					Year 10 Overview 2023	3-24 – Music			
Date	Wk	Week		Key Concepts & Assessment					
	8 weeks (20 Lessons) (38 Days)								
Tues 5-Sep	Α	1	Overview of Unit	<u>Curriculum areas:</u>					
11-Sep	В	2	Intro to the course and basic	cskills			AOS5: Conventions of pop –		
18-Sep*	Α	3	AOS5 – Conventions of Pop				answer questions on unfamiliar music, using		
25-Sep	В	4	•		om the 1950s to the present	day, focussing on Rock n Roll, Rock Anthems of the 1970s	gained knowledge and		
2-Oct		5	, ,		•	the present day. In addition to studying the history of	becoming familiar with key		
9-Oct	A	6	these decades, students will	also perform typic	al songs and write music the	emselves parodying styles and techniques.	terms.		
16-Oct	B A						_		
10-000	_ ^	7	Content and langua		The state of the s		Assessment of Progress:		
23-Oct	В		 Deliberate listening Performing and cor 				Written responses to both familiar and previously		
25 000			3. Terrorining and cor	ripositig (10 lessoti.	?)		unheard music.		
							AOS with be tested at ST1		
			Learning Outcomes:				(Dec 23)		
			=	lescribe musical fea	atures of different convention	ns of pop music and will be able to replicate some of these	Regular (at least fortnightly)		
			using an instrument / voice				feedback on composing work		
						arisons between different extracts and can compose and	Manakulanu		
			perform simple chords and r		•	pond with evaluative and critical judgements which	Vocabulary: General elements of music		
			demonstrate knowledge and			pond with evaluative and critical judgements which	eg rhythm, melody etc.		
			demonstrate knowledge and	a anacistanang or	an elements of masic		Language specific to the pop		
			Prior (Y9)	Now (Y10)	Next (Y11)		music genre eg, acoustic,		
			Demonstrate the ability	Demonstrate the			electric, bassline, riff.		
			to deliberately listen to,	ability to	key terms in context and		Technology including		
			appreciate and perform different styles of pop	understand and recall key terms	be able to 'hear' those key terms within a piece		amplification and recording		
			music and be able to use	pertaining to	of pop music.		techniques		
			relevant terminology	pop music and	or pop masici		History:		
			with increasing	be able to apply			Names of solo artists and		
			confidence.	these when			groups who composed		
				prompted.			and/or performed in each		
							genre. The changing nature		
		8					of song structure. The		
]					historical and social context		

							of the named genres of popular music. The growth and importance of the popular music industry.
Half-Term			7	weeks (18 lessons) (34	Days)		_
6-Nov	A	9		_		50 to 1910, through the Baroque Solo Concerto, the Baroque	Curriculum areas: AOS2: The concerto through time - answer questions on
13-Nov	В	10		language for learning (u.	unfamiliar music, using gained knowledge and
20-Nov	A	11	2. Deliberate lis	stening and exam techind composing (6 lesso	nique (4 lessons)		becoming familiar with key terms.
27-Nov	В	12	4. ST1 exam (3		113)		Assessment of Progress:
4-Dec	А	ST1	1 x 1 hour listening to	est (4 questions – 2 Ao	S)		Written responses to both familiar and previously
11-Dec	В	ST1	Learning Outcomes: GW: Students identify	v and describe musical	features of the concer	to from specified periods in musical history and will be able to	unheard music. AOS with be tested at ST1
18-Dec			replicate some of the	se using an instrument	/ voice	comparisons between concerti from different eras and by different	(Nov 20)
			EW: Students apprais	e audio musical extrac	ts of concerti and respo	dies based on different elements of the concerto eg cadenzas and with evaluative and critical judgements which demonstrate que, Classical and Romantic features.	Vocabulary: General elements of music eg rhythm, melody etc. Language specific to the
			Prior (Y9)	Now (Y10)	Next (Y11)		concerto eg, virtuoso,
			Demonstrate the	Demonstrate the	To apply		cadenza, ritornello, tutti,
			ability to	ability to	knowledge of key		ripieno, concertino
			deliberately listen	understand and	terms in context		
			to, appreciate and	recall key terms	and be able to		<u>History:</u>
			perform different	pertaining to music	'hear' those key		Names of composers who
			forms of orchestral	from a particular	terms within a		wrote concerti in each
			music and be able	genre and from	concerto and to		period. The historical and
			to use relevant	particular periods	discern via the		social context of the
			terminology with	in the history of	recall of key terms,		concerto in each period. The
			increasing	music and be able	the period in the		need for larger venues over time as the genre expanded
			confidence.	to apply these	history of music to		and developed. The
				when prompted.	which a particular		changing nature of the
	Α				concerto belongs.		commissioner and audience
	1	15				•	over time.

Christmas Holi	iday		6	weeks (15 lessons) (3	0 Days)					
8-Jan	В		AOS3 – Rhythms of th	ne World			Curriculum areas:			
-		16		Students will study the traditional rhythmic features of Classical Indian music and traditional Punjabi Bhangra, traditional Eastern						
	Α		Mediterranean and A	Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music, traditional African						
15-Jan		17	drumming and tradition	onal Calypso and Samb	oa.		unfamiliar music,			
	В						gained knowledge			
22-Jan		18		language for learning			becoming familia			
	Α	19		stening and exam tech			terms.			
29-Jan			3. Performing a	nd composing (5 lesso	ns)					
5-Feb	В		=				Assessment of Pro			
5 1 00		20	1				Written responses			
			Learning Outcomes:				familiar and previ			
						ticularly rhythms) from specified areas of the world and will be able	unheard music.			
			to replicate some of the			date a considerant and another accompanies and the constant and the consta	AOS with be teste			
						d the world and make comparisons between extracts of world music	listening exam in I			
			The state of the s	•		y cyclic and polyrhythmic music sic and respond with evaluative and critical judgements which	(AOS2 and 5 will a tested at this poin			
					of all elements of mus	· · · · · · · · · · · · · · · · · · ·	Regular (fortnight			
			demonstrate knowled	ige and understanding	, or all elements of mus	ilC.	feedback on comp			
			Prior (Y9)	Now (Y10)	Next (Y11)		work.			
			Demonstrate the	Demonstrate the	To apply		WOIK.			
			ability to	ability to	knowledge of key		Vocabulary:			
			understand and	understand and	terms in context		General elements			
			recall key terms	recall key terms	and be able to		eg rhythm, melody			
			pertaining to music	pertaining to music	'hear' those key		Language specific			
			from specified	from specified	terms within a		world music genre			
			areas of the world	areas of the world	piece of world		repetition, ostinat			
			and be able to	and be able to	music.		techniques of perf			
			apply these when	apply these when			traditional drums,			
			prompted.	prompted. (NB) a			rhythm patterns (i			
			prompted.	renewed focus			regular and irregu			
				around 'rhythm'.			syncopation and c			
				around mytimi.			rhythms, how text			
							with added parts,			
							melodic lines base			
	_						traditional scales (
12-Feb	Α	21					modal and microto			
TZ-LED		21					melodic ideas).			

							History: Students should study and develop an understanding of different geographical regions from around the world, whose music does not follow the Western classical tradition. Insight into characteristic rhythms and metres and the origins and cultural context traditional and folk music from specified areas of the world
Half-Term				5 weeks (13 lessons)	(24 Days)		
26-Feb	В	22	AOS4 – Film Music				Curriculum areas:
4-Mar	Α	23	•			a film, music from the Western Classical Tradition that has been used	AOS4: Music for film –
11-Mar	В	24		•		or a video game. They will discover how to hear and understand how	answer questions on
18-Mar	Α	25	composers use music	dramatically and expr	essively through a varie	ety of musical elements and compositional devices.	unfamiliar music, using
25-Mar*			 Deliberate lis Performing a 	language for learning tening and exam tech nd composing (4 lessong ng exam (3 lessons)	nique (3 lessons)		gained knowledge and becoming familiar with key terms. Assessment of Progress: Written responses to both familiar and previously
			Learning Outcomes: GW: Students identify voice BI: Students draw con compose music which EW: Students appraise	unheard music. May listening test AOS2, 3, 4, 5 to be tested. Regular (fortnightly) feedback on composing work.			
					of all elements of mus	ic.	<u>Vocabulary:</u> General elements of music
			Prior (Y9)	Now (Y10)	Next (Y11)		eg rhythm, melody etc.
			To learn how to	Demonstrate the	To apply		Language specific to the film
			manipulate the	ability to	knowledge of key		/ video game genre eg, instruments and repetition,
		2.5	elements of music	understand and	terms in context		ostinato, sequence and
	В	26	to create	recall key terms	and be able to		

			atmosphere, mood and tension and to use film music-specific language with increasing confidence. atmosphere, mood music and be able terms within piece of film piece of film music when prompted.	n a	imitation, ornamentation, motif, leitmotif, hit-point. History: Integral part of cultural life and a huge worldwide multibillion dollar industry. Wide ranging genres and aural canvasses. Commands sophisticated and discerning, deliberate listening and appreciation				
					skills.				
Easter Holiday			6 weeks (14 lessons) (29 Days)						
15-Apr 22-Apr	A B	27	AOS1 – My Music (NEA) 30% of GCSE Students will study the limitations and capabilities of their ensembles and the influence of context and culture.	AOS1 – My Music (NEA) 30% of GCSE Students will study the limitations and capabilities of their own instrument, including range, timbre, specific techniques, typical					
29-Apr			NEA (PERFORMING)	NEA (COMPOSING)	† · ·				
6-May*	A	29	Students will learn, rehearse and refine one or more solo which allows them to demonstrate appropriate skill and technique to access the highest possible band in the mark criteria. This will go forward as part of the 'Integrated Port section of the NEA. (NB this can only be recorded in year 1. 1. Composition work (10 lessons) 2. Performance work (4 lessons)	pieces Students will compose one piece of music which allows them to demonstrate appropriate skill and technique to access the highest possible band in the marking criteria. This piece of music needs to be at least 1 min 30 secs in duration and can be 'free choice' (allowing for work produced earlier in year 10 to be used and developed.) 1. Composition work (10 lessons) 2. Performance work (4 lessons)	Assessment of Progress: Teacher feedback of ongoing composition. (weekly) Recording of a solo performance and resulting teacher feedback. (complete by half term) (NB this can NOT be submitted as a final performance)				
	В	30	GW: Students practice a variety of pieces that develop the BI: Students demonstrate an understanding of performing accuracy and fluency and with technical control EW: Students be able to perform confidently and stylishly with appropriate expression and interpretation Use Demonstrate ITO apply past feedback to	GW : Students produce a variety of short pieces that develop their compositional skills					

			classroom	perform	perform music				
			lessons to	music with	musically and	D 1 (1/0)) (MA)	at the ex	
			play and	fluency,	stylishly using 	Prior (Y9)	Now (Y10)	Next (Y11)	
			rehearse a	attention to	conventions	Demonstrate	Demonstrate	To apply past	
			variety of	dynamics	that are	the ability to	the ability to	feedback to	
			repertoire of	and	appropriate to	combine a	combine a	produce a	
			increasingly	articulation	the genre. The	range of	range of musical	musically	
			difficult	and a clear	performance is	musical	elements. There	successful	
			standard and to act on	sense of	confident,	elements.	is some	piece with a	
			tutor/teacher	direction.	accurate and fluent with	There is some	development	strong sense	
			feedback.		good technical	development	using mostly	of style. There	
			reeuback.		control	using mostly	appropriate	is a variety of	
					appropriate to	appropriate	compositional	musical	
					the demand of	compositional techniques.	techniques. The piece is	elements that show a good	
					the music.	techniques.	extended within	level of	
					tile illusic.		a defined	musical	
							structure mostly	understanding	
							appropriate to	. There is	
							the style.	development	
							the style.	of ideas	
								appropriate to	
								the style	
								showing	
								understanding	
								of several	
								compositional	
								techniques.	
								The piece	
								demonstrates	
								good	
								understanding	
								of stylistic and	
								structural	
								conventions.	
13-May		31							
	Α								
20-May			1 x 1.5 hour liste	ning test (6 qu	estions – 4 AoS)				
	В	ST2							

Half-Term				7 week	s (15 lessons) (35 [Tavs)						
3-Jun	A	ST2	NEA (PERFOR		3 (13 10330113) (33 1	50 y 5)	NEA (COM	1POSING	G)			Curriculum areas:
10-Jun	В	ST2	•	•	and refine one or m	ore ensemble	-		pose one piece of r	nusic which allow	s them to	NEA:Performing (worth 20%)
17-Jun		35	pieces which a	allows them to d	emonstrate approp	priate skill and	demonstra	ate appr	ropriate skill and te	chnique to access	the highest	NEA: Composing (worth
	Α			•	st possible band in	_			he marking criteria.	•		20%)
24-Jun		36			s part of the 'practi				30 secs in duration			
	В		section of the	NEA. (NB this ca	in only be recorded	d in year 11)			c produced earlier in	n year 10 to be us	ed and	Assessment of Progress:
1-Jul	Α	37	1 Comr	oosition work (1	O loccope)		developed	1.)				Teacher feedback of ongoing composition. (weekly)
8-Jul	В	38		ormance work (5	· ·		1. C	omnosi	tion work (10 lesso	ns)		Recording of an ensemble
15-Jul			2. 16110	mance work (5	103301137			•	ance work (5 lesson	•		performance and resulting
			Learning Outo	omes:					•	•		teacher feedback. (complete
				•	ty of pieces that de		Learning C	Outcom	es:			by end of term) (NB this can
					understanding of pe		GW : Students produce a variety of short pieces that develop their					NOT be submitted as a final
			•	•	technical control a	and with an	compositional skills					performance)
			awareness of		6.1 .1		BI: Students understand how to extend and manipulate musical				te musical	
				•	rm confidently and nd interpretation s		ideas and devices in order to develop a composition EW : Students will be able to combine and develop various musical					
				rt with other pla	•	nowing a good			fully, using an appro	•		
			icver or rappo	re with other pla	yers				at shows an unders	•		
			Prior (Y9)	Now (Y10)	Next (Y11)		audience and/or occasion					
			Use	Demonstrate	To apply past						-	
			instrument	the ability to	feedback to		Prior	(Y9)	Now (Y10)	Next (Y11)		
			al/classroo	perform	perform music		Demonst		Demonstrate	To apply past		
			m lessons	music with	musically and		the abilit	•	the ability to	feedback to		
			to play and	fluency,	stylishly using		combine		combine a	produce a		
			rehearse a	attention to	conventions		range of musical		range of musical elements. There	musically successful		
			vasriety of	dynamics	that are		elements	:	is some	piece with a		
			repertoire	and	appropriate to		There is s		development	strong sense		
			of	articulation	the genre. The		developn		using mostly	of style. There		
			increasingly	and a clear	performance is		using mo		appropriate	is a variety of		
			difficult standard	sense of	confident, accurate and		appropri		compositional	musical		
			and to act	direction.	fluent with		composit		techniques. The	elements that		
	Α	39	and to act	1	naent with		techniqu	es.	piece is	show a good		

	on tutor/teach er feedback.	good technical control appropriate to the demand of the music.	(Total: 190 Days)	extended within a defined structure mostly appropriate to the style.	level of musical understanding . There is development of ideas appropriate to the style showing understanding of several compositional techniques. The piece demonstrates good understanding of stylistic and structural conventions.	
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^{*} Bank Holidays

	Overview of Year 11						
Based on your Flight Path (E.g. Targets 1L – 4L)	By the end of Year 10, students will have learned						
GW : (E.g. Grade 1)	Details of what content students should have learned; skills acquired; connections they might within and across subject(s). E.g. Students can demonstrate						
BI : (E.g. Grades 2-3M)	Students can recognise						
EW: (E.g. Grades 3U-4L)	Students can understand information from a variety						

Prompt Questions

Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
- o For each Unit? By the end of the Year?
 - o GW:; BI:; EW
- Is it worth summarising in a knowledge organiser?
- Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)