Music – Year Group Overview

3 lessons per week	Term 1 (6 weeks)	Term 2 (8 weeks)	Term 3 (6 weeks)	Term 4 (5 weeks)	Term 5 (7 weeks)	Term 6 (7 weeks)	Careers
Year 10	**Introduction to Performance, Composition and Theory**	**AoS4 – Popular Music**	**Aos4 Popular Music AoS1 – Musical Forms and Devices**	**AoS1 – Musical Forms and Devices**	**AoS3 – Music for Film**	**AoS2 – Music for Ensembles Component 2: Musical Composition**	Throughout the Music curriculum students develop skills and techniques through the role of the performer and composer, explore a range of musical styles and genres developing confidence which they can apply in the future to any chosen career. There are many opportunities to focus in on different roles within the music industry and explore how students may pursue a future career in the Arts. In Year 10 this is embedded through all schemes of learning with extended opportunities supported through our business partners at Leeds Grand Theatre and Wakefield Theatre Royal.
	Students will explore the essential music theory needed at GCSE level through the exploration of popular music. Students explore notation, time signatures, rhythm and harmony through the performance of ensemble pieces. They explore scales and key signatures and harmony through an exploration of different popular music styles, developing confidence with key musical vocabulary and how this is applied at GCSE level.

Solo Performance- Establishing standards and setting targets: first practical assessment.

Home Learning and videos set to track progress and give | Introduction to area of study 4: **Popular Music**, with terminology as appropriate:
- Rock and pop styles (revisiting Blues from KS3).
- Strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation.
- Appraising - more challenging theoretical and aural work: Primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms, the relationship between melody and chords.
- How to 'describe' a piece using the | Introduction to prepared extract – *Africa: Toto (released 1982) for assessment from summer 2022 onwards.*

Instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key.

Introduction to area of study 1: **Forms and Devices** with terminology as appropriate:
- Binary, ternary and rondo forms.
- Repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken | **Composing** - Establishing standards and setting targets: First practical assessment:
- Notating a simple melody.
- Using ICT in the music department.
- Appreciating and using the elements/ 'building blocks'.
- Recapping the basics – aural, notational and listening skills.

Introduction to prepared extract – *Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord.*
- *(Final movement, Orchestral Suite No.2 in B minor, BWV 1067) for assessment from summer 2022 onward.:* Instrumentation, anacrusis, simple triple time, repeat marks, ornamentation, trill, conjunct movement, sequence, octaves, B | Introduction to area of study 3: **Film Music**, with devices and terminology:
- Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas.
- The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot.
- The effect of audience, time and place, and how to achieve this through use of the musical elements.
- Use of sonority, texture and dynamics to create a mood. | Introduction to area of study 2: **Music for Ensemble:**
- Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in Year 11).
- Composing using texture and sonority (chords and melody) including: Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody.
- Introducing additional concepts of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor. | **Term 2** – Watch the process of how to prepare for a concert. Understanding the roles what is involved in the behind the scenes of a live performance. Stage Left Audio - Event Video 11 - YouTube |

feedback: Solo Performance Submission in December.	elements of musical language. ▪ Introduction to prepared extract – *Africa: Toto (released 1982) for assessment from summer 2022 onwards.* ▪ instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, and key change. **Solo Performance**- Establishing standards and setting targets: first practical assessment. Home Learning and videos set to track progress and give feedback: Solo Performance.	chord/arpeggio, melodic and rhythmic motifs, simple chord progressions – dominant 7th chords/sus chords. **Ensemble Performance**-Establishing standards and setting targets: first practical assessment. Home Learning and videos set to track progress and give feedback: Ensemble Performance Submission at Easter.	minor, D major, chordal analysis (using Roman numerals), perfect cadence, imperfect cadence, modulation to dominant, dominant 7th, chromatic movement. **Ensemble Performance**-Establishing standards and setting targets: first practical assessment. Home Learning and videos set to track progress and give feedback: Ensemble Performance Submission at Easter.	• How to achieve contrasts and develop initial ideas when composing. **Solo and Ensemble Performance**- Establishing standards and setting targets: first practical assessment. Home Learning and videos set to track progress and give feedback: Solo and Ensemble Performance. In classroom at the end of the Summer Term – Recorded in exam conditions.	Revisit all topics from Year 10 using different pieces as listening and performing examples. Complete free composition project (of choice) and submit. Continue to build aural skills through frequent practice. • Ensemble / Solo performing • Composing to a brief (i.e. a piece of film music): - *creating the situation.* - *achieving contrasts.* - *composing the 'main' theme(s).* - *developing the material.* • Use music technology to achieve best effect. • Producing a score/ leadsheet. • Listening exercises to further develop notation skills. • Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4.	**Term 2, 3 or 4** – Song Writing Workshop with a professional musician, composer and former X Factor contestant Rich Cottell. Music for TV adverts and investigation into potential careers in the music industry **Term 6 -** Learn the role of a session musician, preparing for a performance as a performer. Using the skills, techniques and creativity to put on a performance. Headlining Reading & Leeds Festival with STORMZY - YouTube