

Year 10 Music Curriculum Plan

K	Key concept	Overview of the unit	Assessment	Cross Curricular Skills	Suggested reading material and websites:
S 1 - Bach	AoS 1 – nstrumental Music 1600- 1899 Bach – Brandenburg Concert no. 5 Mvt. 3	 Listening lessons will follow the structure below: 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 Practical lessons will follow the structure below: Sibelius orientation Short composition task to a brief Familiarising students with the mark scheme Peer marking compositions 	Starters on basic music theory – note values and pitches, interval recognition End of unit listening test Peer marking of composition task	Numeracy – note values recognition and writing rhythms SMSC- Music of other times and places Literacy – using academic subject specific vocabulary in exam style questions ICT – composing using Sibelius	Edexcel Music GCSE Specification https://www.bbc.co.uk/educat ion/topics/zn3rwmn/resource s/1 http://stratfordschoolacadem y.com/wp- content/uploads/2017/02/Sec tion-3-Area-of-Study-1-Bach- Sample.pdf



	AoS 2 –	Listening lessons will follow the structure below:	Starters on basic music	SMSC- Music of other	Text book entry:
	Vocal Music	Background of composer and composition	theory – the elements of	times and places	https://www.pearsonschoolsa
	V Ocal Masic		Music and subject specific	lines and places	ndfecolleges.co.uk/Secondar
	Purcell -	Context and features of period in which it was	keywords, language and	Literacy – using	y/Music/14-
	Music for a	written (again Baroque – drawing links to previous	terminology	academic subject	16/EdexcelGCSE(9-
	While	half term)	l		
	vville	Structure - Groundbass	Conturns of Darague	specific vocabulary in	1)Music/Samples/Student-
=		Analysis of score	Features of Baroque music test	exam style questions	Resource-Samples/Area-of-
<u>c</u> e		Learning to listen and identify the elements of	music test	ICT commoning vising	Study-2-Purcell-Sample.pdf
Purcell		music aurally and find these in the score	Francista arrestiana	ICT – composing using	Diamentary limiting the comm
4		Wider Listening – other compositions of the same	Exam style questions	Sibelius	Blog review linking the song
8		period and in the same style	Midaglistaniaa avaas atula		to Dryden's painting here:
AoS		Testing (listening, exam style questions)	Wider listening exam style		https://harpers.org/blog/2009/
		Evaluation and addressing the gaps with a set	questions – end of unit		03/drydenpurcell-music-for-a-
5		work knowledge audit	test		while/
Term			Communities and an		Comtant bons
		Practical lessons will be for composition	Composition peer		Context here:
		coursework completion, and follow the structure	assessment		https://www.allmusic.com/co
l ä		below:	Common sitilo a formanation		mposition/music-for-a-while-
Autumn		Ideas and writing a brief	Composition formative		from-oedipus-song-z-583-2-
< <		Stylistic features and footprints	teacher assessment		<u>mc0002407693</u>
		Harmony and accompaniment			
		Writing a melody			
		Review against brief			
		Peer assessment			
		Revisiting, reviewing against mark scheme			
		Teacher marking			



	AoS 2 –	Listening lessons will follow the structure below:	Starters on identifying	SMSC- Music of other	Text book entry:
			, , ,		1
	Vocal Music	Background of composers and song	modern effects aurally	times and places	https://www.pearsonschoolsa
		Context and features of period in which it was	and understanding what		ndfecolleges.co.uk/Secondar
	Queen –	written (Modern)	they are (flanger, chorus,	Literacy – using	y/Music/14-
	Killer Queen	Structure	wah wah, reverb, panning	academic subject	16/EdexcelGCSE(9-
Queer		Analysis of score	etc.)	specific vocabulary in	1)Music/Samples/Student-
) m		Listening critically for features of the song and		exam style questions	Resource-Samples/Section-
9		imprints of the style	Features of vocal music		3-Area-of-Study-2-Queen-
7		Wider Listening – other songs of the same genre,	test (syllabic, melismatic	ICT – composing using	Sample.pdf
oS		songs of same period in different genres, other	etc.)	Sibelius (completion)	
Ă		songs by the same artist			Structure analysis:
			Exam style questions –		http://www.davenantperformi
		Testing (listening, exam style questions)	end of unit test		ngarts.org.uk/AjaxRequestHa
ē		Evaluation and addressing the gaps with a set			ndler.ashx?Function=GetSec
9		work knowledge audit	Wider listening exam style		uredDOC&DOCUrl=App Dat
Spring		5	questions		a/davenantperformingarts or
Į d		Practical lessons will focus on developing	4		g uk/ClassPages/018/ Docu
0,		composition 1.	Composition peer		ments 2016-
			assessment		17/Killer%20Queen%20Struc
					ture.pdf
			Composition formative		turo.pur
			· · · · · · · · · · · · · · · · · · ·		
1			teacher assessment 2		



	A - O - 4	I Patrick and I have a second of the second	Otalian a Martinia	01100 14 -1	T. (b. d d.
	AoS 1 –	Listening lessons will follow the structure below:	Starters on identifying	SMSC- Music of other	Text book entry;
	Instrumental	Background of composers and composition	symbols and performance	times and places	http://www.rhinegold.co.uk/w
en	Music	Context and features of period in which it was	directions in the score		<u>p-</u>
Š		written (Classical)		Literacy – using	content/uploads/2015/10/MT
į.	Beethoven –	Structure - Sonata	Features of Sonata	academic subject	1116-scheme-KS4_Edexcel-
Beethoven	Sonata no. 8	Analysis of score	keywords and definitions	specific vocabulary in	GCSE-Pathetique-sonata-
œ.	'Pathetique'	Listening critically for elements of music and	test	exam style questions	music.pdf
	Mvt. 1	features of the period, drawing comparisons with			
လွ		other keyboard music	Exam style questions –		http://qualifications.pearson.c
AoS		Wider Listening – other pieces by the same	end of unit test		om/content/dam/pdf/GCSE/M
.;		composer, other compositions of a similar period			usic/2016/teaching-and-
			Wider listening exam style		learning-
e.		Testing (listening, exam style questions)	questions		materials/Beethoven Patheti
Spring Term		Evaluation and addressing the gaps with a set	'		que_set_work_support_guid
ing		work knowledge audit	Composition summative		e.pdf
pr			teacher assessment		<u> </u>
S		Practical lessons will focus on completing	toderior decessiment		
		composition 1 and introducing and preparing for			
		the solo performance assessment.			
	Revision of 4	Listening lessons will follow the structure below:	Starters on dictation and	SMSC- Revising music	Resources and revision
	set works	Dictation – learning to transcribe what you hear	transcribing what you	of other times and	materials will be provided by
_	studied so far	Dictation – applying what you know under exam	hear	places, tracking trends	your teacher and uploaded to
jo	in	conditions		through time	Show My Homework
ıisi	preparation	Bach revision	Solo performance peer	chronologically and	
je je	for listening	Beethoven revision	assessment	geographically	
: Revision	exam	Queen revision			
1		Purcell revision	Solo performance teacher	Literacy – using	
Term		Writing an essay in an exam	assessment	academic subject	
		Willing all essay in all exam		specific vocabulary in	
Summer		Practical lessons will focus on solo instrumental		listening exam	
E					
l m		rehearsal as well as becoming familiar with the			
Š		mark scheme, making productive use of rehearsal			
		time, group marking model examples from			
		previous years, peer assessment and self-			
1		evaluation.			



	AoS 4 –	Listening lessons will follow the structure below:	Starters on orchestral	SMSC- Music of other	http://davenantperformingarts
_	Fusions	Background of original song, and how the cover	instrument and timbres	times and places –	.org.uk/AjaxRequestHandler.
ing		came about	recognition	particularly fusing	ashx?Function=GetSecured
Į p	Esperanza	Context and features of time in which it was written		cultures and identities	DOC&DOCUrl=App_Data/da
Spalding	Spalding –	and time in which it was performed	Exam style questions	through music	venantperformingarts_org_uk
8	Samba Em	Structure			/ClassPages/018/_Document
uze	Preludio	 Analysis of score and why it does not transcribe 	Wider listening exam style	Literacy – using	<u>s_2016-</u>
Ta		well to Western Traditional notation	questions – end of unit	academic subject	17/Samba%20Em%20Prelud
ed:		Listening critically for elements of music and	test	specific vocabulary in	io%20Notes.pdf
Es		features in the song, drawing comparisons with		exam style questions	
1		other songs by the same artist and of a similar	Composition and		http://stratfordschoolacadem
4		genre	performance peer		<u>y.com/wp-</u>
Ŏ		Wider Listening – other pieces by the same	assessment against given		content/uploads/2017/02/Esp
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		composer, other compositions of a similar period	criteria		eranza-Spalding-Samba-Em-
n 2		Testing (listening, exam style questions)			Preludio.pdf
l we		 Evaluation and addressing the gaps with a set 			
1		work knowledge audit			http://www.rhinegold.co.uk/w
Jer					<u>p-</u>
u		Practical lessons focus on Ensemble playing –			content/uploads/2015/10/MT
l B		how can students develop ensemble skills? Short			<u>0717-scheme-</u>
S		timed tasks with briefs to inspire students to be			KS4_Fusions.pdf
		creative and compose and play in small groups.			