

Year 10 Music

Subject and Year Group	Autumn Year 10	Autumn 2 Year 10	Spring 1 Year 10	Spring 2 Year 10	Summer 1 Year 10	Summer 2 Year 10
Topic/Unit to be studied	<ul style="list-style-type: none"> Component 1: Understanding Music Component 2: Performing Component 3: Composing 	<ul style="list-style-type: none"> Component 1: Understanding Music Component 2: Performing Component 3: Composing 	<ul style="list-style-type: none"> Component 1: Understanding Music Component 2: Performing Component 3: Composing 	<ul style="list-style-type: none"> Component 1: Understanding Music Component 2: Performing Component 3: Composing 	<ul style="list-style-type: none"> Component 1: Understanding Music Component 2: Performing Component 3: Composing 	<ul style="list-style-type: none"> Component 1: Understanding Music Component 2: Performing Component 3: Composing
Core Knowledge and skills	<p>Understanding types or melodic movement and harmonic progressions. Taught alongside composing</p> <p>Ensemble Performance. Students rehearse in groups on specific pieces of music linked to instrumental specialism and skills. This will include; ensemble singing, reading chord charts, instrumental duets and small band playing.</p> <p>Sequencing Skills linked to understanding notation. Melody writing composition task focusing on understanding different types of melodic movement.</p>	<p>Continued work on basic key vocabulary linked to other elements of music such as texture, rhythm and dynamics as well as composing tasks. Quick retrieval practice through low stakes testing. Developing aural perception through starter activities.</p> <p>Performing tasks will continue to be bespoke for each student. Solo performing skills will be audited and feedback given. This will facilitate early intervention for students needing support with performance. Students will work towards</p>	<p>Listening focus moves to answering short one-mark answer questions relating to specific elements of music. Melodic dictation is introduced.</p> <p>Creative Performance Tasks. Students will be given a range of creative performance tasks where they will be asked to use their instrumental skills creatively to both compose and perform. This will link to Blues composition ideas that students will later develop individually.</p> <p>This term looks at harmonic progressions such as 12 bar blues and ii-</p>	<p>Continued reinforcement of key vocabulary through low-stakes testing. We develop aural perception and the ability to describe music more fully in relation to the elements of music and genre - specific characteristics.</p> <p>Introducing Graceland. Students will be introduced to Paul Simon's Graceland through class ensemble and other performing tasks.</p> <p>Composition task will focus on elements of music such as dynamics, timbre, harmony,</p>	<p>Listening work will continue to focus on genre-specific aural analysis with focus on the main developments of orchestral music history, baroque, classical, romantic and 20th Century linking to AQA specification. Paul Simon Graceland- Set Work analysis and exploration with ongoing practice of Section A</p> <p>Solo Performance - Introduction to the assessment criteria. Students given rehearsal time ahead of mock solo performances, with time used for rehearsal with accompaniment.</p>	<p>Students will tackle full exam style questions from Section A of the listening paper. Section A Mock</p> <p>Paul Simon Graceland - Set Work analysis and exploration with ongoing practice of Section A</p> <p>Solo Performance - Students will perform a mock and be given feedback to work on over the summer. 1st Mock Performance</p> <p>Free Choice Composition (Coursework)</p>

		<p>performances for the Christmas Concert. Composing exercise focusing on writing chord patterns. This includes four chord loops, cadences and writing balanced eight bar chord patterns and the role of tonic and dominant chords. Four-Chord Loops Composition</p>	<p>V-I. We also explore modulation and ternary form structure. Melodic writing focuses on blues scales and use of blue notes and controlled dissonance. Flat 5 Funk composition task</p>	<p>and rhythm through a composition that shows expression through build-up and tension. Build-up & Tension Composition</p>	<p>Introduction to Sibelius software. Students are going to write a short piece for two instruments with piano accompaniment. This task will explore texture, modulation, and development of melodic themes. Students will develop skills in writing piano accompaniments that are stylistically accurate. Study for Two Instruments Composition Task</p>	
<p>Assessment</p>	<p>Baseline KS3/4 Test Notation Tests Melody Writing Composition</p>	<p>Listening Test – Melody Vocab Test Melody & Harmony Four Chord Loop Composition Informal Solo Performance</p>	<p>Section A Short Answers Melodic Dictation Flat 5 Funk Composition Creative Performance Assessment</p>	<p>Full Vocab Test Section A Listening Build-up & Tension Composition</p>	<p>Study for Two Instruments Composition</p>	<p>Mock Listening Section A and Graceland Mock Performance</p>