**Music Year 10 2022/23**

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|  | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | | Summer 1 | Summer 2 |
| Topics | Rhythmic Devices – Timbre & Structure  AOS 3 – Rhythms of the World (Africa)  Independent Instrumental Study | Harmony & Tonality  AOS 5 – The Conventions of Pop Music (1950’s & 1960’s)  Independent Instrumental Study | Melodic Devices Textures & Tonality  AOS 2 – The Concerto Through Time (Baroque)  Independent Instrumental Study | | Melodic Devices & Orchestral Textures  AOS 4 – Film Music (John Williams – Leitmotif)  Independent Instrumental Study | | Tonality, Timbre & Structure  AOS 3 – Rhythms of the World (India)  Independent Instrumental Study + OCR 1 composition coursework | OCR 1 composition coursework  AOS 5 – The Conventions of Pop Music (1970’s & 1980’s)  Independent Instrumental Study |
| Key content | -Rhythmic, melodic, harmonic devices  -Typical instruments and performance techniques and conventions  -Structural and textural features  -Contextual factors related to the performance of the music  -Developments in technology and timbral effects where appropriate | | | | | | | |
| Key skills | -Performing with accuracy, fluency, control, and attention to expressive detail  -Composing showing an understanding of composition technique, idiomatic treatment of instruments, appropriate development of musical ideas, control of structure  -Applying musical knowledge to identify key and describe the key features of the music | | | | | | | |
| Assessment | Formative feedback every lesson  Low stakes retrieval practice  Homework using Focus on Sound (interactive lessons/quizzes) to embed conceptual understanding + longer term sequencing projects for some units.  Sequencing and audio recording work – individual/paired and group on Sound Trap  Summative Recordings of performance and composition work | | | | | | | |
| Linked Learning | The units in Y10 builds on the expected prior knowledge of the content covered in Year 8 & 9. It revisits this content and covers it in greater depth e.g., AOS music of West Africa which is studied in Year 8 and revisited briefly in the Spring Term of Y9 is studied in detail at the start of Year 10 as part of AOS3 Rhythms of the World. Student’s performing and composing responses are expected to be more sophisticated and show greater technical competency and fluency.  There is greater emphasis in Year 10 on student demonstrating a deeper understanding of technical content and vocabulary. This is assessed through their ability to be able to identify and describe features and changes within the music and its chronology. Whilst looking at each area of study, students will also focus on one or two key elements in greater detail. These elements are applicable to all areas of study, but they happen to be particularly prominent in the one being studied at that time e.g., Rhythmic Devices in AOS 3 African Music. This is a central feature of the style but this knowledge is applicable to all other areas of study and so we will cover all aspects of rhythm values, time signatures and rhythmic devices as part of this unit because this knowledge also underpins subsequent units. | | | | | | | |
| SMSC Links | 253. Provision for the spiritual development of pupils.   * sense of enjoyment and fascination in learning about themselves, others, and the world around them * use of imagination and creativity in their learning * willingness to reflect on their experiences   255. Provision for the social development of pupils includes developing their:   * use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic, and socio-economic backgrounds * willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively   256. Provision for the cultural development of pupils includes developing their:   * understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others * understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain * ability to recognise, and value, the things we share across cultural, religious, ethnic, and socio-economic communities * willingness to participate in and respond positively to artistic, musical, sporting, and cultural opportunities * interest in exploring, improving understanding of, and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect, and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic, and socio-economic groups in the local, national, and global communities | | | | | | | |
| Literacy | Musical technical terminology (arpeggios, quantise, conjunct) + vocabulary to identify and describe musical features and to evaluate work (fluency, accuracy, balance). | | | Numeracy | | Counting, Addition, fractions, sequences, durations | | |
| Enrichment | Extracurricular opportunities include choir – instrumental ensembles – instrumental lessons (including whole group class band) – trips and visits throughout the year. CLIMB sessions. | | | | | | | |
| Impact | Students are required to memorise key facts and be able to recall them and apply their knowledge to performing and composition tasks. A successful student will be able to link concepts together. Demonstrate the ability to think and work musically by performing with good technical skill, accuracy, fluency, expression, and a sense of ensemble awareness. A good students will also be able to apply their knowledge of a range of stylistic features in a group composition and/or a sequenced demonstration and will be able to use sequencing software accuracy producing expressive creative responses. Music will help students to become logical thinkers and problem solvers with a better understanding of the world around them. Demonstrating resilience, confidence, leadership, and the ability to consider the value of their creative choices as they present their work to a variety of different audiences. | | | | | | | |

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| Ways to support student learning in this subject |
| * Encourage participation in extra-curricular music ensembles and attend school performances throughout the year. * Consider instrumental tuition (options ranging from individual to large group tuition on a variety of different instruments). * Use Focus on Sound (within Music First) regularly to support classroom learning and complete homework tasks. * Additional resources to support your child’s understanding include.   <https://www.musictheory.net/>  <https://www.bbc.co.uk/bitesize/subjects/zpf3cdm>  <https://droitwichspa-hs.musicfirstclassroom.co.uk> |