



INTEGRITY • COMMITMENT • RESPECT

ST JOHN'S
SCHOOL

MUSIC

Year 7 – 11 Curriculum rationale

Curriculum intent: **CREATIVITY, CONFIDENCE & QUALITY**

The Creative Faculty takes students on a **creative journey**, where they **select, use** and understand a variety of **skills**, techniques and media.

During this journey they gain life-long **confidence**, **independence** and produce **quality outcomes** to be proud of.

Literacy/Reading/Oracy opportunities: Students will have the opportunity to listen, speak, view, write, and create in order to communicate their knowledge about music as listeners, composers, and performers. They will interpret and make meaning from aural and written musical texts, drawn from a range of cultures, times which use notation. They will also compose, improvise, and perform musical texts of others and their own.

	Autumn	Spring	Summer
Year 7	<p>Notation:</p> <ul style="list-style-type: none"> Students will be introduced to Notation and understand that this is how we write down our music – they will learn Treble Clef Notation; They will decide on a mnemonic for remembering the lines and spaces and they will practice reading and writing notes. Students will perform an unseen piece of music on Glockenspiel where they have to read the notes on the Stave. Students will learn to understand Bass Clef Notation, the importance of Pulse, and the difference between Rhythm & Pulse; they will be introduced to the simplest of notes/time values through rhythm games – crotchet, minim, semibreve – and will use this notation to then perform a given piece of music, using notation already learnt and 	<p>Treble clef notation & right-hand melodies:</p> <ul style="list-style-type: none"> Students will learn the 5-finger position in the RH melodies on the keyboard, and students will be introduced to Leger Lines. <p>Ukuleles and Ensembles:</p> <ul style="list-style-type: none"> Students will be introduced to the various parts of the Ukulele, they will learn about the importance of Tuning and will be shown how to do this. Students will learn the chords G, C, D, Em and practice playing them in. This will end with a class performance. They will learn to play along whilst following chord progressions and will understand how dynamics are used to make sections 'feel' different. <p>Ensembles:</p> <ul style="list-style-type: none"> Students will now learn to perform as part of an ensemble, and understand what qualities are needed for an ensemble to be successful. They will 	<p>Introduction to Cubase:</p> <ul style="list-style-type: none"> Students are introduced to Cubase, how it works and what it can do. <p>Sound effects:</p> <ul style="list-style-type: none"> Students listen to sound effects and backing tracks added to films and use Cubase to record a variety of sound effects, deciding on the order and pattern of their recorded sounds. <p>Chords & Melodies:</p> <ul style="list-style-type: none"> Students will load instruments into Cubase and record a chord pattern of their choice on one track and an accompanying melody on the next. <p>Picture Piece:</p> <ul style="list-style-type: none"> Students will learn to compose music that is fitting with a visual stimulus. They will understand how music affects mood/emotion. <p>Rap & Lyrics:</p> <ul style="list-style-type: none"> Students will learn about the world of rap, through listening to extracts. They will understand matching lines, lyrics

	<p>incorporating time values, as necessary.</p> <p>Rhythm & Beat/Pulse:</p> <ul style="list-style-type: none"> Students will listen to a variety of musical extracts and identify the beat whilst being able to comment on the rhythm and learn to identify Quaver and Semiquaver and be able to read notes and perform them. <p>Composing rhythmic patterns:</p> <ul style="list-style-type: none"> Students will learn about Time Signatures and their importance when creating rhythms/patterns on the Stave. Students will then join others to create a group rhythmic 'ensemble', combining multiple rhythms together. 	<p>continue their ukulele with a given song whilst adding percussion.</p> <ul style="list-style-type: none"> Students will then go on to compose their own piece of music using chords learnt and ensemble skills, whilst continuing to add percussion in preparation of a performance. <p>Composing:</p> <ul style="list-style-type: none"> Students compose an 8-bar keyboard piece that is a RH solo, they will think about the structure of the piece and plan their performance. Students then choose a piece to rehearse and perform, and consider percussion beats in the final performance. 	<p>rhyiming, creating a rhythmic performance.</p> <ul style="list-style-type: none"> Students will learn to use Cubase to support their RAP, they will utilise silences, pauses, and repetition. Students build confidence in performing their rap in front of others.
<p>Why?</p>	<p>All of the above is designed to develop students' awareness and understanding of musical cultures, styles and occasions whilst encouraging independence and confidence through regular performance and compositional tasks. They will develop their skills in all three strands of the curriculum whilst undertaking regular practice both individually and as part of a group. They will learn to work as coach during paired practical work whilst developing their peer assessment skills during performance and compositional tasks. Students will develop their knowledge of musical elements and how these are embedded within all genres of music and they will develop their listening/appraisal skills so that they can comment confidently on, and have an appreciation of varying musical styles and structures. They will use music technology to create compositions whilst developing their understanding of how technology is used to enhance and complement pieces of music, whilst gaining an appreciation of how technology can impact an occasion or a given stimulus, i.e. film music. Students will develop their ability to work as a team and the importance of planning, discussion and compromise, while learning to review and refine their work in order to achieve the best outcome.</p>		
<p>How parents / carers can support</p>	<p>Music Basics: Pulse & Beat https://www.youtube.com/watch?v=mn5zX3sRe4 Beat and Rhythm Explained https://www.youtube.com/watch?v=9DjoipqbKc8 How to Read Music https://www.youtube.com/watch?v=ZN41d7Txcq0 How Playing and Instrument Affects Your Brain https://www.youtube.com/watch?v=R0JKCYZ8hng</p>	<p>Elements of Music https://www.youtube.com/watch?v=t9Mo-bkl4ko What is Melody & Harmony in Music? https://www.youtube.com/watch?v=xugt0hF6CNs I'm Yours – Jason Mraz https://www.youtube.com/watch?v=Z7tmCNJZqUM Shake It Off – Taylor Swift https://www.youtube.com/watch?v=qv0gOTWphF8 Three Little Birds – Bob Marley https://www.youtube.com/watch?v=fPlyhjSxdEY Dance Monkey – Tones and I</p>	<p>The Names of all the Music Genres https://www.youtube.com/watch?v=HKyZ7-32o74 How to Write a Rap: Your 1st Verse in 11 minutes! https://www.youtube.com/watch?v=cLUK8ob-GMQ</p>

		https://www.youtube.com/watch?v=riigSdYeE_xg	
	Autumn	Spring	Summer
Year 8	<p>Composing Using Cubase: Incidental Music</p> <ul style="list-style-type: none"> Students will compose the backing tracks to a picture/scene from a film; they will investigate sounds and effects whilst creating effective sonorities that fit with a visual stimulus. They will experiment with sound effects and the combinations of sounds, whilst looking at musical structure. <p>Pop Music:</p> <ul style="list-style-type: none"> Students will develop their listening and appraisal skills whilst learning about different genres of pop music (rap, pop, rock, hip-hop, etc). They will listen to and perform a variety of Pop songs using a variety of instruments, understanding how chords and melodies are fitted together. They will learn to play as part of an ensemble and will aim to comment on their own and others' performances using musical terminology. They will then be assessed on performing on an instrument of their choice and commenting on various features within musical extracts from the different genres. 	<p>Cubase- Themes and Variations:</p> <ul style="list-style-type: none"> Students will compose their own Theme and Variations, having studied Pachelbel Canon as a stimulus. They will understand how variations are created based on a simple theme and then, using Cubase software, create their own set of variations based on a simple given theme. <p>Guitars, Ukuleles and Ensembles:</p> <ul style="list-style-type: none"> Students will build on their performance skills learned during the second half term by extending their knowledge of chords (major & minor), melodies and countermelodies, and ensemble skills. They will then be assessed on this performance. 	<p>Folk Music and Reggae:</p> <ul style="list-style-type: none"> Students will learn about the styles of music above and the features within them. They will listen to extracts of music, perform pieces of music from these genres and also compose pieces of music using the features learnt. This will include group work, pair work and individual work, and will see students continuing to build on their use of instruments and music software to understand the piece they are performing. They will also build on their knowledge of performers and composers of these styles of music, e.g. Bob Marley, Aaron Copland, Bob Dylan to build an appreciation for these music genres.
Why?	<p>All of the above is designed to develop students' awareness and understanding of musical cultures, styles and occasions whilst encouraging independence and confidence through regular performance and compositional tasks. They will develop their skills in all three strands of the curriculum whilst undertaking regular practice both individually and as part of a group. They will learn to work as coach during paired practical work whilst developing their peer assessment skills during performance and compositional tasks. Students will develop their knowledge of musical elements and how these are embedded within all genres of music and they will develop their listening/appraisal skills so that they can comment confidently on, and have an appreciation of varying musical styles and structures. They will use music technology to create compositions whilst developing their understanding of how technology is used to enhance and complement pieces of music, whilst gaining an appreciation of how technology can impact an occasion or a given stimulus, i.e. film music.</p>		

	Students will develop their ability to work as a team and the importance of planning, discussion and compromise, while learning to review and refine their work in order to achieve the best outcome.		
How parents / carers can support	<p>The History of Pop music video: https://theculturetrip.com/north-america/usa/california/articles/the-history-of-pop-music-in-5-defining-decades/ The Names of all the Music Genres https://www.youtube.com/watch?v=HKyZ7-32o74</p>	<p>Music theory lesson: https://www.youtube.com/watch?v=raqOYw5kRdc The Pachelbel Canon: https://www.pachelbelcanon.net/ Musical ensembles video: https://artsandculture.google.com/entity/musical-ensemble/m05229?hl=en</p>	<p>Folk Music overview video: https://study.com/academy/lesson/what-is-folk-music-definition-artists-history.html Reggae music of Jamaica; https://ich.unesco.org/en/RL/reggae-music-of-jamaica-01398</p>
	Autumn	Spring	Summer
Year 9	<p>Film and Pop Music- GCSE taster lessons</p> <ul style="list-style-type: none"> Both half terms will see students looking at 2 Areas of Study from the GCSE music course. Students will gain an insight into the history of these genres and will undertake performances and compositions showing features of the styles and structures required. They will listen and appraise various extracts from these genres and learn about the composers within these genres. They will perform on a variety of instruments and will compose both on acoustic instruments as well as using music software (Cubase). 	<p>'Africa' by TOTO:</p> <ul style="list-style-type: none"> During this topic students will develop their skills of analysis, performance and notation. Students will analyse the song 'Africa' and learn to follow the score whilst being able to identify various musical features and devices within the score. They will be able to recognise and identify features from different sections within the overall structure and refer to some/all of these using musical terminology. Students will learn to perform parts of all of the score as a whole class ensemble and will perform smaller group or solo parts within this. <p>Blues Music:</p> <ul style="list-style-type: none"> Students will learn to identify the features of Blues music whilst understanding the history and development of the genre. They will listen to a variety of extracts from the world of Blues whilst learning to play some of the songs/pieces they listen to. They will work on their 	<p>Ensemble Work and Performing:</p> <ul style="list-style-type: none"> Students will work on ensemble performance skills, learning new structures and chord patterns, creating melodies and countermelodies. They will learn to coach one another on a variety of different instruments whilst also learning to play along with pre-recorded tracks, focusing on tempo and a 'sense of ensemble'. <p>Musical Theatre:</p> <ul style="list-style-type: none"> Students will cover all 3 of the components within the GCSE Specification of; composing, performing and appraising. They will learn how to compare different extracts from musical theatre that cover a wide range of emotions, styles, instrumentation and topics. They will also learn about how the music reflects the storyline and how the different characters are represented (as necessary) by themes and motifs.

		improvisation skills whilst working towards a Blues composition.	
Why?	<p>All of the above is designed to develop students' awareness and understanding of musical cultures, styles and occasions whilst encouraging independence and confidence through regular performance and compositional tasks.</p> <p>They will develop their skills in all three strands of the curriculum whilst undertaking regular practice both individually and as part of a group. They will learn to work as coach during paired practical work whilst developing their peer assessment skills during performance and compositional tasks. Students will develop their knowledge of musical elements and how these are embedded within all genres of music and they will develop their listening/appraisal skills so that they can comment confidently on, and have an appreciation of varying musical styles and structures.</p> <p>They will use music technology to create compositions whilst developing their understanding of how technology is used to enhance and complement pieces of music, whilst gaining an appreciation of how technology can impact an occasion or a given stimulus, i.e. film music. Students will develop their ability to work as a team and the importance of planning, discussion and compromise, while learning to review and refine their work in order to achieve the best outcome</p> <p>In Y9, all of the work covered in Y7/8 is consolidated and continues to develop. A GCSE-based approach is undertaken and skills in all three strands of the curriculum continue to be developed. Students begin some analysis tasks, further developing their knowledge of chords and structure, whilst being able to identify patterns, keys, instrumentation and musical devices within pieces of music.</p> <p>They will touch on the 4 areas of study within the GCSE course and will look at exam-style questions/papers. They will be have a composition and a performance task to complete that will adhere to Eduqas criteria and they will be involved in self- and peer-assessment throughout the year.</p>		
How parents / carers can support	https://www.bbc.co.uk/bitesize/guides/zwdhpv4/revision/1 13 elements of modern pop music video: https://www.gemtracks.com/guides/view.php?title=elements-of-pop-music&id=369 The Names of all the Music Genres https://www.youtube.com/watch?v=HKyZ7-32o74	Understanding TOTOs Africa video: https://www.youtube.com/watch?v=NfzV5Qe9rS4&fbclid=IwAR0g8U4QbRKWH5FmXgWK1B-utnYN8crvZEpiq9NQEXmPWNXLtXQ6XRipYxE Blues music: What is it? https://www.classical-music.com/features/articles/blues-music/	4 magical elements of musical theatre: https://stagemusiccenter.com/music-school-blog-winchester-acton-ma/four-magical-elements-of-musical-theatre
	Autumn	Spring	Summer
Year 10	HALF TERM ONE AREA OF STUDY 1: Forms & Devices with terminology as appropriate: <ul style="list-style-type: none"> ▪ binary, ternary, rondo forms ▪ repetition, contrast, sequence, ostinato, dotted rhythms, conjunct & disjunct movement, broken chord/arpeggio, melodic & rhythmic motifs, simple chord progressions ▪ PERFORMING – establishing standards & setting targets; first practical assessment 	HALF TERM ONE AREA OF STUDY 2: Music for Ensemble <ul style="list-style-type: none"> ● Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests ● Composing using texture and sonority (chords and melody) including: <ul style="list-style-type: none"> ▪ Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody ● Introducing additional concepts of melody, harmony and tonality: 	WHOLE OF SUMMER TERM: <ul style="list-style-type: none"> ● Revisit all topics from year 10 using different pieces as listening and performing examples ● Complete free composition project (of choice) and submit ● Continue to build aural skills through frequent practice. STUDENTS WILL: <ul style="list-style-type: none"> ● Complete their Free composition ● Work on year 10 performance pieces

- Notating a simple melody
- Using ICT in the Music Dept
- Appreciating and using the elements/ building blocks (MAD T-SHIRT)
- Recapping the basics – aural, notational & listening skills
- Intro to prepared extract – *Badinerie*
- Instrumentation, anacrusis, simple & triple time, repeat marks, ornamentation, trill, conjunct movement, sequence, octaves, minuet & trio, G major, D major, chordal analysis (using Roman numerals), perfect cadence, imperfect cadence, modulation to dominant, dominant 7th, chromatic movement

STUDENTS WILL BE:

- Performing in front of others
- Composing e.g. writing a melody in a simple structure using devices
- Starting a composing 'log book'
- Creating class performance of *Badinerie*
- Undertaking listening exercises to develop notation skills
- Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4

HALF TERM TWO

AREA OF STUDY 4:

Popular Music, with terminology as appropriate:

- rock and pop styles (revisiting Blues from KS3)
- strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge,

inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor

STUDENTS WILL BE:

- Composing a short piece (homophonic texture)
- Extension work: composing a contrasting section which demonstrates imitation between the parts of an ensemble
- Performing a piece in one of the styles associated with the area of study as a member of an ensemble
- Undertaking listening exercises to develop notation skills and aural awareness
- Completing ongoing listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4

HALF TERM TWO

AREA OF STUDY 3:

Film Music, with devices and terminology:

- Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas
- The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot
- The effect of audience, time and place, and how to achieve this through use of the musical elements
- Use of sonority, texture and dynamics to create a mood

- Undertake listening exercises to further develop notation skills
- Undertake listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4

fill, break, intros and outros, backing tracks, improvisation

- **Appraising** - more challenging theoretical and aural work:
- primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms
- the relationship between melody and chords
- How to 'describe' a piece using the elements of musical language
- Introduction to prepared extract – *'Africa' by Toto*:
- instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key change

STUDENTS WILL BE:

- Creating a class performance of *Africa*
- Incorporating synthesized sounds with vocal work and accompaniment
- Composing with chords (and melody) - also relevant rhythmic ideas
- Including all relevant ideas in composing 'log book'
- Completing Improvisation tasks, both in groups, pairs (for 'call and answer' technique) and individually
- Undertaking listening exercises to develop notation skills; aural recognition of the difference between major and minor, and 'perfect' intervals i.e. 4th, 5th, 8^{ve}

- How to achieve contrasts and develop initial ideas when composing

STUDENTS WILL BE:

- Completing Ensemble/Solo performing
- Composing to a brief (i.e. a piece of film music):
 - *creating the situation*
 - *achieving contrasts*
 - *composing the 'main' theme(s)*
 - *developing the material*
- Using music technology to achieve best effect
- Producing a score/leadsheet
- Undertaking listening exercises to further develop notation skills
- Undertaking listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4

	<ul style="list-style-type: none"> ▪ Undertaking listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4 		
<p>Why?</p>	<p>Students begin their GCSE journey...</p> <p>PERFORMING (30% Coursework) You will need to perform a minimum of 2 short pieces (one should be an ensemble) - one of which must link to one of the Areas of Study below, chosen by you. These can be any genre on your chosen instrument or voice. These are recorded and sent to the Exam Board. Total playing time = 4-6 minutes for both performances (30%)</p> <p>COMPOSING (30% Coursework) You will compose 2 pieces of music - one will link with a brief set by the exam board, the other can be your choice: you can use Cubase, your own instrument, your voice if you are a singer – anything. Total playing time = 3-6 minutes for both compositions (30%)</p> <p>APPRAISING (40% Exam Paper)</p> <p>You will have a 1 hour 15-min Exam Paper (&CD) where you will answer 2 questions on each of the Areas of Study below, which you will have studied in class over the 2-yr course:</p> <ul style="list-style-type: none"> · Musical Forms & Devices · Music for Ensemble · Film Music · Popular Music <p>National Curriculum requirements;</p> <p>Practice for Performance exams, developing Compositional skills, increasing subject knowledge and nurturing an understanding of structure, time, place, occasion, culture and diversity within a musical context;</p> <p>Consolidation;</p> <p>To allow progression;</p> <p>To prepare for the GCSE Specification;</p>		

<p>How parents / carers can support</p>	<p>Elements of Music https://www.youtube.com/watch?v=t9Mo-bkl4ko&t=87s Musical Form Explained https://www.youtube.com/watch?v=6kCfycgW9Wc Badinerie (JS Bach) – Set Work https://www.youtube.com/watch?v=KI6R4Ui9blc Badinerie Analysis: Motif section A https://www.youtube.com/watch?v=DN05VB5qFfw Badinerie Analysis: Motif section B https://www.youtube.com/watch?v=h4SYFwl_lJ0 Eduqas GCSE Music Bach Badinerie Revision https://www.youtube.com/watch?v=PkpxRFBpH2c</p>	<p>What is Chamber Music? https://www.youtube.com/watch?v=kTwZ2ZttkJE Musical Texture (Definition of Monophonic, Homophonic, Polyphonic, Heterophonic Textures) https://www.youtube.com/watch?v=teh22szdnRQ Elements of Music: Sonority https://www.youtube.com/watch?v=mulSAumH_M8 How to Compose Cinematic Music (in 7 Easy Steps) https://www.youtube.com/watch?v=LF4yNpzSARQ</p>	<p>Ear Training: Perfect & Imperfect Cadences https://www.youtube.com/watch?v=vn_WU6GWUdQ Cadences: Perfect. Imperfect, Plagal, Interrupted https://www.youtube.com/watch?v=saw50A8vWSg Guess the Instrument: instrument Sounds Quiz https://www.youtube.com/watch?v=QNJcU7oOSL4 George Meets the Orchestra https://www.youtube.com/watch?v=M0Jc4sP0BEE</p>
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Autumn	Spring	Summer
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<h2>Year 11</h2>	<p><u>HALF TERM ONE</u> Revisit area of study 1: Forms and Devices (with more advanced topics and practical content)</p> <ul style="list-style-type: none"> ▪ Variation form and strophic form in classical music ▪ Recognition of features of baroque, classical and romantic periods ▪ Revisit: imitation, pedal, canon, alberti bass and all harmonic features <p>Revisit and revision: <i>Badinerie (JS Bach)</i></p> <ul style="list-style-type: none"> ▪ Exam techniques: hints and tips ▪ Building a vocabulary revision list ▪ Clarifying theoretical points <p>STUDENTS WILL:</p>	<p><u>HALF TERM ONE</u> Revisit area of study 2: Music for Ensemble (with more advanced topic/class/practical content):</p> <ul style="list-style-type: none"> ▪ Polyphonic, layered, round, canon and countermelody ▪ Cover all styles not completed in year 10 <p>STUDENTS WILL:</p> <ul style="list-style-type: none"> ● Revisit free composition (possibly include earlier workings from log book) ● Continued work on performances, recording when appropriate <p><u>HALF TERM TWO</u> Revisit area of study 3: Film Music (with any further topics/content):</p>	<p><u>HALF TERM ONE</u></p> <ul style="list-style-type: none"> ● Listening practice and final examination ● Ensure the specification content is fully covered <p>STUDENTS WILL:</p> <ul style="list-style-type: none"> ● Exam practice questions, both at home and in class ● Discussion of revision techniques and learner answers – (and how to improve answers and achieve higher marks!) ● Consolidation of examination techniques and expectations ● Top tips and revision booklets etc.
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	<ul style="list-style-type: none"> ▪ Select final choice of pieces for the practical examination ▪ Work and rehearse all performances ▪ Begin work on the piece for the WJEC Eduqas Composition set brief ▪ Continued regular practice on appraising questions in the style of the examination, including comparisons of extracts <p><u>HALF TERM TWO</u> Revisit area of study 4: Popular Music (with more advanced topic/class/practical content)</p> <ul style="list-style-type: none"> ▪ Bhangra and fusion ▪ Loops, samples, panning, phasing, melismatic/syllabic <p>Revisit and revision: <i>Africa (Toto)</i></p> <ul style="list-style-type: none"> ▪ Exam techniques: hints and tips ▪ Building a vocabulary revision list ▪ Clarifying all relevant theoretical points <p>STUDENTS WILL:</p> <ul style="list-style-type: none"> ● Complete a class project - Bhangra ● Continue to work on performance (ensemble and/or solo), recording final performances as appropriate ● Show back in front of class; feedback and target setting ● Complete WJEC Eduqas set composition: final refinements, production of score/leadsheet and composition log 	<ul style="list-style-type: none"> ▪ Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of pattern-work, sustained notes and polyphonic textures to vary the textures <ul style="list-style-type: none"> ● Complete all coursework <p>STUDENTS WILL:</p> <ul style="list-style-type: none"> ● Complete free composition ● Complete all performances 	
<p>Why?</p>	<p>National Curriculum requirements; Practice for Performance exams, developing Compositional skills, increasing subject knowledge and nurturing an understanding of structure, time, place, occasion, culture and diversity within a musical context; Consolidation; To allow progression;</p>		

	To prepare for the GCSE Specification;		
How parents / carers can support	<p>Eduqas GCSE Music Toto Africa Revision https://www.youtube.com/watch?v=KBS1vxd06C4 Africa by Toto is about What? https://www.youtube.com/watch?v=20AVOq9_GUk Understanding Toto's Africa https://www.youtube.com/watch?v=NfzV5Qe9rS4 AFRICA – TOTO lyrics https://www.youtube.com/watch?v=U1LB_OerHCE Learning Form 7 Structure https://www.youtube.com/watch?v=D8j8bYeo3Wk</p>	<p>What is a Leitmotif? – 4 ways to tell a story with Film Music https://www.youtube.com/watch?v=91IQJEzLHY4 How Music Affects Film – the Lion King https://www.youtube.com/watch?v=ecYgqLml89c What is Binary, Ternary & Rondo Form> https://www.youtube.com/watch?v=Qj6ZJI52omU</p>	<p>Eduqas GCSE Music Site: Specification/Documents/Resources https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments GCSE Revision Questions https://resources.eduqas.co.uk/pages/ResourceSingle.aspx?rId=1570 Bitesize: Music GCSE https://www.bbc.co.uk/bitesize/examspecs/zbmct39</p>