 🟩 | 🟧 | 🟥 | |
| M4 I can describe and identify different textures | 🟩 | 🟧 | 🟥 | |
| M5 I can identify and define structures and phrasing | 🟩 | 🟧 | 🟥 | |
| I can identify and define harmony and harmonic progressions LISTENING - MAD TSHIRT THEORY PERFORMANCE COMPOSING<br><br>I can identify chords in a chord progression aurally<br><br>I can describe and identify intervals | 🟩 | 🟧 | 🟥 | |
| I can identify instruments aurally (Western Classical, Electronic and Fusion)<br><br>I can identify different voice types<br><br>I can identify ensembles e.g. orchestra, wind band, duet, string quartet, jazz trio, basso continuo, rhythm section, backing vocals<br><br>I can identify an appropriate venue for the performance of a piece<br><br>I can describe and identify vocal ensembles and techniques<br><br>I can describe how instruments are used<br><br>I can state how music technology has been used in the music | 🟩 | 🟧 | 🟥 | |
| I can identify and define different rhythms<br><br>I can identify the time signature (aurally)<br><br>I can identify and define different tempi and tempo changes | 🟩 | 🟧 | 🟥 | |
| I can identify and define tonality | 🟩 | 🟧 | 🟥 | |
| I can describe how music creates different effects | 🟩 | 🟧 | 🟥 | |
| I can make effective comparisons between pieces or sections | 🟩 | 🟧 | 🟥 | |
| I can explain how tension has been built up and released in the music by describing musical elements | 🟩 | 🟧 | 🟥 | |
| I can identify music from the Baroque, Classical and Romantic periods | 🟩 | 🟧 | 🟥 | |

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| I can describe and identify keywords related to Jazz and Blues (12 Bar Blues, Walking Bass, Improvisation, Blues and Pentatonic scales, Blue Notes, Call and response, Swing Rhythms, Riff) | 🟩 | 🟧 | 🟥 | |
| I can outline the development of film music including naming genres and some film composers | 🟩 | 🟧 | 🟥 | |
| I can use film music specific vocabulary (e.g. diagetic, leitmotif, transformation) | 🟩 | 🟧 | 🟥 | |
| I can identify minimalist music and techniques | 🟩 | 🟧 | 🟥 | |
| I can identify some sub-genres of rock and pop e.g. psychedelic rock, britpop and reggae | 🟩 | 🟧 | 🟥 | |
| I can identify a fanfare style and its features | 🟩 | 🟧 | 🟥 | |
| I can identify and describe fusion music including bhangra | 🟩 | 🟧 | 🟥 | |

# Year 11 Revision Guide – Music

**Subject**: Music

**Examination board**: Eduquas

| Component 1 – Performing | Component 2 – Composition |
|---|---|
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| Total duration of performances: 4-6 minutes | Total duration of compositions: 3-6 minutes |
|---|---|
| Non-exam assessment: internally assessed, externally moderated.<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. | Non-exam assessment: internally assessed, externally moderated.<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.<br>The second composition is a free composition for which learners set their own brief |
| Worth 30% | Worth 30% |

**Component 3 - Appraising**

This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study.

Area of study 1: Musical Forms and Devices
Area of study 2: Music for Ensemble
Area of study 3: Film Music
Area of study 4: Popular Music
Two of the eight questions are based on extracts set by WJEC, known as Set Works (Toto & Badinerie).

Written examination: 1 hour 15 minutes
Worth 40%

**Recommended revision reading/websites:**



**How to revise in this subject:**

 Use these knowledge organisers

 Use these walk through exam and NEA resources

**Where to find practice papers:**

https://www.savemyexams.com/gcse/music/wjec-eduqas/past-papers/