

## Year 10

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
September to December	<b>Foundation of Harmony and Composition</b>	<b>How to develop a clear understanding of harmony to enhance improvisation, composing and appraising skills.</b>	<ul style="list-style-type: none"> <li>How to identify, improvise and compose using chords, differences between primary and secondary harmony, established chord patterns and cycles of 5ths to prepare modulations.</li> <li>Identifying characteristics of each period through study and performance of key repertoire.</li> </ul>	<p><b>AP Point</b></p> <ul style="list-style-type: none"> <li>Composition of various rhythmic and melodic exercises following semi-improvised performance in class.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Analysis, aural skills, evaluation, creative skills, confidence in performance, team working, independent practice, numeracy (rhythm and analysis), reading from notation.</li> </ul> <p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>Pupils will be tested on features of each period.</li> </ul>
October to January	<b>Baroque, Classical, Romantic and 20<sup>th</sup> Century</b>	<b>Evolution of Music</b>	<ul style="list-style-type: none"> <li>Pupils listen to a variety of music from Area of Study 1 (Forms and Devices), as well as similar works (in preparation for the exam).</li> <li>Appraisal and evaluation of harmony, structure, texture, compositional techniques (such as sequences, imitation and variation), instrumentation, and more, using a broad musical vocabulary and an increasing range of technical terms.</li> </ul>	<p><b>AP Point</b></p> <ul style="list-style-type: none"> <li>Test results on Baroque, Classical and Romantic periods; marked according to exam board criteria.</li> </ul> <p><b>Skills</b></p> <p>Analysis, aural skills, evaluation, creative skills, confidence in performance, team working, independent practice, numeracy (rhythm and analysis), reading from notation, composition.</p>

Spring	<b>Key Repertoire</b>  <b>Blues, Jazz, Musical Theatre</b>	<b>How to understand the music of various composers, and Blues and Jazz musicians, developing fluency and accuracy in reading musical notation, and technical language to appraise music.</b>	<ul style="list-style-type: none"> <li>● Introduction to key repertoire and building confidence in reading notation.</li> <li>● Pupils listen to a variety of music from Area of Study 2 (Music for Ensemble), as well as similar works (in preparation for the exam).</li> <li>● Badinerie by Bach (set work).</li> <li>● Appraisal and evaluation of harmony, structure, texture, compositional techniques (such as instrumentation, stylistic traits, improvisation, cyclic structure, and more), using a broad musical vocabulary and an increasing range of technical terms.</li> <li>● Preparation for composition 1 through studying SATB harmony and voice leading, 7th chords (major, minor, dominant, half-diminished and diminished), circle of 5ths, and AABA 32-bar song form.</li> </ul>	<b>How understanding is assessed</b> <ul style="list-style-type: none"> <li>● Class listening tests, based on the GCSE exam.</li> </ul> <b>AP point</b> <ul style="list-style-type: none"> <li>● Exam conditions-style listening tests, essay writing, aural comparison, and melodic transcription.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>● Aural skills, historical knowledge using key vocabulary, developing fluency and accuracy in reading notation including bass clef, analysis, annotation, evaluation, literacy (including essays), and performing skills.</li> </ul>
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Summer	<b>Set Works, Composition Refresher and Solo Performance (Units 1, 2 and 3)</b>  <b>Film Music</b>	<b>How to analyse the music of various film music composers, developing fluency and accuracy in reading musical notation, and using technical language to appraise music.</b>  <b>How to perform to the required standard in front of an audience.</b>	<ul style="list-style-type: none"> <li>● Introduction to a wider range of seminal repertoire from the Film Music canon. This includes the reading of more complex musical notation.</li> <li>● Beginning to compose the 'free' composition which will be completed at the end of this term.</li> <li>● Preparation for Solo Performance (Unit 1) through individual performance, teacher- and peer-assessment.</li> </ul>	<b>How understanding is assessed</b> <ul style="list-style-type: none"> <li>● Class listening tests, based on the GCSE exam and class concerts (one per term).</li> </ul> <b>AP point</b> <ul style="list-style-type: none"> <li>● Year 10 Mock Exam including listening tests, essay writing, aural comparison, and melodic transcription. Year 10 mark is the exam mark (40%), performance mark (30%) and composition 2 (30%).</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>● Aural skills, historical knowledge using key vocabulary, developing fluency and accuracy in reading notation including bass clef, analysis, annotation, evaluation, literacy (including essays).</li> </ul>
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