

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 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 set works. Students will be introduced to set works through class ensemble and other performing tasks.</p> <p>Composition task will focus on elements of music such as dynamics, timbre, harmony, and rhythm through a composition that</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.</p> <p>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>Introduction to Sibelius software.</p>	<p>Students will tackle full exam style questions from Section A of the listening paper. Section A Mock</p> <p>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>

		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	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	shows expression through build-up and tension. Build-up & Tension Composition	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	
Assessment	Baseline KS3/4 Test Notation Tests Melody Writing Composition	Listening Test – Melody 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 Build-up & Tension Composition	Study for Two Instruments Composition	Mock Listening Section A and Set Work 1 Mock Performance