

Long-term planning

Music - Year 10 & Year 11

Yr 10 Themes	<p>Curriculum Intent: The KS4 GCSE Music curriculum is designed to build on the foundations laid in Key Stage 3 by further developing students' skills in performance, composition, and musical analysis. It aims to deepen their appreciation and love of music through the exploration of a wide variety of musical styles, while teaching the key characteristics and vocabulary required to describe and analyse music effectively. Students will enhance their critical listening skills and gain a more sophisticated understanding of how music works. They will build on their previous composition experience, progressing to more advanced and technical aspects of music creation, with the goal of producing successful GCSE compositions. Performance skills will be developed through individual practice, one to one lesson, and the study of new musical repertoire. The curriculum is designed to prepare students for success in the GCSE course and to develop a lifelong interest and engagement with music.</p>		
	Autumn Term	Spring Term	Summer Term
Students will know that			
<p>Performance: They will know that regular repetition and exercises will develop and progress their performance skills to prepare them for their exam. Listening skills and acting on feedback are key to success. We aim to build students confidence in performance.</p> <p>Composition: Students will have an introduction to music theory, introduction to music notation software. Composition exercises. Composition practice</p> <p>Listening & Understanding: Students will know key words/vocabulary/DRSMITH, Unfamiliar listening exercises will be used to progress and improve their use of vocabulary and musical recognition skills. To include – Western Classical Tradition 1650 – 1910 (Handel, Haydn, Mozart, Chopin, Schumann).</p>	<p>Performance: They will know that they have a mock solo performance to prepare for. They will continue to learn and improve new repertoire which is suitable for their mock exam. Listening skills and acting on feedback are key to success. We aim to build students confidence in performance.</p> <p>Composition: Students will know what a good GCSE composition sounds/looks like, and the music theory knowledge required to write a piece of music. They will begin composing the first of their two NEA compositions.</p> <p>Listening & Understanding: Pupils will begin learning Symphony No.1 by Beethoven, the GCSE Music set work. They will know that Beethoven was a classical/romantic composer. Various unfamiliar listening will be used to progress and improve their use of vocabulary and musical recognition skills. To include - Popular Music (Music of Broadway 1950-1990, Rock Music 1960 & 70's, Film & computer game music 1990+, Pop music 1990+)</p>	<p>Performance: Students will know that they have a mock solo performance approaching so they will be improving their skills in preparation for this. Following the mock performance and feedback, students will know the areas which they need to improve on to prepare for their final solo performance exam in November.</p> <p>Composition: Pupils will continue to create and improve their NEA composition based on the feedback they are given in class.</p> <p>Listening & Understanding: Students will know how to prepare for the mock listening exam. Revising key terms and vocabulary. Various unfamiliar listening will be used to progress and improve their use of vocabulary and musical recognition skills. To include Traditional music (Blues Music, African/Caribbean Music, Contemporary Latin, Folk Music of the British Isles) Recap of Beethoven set work.</p>	
Students will know how			
<p>Performance: Students will learn techniques on how to practice efficiently and effectively. Students will know how to access suitable repertoire. Students will build confidence in their performance</p> <p>Composition: Students will know how to use the music theory and music software they have learnt and apply it to the composition exercises.</p> <p>Listening & Understanding: Students will know how to recognise key</p>	<p>Performance: Students will know how to practice to improve their performance. Students will know what piece they will perform for their mock/final solo performance</p> <p>Composition: Students will know how to use the Sibelius software, how to read and write notation, how to construct a chord progression, how to write a successful melody, how place all these musical aspects together to produce a piece of music. Students will practice and refine their skills through the completion of exercises. Students will begin their NEA composition.</p>	<p>Performance: Students will know how to prepare their performance piece for the mock exam. Their instrumental teacher will suggest and teach them their piece. Feedback is provided after the mock exam, and students will know how to improve their performance for the final recording in November.</p> <p>Composition: Pupils will continue to create and improve their NEA composition based on the feedback they are given in class.</p> <p>Listening & Understanding: Students will also know how to dictate a melody and interval recognition.</p>	

words/vocabulary/DRSMITH in the unfamiliar listening exercises.	Listening & Understanding: Students will know how to recognise characteristics and features of Symphony No.1 by Beethoven, the GCSE Music set work and how to apply this knowledge to the exam questions. Students will know how to recognise key vocabulary and characteristics in unfamiliar music.	
Vocabulary and the concepts they link to		
DRSMITH, Music Theory vocabulary, Chords, Cadences, Notation, Sequence, Harmony. In addition, vocabulary related to Western Classical Tradition as outlined in the AQA specification	DRSMITH, Beethoven. In addition, vocabulary related to Popular Music as outlined in the AQA specification	DRSMITH. In addition, vocabulary related to Traditional Music as outlined in the AQA specification
Assessment		
<p>Performance: Students will receive weekly formative assessment on their performance from their instrumental teacher. Component 2 - Students will record an initial performance on their instrument for submission.</p> <p>Composition: Formative assessment and feedback provided every composition lesson. Component 3 – Select & use musical elements in composition with perception and insight.</p> <p>Listening & Understanding: Various unfamiliar listening pieces will be used to assess their understanding of DRSMITH and other key vocabulary. Component 1 – Demonstrate & apply musical knowledge</p>	<p>Performance: Students will receive weekly formative assessment on their performance from their instrumental teacher</p> <p>Composition: Formative assessment provided for the melody, chords, cadences, notation exercises students complete. Component 3 – Select & use musical elements in composition with perception and insight.</p> <p>Listening & Understanding: Various unfamiliar listening pieces will be used to assess their understanding of DRSMITH and other key vocabulary. Component 1 – Demonstrate & apply musical knowledge</p>	<p>Performance: Solo performance recording for Yr. 10 mock school exams.</p> <p>Composition: Composition draft submission – free choice composition initial draft.</p> <p>Listening & Understanding: Mock listening and understanding paper – to coincide with Y10 school exams.</p>
Diversity & development of cultural capital		
Listening exercises from around the world and a variety of genres including Western Classical Tradition 1650 – 1910 (Handel, Haydn, Mozart, Chopin, Schumann). Visit to watch the Halle Orchestra perform at the Bridgewater Hall.	Listening exercises from around the world and a variety of genres including Popular Music (Music of Broadway 1950-1990, Rock Music 1960 & 70's, Film & computer game music 1990+, Pop music 1990+)	Listening exercises from around the world and a variety of genres including Traditional music (Blues Music, African/Caribbean Music, Contemporary Latin, Folk Music of the British Isles)
Cross-curricular opportunities and enrichment		
Students are provided with individual instrumental lessons with our visiting tutors. Students are invited to attend our Guitar Ensemble, Drum Ensemble, Junior Jazz Collective and Senior Jazz Orchestra ensembles. Pupils are offered opportunities to perform in public as part of our community projects and school events.	Students are provided with individual instrumental lessons with our visiting tutors. Students are invited to attend our Guitar Ensemble, Drum Ensemble, Junior Jazz Collective and Senior Jazz Orchestra ensembles. Pupils are offered opportunities to perform in public as part of our community projects and school events.	Students are provided with individual instrumental lessons with our visiting tutors. Students are invited to attend our Guitar Ensemble, Drum Ensemble, Junior Jazz Collective and Senior Jazz Orchestra ensembles. Pupils are offered opportunities to perform in public as part of our community projects and school events.

**Yr 11
Themes**

Curriculum Intent: The KS4 GCSE Music curriculum is designed to build on the foundations laid in Key Stage 3 by further developing students' skills in performance, composition, and musical analysis. It aims to deepen their appreciation and love of music through the exploration of a wide variety of musical styles, while teaching the key characteristics and vocabulary required to describe and analyse music effectively. Students will enhance their critical listening skills and gain a more sophisticated understanding of how music works. They will build on their previous composition experience, progressing to more advanced and technical aspects of music creation, with the goal of producing successful GCSE compositions. Performance skills will be developed through individual practice, one to one lesson, and the study of new musical repertoire. The curriculum is designed to prepare students for success in the GCSE course and to develop a lifelong interest and engagement with music.

Autumn Term

Spring Term

Summer Term

Students will know that

Performance: Students will build confidence in their performance ability. They will use the techniques learnt in year 10 to practice their solo repertoire in preparation for their solo recording in November.

Composition: Using the composition techniques and skills learnt in year 10, students will complete their 'free' NEA composition for submission. Following this, they will decide on their chosen brief and begin to compose their NEA 'brief' composition.

Listening & Understanding: Pupils will begin studying the AQA set works by Queen. Unfamiliar listening exercises will be used to progress and improve their use of vocabulary and musical recognition skills. To include – Western Classical Tradition since 1910+ and Minimalism (Copland, Arnold, Tavener, Brittain, Bartok. Kodaly, Reich, Adams). Students will prepare for their listening mock assessment

Performance: Students will build confidence in their performance ability. They will use the techniques learnt in year 10 to practice their ensemble repertoire in preparation for their ensemble recording in February.

Composition: Using the feedback they are given in class, pupils will continue to create and improve their NEA 'brief' composition in preparation for final submission in March.

Listening & Understanding: Priority and focus is given to completing the performance and composition NEA ready for final submission.

Listening & Understanding: Revision and final preparation for the listening and understanding music paper exam.

Students will know how

Performance: Students will know how to practice efficiently and effectively. Students will build confidence in their performance and prepare for their solo performance recording.

Composition: Students will know how to finalise their 'free' composition, adding extra detail for submission. Students will know how to begin their 'brief' composition

Listening & Understanding: Students will know how to recognise the characteristics and features of the set works by Queen and apply this to the exam questions asked. Students will know how

Performance: Students will know how to practice efficiently and effectively. Students will build confidence in their performance and prepare for their ensemble performance recording.

Composition: Pupils will continue to create and improve their NEA 'brief' composition based on the feedback they are given in class.

Listening & Understanding: Priority and focus is given to completing the performance and composition NEA ready for final submission.

Listening & Understanding: Revision and final preparation for the listening and understanding music paper exam.

to recognise key words/vocabulary/DRSMITH in the unfamiliar listening exercises.		
Vocabulary and the concepts they link to		
Vocabulary linked to the AoS as outlined in the specification.	Vocabulary linked to the AoS as outlined in the specification.	Vocabulary linked to the AoS as outlined in the specification.
Assessment		
<p>Performance: Students will receive weekly formative assessment on their performance from their instrumental teacher. Students will record their NEA final solo performance for assessment</p> <p>Composition: Formative assessment and feedback provided every composition lesson. NEA 'Free' composition submitted for assessment</p> <p>L & U: Mock listening and understanding paper – to coincide with Y11 school exams.</p>	<p>Performance: Students will receive weekly formative assessment on their performance from their instrumental teacher. Students will record their NEA final ensemble performance for assessment.</p> <p>Composition: Formative assessment and feedback provided every composition lesson. NEA 'Brief' composition submitted for assessment</p>	<p>Listening & Understanding: Ongoing formative assessment in lessons as revision takes place and practice listening examples and questions are provided.</p>
Diversity & development of cultural capital		
Listening exercises from around the world and a variety of genres including Western Classical Tradition since 1910+ and Minimalism (Copland, Arnold, Tavener, Brittain, Bartok. Kodaly, Reich, Adams)	Revision of music from around the world and a variety of genres.	Listening exercises from around the world and a variety of genres.
Cross-curricular opportunities and enrichment		
Students are provided with individual instrumental lessons with our visiting tutors. Students are invited to attend our Guitar Ensemble, Drum Ensemble, Junior Jazz Collective and Senior Jazz Orchestra ensembles. Pupils are offered opportunities to perform in public as part of our community projects and school events.	Students are provided with individual instrumental lessons with our visiting tutors. Students are invited to attend our Guitar Ensemble, Drum Ensemble, Junior Jazz Collective and Senior Jazz Orchestra ensembles. Pupils are offered opportunities to perform in public as part of our community projects and school events.	Students are provided with individual instrumental lessons with our visiting tutors. Students are invited to attend our Guitar Ensemble, Drum Ensemble, Junior Jazz Collective and Senior Jazz Orchestra ensembles. Pupils are offered opportunities to perform in public as part of our community projects and school events.