

SUBJECT	Music				
YEAR GROUP	Year 10 (GCSE Eduqas)				
Term	Knowledge & Understanding			Key Vocabulary	CEIAG careers linked to curriculum learning
	Composite	Components (Know that)	Component (Know how to)	T2/T3	
Autumn Term 1	Understanding the elements of music Solo performance	To know that music can be described through understanding the elements of music To know that there are different types of notation to read, write and compose music To know that melody is the main part of the song To know that Instrumentation(sonority) is the instruments, articulations and techniques used by them To know that rhythm is different note values put together To know that performances are effective when they consider technical control, expression and interpretation	To know how to identify and describe the elements of music To know how to read music using different types of notation To know how to identify, describe and evaluate different melodic devices in listening, performing and composing tasks To know how to identify, describe and evaluate different instrumentation in listening, performing and composing tasks To know how to identify, describe and evaluate different rhythmic devices in listening, performing and composing tasks To know how to identify, describe and evaluate different musical styles in listening, performing and composing tasks	<b>Tier 2</b> <b>Tier 3</b> Staff notation Bass Clef Treble Clef Melody Instrumentation Rhythm	Composer / Arranger Musician Music teacher Vocal teacher Conductor Events Manager Concert Manager Piano Accompanist Session musician Team leader musicologist Chorister Instrumental teacher Journalist Band leader Conductor music therapist

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	Composite	Components (Know that)	Component (Know how to)		
Autumn Term 2	Understanding the elements of music Solo performance	To know that performances are effective when they consider technical control, expression and interpretation To know that there are different types of notation to read, write and compose music To know that dynamics is the volume of the music To know that structure is the order of the music To know that tonality is whether the music is major, minor or none To know that tempo is the speed of the music To know that texture is the layer / parts playing To know that harmony is how different notes are combined to create a 'chord' To know that all musical styles / genres have distinctive features	To know how to perform showing technical control, expression and interpretation To know how to read music using different types of notation To know how to identify, describe and evaluate different dynamics in listening, performing and composing tasks To know how to identify, describe and evaluate different forms and structures in listening, performing and composing tasks To know how to identify, describe and evaluate different tonalities in listening, performing and composing tasks To know how to identify, describe and evaluate different tempos in listening, performing and composing tasks To know how to identify, describe and evaluate different textures in listening, performing and composing tasks To know how to identify, describe and evaluate different harmonic devices in listening, performing and composing tasks	<b>Tier 2</b> <b>Tier 3</b> Stave notation Bass Clef Treble Clef Dynamics structure Tonality Tempo Texture Harmony	Composer / Arranger Musician Music teacher Vocal teacher Conductor Events Manager Concert Manager Piano Accompanist Session musician Team leader musicologist Chorister Instrumental teacher Journalist Band leader Conductor music therapist
Spring Term 1	AOS 1: Form and Devices Performance	Solo To know that there are different types of notation to read, write and compose music To know that the Baroque period was from 1600-1750 To know that the classical period was from 1750-1830 To know that the Romantic period was from 1830-1910 To know that performances are effective when they consider technical control, expression and interpretation	To know how to read music using different types of notation To know how to identify, describe and evaluate music from the Baroque period in listening, performing and composing tasks To know how to identify, describe and evaluate music from the classical period in listening, performing and composing tasks To know how to identify, describe and evaluate music from the Romantic period in listening, performing and composing tasks To know how to perform showing technical control, expression and interpretation	<b>Tier 2</b> Baroque Classical Romantic <b>Tier 3</b> Form Structure Musical Devices Scales Chords Cadences	Composer / Arranger Musician Music teacher Vocal teacher Conductor Events Manager Concert Manager Piano Accompanist Session musician Team leader musicologist Chorister Instrumental teacher Journalist Band leader Conductor music therapist

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Spring Term 2	AOS 1: Form and Devices Performance mock composition mock	Solo Brief To know that compositions are effective when they show development of musical ideas with technical control and coherence To know that performances are effective when they consider technical control, expression and interpretation	To know how to compose with development of musical ideas with technical control and coherence To know how to perform showing technical control, expression and interpretation	<b>Tier 2</b> Baroque Classical Romantic <b>Tier 3</b> Form Structure Musical Devices Scales Chords Cadences	Composer / Arranger Musician Music teacher Vocal teacher Conductor Events Manager Concert Manager Piano Accompanist Session musician Team leader musicologist Chorister Instrumental teacher Journalist Band leader Conductor music therapist
Summer Term 1	AOS 2: Music for ensemble Ensemble performance	To know that ensemble music covers a range of styles and focusses on musician interaction, texture and harmony To know that performances are effective when they consider technical control, expression and interpretation To know that compositions are effective when they show development of musical ideas with technical control and coherence	To know how to identify, describe and evaluate ensemble music in listening, performing and composing tasks To know how to compose with development of musical ideas with technical control and coherence To know how to perform showing technical control, expression and interpretation	<b>Tier 2</b> <b>Tier 3</b> Ensemble Texture Jazz Chamber music Musical Theatre SATB	Composer / Arranger Musician Music teacher Vocal teacher Conductor Events Manager Concert Manager Piano Accompanist Session musician Team leader musicologist Chorister Instrumental teacher Journalist Band leader Conductor music therapist

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Summer Term 2	AOS 3: Film music performance composition Ensemble Free	To know that film music centres on creating mood and atmosphere for the audience through underscoring and leitmotifs To know that performances are effective when they consider technical control, expression and interpretation To know that compositions are effective when they show development of musical ideas with technical control and coherence	To know how to identify, describe and evaluate film music in listening, performing and composing tasks To know how to compose with development of musical ideas with technical control and coherence To know how to perform showing technical control, expression and interpretation	<b>Tier 2</b> Genre <b>Tier 3</b> Underscoring Leitmotif Instrumentation Articulation Intervals	Composer / Arranger Musician Music teacher Vocal teacher Conductor Events Manager Concert Manager Piano Accompanist Session musician Team leader musicologist Chorister Instrumental teacher Journalist Band leader Conductor music therapist film director