

Academic Learning Plan Music Year 10



Intent :

By the end of KS4, students should understand how to develop their own individual and ensemble performance skills, critically analysing the efficacy of their rehearsal process, both individually and with others, to improve performance outcomes. Students should be able to write extended pieces of music with an understanding of stylistic conventions, structure, harmony, idiomatic writing and to be able to demonstrate an understanding of how they can create effectively developed pieces using their own instruments or technology and write their music down in an appropriate format. Students should know the elements of music and use them to describe music that they hear and to identify and draw conclusions/comparisons between music that they hear, relating to the areas of study dictated by the exam board, and where appropriate a wider range of music. Students should also have an awareness of the social, historical and cultural contexts of different music and how this may have affected the composition.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10 Units	Introduction to GCSE Music, Key terminology Ensemble performances Compound time composition		AOS3 African Drumming AOS4 Music for Film and Video Games Mock composition, Guided choice Year 10 solo performance preparation		AOS 3 Calypso and Samba AOS2 Concerto through Time Free Choice composition Year 10 solo performances Preparation for Year 10 exams	
Content	To understand and confidently use key terminology relating to general analytical skills including terms relating to: <ul style="list-style-type: none"> • Melody • Articulation • Dynamics • Texture • Structure • Instruments and timbres • Harmony and tonality • Rhythm • Tempo and metre Students will practice being able to use these terms confidently when listening to and creating their own music		To understand how African Drumming is structured To be able to identify by ear different instruments that relate to West African Drumming To know and identify the different musical conventions within West African Drumming To understand and recognise the instruments of the orchestra Understanding how pre-existing music can be used in films and why it might be effective To be able to recognise how music may be used in different film music contexts		To understand how Calypso and Samba are structured To be able to identify by ear different instruments that relate to Calypso and Samba To know and identify the different musical conventions within Calypso and Samba Introduction to Practical portfolio exam questions Research ideas for free choice composition Develop ideas into a recorded and written composition	

	<p>Basic understanding of music notation to enable score reading/following</p> <p>Introduction to note writing software to create simple compound time compositions using a variety of compositional devices and the application of their knowledge of structure, melody, harmony and rhythm</p> <p>Plan, rehearse and perform a seasonal ensemble performance</p>	<p>To know different associations that instruments and techniques have and how this can be applied in film</p> <p>To understand how music can be used in video games</p> <p>To know composer names for film and video games</p> <p>Use of Music Technology within Film music</p> <p>Be able to recognise and name important artists of each genre</p> <p>Solo skills including communication, accuracy, interpretation, fluency and technical control</p> <p>Mock performance and review tasks to prepare for final performances</p> <p>Research ideas for a short free choice composition</p> <p>Develop ideas into a recorded and written composition</p>	<p>Effectively be able to combine rhythmic, melodic and harmonic ideas to create stylistic and structurally effective compositions</p> <p>Plan composition time to be able to meet deadlines</p> <p>Continue to develop and then perform solo performances</p> <p>Revisiting each area of study with brief practical and analytical tasks to identify key features in preparation for year 10 exam</p> <p>Aural dictation and score reading practice</p> <p>Key terminology recap and revision</p> <p>Addressing common misconceptions</p>
Literacy	<ul style="list-style-type: none"> • knowledge organisers with focus on Literacy and key terminology • Keywords displayed in classrooms • Literacy-focus starters and plenaries e.g. using mini whiteboards, keyword game, etc. • Long answer question, with focus on chronology accurate use of language 		
Knowledge organiser	<p>MADTSHIT knowledge organisers in classroom, and displayed</p> <p>Knowledge organisers available for each AOS and unit within each AOS</p>		
Assessment	<p>Continuous formative assessment of understanding through micro performing, composition and analysis tasks</p> <p>Ensemble performance assessments</p> <p>Focus on Sound quizzes</p>	<p>Continuous formative assessment of understanding through micro performing, composition and analysis tasks</p> <p>Assessment of composition</p> <p>Assessment of Solo preparation performances</p> <p>Focus on Sound quizzes</p>	<p>Practice exam style questions ready for year 10 exams</p> <p>Year 10 Exam</p> <p>Continuous formative assessment of understanding through micro performing, composition and analysis tasks</p> <p>Assessment of free choice composition</p> <p>Assessment of Solo performances</p>

					Focus on Sound quizzes	
GCSE AO Link (or other) if applicable	<p>AO1 perform with technical control, expression and interpretation</p> <p>AO2 compose and develop musical ideas with technical control and coherence</p> <p>AO3 demonstrate and apply musical knowledge</p> <p>AO4 use appraising skills to make evaluative and critical judgements about music</p>	<p>AO1 perform with technical control, expression and interpretation</p> <p>AO2 compose and develop musical ideas with technical control and coherence</p> <p>AO3 demonstrate and apply musical knowledge</p> <p>AO4 use appraising skills to make evaluative and critical judgements about music</p>	<p>AO1 perform with technical control, expression and interpretation</p> <p>AO2 compose and develop musical ideas with technical control and coherence</p> <p>AO3 demonstrate and apply musical knowledge</p> <p>AO4 use appraising skills to make evaluative and critical judgements about music</p>	<p>AO1 perform with technical control, expression and interpretation</p> <p>AO2 compose and develop musical ideas with technical control and coherence</p> <p>AO3 demonstrate and apply musical knowledge</p> <p>AO4 use appraising skills to make evaluative and critical judgements about music</p>	<p>AO1 perform with technical control, expression and interpretation</p> <p>AO2 compose and develop musical ideas with technical control and coherence</p> <p>AO3 demonstrate and apply musical knowledge</p> <p>AO4 use appraising skills to make evaluative and critical judgements about music</p>	<p>AO1 perform with technical control, expression and interpretation</p> <p>AO2 compose and develop musical ideas with technical control and coherence</p> <p>AO3 demonstrate and apply musical knowledge</p> <p>AO4 use appraising skills to make evaluative and critical judgements about music</p>
Homework	<p>Solo/Ensemble practice -self directed as part of their exam preparation</p> <p>Composition research – self directed depending on their chosen discipline</p> <p>Extended background listening tasks</p> <p>Focus on Sound lessons/quizzes</p> <p>Linked tasks to embed learning such as glossary creation, revision notes and example finding</p>				<p>Preparation for year 10 exams: Specific revision tasks based on individual or group areas of weakness</p> <p>Focus on Sound lessons/quizzes</p>	
CEIAG	<p>Critical thinking, creativity, synthesis of ideas, capacity for curiosity, development of ideas, independent learning, group/ensemble skills, planning and decision making, evaluating progress, active and critical listening, making connections</p>					
Enrichment	<p>Clubs and activities available</p> <p>Music lessons</p> <p>Trips and visits if appropriate</p>	<p>Clubs and activities available</p> <p>Music lessons</p> <p>Trips and visits if appropriate</p>		<p>Clubs and activities available</p> <p>Music lessons</p> <p>Trips and visits if appropriate</p>		