

## Year 10

| Timing                | Unit Title                                                       | Key Question                                                                                                      | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                | Assessing understanding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 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>                                                                                                     | <b>AP Point:</b> <ul style="list-style-type: none"> <li>Composition of various rhythmic and melodic exercises following semi-improvised performance in class.</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> | <b>Skills:</b> <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> <li>How understanding is assessed:</li> <li>Pupils will be tested on features of each period.</li> </ul> <b>AP Point:</b> <ul style="list-style-type: none"> <li>Test results on Baroque, Classical and Romantic periods; marked according to exam board criteria</li> </ul> <b>Skills:</b> <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><br><br><b>Blues, Jazz, Musical Theatre</b> | <b>How to understand the music of various composers, and Blues and Jazz musicians,</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> </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>                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|        |                                                                                                          | developing fluency and accuracy in reading musical notation, and technical language to appraise music.                                                                                                                                   | <ul style="list-style-type: none"> <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>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> <li>developing composition skills towards the production of a 40 bar Rondo composition in 'train' form - ABACA - using different motifs and accompanimental styles in each of the three 'carriages'</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |
| Summer | <b>Set Works, Composition Refresher and Solo Performance (Units 1, 2 and 3)</b><br><br><b>Film Music</b> | <b>How to analyse the music of various film composers, developing fluency and accuracy in reading musical notation, and using technical language to appraise music. 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 (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> <li>Students make a start on first 'free' composition using previous Eduqas comp briefs as stimuli. They make a detailed plan, compile a list of key listening examples,</li> </ul> |

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|  |  |  |  | <p>form the structure and sketch out the key motifs and harmonic outlines before they begin. This composition, whilst not likely to be completely finished by the end of term, will largely be complete in sketch form and finished in the first half-term of September y11 before the briefs are accessed.</p> |
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