



SUBJECT: MUSIC

Year Group	YEAR 10					
Rationale	During the fourth year of our music curriculum pupils will engage actively in the process of music study through following the Eduqas GCSE Music course. Pupils will develop performing skills individually and in groups to communicate musically with fluency and technical control of their instrument / voice. Pupils will develop composing skills through creating and organising musical ideas. Listening and appraising of music from a range of periods, genres and traditions will broaden musical experience and interests, develop imagination and foster creativity.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Unit	Introduction to GCSE Eduqas	AoS1 Musical Forms & Devices	AoS4 Popular Music	AoS4 Popular music & AoS1 / AoS4 revision	Preparation for Y10 Exam / AoS2 Music for Ensemble	AoS2 Music for Ensemble
Knowledge	<p>Time signatures: 2/4, 3/4, 4/4, 6/8.</p> <p>Clefs: treble & bass</p> <p>Cadences: Perfect, imperfect, plagal & interrupted</p> <p>Ornaments: acciaccatura, appoggiatura, trill, mordent, turn, staccato, tremolando, sforzando</p> <p>Composition: 8-bar chord sequence, syncopated bass, drum loop, melody, structure, breakdown, volume & panning.</p>	<p>Set work: in depth study of Badinerie by J.S. Bach.</p> <p>Forms: binary, ternary, minuet & trio, rondo, variation, strophic</p> <p>Textures: monophonic, homophonic, polyphonic</p> <p>Periods: Baroque, Classical, Romantic</p> <p>Scale degrees: tonic, sub-dominant, dominant</p> <p>Key signatures: up to two #s and two b's</p> <p>Devices: anacrusis, imitation, ostinato, sequence, syncopation, ornaments, staccato, broken chords, sustained notes, pedal, canon, glissando, repetition</p>	<p>Set work: in depth study of Africa by Toto.</p> <p>Structures: strophic, 32-bar song form, verse-chorus form, 12 bar blues</p> <p>Structure words: intro, verse, pre-chorus, chorus, bridge, instrumental, outro</p> <p>Styles: rock, pop,</p> <p>Instruments: drum kit, bass guitar, electric guitar, acoustic guitar, keyboard, organ, synthesiser, vocals</p> <p>Musical features: chromatic, riff, improvisation, conjunct, disjunct, syllabic, melismatic, glissando, reverb, delay</p>	<p>Styles: bhangra, fusion</p> <p>Dictation: rhythm and pitch</p> <p>AoS1: revise periods, forms & device.</p> <p>AoS4: revise styles, structures & musical features</p>	<p>Exam technique: understanding how to interpret exam questions, identify key terms & musical language.</p> <p>Breakdown of Y10 Exam results: Performance, Composition, Listening, Overall Grade.</p>	<p>Ensembles: vocal ensembles, sonatas, jazz/blues trio, rhythm section, basso continuo, string quartet.</p> <p>Textures: melody & accompaniment, layered, unison, counter melody, chordal, canon, round.</p> <p>Devices: 12-bar blues, walking bassline, swing rhythm, head, syncopation, improvisation, frontline, call & response, blues scale, repetition, imitation, sequence, overture, finale, contrast.</p>
Skills	<p>Composing: work individually on Cubase to create an EDM piece focussing on the process of composition.</p> <p>Performing: practice solo performance focussing on: accuracy of rhythm, pitch and tempo; technical control of</p>	<p>Composing: work individually on Cubase to create a piece in your choice of style focussing on the process of composition.</p> <p>Performing: pupils continue weekly instrumental / singing lessons developing their individual</p>	<p>Composing: continue working on a piece in your choice of style focussing on the process of composition.</p> <p>Performing: solo performance 1 focussing on: accuracy of rhythm, pitch and tempo; technical control of</p>	<p>Composing: working on draft 2 in response to summative written comments</p> <p>Performing: pupils continue weekly instrumental / singing lessons developing their individual</p>	<p>Exam technique: practising exam questions using knowledge gained throughout the course so far.</p> <p>Performing: ensemble performance focussing on: accuracy of rhythm, pitch and tempo; technical</p>	<p>Composing: working on draft 3 in response to summative written comments.</p> <p>Performing: ensemble performance focussing on effective rapport with other performers resulting in a</p>



	intonation and sonority; expression, communication and balance of final performance.	performance skills.	intonation and sonority; expression, communication and balance of final performance.	performance skills.	control of intonation and sonority.	balanced performance
Assessments	<p>Composing: class discussion and peer assessment of practice composition.</p> <p>Performing: performance to class that is recorded, peer discussed and teacher assessed.</p>	<p>Set work test: factual test on Badinerie by J.S. Bach.</p> <p>Practice Listening Tests: multiple choice with explanations next to musical terms to support pupils.</p> <p>Composing: formative verbal feedback provided by teacher.</p>	<p>Set work test: factual test on Africa by Toto.</p> <p>Composing: summative written feedback of draft 1.</p> <p>Performing: performance to class that is recorded and teacher assessed.</p>	<p>Practice Listening Tests: multiple choice with explanations next to musical terms to support pupils.</p>	<p>Practice Exam Questions: AoS1 & AoS4 (including set works)</p>	<p>Composing: hand in draft 3 of composition 1 (final draft).</p> <p>Performing: formative verbal feedback provided by teacher.</p>
					<p>Year 10 Exam:</p> <ul style="list-style-type: none"> - Listening & appraising exam (40%) sat during exam week - Performance (30%) from February - Composition draft 2 (30%) from April 	