

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.
 What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 10 Overview 2024-25 – Music

| Date | Wk | Week | Units Studied & Learning Outcomes | Key Concepts & Assessment | | | | | | |
|--|---|--|--|---------------------------|-----------|------------|--|---|--|---|
| 2-Sep | A | 1 | <p><u>Overview of Unit</u></p> <p>Intro to the course and basic skills</p> <p>AOS5 – Conventions of Pop</p> <p>Students will study a range of popular music from the 1950s to the present day, focussing on Rock n Roll, Rock Anthems of the 1970s and 80s, Pop Ballads of the 1970s, 80s and 90s and solo artists from 1990 to the present day. In addition to studying the history of these decades, students will also perform typical songs and write music themselves parodying styles and techniques.</p> <ol style="list-style-type: none"> 1. Content and language for learning (5 lessons) 2. Deliberate listening and exam technique (5 lessons) 3. Performing and composing (10 lessons) <p>GW: Students identify and describe musical features of different conventions of pop music and will be able to replicate some of these using an instrument / voice</p> <p>BI: Students draw conclusions about extracts of pop music and make comparisons between different extracts and can compose and perform simple chords and melodies based on different styles</p> <p>EW: Students appraise audio musical extracts related to pop music and respond with evaluative and critical judgements which demonstrate knowledge and understanding of all elements of music</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: yellow;">Prior (Y9)</th> <th style="background-color: yellow;">Now (Y10)</th> <th style="background-color: yellow;">Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Demonstrate the ability to deliberately listen to, appreciate and perform different styles of pop music</td> <td>Demonstrate the ability to understand and recall key terms pertaining to pop</td> <td>To apply knowledge of key terms in context and be able to 'hear' those key terms within a piece of pop music.</td> </tr> </tbody> </table> | Prior (Y9) | Now (Y10) | Next (Y11) | Demonstrate the ability to deliberately listen to, appreciate and perform different styles of pop music | Demonstrate the ability to understand and recall key terms pertaining to pop | To apply knowledge of key terms in context and be able to 'hear' those key terms within a piece of pop music. | <p><u>Curriculum areas:</u></p> <p>AOS5: Conventions of pop – answer questions on unfamiliar music, using gained knowledge and becoming familiar with key terms.</p> <p><u>Assessment of Progress:</u></p> <p>Written responses to both familiar and previously unheard music. Regular (usually fortnightly) feedback on composing work</p> <p><u>Vocabulary:</u></p> <p>General elements of music eg rhythm, melody etc. Language specific to the pop music genre eg, acoustic, electric, bassline, riff. Technology including amplification and recording techniques</p> <p><u>History:</u></p> <p>Names of solo artists and groups who composed and/or performed in each genre. The changing nature of song</p> |
| Prior (Y9) | Now (Y10) | Next (Y11) | | | | | | | | |
| Demonstrate the ability to deliberately listen to, appreciate and perform different styles of pop music | Demonstrate the ability to understand and recall key terms pertaining to pop | To apply knowledge of key terms in context and be able to 'hear' those key terms within a piece of pop music. | | | | | | | | |
| 9-Sep | B | 2 | | | | | | | | |
| 16-Sep* | A | 3 | | | | | | | | |
| 23-Sep | B | 4 | | | | | | | | |
| 30-Sep | A | 5 | | | | | | | | |
| 7-Oct | B | 6 | | | | | | | | |
| 14-Oct | A | 7 | | | | | | | | |
| 21-Oct | B | 8 | | | | | | | | |

| | | | and be able to use relevant terminology with increasing confidence. | music and be able to apply these when prompted. | | structure. The historical and social context of the named genres of popular music. The growth and importance of the popular music industry. | | | | | | |
|--|---|--|---|---|--|---|-----------|------------|--|---|--|---|
| Half-Term | | | | | | | | | | | | |
| 7 weeks (?? lessons) (35 Days) | | | | | | | | | | | | |
| 4-Nov | A | 9 | AOS2 – The Concerto through Time Students will study the Concerto and its development from the 1650 to 1910, through the Baroque Solo Concerto, the Baroque Concerto Grosso, the Classical Concerto and the Romantic Concerto. <ol style="list-style-type: none"> Content and language for learning (5 lessons) Deliberate listening and exam technique (4 lessons) Performing and composing (6 lessons) <p>GW: Students identify and describe musical features of the concerto from specified periods in musical history and will be able to replicate some of these using an instrument / voice</p> <p>BI: Students draw conclusions about extracts of concerti and make comparisons between concerti from different eras and by different composers and can compose and perform simple chords and melodies based on different elements of the concerto eg cadenzas, imitation.</p> <p>EW: Students appraise audio musical extracts of concerti and respond with evaluative and critical judgements which demonstrate knowledge and understanding of all elements of music and of Baroque, Classical and Romantic features.</p> <table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Now (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Demonstrate the ability to deliberately listen to, appreciate and perform different forms of orchestral music and be able to use relevant terminology with increasing confidence.</td> <td>Demonstrate the ability to understand and recall key terms pertaining to music from a particular genre and from particular periods in the history of music and be able to apply these when prompted.</td> <td>To apply knowledge of key terms in context and be able to 'hear' those key terms within a concerto and to discern via the recall of key terms, the period in the history of music to which a particular concerto belongs.</td> </tr> </tbody> </table> | | | Prior (Y9) | Now (Y10) | Next (Y11) | Demonstrate the ability to deliberately listen to, appreciate and perform different forms of orchestral music and be able to use relevant terminology with increasing confidence. | Demonstrate the ability to understand and recall key terms pertaining to music from a particular genre and from particular periods in the history of music and be able to apply these when prompted. | To apply knowledge of key terms in context and be able to 'hear' those key terms within a concerto and to discern via the recall of key terms, the period in the history of music to which a particular concerto belongs. | <u>Curriculum areas:</u> AOS2: The concerto through time - answer questions on unfamiliar music, using gained knowledge and becoming familiar with key terms. <p><u>Assessment of Progress:</u> Written responses to both familiar and previously unheard music. Regular (usually fortnightly) feedback on composing work</p> <p><u>Vocabulary:</u> General elements of music eg rhythm, melody etc. Language specific to the concerto eg, virtuoso, cadenza, ritornello, tutti, ripieno, concertino</p> <p><u>History:</u> Names of composers who wrote concerti in each period. The historical and social context of the concerto in each period. The need for larger venues over</p> |
| Prior (Y9) | Now (Y10) | Next (Y11) | | | | | | | | | | |
| Demonstrate the ability to deliberately listen to, appreciate and perform different forms of orchestral music and be able to use relevant terminology with increasing confidence. | Demonstrate the ability to understand and recall key terms pertaining to music from a particular genre and from particular periods in the history of music and be able to apply these when prompted. | To apply knowledge of key terms in context and be able to 'hear' those key terms within a concerto and to discern via the recall of key terms, the period in the history of music to which a particular concerto belongs. | | | | | | | | | | |
| 11-Nov | B | 10 | | | | | | | | | | |
| 18-Nov | A | 11 | | | | | | | | | | |
| 25-Nov | B | 12 | | | | | | | | | | |
| 2-Dec | A | 13 | | | | | | | | | | |
| 9-Dec | B | 14 | | | | | | | | | | |
| 16-Dec | A | 15 | | | | | | | | | | |

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| | | | | | time as the genre expanded and developed. The changing nature of the commissioner and audience over time. | | | | |
|---|--|--|---|---|---|------------|---|--|--|
| Christmas Holiday | | | | | | | | | |
| 6-Jan | B | 16 | AOS3 – Rhythms of the World Students will study the traditional rhythmic features of Classical Indian music and traditional Punjabi Bhangra, traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music, traditional African drumming, traditional Calypso and Samba. 1. Content and language for learning (5 lessons) 2. Deliberate listening and exam technique (5 lessons) 3. Performing and composing (5 lessons) GW: Students identify and describe musical features of music (particularly rhythms) from specified areas of the world and will be able to replicate some of these using an instrument / voice BI: Students draw conclusions about extracts of music from around the world and make comparisons between extracts of world music and compose and perform simple chords and rhythms; particularly cyclic and polyrhythmic music EW: Students appraise audio musical extracts related to world music and respond with evaluative and critical judgements which demonstrate knowledge and understanding of all elements of music. | <u>Curriculum areas:</u> AOS3: Rhythms of the world – answer questions on unfamiliar music, using gained knowledge and becoming familiar with key terms. <u>Assessment of Progress:</u> Written responses to both familiar and previously unheard music. Regular (usually fortnightly) feedback on composing work. <u>Vocabulary:</u> General elements of music eg rhythm, melody etc. Language specific to the world music genre eg, repetition, ostinato, techniques of performing traditional drums, traditional rhythm patterns (including regular and irregular metres, syncopation and cross rhythms, how texture builds with added parts, improvised melodic lines based on traditional scales | | | | | |
| 13-Jan | A | 17 | | | | | | | |
| 20-Jan | B | 18 | | | | | | | |
| 27-Jan | A | 19 | | | | | | | |
| 3-Feb | B | 20 | | | | | | | |
| 10-Feb | A | 21 | <table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Now (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Demonstrate the ability to understand and recall key terms pertaining to music from specified areas of</td> <td>Demonstrate the ability to understand and recall key terms pertaining to music from specified areas of the world and be able to</td> <td>To apply knowledge of key terms in context and be able to 'hear' those key terms within a piece of world music.</td> </tr> </tbody> </table> | Prior (Y9) | Now (Y10) | Next (Y11) | Demonstrate the ability to understand and recall key terms pertaining to music from specified areas of | Demonstrate the ability to understand and recall key terms pertaining to music from specified areas of the world and be able to | To apply knowledge of key terms in context and be able to 'hear' those key terms within a piece of world music. |
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|------------------|---|-----|--|--|--|---|
| | | | the world and be able to apply these when prompted. | apply these when prompted. (NB) a renewed focus around 'rhythm'. | | (including modal and microtonal melodic ideas). <u>History:</u> Students should study and develop an understanding of different geographical regions from around the world, whose music does not follow the Western classical tradition. Insight into characteristic rhythms and metres and the origins and cultural context traditional and folk music from specified areas of the world |
| Half-Term | | | | | | |
| 25-Feb | B | 22 | AOS4 – Film Music Students will study music that has been composed specifically for a film, music from the Western Classical Tradition that has been used within a film and music that has been composed as a soundtrack for a video game. They will discover how to hear and understand how composers use music dramatically and expressively through a variety of musical elements and compositional devices. <ol style="list-style-type: none"> 1. Content and language for learning (5 lessons) 2. Deliberate listening and exam technique (3 lessons) 3. Performing and composing (4 lessons) 4. Prep for ST1 listening exam (3 lessons) <p style="color: green;">GW: Students identify and describe musical features of film music and will be able to replicate some of these using an instrument / voice</p> <p style="color: orange;">BI: Students draw conclusions about extracts of film music and make comparisons between extracts of film music and perform and compose music which creates mood and atmosphere.</p> | | | <u>Curriculum areas:</u> AOS4: Music for film – answer questions on unfamiliar music, using gained knowledge and becoming familiar with key terms. <u>Assessment of Progress:</u> Written responses to both familiar and previously unheard music. Regular (usually fortnightly) feedback on composing work. <u>Vocabulary:</u> General elements of music eg rhythm, melody etc. Language specific to the film / video game genre eg, instruments and |
| 3-Mar | A | 23 | | | | |
| 10-Mar | B | 24 | | | | |
| 17-Mar | A | 25 | | | | |
| 24-Mar | B | 26 | | | | |
| 31-Mar | | | | | | |
| | A | ST1 | | | | |

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| | | | <p>EW: Students appraise audio musical extracts related to film music and respond with evaluative and critical judgements which demonstrate knowledge and understanding of all elements of music.</p> <table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Now (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>To learn how to manipulate the elements of music to create atmosphere, mood and tension and to use film music-specific language with increasing confidence.</td> <td>Demonstrate the ability to understand and recall key terms pertaining to film music and be able to apply these when listening to film music when prompted.</td> <td>To apply knowledge of key terms in context and be able to 'hear' those key terms within a piece of film music.</td> </tr> </tbody> </table> | Prior (Y9) | Now (Y10) | Next (Y11) | To learn how to manipulate the elements of music to create atmosphere, mood and tension and to use film music-specific language with increasing confidence. | Demonstrate the ability to understand and recall key terms pertaining to film music and be able to apply these when listening to film music when prompted. | To apply knowledge of key terms in context and be able to 'hear' those key terms within a piece of film music. | <p>repetition, ostinato, sequence and imitation, ornamentation, motif, leitmotif, hit-point.</p> <p><u>History:</u> Integral part of cultural life and a huge worldwide multi-billion dollar industry. Wide ranging genres and aural canvasses. Commands sophisticated and discerning, deliberate listening and appreciation skills.</p> |
|---|---|---|---|---|-----------|------------|---|---|---|---|
| Prior (Y9) | Now (Y10) | Next (Y11) | | | | | | | | |
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| Easter Holiday | | | | | | | | | | |
| 22-Apr | B | ST1 | 1 x 1.5 hour listening test (6 questions – 4 AoS) | | | | | | | |
| 28-Apr | A | ST1 | <p>NEA (PERFORMING) (prep for Sept of year 11) Students will learn, rehearse and refine one or more solo or ensemble pieces which allows them to demonstrate appropriate skill and technique to access the highest possible band in the marking criteria. This will potentially go forward as part of the 'practical component' section of the NEA. (NB this can only be recorded in year 11)</p> <ol style="list-style-type: none"> 1. Composition work (12 lessons) 2. Performance work (6 lessons) <p>ALSO ONGOING LISTENING QUESTIONS AND RECAPPING OF ALL AoS ON A WEEKLY BASIS</p> | <p>NEA (COMPOSING) Students will compose one piece of music which allows them to demonstrate appropriate skill and technique to access the highest possible band in the marking criteria. This piece of music needs to be at least 1 min 30 secs in duration and can be 'free choice' (allowing for work produced earlier in year 10 to be used and further developed.)</p> <ol style="list-style-type: none"> 1. Composition work (12 lessons) 2. Performance work (6 lessons) <p>ALSO ONGOING LISTENING QUESTIONS AND RECAPPING OF ALL AoS ON A WEEKLY BASIS</p> | | | | | | |
| 5-May | B | 30 | | <p><u>Curriculum areas:</u> NEA: Performing (worth 20%) NEA: Composing (worth 20%)</p> <p><u>Assessment of Progress:</u> Teacher feedback of ongoing composition. (usually weekly) Practice recording of either a solo or ensemble performance and resulting teacher feedback. (complete by end of term) (NB this can NOT be submitted as a final performance) ST1 Listening exam and resulting feedback</p> | | | | | | |
| 12-May | A | 31 | | | | | | | | |
| 19-May | | | | | | | | | | |
| | B | 32 | | | | | | | | |

| Half-Term | | | | | | | | | | | | | | | | | |
|--|--|--|---|--|-----------|------------|--|---|--|--|------------|-----------|------------|--|--|--|--|
| 2-Jun | A | 33 | <p>GW: Students practice a variety of pieces that develop their skills</p> <p>BI: Students demonstrate an understanding of performing with accuracy and fluency and with technical control and with an awareness of other players where applicable</p> <p>EW: Students be able to perform confidently and stylishly and with appropriate expression and interpretation showing a good level of rapport with other players where applicable</p> | <p>GW: Students produce a variety of short pieces that develop their compositional skills</p> <p>BI: Students understand how to extend and manipulate musical ideas and devices in order to develop a composition</p> <p>EW: Students will be able to combine and develop various musical elements successfully, using an appropriate structure to create a coherent piece that shows an understanding of the style, audience and/or occasion</p> | | | | | | | | | | | | | |
| 9-Jun | B | 34 | | | | | | | | | | | | | | | |
| 16-Jun | A | 35 | | | | | | | | | | | | | | | |
| 23-Jun | B | 36 | | | | | | | | | | | | | | | |
| 30-Jun | A | 37 | | | | | | | | | | | | | | | |
| 7-Jul | B | 38 | | | | | | | | | | | | | | | |
| 14-Jul | | | | | | | | | | | | | | | | | |
| | A | 39 | <table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Now (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Use instrumental/classroom lessons to play and rehearse a variety of repertoire of increasingly difficult standard and to act on tutor/teacher feedback.</td> <td>Demonstrate the ability to perform music with fluency, attention to dynamics and articulation and a clear sense of direction.</td> <td>To apply past feedback to perform music musically and stylishly using conventions that are appropriate to the genre. The performance is confident, accurate and fluent with good technical control appropriate to the demand of the music.</td> </tr> </tbody> </table> | Prior (Y9) | Now (Y10) | Next (Y11) | Use instrumental/classroom lessons to play and rehearse a variety of repertoire of increasingly difficult standard and to act on tutor/teacher feedback. | Demonstrate the ability to perform music with fluency, attention to dynamics and articulation and a clear sense of direction. | To apply past feedback to perform music musically and stylishly using conventions that are appropriate to the genre. The performance is confident, accurate and fluent with good technical control appropriate to the demand of the music. | <table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Now (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Demonstrate the ability to combine a range of musical elements. There is some development using mostly appropriate compositional techniques.</td> <td>Demonstrate the ability to combine a range of musical elements. There is some development using mostly appropriate compositional techniques. The piece is extended within a defined structure mostly appropriate to the style.</td> <td>To apply past feedback to produce a musically successful piece with a strong sense of style. There is a variety of musical elements that show a good level of musical understanding. There is development of ideas appropriate to the style showing understanding of</td> </tr> </tbody> </table> | Prior (Y9) | Now (Y10) | Next (Y11) | Demonstrate the ability to combine a range of musical elements. There is some development using mostly appropriate compositional techniques. | Demonstrate the ability to combine a range of musical elements. There is some development using mostly appropriate compositional techniques. The piece is extended within a defined structure mostly appropriate to the style. | To apply past feedback to produce a musically successful piece with a strong sense of style. There is a variety of musical elements that show a good level of musical understanding. There is development of ideas appropriate to the style showing understanding of | |
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|-------------------|--|--|--|--|--|---|--|
| | | | | | | several compositional techniques. The piece demonstrates good understanding of stylistic and structural conventions. | |
| (Total: 189 Days) | | | | | | | |