

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>Basic understanding music assessment and foundation including notation assessment and introduction to key vocab. Taught alongside composing</p> <p>Ensemble Performance (Pop). Class ensemble of a pop song. Students rehearse in instruments groups with singers working on harmony and challenging readers of music to use a chord sheet and vice versa. Ensemble Performance (funk/soul). Class ensemble Superstition by Stevie Wonder. Horn players and keys players particularly challenged with riff work. Bar chord work for guitarists and vocal range work for vocalists.</p>	<p>Continued work on basic key vocabulary linked to elements of music and composing tasks. Quick retrieval practice through low stakes testing. Developing aural perception through starter activities.</p> <p>Ensemble Performance (Improv.) Embed learning on the blues scale and introduce modal improvisation. Students in three groups performing Chameleon by Herbie Hancock ahead of performances to the class.</p> <p>Ensemble Performance (Jazz). Take Five by Dave Brubeck. Introduction</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 include Song Writing and traditional music tasks including looking at African music and reggae.</p> <p>This term looks at harmonic progressions such as</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>Introduction to Sibelius software. Students are going to write a short piece for two instruments with</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. 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>Composition task will focus on elements of</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>

	Sequencing Skills linked to understanding notation . Melody writing composition task focusing on understanding different types of melodic movement .	to performing in irregular time signatures and continued work in difficult key signatures (Ebm/Dbm). 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	12 bar blues and ii-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	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	music such as dynamics, timbre, harmony , and rhythm through a composition that shows expression through build-up and tension. Build-up & Tension Composition	
Assessment	Notation Tests Melody Writing Composition	Vocab Test Melody & Harmony Four Chord Loop Composition Informal Solo Performance	Section A Short Answers Melodic Dictation Flat 5 Funk Composition Creative Performance Assessment	Full Vocab Test Section A Listening Study for Two Instruments Composition	Build-up & Tension Composition	Mock Listening Section A and Graceland Mock Performance