

## Medium Term Planning Document: MUSIC Year 10

### Curriculum Intent

The aim of the music curriculum is to build an enthusiastic, broad and creative understanding of the subject and as a tool for positively enriching the lives of young people. This will progress through each key stage, whilst building students' independence and drive to succeed.

The creative and passionate student will engage with all aspects of music, both in and out of lesson time, whilst growing their confidence and understanding of musical career opportunities. Parallel to the curriculum, there will be inclusive opportunities for solo, ensemble and whole class engagement, including the potential additions of peripatetic music lessons and diverse enrichment from network professionals, to enhance the varied and artistic curriculum.

The curriculum focusses on the three core aspects of musical opportunities: composition, performance, and theoretical knowledge. The curriculum has recently been updated to ensure a more positive progression through the key stages, ensuring that through practical music making we effectively intertwine important theoretical knowledge. The updated curriculum chronologically includes: musical elements, the creative musician, programmatic music and ensemble performance, which all aim to seamlessly transition the student into KS5. Furthermore, the updated curriculum aims to develop sustained musical ideas, discussions, and performances, alongside a growing passion for the subject.

### 'Why This, Why Now'

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

- Year 10 begin their GCSE music course by focussing on key theory. Some will be familiar from KS3, but some will be new and needs focussing on, such as Circle of Fifths, Instrumentation understanding and Italian terminology
- Year 10 begin their coursework with solo performance and their free composition. This is so the students can improve their independent performance skills and develop their compositional understanding.
- Year 10's first theoretical unit is 'Conventions of Pop'. We begin with this as it is the genre the students are most familiar with, so they open the course with a positive outlook and strong understanding.
- They then move to 'Film and Game Music', again because it is the next familiar genre, and the knowledge learnt during composition and theory lessons is transferable.
- The focus then turns to Rhythms of the World to secure those units, before beginning Concerto through Time.
- Ongoing coursework focus to allow students to improve and develop their ideas as the year progresses

## Medium Term Planning Document: MUSIC Year 10

### SEND adaptations

Headphones usage / overlays / Chunking / scaffolding / Checklists / Success criteria – visual aids / Modelling / Giving them a lead role – stretch + challenge / Crib sheet – GCSE – i.e. - Baroque/Classical/Romantic – key features / Model answers / Sentence starters / Praise – encouragement

The Medium-Term Planning document below is designed to show the journey that every student takes through the music curriculum, leading towards a Music GCSE pathway.

Some elements of the curriculum may be taught over several lessons, others in a single lesson.

MUSIC	Year 10 – Half Term 1		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Theory + coursework starters	Italian terms (key theory)	Bell Work	<a href="#">Theory 1.url</a>
	The orchestra	Recall Quizzes Mini WB formative assessment in lessons	<a href="#">Theory 2.url</a>
	Circle of Fifths	Listening exercises	<a href="#">Theory 3.url</a>
	Composition starter (chord progressions/harmony)	Demonstrations Performances	<a href="#">Theory 4.url</a>
	ASSESSMENT	Keyboard performance	Assessment /40 - mock exam paper
	<b>Key Words:</b> tempo, largo, andante, presto, legato, staccato, crescendo, diminuendo, rallentando, accelerando, orchestration, conductor, strings, woodwind, brass, percussion, harmony, melody, rhythm, scale, intervals, sharps, flats, 3rds, forte, piano, mezzo		

## Medium Term Planning Document: MUSIC Year 10

MUSIC	Year 10 – Half Term 2		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Conventions of Pop (ongoing coursework)	'Conventions of Pop'	Bell Work Recall Quizzes Mini WB formative assessment in lessons Demonstrations Performances	<a href="#">Pop1.url</a>
	Rock n Roll		<a href="#">Pop2.url</a>
	Pop Ballads		<a href="#">Pop3.url</a>
	Rock Anthems		<a href="#">Pop4.url</a>
	Modern Pop		<a href="#">Pop5.url</a>
	Composition (idea 1 – development)		<a href="#">Composing1.url</a>
	ASSESSMENT		Composition
	<b>Key Words:</b> Rhythm, melody, harmony, blues, scales, falsetto, word painting, octaves, pitch bend, sfx, electric, acoustic, syllabic, vocables, slides, block chords, broken chords, progression, imitation, syncopation, time signature, extended chords, distortion, range, palm muting, melisma,		

### Summative Assessment:

Mid-Year Assessments will take place at the end of half term 2. These will cover exam style questions from 'Conventions of Pop' and 'Film Music' and a draft composition mark and performance mark. This assessment will inform pupil Rank Order in the subject.

**Total = 100**

# Medium Term Planning Document: MUSIC Year 10

MUSIC		Year 10 – Half Term 3	
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Film Music (ongoing coursework)	Film Music	Bell Work Recall Quizzes Mini WB formative assessment in lessons Listening exercises Demonstrations Performances	<a href="#">Composing2.url</a>
	Instrumentation		<a href="#">Composing3.url</a>
	Articulation		<a href="#">Composing4.url</a>
	Essay style answers		<a href="#">Composing1.url</a>
	Rhythmic understanding		
	Composition (idea 1 expansion)		
	ASSESSMENT	Assessment /120 - mock exam paper, mock performance mark, mock composition mark	
<b>Key Words:</b> soundtrack, sampling, timbre, instrumentation, leitmotif, melodic theme, synthesised, effects, countermelodies, syncopation, tempo, strummed, texture, dissonance, loops, variation, dynamics, tremolos, ternary form, triplet, imitation			



## Medium Term Planning Document: MUSIC Year 10

MUSIC	Year 10 – Half Term 4		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>Film Music &amp; Game Music (ongoing coursework)</b>	Game Music	Bell Work Recall Quizzes Mini WB formative assessment in lessons Listening exercises Demonstrations Performances	<a href="#">Lesson 1</a>
	Essay style answers		<a href="#">Lesson 1 worksheet</a>
	Listening exercises to the time limit		<a href="#">Lesson 2</a>
	Harmonic progressions		<a href="#">Lesson 2 worksheet</a>
	Composition		<a href="#">Lesson 3</a>
	Solo performance (recording 1 draft)		<a href="#">Lesson 4</a>
	ASSESSMENT		<a href="#">Lesson 5</a>
	<b>Key Words:</b> chromaticism, soundtrack, sampling, timbre, instrumentation, leitmotif, melodic theme, synthesised, effects, countermelodies, syncopation, tempo, texture, dissonance, variation, dynamics, tremolos, triplet, imitation, mood setting, articulation		

## Medium Term Planning Document: MUSIC Year 10

MUSIC	Year 10 – Half Term 5		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>Indian Classical + Punjabi Bhangra</b>	Indian Classical overview	Bell Work Recall Quizzes Mini WB formative assessment in lessons Listening exercises Demonstrations Performances	<a href="#">Lesson 6</a>
	Punjabi Bhangra overview		<a href="#">Lesson 7</a>
	Key features		<a href="#">Lesson 8</a>
	Identification through listening		<a href="#">Lesson 9</a>
	Composition draft 1		<a href="#">Lesson 10</a>
	Solo performance recording draft 1		
	ASSESSMENT	Ensemble composition	Assessment /120 - mock exam paper, mock performance mark, mock composition mark
	<b>Key Words:</b> folk, dhol, chaal, rhythms, riff, melisma, microtones, conjunct, disjunct, chromatics, tempo, off-beat, call + response		

### Summative Assessment:

End of year Assessments will take place at the start of half term 6. These will cover exam style questions from all learnt units and include a draft composition mark (/30) and performance mark (/30). This assessment will inform pupil Rank Order in the subject.

**Total = 100**

## Medium Term Planning Document: MUSIC Year 10

MUSIC	Year 10 – Half Term 6		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>Eastern Med + Middle Eastern</b>	Easten Med overview	Bell Work Recall Quizzes Mini WB formative assessment in lessons Listening exercises Demonstrations Performances	<a href="#">Lesson 11</a>
	Middle Eastern overview		<a href="#">Lesson 12</a>
	Key features		<a href="#">Lesson 13</a>
	Identification through listening		<a href="#">Lesson 14</a>
	Composition 1 completion		<a href="#">Lesson 15</a>
	Solo performance completion		
	ASSESSMENT	Ensemble composition	Assessment /120 - mock exam paper, mock performance mark, mock composition mark
<b>Key Words:</b> folk, irregular time signatures, intervals, modes, microtones, doumbek, oud, harp, clarinet, accordion, flute, maqsum, wazn, phrases, conjunct, pitch bend, fingerpicking, polyrhythm, drone, ornamentation, tonic, dominant, bassline, 3rds,			