

Subject: Music KS4

Year: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Knowledge	<b>Harmony, Tonality &amp; Structure</b> <i>Understand the key terms used to describe the elements of Harmony, Tonality &amp; Structure</i>	<b>Melody, Rhythm, Metre &amp; Tempo</b> <i>Understand the key terms used to describe the elements of Melody, Rhythm, Metre &amp; Tempo</i>	<b>Texture, Sonority &amp; Dynamics</b> <i>Understand the key terms used to describe the elements of Texture, Sonority &amp; Dynamics</i>	<b>AOS 1 Western Classical before 1900 Set Work</b> <b>AOS 3 Traditional Music Set Work</b> <i>Understand the key features of each of the study pieces</i> <i>Understand the context of the study pieces</i>	<b>AOS 2 Popular Music Wider study</b> <b>AOS4 Western Classical since 1900 Wider Study</b> <i>Understand the key features of the above genres.</i>	<b>Mock Exams</b> <b>Composing to a brief</b> <b>Ensemble Skills</b> <i>Know how to rehearse and perform as part of an ensemble</i> <i>Understand how to approach composing to a given brief</i>
Skills	Know how to aurally recognise features of Harmony, Tonality & Structure in a variety of genres. Know how to compose a chord progression. Know how to compose a piece using a given form.	Know how to aurally recognise features of Melody, Rhythm, Metre & Tempo in a variety of genres. Know how to compose a good melody using melodic devices and rhythmic variety.	Know how to aurally recognise features of Texture, Sonority & Dynamics. Know how to compose with variety of texture, sonority & dynamics	Know how to evaluate the use of elements in a study piece Know how to explain the use of elements in reference to the context of the study piece.	Know how to aurally recognise key features of certain genres. Know how to rehearse and perform as part of an ensemble	Know how to compose a to a given brief Know how to rehearse and perform as part of an ensemble
Key Questions	Why is structure important to music? What is the relationship between tonality and structure? How can cadences be used to help phrase music?	What makes a strong melody? What makes a melody memorable? How do you compose a good melody? How can you use rhythm, metre & tempo expressively?	How can you use texture to create contrast? How can you use sonority to create contrast? How can dynamics be used expressively?	How are the elements used effectively in the Study Piece? How does the context in which a composer is working impact the outcome?	What do classical orchestral music and that of Kodaly and Bartok have in common? What do Fusions and Minimalism have in common?	How do you rehearse effectively in an ensemble? How do you approach composing to a brief?
Assessment	Key word tests Aural tests Composition tasks	Key word tests Aural tests Composition tasks	Key word tests Aural tests Composition tasks	Key word tests Aural tests Extended writing tasks	Key word tests Aural tests Performing tasks	Mock Exam Composition tasks Ensemble performance
Literacy/numeracy/SMSC/Character	Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy	Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy	Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy	Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy	Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy	Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy
Enrichment opportunities	Involvement in extracurricular clubs Performance opportunities		Involvement in extracurricular clubs Performance opportunities Concert trip		Involvement in extracurricular clubs Performance opportunities Handel & Hendrix House visit & workshop	
Futures	Further studies in Music and Music Technology at KS5 Wide range of careers in Music including: Performer, songwriter, media composer, sound engineer, live sound engineer, mixing engineer, producer, copyist, orchestrator, conductor, artist manager, concert promoter, tour promoter, roadie, instrument technician, teacher, music editor, DJ, radio DJ, radio producer, sound designer, venue management, music therapist, copyright agent.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
Content Knowledge	<p><b>Study Piece 1</b> <b>AoS 1 &amp; 4</b></p> <p><i>Revise the Study piece for AoS 1 and the key features of the genres is AoS 1 &amp; 4.</i></p> <p>NEA: Composition to a Brief &amp; Solo Performance</p>	<p><b>Study Piece 2</b> <b>AoS 2 &amp; 3</b></p> <p><i>Revise the Study piece for AoS 3 and the key features of the genres is AoS 2 &amp; 3.</i></p> <p>NEA: Composition to a Brief &amp; Solo Performance</p>	<p><b>Study Piece 1</b> <b>AoS 1 &amp; 4</b></p> <p><i>Revise the Study piece for AoS 1 and the key features of the genres is AoS 1 &amp; 4.</i></p> <p>NEA: Free Composition &amp; Ensemble Performance</p>	<p><b>Study Piece 2</b> <b>AoS 2 &amp; 3</b></p> <p><i>Revise the Study piece for AoS 3 and the key features of the genres is AoS 2 &amp; 3.</i></p> <p>NEA: Free Composition &amp; Ensemble Performance</p>	<p><b>Revision</b></p>	
Skills	<p>Know how to aurally recognise key features of certain genres.</p> <p>Know how to compose a to a given brief</p> <p>Know how to evaluate the use of features in a study piece</p>	<p>Know how to aurally recognise key features of certain genres.</p> <p>Know how to compose a to a given brief</p> <p>Know how to evaluate the use of features in a study piece</p>	<p>Know how to aurally recognise key features of certain genres.</p> <p>Know how to perform as an ensemble</p> <p>Know how to evaluate the use of features in a study piece</p>	<p>Know how to aurally recognise key features of certain genres.</p> <p>Know how to perform as an ensemble</p> <p>Know how to evaluate the use of features in a study piece</p>	<p>Know how to aurally recognise key features of certain genres.</p> <p>Know how to evaluate the use of features in a study piece</p>	
Key Questions	<p>How are the elements used in the set work and how are they typical of the era?</p> <p>How does your composition effectively meet the brief?</p>	<p>How are the elements used in the set work and how are they typical of the genre?</p> <p>How does your composition effectively meet the brief?</p>	<p>How are the elements used in the set work and how are they typical of the era?</p> <p>How does your composition effectively reflect your stated purpose?</p>	<p>How are the elements used in the set work and how are they typical of the genre?</p> <p>How does your composition effectively reflect your stated purpose?</p>	<p>How are the elements used in the set work and how are they typical of the genre?</p> <p>What are the key features of each genre you have studied?</p>	
Assessment	<p>Key word tests</p> <p>Aural tests</p> <p>Extended writing tasks</p> <p>NEA Composition &amp; Performances</p>	<p>Key word tests</p> <p>Aural tests</p> <p>Extended writing tasks</p> <p>NEA Composition &amp; Performances</p> <p>Mock Exam</p>	<p>Key word tests</p> <p>Aural tests</p> <p>Extended writing tasks</p> <p>NEA Composition &amp; Performances</p>	<p>Key word tests</p> <p>Aural tests</p> <p>Extended writing tasks</p> <p>NEA Composition &amp; Performances</p>	<p>Practice exam questions</p> <p>Extended writing tasks</p>	
Literacy/numeracy/SMSC/Character	<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration</p> <p>Subject-specific literacy and oracy</p>	<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration</p> <p>Subject-specific literacy and oracy</p>	<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration</p> <p>Subject-specific literacy and oracy</p>	<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration</p> <p>Subject-specific literacy and oracy</p>	<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration</p> <p>Subject-specific literacy and oracy</p>	
Enrichment opportunities	<p>Involvement in extracurricular clubs</p> <p>Performance opportunities</p>		<p>Involvement in extracurricular clubs</p> <p>Performance opportunities</p> <p>Concert trip</p>			
Futures	<p>Further studies in Music and Music Technology at KS5</p> <p>Wide range of careers in Music including:</p> <p>Performer, songwriter, media composer, sound engineer, live sound engineer, mixing engineer, producer, copyist, orchestrator, conductor, artist manager, concert promoter, tour promoter, roadie, instrument technician, teacher, music editor, DJ, radio DJ, radio producer, sound designer, venue management, music therapist, copyright agent.</p>					