Programme of study for Year 10 Music

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd Term)	Summer (1st term)	Summer (2nd term)
MAD T-SHIRT Melody Articulation Dynamics Tempo Structure Harmony Instruments Rhythm and metre Texture **Free composition** Varying texture Developing melodies Developing drumbeats Drum–fills Chord voicings Inversions Structure **Skills** Listening & Appraising Free Composition Performing Answering structured questions Extended writing	**Rhythms of the world** Comparison essay **Free Composition** Varying texture Developing melodies Developing drum beats Drum–fills Chord voicings Inversions Structure **Skills** Listening & Appraising Free Composition Performing Answering structured questions Extended writing	**Concerto Through Time** Context / Genre Instrumentation Melody Texture / Rhythm Dynamics Tonality / Harmony **Free Composition** Varying texture Developing melodies Developing drum beats Drum–fills Chord voicings Inversions Structure **Skills** Music Theory Listening & Appraising Free Composition Performing	**Film Music** John Willimas Hans Zimmer Bernard Hermna Video game music Koji Kondo Harry Gregson – Williams Martin O' Donnell **Free Composition** Varying texture Developing melodies Developing drum beats Drum–fills Chord voicings Inversions Structure **Skills** Performing Extended Writing Listening and Appraising Composing to a brief	**Conventions of Pop** Context Instrumentation Melody Texture / Rhythm Dynamics Tonality / Harmony Extended Writing Task **Free Composition** Varying texture Developing melodies Developing drum beats Drum–fills Chord voicings Inversions Structure **Skills:** Perform Extended Writing Listening and Appraising Composing to a brief	**Composing to a brief** Varying texture Developing melodies Developing drum beats Drum–fills Chord voicings Inversions Structure Genre **Skills** Performing Extended Writing Listening and Appraising Composing to a brief
Key Learning Outcomes: • To understand and analyse music using the elements of music and apply this to AOS – Rhythms of the world • To learn how to write a comparison essay • Lear how to successfully answer exam questions based on the AOS • How develop compositional techniques for a free composition		**Key Learning Outcomes:** • To understand and analyse the main features of AOS Concerto through time and AOS film music and video game music • To learn how to compose music to a brief • Lear how to successfully answer exam questions based on the AOS • How develop compositional techniques for a free composition		**Key Learning Outcomes:** • To understand and analyse the main features of AOS Conventions of Pop • To be able to complete a stylish composition with different sections, chords sequences, textures and with a sense of direction based on different areas of study • To practice regularly, rehearse and perform successfully	

• To practice regularly, rehearse and perform successfully	• To practice regularly, rehearse and perform successfully	
End of term 1 assessment to cover: • Structured questions on the elements of music • Extended writing task on the elements of music • Structured questions on Rhythms of the world • Performance 1 • Free Composition	**End of term 2 assessment to cover:** • Structured questions on Concerto through time and Film music • Extended writing task on concerto through time and film music • Performance 2 • Free composition.	**End of year assessment to cover:** • Structured questions on conventions of pop • Extended writing task on Conventions of Pop • Year 10 Mock Exam • Performance 3 • Free composition • Composition to a brief
Rationale: Students develop the compositional techniques that they developed in year 9 in response to their final end of year grade and feedback. They must learn how to develop their music into full GCSE level compositions. This includes having developed melodies, developed harmony, varying texture and a sense of direction. Students study the concerto through time. Each week they study a different musical element so they can build up their knowledge of different genres & elements gradually. This term they will also learn how to plan, structure and write an extended comparison essay. The students must attend peripatetic music lessons. They will perform regularly to the class to make sure they are progressing on their instruments and enjoying the subject.	**Rationale:** This term focuses on music for stage and screen. The students will study both film music and video game music. Genre conventions will be broken down into different musical elements so that the students can build up their knowledge of the music over the course of the term. GCSE students required to create a composition in response to a brief. Therefore, this term the students will be shown various compositional techniques on how to respond to a brief. This ties in very well to studying music for stage and screen. As genre study are built around leitmotifs this is an excellent starting point for a composition to a brief. Film music also makes full use of the different textures and timbres that can be built up in orchestral music. Therefore, students will be encouraged to experiment with different instruments and respond creatively response to a given brief.	**Rationale:** In the final term the students will study further genres. These will be broken down into different musical elements so that the students can build up their knowledge of the music over the course of the term. The students will use time in the second half term to re-visit all of their prior knowledge so that they are well prepared for the mock exam. At the end of the term the students will be assessed on three different areas to be given an overall grade. Students will give a final solo performance in the studio. They will hand in a final Year 10 composition. They will also sit a mock exam which will have questions from all six of the concepts they have studied as well as an essay.
Home learning tasks will include: • Regular instrumental practice • Preparing for performances • Attending peripatetic lessons • Attending an enrichment club • Working on compositions • Revision. • Extended writing task on the concerto through time	**Home learning tasks will include:** • Regular practising • Preparing for performances • Attending peripatetic lessons • Attending an enrichment club • Revision for Star Wars and Defying Gravity • Extended writing task on Star Wars • Working on compositions	**Home learning tasks will include:** • Regular practising • Preparing for performances • Attending peripatetic lessons • Attending an enrichment club • Revision for the final exam • Extended writing task on Music for a While • Working on compositions

Reading / literacy: Students will learn the musical vocabulary associated with concerto through time. They will be given keywords and definitions. The students will learn how to write a comparison essay between concerto through time and another piece of music.	**Reading / literacy:** Students will learn the musical vocabulary associated with the musical elements needed. Students will learn how to write a comparison essay between Star Wars and another piece of music.	**Reading / literacy:** Students will learn the basic musical vocabulary associated with Music for a While. They will be given keywords and definitions. Students will learn how to write a comparison essay for Music for a while. The students must revise all of the musical vocabulary needed for the final end of year exam.
Numeracy: Through studying the genre conventions the students will come across different time signatures, note values, tempos and dotted rhythms. Following the music and counting the beat is demanding in Rhythms of the world which features lots of syncopation and dotted rhythms. Other elements feature changes in tempo and time signature. Therefore, students will have to understand the note values and the time signatures of the music in order to successfully follow the score.		
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): Each student receives peripatetic music lessons in their respective instruments. This helps the students prepare for their performance element of the GCSE as well as helping the students to reach their full potential on their instruments. The school also offers a range of enrichment and performance opportunities that KS4 students can attend. The enrichment clubs include Band Club, Senior Choir and Jazz Ensemble. Students are encouraged to take up the many performance opportunities within the school year including the Christmas Concert, School Musical and smaller events such as Friends & Family Concerts. The students are introduced to a large range of different musical genres through the course of the year. They will listen to and appraise a diverse range of music from classical music, film music, rock music, musical fusions to more contemporary music genres.		