

## Year 10 Music

The Year 10 Music curriculum is designed to develop and improve key skills taking students to a higher level of musical understanding. Each unit has a specific focus while all knowledge is developed spirally giving students experience and mastery of skills in Music. The curriculum has a number of short half-term units, exploring aspects of performance, composition and appraising music. We do this through a variety of media and instruments. Students are also now encouraged to fully focus on their specialist instrument both as a soloist and in an ensemble. There are opportunities for extended computer based music software composition work (Cubase and Sibelius) which really gives students a taste of professional music making.

### Methods of deepening and securing knowledge:

Retrieval practice	Reference back to previous techniques to develop ideas and use previously taught skills.
Elaboration	Teaching of elements to support deeper understanding and exploration.
Concrete examples	Exemplar music with reference to 'The Great Composers' and modern classics.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<p><b>Music performance</b></p> <ul style="list-style-type: none"> <li>- Solo work on chosen instrument/voice</li> <li>- Individual choices</li> </ul> <p><b>Music composition</b></p> <ul style="list-style-type: none"> <li>- Learning to compose</li> <li>- Extending harmony and rhythmic diversity</li> </ul> <p><b>Music appraise</b></p> <ul style="list-style-type: none"> <li>- Classical/Baroque and romantic music and the orchestra</li> </ul>	<p><b>Music performance</b></p> <ul style="list-style-type: none"> <li>- Ensemble work on music mutually agreed with staff and student ensembles</li> </ul> <p><b>Music composition</b></p> <ul style="list-style-type: none"> <li>- Year 9 Composition now extended for GCSE</li> </ul> <p><b>Music appraise</b></p> <ul style="list-style-type: none"> <li>- Haydn Symphony No.101</li> </ul>	<p><b>Music performance</b></p> <ul style="list-style-type: none"> <li>- Solo work on chosen instrument/voice</li> <li>- Individual choices</li> </ul> <p><b>Music composition</b></p> <ul style="list-style-type: none"> <li>- New free composition to any previous exam board brief</li> </ul> <p><b>Music appraise</b></p> <ul style="list-style-type: none"> <li>- Reggae and world music</li> </ul>	<p><b>Music performance</b></p> <ul style="list-style-type: none"> <li>- Ensemble work on music mutually agreed with staff and student ensembles</li> </ul> <p><b>Music composition</b></p> <ul style="list-style-type: none"> <li>- New free composition to any previous exam board brief</li> </ul> <p><b>Music appraise</b></p> <ul style="list-style-type: none"> <li>- 20<sup>th</sup> Century Classical Music</li> </ul>	<p><b>Music performance</b></p> <ul style="list-style-type: none"> <li>- Solo work on chosen instrument/voice - Individual choices</li> </ul> <p><b>Music composition</b></p> <ul style="list-style-type: none"> <li>- New free composition to any previous Exam board brief</li> </ul> <p><b>Music appraise</b></p> <ul style="list-style-type: none"> <li>- Folk music of the world</li> </ul>	<p><b>Music performance</b></p> <ul style="list-style-type: none"> <li>- Ensemble work on music mutually agreed with staff and student ensembles</li> </ul> <p><b>Music composition</b></p> <ul style="list-style-type: none"> <li>- Composition completed</li> </ul> <p><b>Music appraise</b></p> <ul style="list-style-type: none"> <li>- Beatles three study songs:</li> </ul>

						<ul style="list-style-type: none"> <li>- With a little help</li> <li>- Within you</li> <li>- without you</li> <li>- LSD</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>- Informal recording of solo and ensemble work, Google Classroom feedback at various intervals during term</li> <li>- Informal composition assessment and feedback throughout term</li> <li>- Appraisal – Independent learning tasks marked and reviewed in class</li> </ul>	<ul style="list-style-type: none"> <li>- Formal recording of solo work, as well as informal Google Classroom feedback at various intervals during term</li> <li>- Formal composition assessment and feedback in January then informal throughout term</li> <li>- Appraisal – Independent learning tasks marked and reviewed in class</li> </ul>	<ul style="list-style-type: none"> <li>- Formal recording of ensemble work, as well as informal Google Classroom feedback at various intervals during term</li> <li>- Formal composition assessment and feedback in January then informal throughout term</li> <li>- Appraisal – Independent learning tasks marked and reviewed in class</li> </ul>			

<b>Independent learning:</b>
<p>Students in Year 10 Music have an ongoing Independent learning to develop their skills instrumentally and vocally. Students keep a diary with their instrumental teacher charting their practice (Independent learning) and progress. Students are also set fortnightly tasks to appraise a piece of music, completing a worksheet of questions – this is all in a student held booklet.</p>