

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.
 What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 10 Overview 2023-24 – Music										
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment						
8 weeks (20 Lessons) (38 Days)										
Tues 5-Sep	A	1	<p><u>Overview of Unit</u> Intro to the course and basic skills</p> <p>AOS5 – Conventions of Pop Students will study a range of popular music from the 1950s to the present day, focussing on Rock n Roll, Rock Anthems of the 1970s and 80s, Pop Ballads of the 1970s, 80s and 90s and solo artists from 1990 to the present day. In addition to studying the history of these decades, students will also perform typical songs and write music themselves parodying styles and techniques.</p> <ol style="list-style-type: none"> Content and language for learning (5 lessons) Deliberate listening and exam technique (5 lessons) Performing and composing (10 lessons) <p><u>Learning Outcomes:</u> GW: Students identify and describe musical features of different conventions of pop music and will be able to replicate some of these using an instrument / voice BI: Students draw conclusions about extracts of pop music and make comparisons between different extracts and can compose and perform simple chords and melodies based on different styles EW: Students appraise audio musical extracts related to pop music and respond with evaluative and critical judgements which demonstrate knowledge and understanding of all elements of music</p> <table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Now (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Demonstrate the ability to deliberately listen to, appreciate and perform different styles of pop music and be able to use relevant terminology with increasing confidence.</td> <td>Demonstrate the ability to understand and recall key terms pertaining to pop music and be able to apply these when prompted.</td> <td>To apply knowledge of key terms in context and be able to 'hear' those key terms within a piece of pop music.</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Demonstrate the ability to deliberately listen to, appreciate and perform different styles of pop music and be able to use relevant terminology with increasing confidence.	Demonstrate the ability to understand and recall key terms pertaining to pop music and be able to apply these when prompted.	To apply knowledge of key terms in context and be able to 'hear' those key terms within a piece of pop music.	<p><u>Curriculum areas:</u> AOS5: Conventions of pop – answer questions on unfamiliar music, using gained knowledge and becoming familiar with key terms.</p> <p><u>Assessment of Progress:</u> Written responses to both familiar and previously unheard music. AOS will be tested at ST1 (Dec 23) Regular (at least fortnightly) feedback on composing work</p> <p><u>Vocabulary:</u> General elements of music eg rhythm, melody etc. Language specific to the pop music genre eg, acoustic, electric, bassline, riff. Technology including amplification and recording techniques</p> <p><u>History:</u> Names of solo artists and groups who composed and/or performed in each genre. The changing nature of song structure. The historical and social context</p>
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11-Sep	B	2								
18-Sep*	A	3								
25-Sep	B	4								
2-Oct	A	5								
9-Oct	B	6								
16-Oct	A	7								
23-Oct	B	8								

				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	AOS2 – The Concerto through Time Students will study the Concerto and its development from the 1650 to 1910, through the Baroque Solo Concerto, the Baroque Concerto Grosso, the Classical Concerto and the Romantic Concerto. <ol style="list-style-type: none"> Content and language for learning (5 lessons) Deliberate listening and exam technique (4 lessons) Performing and composing (6 lessons) ST1 exam (3 lessons) 1 x 1 hour listening test (4 questions – 2 AoS) <u>Learning Outcomes:</u> GW: Students identify and describe musical features of the concerto from specified periods in musical history and will be able to replicate some of these using an instrument / voice BI: Students draw conclusions about extracts of concerti and make comparisons between concerti from different eras and by different composers and can compose and perform simple chords and melodies based on different elements of the concerto eg cadenzas EW: Students appraise audio musical extracts of concerti and respond with evaluative and critical judgements which demonstrate knowledge and understanding of all elements of music and of Baroque, Classical and Romantic features.	<u>Curriculum areas:</u> AOS2: The concerto through time - answer questions on unfamiliar music, using gained knowledge and becoming familiar with key terms. <u>Assessment of Progress:</u> Written responses to both familiar and previously unheard music. AOS with be tested at ST1 (Nov 20) <u>Vocabulary:</u> General elements of music eg rhythm, melody etc. Language specific to the concerto eg, virtuoso, cadenza, ritornello, tutti, ripieno, concertino <u>History:</u> Names of composers who wrote concerti in each period. The historical and social context of the concerto in each period. The need for larger venues over time as the genre expanded and developed. The changing nature of the commissioner and audience over time.					
13-Nov	B	10							
20-Nov	A	11							
27-Nov	B	12							
4-Dec	A	ST1							
11-Dec	B	ST1							
18-Dec	A	15	<table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Now (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Demonstrate the ability to deliberately listen to, appreciate and perform different forms of orchestral music and be able to use relevant terminology with increasing confidence.</td> <td>Demonstrate the ability to understand and recall key terms pertaining to music from a particular genre and from particular periods in the history of music and be able to apply these when prompted.</td> <td>To apply knowledge of key terms in context and be able to 'hear' those key terms within a concerto and to discern via the recall of key terms, the period in the history of music to which a particular concerto belongs.</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Demonstrate the ability to deliberately listen to, appreciate and perform different forms of orchestral music and be able to use relevant terminology with increasing confidence.	Demonstrate the ability to understand and recall key terms pertaining to music from a particular genre and from particular periods in the history of music and be able to apply these when prompted.	To apply knowledge of key terms in context and be able to 'hear' those key terms within a concerto and to discern via the recall of key terms, the period in the history of music to which a particular concerto belongs.
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Christmas Holiday			6 weeks (15 lessons) (30 Days)							
8-Jan	B	16	<p>AOS3 – Rhythms of the World Students will study the traditional rhythmic features of Classical Indian music and traditional Punjabi Bhangra, traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music, traditional African drumming and traditional Calypso and Samba.</p> <ol style="list-style-type: none"> Content and language for learning (5 lessons) Deliberate listening and exam technique (5 lessons) Performing and composing (5 lessons) <p>Learning Outcomes: GW: Students identify and describe musical features of music (particularly rhythms) from specified areas of the world and will be able to replicate some of these using an instrument / voice BI: Students draw conclusions about extracts of music from around the world and make comparisons between extracts of world music and compose and perform simple chords and rhythms; particularly cyclic and polyrhythmic music EW: Students appraise audio musical extracts related to world music and respond with evaluative and critical judgements which demonstrate knowledge and understanding of all elements of music.</p> <table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Now (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Demonstrate the ability to understand and recall key terms pertaining to music from specified areas of the world and be able to apply these when prompted.</td> <td>Demonstrate the ability to understand and recall key terms pertaining to music from specified areas of the world and be able to apply these when prompted. (NB) a renewed focus around 'rhythm'.</td> <td>To apply knowledge of key terms in context and be able to 'hear' those key terms within a piece of world music.</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Demonstrate the ability to understand and recall key terms pertaining to music from specified areas of the world and be able to apply these when prompted.	Demonstrate the ability to understand and recall key terms pertaining to music from specified areas of the world and be able to apply these when prompted. (NB) a renewed focus around 'rhythm'.	To apply knowledge of key terms in context and be able to 'hear' those key terms within a piece of world music.	<p><u>Curriculum areas:</u> AOS3: Rhythms of the world – answer questions on unfamiliar music, using gained knowledge and becoming familiar with key terms.</p> <p><u>Assessment of Progress:</u> Written responses to both familiar and previously unheard music. AOS with be tested in a listening exam in May 24. (AOS2 and 5 will also be tested at this point). Regular (fortnightly) feedback on composing work.</p> <p><u>Vocabulary:</u> General elements of music eg rhythm, melody etc. Language specific to the world music genre eg, repetition, ostinato, techniques of performing traditional drums, traditional rhythm patterns (including regular and irregular metres, syncopation and cross rhythms, how texture builds with added parts, improvised melodic lines based on traditional scales (including modal and microtonal melodic ideas).</p>
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15-Jan	A	17								
22-Jan	B	18								
29-Jan	A	19								
5-Feb	B	20								
12-Feb	A	21								

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			atmosphere, mood and tension and to use film music-specific language with increasing confidence.	pertaining to film music and be able to apply these when listening to film music when prompted.	'hear' those key terms within a piece of film music.		imitation, ornamentation, motif, leitmotif, hit-point. <u>History:</u> Integral part of cultural life and a huge worldwide multi-billion 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	A	27	AOS1 – My Music (NEA) 30% of GCSE				<u>Curriculum areas:</u> NEA: Performing (worth 20%) NEA: Composing (worth 20%)
22-Apr	B	28	Students will study the limitations and capabilities of their own instrument, including range, timbre, specific techniques, typical ensembles and the influence of context and culture.				
29-Apr	A	29	NEA (PERFORMING) Students will learn, rehearse and refine one or more solo pieces which allows them to demonstrate appropriate skill and technique to access the highest possible band in the marking criteria. This will go forward as part of the 'Integrated Portfolio' section of the NEA. (NB this can only be recorded in year 11)		NEA (COMPOSING) 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.)		<u>Assessment of Progress:</u> 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)
6-May*	B	30	<ol style="list-style-type: none"> 1. Composition work (10 lessons) 2. Performance work (4 lessons) <u>Learning Outcomes:</u> GW: Students practice a variety of pieces that develop their skills BI: Students demonstrate an understanding of performing with accuracy and fluency and with technical control EW: Students be able to perform confidently and stylishly and with appropriate expression and interpretation		<ol style="list-style-type: none"> 1. Composition work (10 lessons) 2. Performance work (4 lessons) <u>Learning Outcomes:</u> GW: Students produce a variety of short pieces that develop their compositional skills BI: Students understand how to extend and manipulate musical ideas and devices in order to develop a composition EW: Students will be able to combine and develop various musical elements successfully, using an appropriate structure to create a coherent piece that shows an understanding of the style, audience and/or occasion		
			Use instrumental/	Demonstrate the ability to	To apply past feedback to		

			<p>classroom lessons to play and rehearse a variety of repertoire of increasingly difficult standard and to act on tutor/teacher feedback.</p>	<p>perform music with fluency, attention to dynamics and articulation and a clear sense of direction.</p>	<p>perform music musically and stylishly using conventions that are appropriate to the genre. The performance is confident, accurate and fluent with good technical control appropriate to the demand of the music.</p>		<table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Now (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <tr> <td> <p>Demonstrate the ability to combine a range of musical elements. There is some development using mostly appropriate compositional techniques.</p> </td> <td> <p>Demonstrate the ability to combine a range of musical elements. There is some development using mostly appropriate compositional techniques. The piece is extended within a defined structure mostly appropriate to the style.</p> </td> <td> <p>To apply past feedback to produce a musically successful piece with a strong sense of style. There is a variety of musical elements that show a good 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.</p> </td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	<p>Demonstrate the ability to combine a range of musical elements. There is some development using mostly appropriate compositional techniques.</p>	<p>Demonstrate the ability to combine a range of musical elements. There is some development using mostly appropriate compositional techniques. The piece is extended within a defined structure mostly appropriate to the style.</p>	<p>To apply past feedback to produce a musically successful piece with a strong sense of style. There is a variety of musical elements that show a good 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.</p>	
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13-May	A	31	1 x 1.5 hour listening test (6 questions – 4 AoS)											
20-May	B	ST2												

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Half-Term			7 weeks (15 lessons) (35 Days)														
3-Jun	A	ST2	<p>NEA (PERFORMING)</p> <p>Students will learn, rehearse and refine one or more ensemble pieces which allows them to demonstrate appropriate skill and technique to access the highest possible band in the marking criteria. This will go forward as part of the 'practical component' section of the NEA. (NB this can only be recorded in year 11)</p> <ol style="list-style-type: none"> 1. Composition work (10 lessons) 2. Performance work (5 lessons) <p>Learning Outcomes:</p> <p>GW: Students practice a variety of pieces that develop their skills</p> <p>BI: Students demonstrate an understanding of performing with accuracy and fluency and with technical control and with an awareness of other players</p> <p>EW: Students be able to perform confidently and stylishly and with appropriate expression and interpretation showing a good level of rapport with other players</p> <table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Now (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Use instrumental/classroom lessons to play and rehearse a variety of repertoire of increasingly difficult standard and to act</td> <td>Demonstrate the ability to perform music with fluency, attention to dynamics and articulation and a clear sense of direction.</td> <td>To apply past feedback to perform music musically and stylishly using conventions that are appropriate to the genre. The performance is confident, accurate and fluent with</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Use instrumental/classroom lessons to play and rehearse a variety of repertoire of increasingly difficult standard and to act	Demonstrate the ability to perform music with fluency, attention to dynamics and articulation and a clear sense of direction.	To apply past feedback to perform music musically and stylishly using conventions that are appropriate to the genre. The performance is confident, accurate and fluent with	<p>NEA (COMPOSING)</p> <p>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.)</p> <ol style="list-style-type: none"> 1. Composition work (10 lessons) 2. Performance work (5 lessons) <p>Learning Outcomes:</p> <p>GW: Students produce a variety of short pieces that develop their compositional skills</p> <p>BI: Students understand how to extend and manipulate musical ideas and devices in order to develop a composition</p> <p>EW: Students will be able to combine and develop various musical elements successfully, using an appropriate structure to create a coherent piece that shows an understanding of the style, audience and/or occasion</p> <table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Now (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Demonstrate the ability to combine a range of musical elements. There is some development using mostly appropriate compositional techniques.</td> <td>Demonstrate the ability to combine a range of musical elements. There is some development using mostly appropriate compositional techniques. The piece is</td> <td>To apply past feedback to produce a musically successful piece with a strong sense of style. There is a variety of musical elements that show a good</td> </tr> </tbody> </table>	Prior (Y9)	Now (Y10)	Next (Y11)	Demonstrate the ability to combine a range of musical elements. There is some development using mostly appropriate compositional techniques.	Demonstrate the ability to combine a range of musical elements. There is some development using mostly appropriate compositional techniques. The piece is	To apply past feedback to produce a musically successful piece with a strong sense of style. There is a variety of musical elements that show a good	<p><u>Curriculum areas:</u></p> <p>NEA:Performing (worth 20%) NEA: Composing (worth 20%)</p> <p><u>Assessment of Progress:</u></p> <p>Teacher feedback of ongoing composition. (weekly) Recording of an ensemble performance and resulting teacher feedback. (complete by end of term) (NB this can NOT be submitted as a final performance)</p>
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17-Jun	A	35															
24-Jun	B	36															
1-Jul	A	37															
8-Jul	B	38															
15-Jul	A	39															

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(Total: 190 Days)										

* Bank Holidays

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

Prompt Questions

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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?
- For each Unit? By the end of the Year?
 - 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)