

Year 10 Music Curriculum Plan

	Key concept	Overview of the unit	Assessment	Cross Curricular Skills	Suggested reading material and websites:
Autumn Term 1: AoS 1 - Bach	<p>AoS 1 – Instrumental Music 1600-1899</p> <p>Bach – Brandenburg Concert no. 5 Mvt. 3</p>	<p>Listening lessons will follow the structure below:</p> <ul style="list-style-type: none"> • Background of composer and composition • Context and features of period in which it was written (Baroque) • Structure - Concert Grosso • Analysis of score • Learning to listen and identify the elements of music aurally and find these in the score • Wider Listening – other compositions of the same period and in the same style • Testing (listening, exam style questions) • Evaluation and addressing the gaps with a set work knowledge audit <p>Practical lessons will follow the structure below:</p> <ul style="list-style-type: none"> • Sibelius orientation • Short composition task to a brief • Familiarising students with the mark scheme • Peer marking compositions 	<p>Starters on basic music theory – note values and pitches, interval recognition</p> <p>End of unit listening test</p> <p>Peer marking of composition task</p>	<p>Numeracy – note values recognition and writing rhythms</p> <p>SMSC- Music of other times and places</p> <p>Literacy – using academic subject specific vocabulary in exam style questions</p> <p>ICT – composing using Sibelius</p>	<p>Edexcel Music GCSE Specification</p> <p>https://www.bbc.co.uk/education/topics/zn3rwmn/resources/1</p> <p>http://stratfordschoolacademy.com/wp-content/uploads/2017/02/Section-3-Area-of-Study-1-Bach-Sample.pdf</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn Term 2: AoS 2 - Purcell</p>	<p>AoS 2 – Vocal Music</p> <p>Purcell - Music for a While</p>	<p>Listening lessons will follow the structure below:</p> <ul style="list-style-type: none"> • Background of composer and composition • Context and features of period in which it was written (again Baroque – drawing links to previous half term) • Structure - Groundbass • Analysis of score • Learning to listen and identify the elements of music aurally and find these in the score • Wider Listening – other compositions of the same period and in the same style • Testing (listening, exam style questions) • Evaluation and addressing the gaps with a set work knowledge audit <p>Practical lessons will be for composition coursework completion, and follow the structure below:</p> <ul style="list-style-type: none"> • Ideas and writing a brief • Stylistic features and footprints • Harmony and accompaniment • Writing a melody • Review against brief • Peer assessment • Revisiting, reviewing against mark scheme • Teacher marking 	<p>Starters on basic music theory – the elements of Music and subject specific keywords, language and terminology</p> <p>Features of Baroque music test</p> <p>Exam style questions</p> <p>Wider listening exam style questions – end of unit test</p> <p>Composition peer assessment</p> <p>Composition formative teacher assessment</p>	<p>SMSC- Music of other times and places</p> <p>Literacy – using academic subject specific vocabulary in exam style questions</p> <p>ICT – composing using Sibelius</p>	<p>Text book entry: https://www.pearsonschoolsandcolleges.co.uk/Secondary/Music/14-16/EdexcelGCSE(9-1)Music/Samples/Student-Resource-Samples/Area-of-Study-2-Purcell-Sample.pdf</p> <p>Blog review linking the song to Dryden’s painting here: https://harpers.org/blog/2009/03/drydenpurcell-music-for-a-while/</p> <p>Context here: https://www.allmusic.com/composition/music-for-a-while-from-oedipus-song-z-583-2-mc0002407693</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring Term 1: AoS 2 - Queen</p>	<p>AoS 2 – Vocal Music</p> <p>Queen – Killer Queen</p>	<p>Listening lessons will follow the structure below:</p> <ul style="list-style-type: none"> • Background of composers and song • Context and features of period in which it was written (Modern) • Structure • Analysis of score • Listening critically for features of the song and imprints of the style • Wider Listening – other songs of the same genre, songs of same period in different genres, other songs by the same artist • Testing (listening, exam style questions) • Evaluation and addressing the gaps with a set work knowledge audit <p>Practical lessons will focus on developing composition 1.</p>	<p>Starters on identifying modern effects aurally and understanding what they are (flanger, chorus, wah wah, reverb, panning etc.)</p> <p>Features of vocal music test (syllabic, melismatic etc.)</p> <p>Exam style questions – end of unit test</p> <p>Wider listening exam style questions</p> <p>Composition peer assessment</p> <p>Composition formative teacher assessment 2</p>	<p>SMSC- Music of other times and places</p> <p>Literacy – using academic subject specific vocabulary in exam style questions</p> <p>ICT – composing using Sibelius (completion)</p>	<p>Text book entry: https://www.pearsonschoolsandcolleges.co.uk/Secondary/Music/14-16/EdexcelGCSE(9-1)Music/Samples/Student-Resource-Samples/Section-3-Area-of-Study-2-Queen-Sample.pdf</p> <p>Structure analysis: http://www.davenportperformingarts.org.uk/AjaxRequestHandler.ashx?Function=GetSecuredDOC&DOCUrl=App_Data/davenportperformingarts_or_g_uk/ClassPages/018/ Documents 2016-17/Killer%20Queen%20Structure.pdf</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring Term 2: AoS 1 - Beethoven</p>	<p>AoS 1 – Instrumental Music</p> <p>Beethoven – Sonata no. 8 ‘Pathetique’ Mvt. 1</p>	<p>Listening lessons will follow the structure below:</p> <ul style="list-style-type: none"> • Background of composers and composition • Context and features of period in which it was written (Classical) • Structure - Sonata • Analysis of score • Listening critically for elements of music and features of the period, drawing comparisons with other keyboard music • Wider Listening – other pieces by the same composer, other compositions of a similar period • Testing (listening, exam style questions) • Evaluation and addressing the gaps with a set work knowledge audit <p>Practical lessons will focus on completing composition 1 and introducing and preparing for the solo performance assessment.</p>	<p>Starters on identifying symbols and performance directions in the score</p> <p>Features of Sonata keywords and definitions test</p> <p>Exam style questions – end of unit test</p> <p>Wider listening exam style questions</p> <p>Composition summative teacher assessment</p>	<p>SMSC- Music of other times and places</p> <p>Literacy – using academic subject specific vocabulary in exam style questions</p>	<p>Text book entry; http://www.rhinegold.co.uk/wp-content/uploads/2015/10/MT1116-scheme-KS4_Edexcel-GCSE-Pathetique-sonata-music.pdf</p> <p>http://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/teaching-and-learning-materials/Beethoven_Pathetique_set_work_support_guide.pdf</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term 1: Revision</p>	<p>Revision of 4 set works studied so far in preparation for listening exam</p>	<p>Listening lessons will follow the structure below:</p> <ul style="list-style-type: none"> • Dictation – learning to transcribe what you hear • Dictation – applying what you know under exam conditions • Bach revision • Beethoven revision • Queen revision • Purcell revision • Writing an essay in an exam <p>Practical lessons will focus on solo instrumental rehearsal as well as becoming familiar with the mark scheme, making productive use of rehearsal time, group marking model examples from previous years, peer assessment and self-evaluation.</p>	<p>Starters on dictation and transcribing what you hear</p> <p>Solo performance peer assessment</p> <p>Solo performance teacher assessment</p>	<p>SMSC- Revising music of other times and places, tracking trends through time chronologically and geographically</p> <p>Literacy – using academic subject specific vocabulary in listening exam</p>	<p>Resources and revision materials will be provided by your teacher and uploaded to Show My Homework</p>

<p><i>Summer Term 2: AoS 4 – Esperanza Spalding</i></p>	<p>AoS 4 – Fusions</p> <p>Esperanza Spalding – Samba Em Preludio</p>	<p>Listening lessons will follow the structure below:</p> <ul style="list-style-type: none"> • Background of original song, and how the cover came about • Context and features of time in which it was written and time in which it was performed • Structure • Analysis of score and why it does not transcribe well to Western Traditional notation • Listening critically for elements of music and features in the song, drawing comparisons with other songs by the same artist and of a similar genre • Wider Listening – other pieces by the same composer, other compositions of a similar period • Testing (listening, exam style questions) • Evaluation and addressing the gaps with a set work knowledge audit <p>Practical lessons focus on Ensemble playing – how can students develop ensemble skills? Short timed tasks with briefs to inspire students to be creative and compose and play in small groups.</p>	<p>Starters on orchestral instrument and timbres recognition</p> <p>Exam style questions</p> <p>Wider listening exam style questions – end of unit test</p> <p>Composition and performance peer assessment against given criteria</p>	<p>SMSC- Music of other times and places – particularly fusing cultures and identities through music</p> <p>Literacy – using academic subject specific vocabulary in exam style questions</p>	<p>http://davenantperformingarts.org.uk/AjaxRequestHandler.ashx?Function=GetSecuredDOC&DOCUrl=App_Data/davenantperformingarts.org_uk/ClassPages/018/ Documents_2016-17/Samba%20Em%20Preludio%20Notes.pdf</p> <p>http://stratfordschoolacademy.com/wp-content/uploads/2017/02/Esperanza-Spalding-Samba-Em-Preludio.pdf</p> <p>http://www.rhinegold.co.uk/wp-content/uploads/2015/10/MT0717-scheme-KS4_Fusions.pdf</p>
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