

Year 10 – GCSE Music

Curriculum intent	The music curriculum is designed and sequenced to enable students to develop their knowledge of genres of music, musical skills, techniques, terminology and creativity which builds from Y7-Y11. They will continue to develop their listening skills, performing skills and composition skills.					
Term	Autumn 1 – AoS 1, AoS 5 & composition 1	Autumn 2 – AoS 1, AoS 5 & composition 1	Spring 1 – AoS 1, AoS 4 & composition 1	Spring 2 – AoS 1, AoS 4 & composition 1	Summer 1 – AoS 1, AoS 2 & composition 1	Summer 2 – AoS 1, AoS 2 & composition 1
Knowledge	Students learn how to describe pop ballads and rock anthems using the correct terminology. They learn how to listen for features including texture, structure and stylistic features for the pop ballads and rock anthems area. Students will begin their composition on Garage band. They will begin selecting either a solo or ensemble piece for their instrument or voice. This will require rehearsal and daily practice expected throughout the course.	Students learn how to describe rock & roll and solo artists using the correct terminology. They learn how to listen for features including texture, structure and stylistic features for the rock & roll and solo artists area. Students will begin initial developments of their composition. They will continue auditioning either a solo or ensemble piece for their instrument or voice.	Students learn how to describe film music using the correct terminology. They learn how to listen for features including texture, structure, dynamics and stylistic features for the film music area. Students will continue developing their composition. They will continue rehearsing and refining either a solo or ensemble piece for their instrument or voice.	Students learn how to describe film and game music using the correct terminology. They learn how to listen for features including time signature, dynamics, articulation and stylistic features for the film and game music area. Students will continue developing their composition. They will continue rehearsing and refining either a solo or ensemble piece for their instrument or voice. They will make a trial recording this term.	Students learn how to describe baroque era concertos using the correct terminology. They learn how to listen for features including melody, structure and stylistic features for the baroque era. Students will work towards completing their composition. They will continue rehearsing and refining either a solo or ensemble piece for their instrument or voice. They will make a trial recording this term.	Students learn how to describe baroque and classical eras using the correct terminology. They learn how to listen for features including melody, instrumentation and stylistic features for the baroque and classical eras. Students will put the finishing touches to their composition including appropriate dynamics and articulation. They will continue rehearsing and refining either a solo or ensemble piece for their instrument or voice. This should be ready for recording in year 11.

Skills	Students will develop the music skills of: • Ensemble skills. • Instrumental skills. • Rehearsal skills • Composition skills • Listening & appraising skills	Students will develop the music skills of: • Ensemble skills. • Instrumental skills. • Rehearsal skills • Composition skills • Listening & appraising skills	Students will develop the skills of: • Ensemble skills. • Instrumental skills. • Rehearsal skills • Composition skills • Listening & appraising skills	Students will develop the music skills of: • Ensemble skills. • Instrumental skills. • Rehearsal skills • Composition skills • Listening & appraising skills	Students will develop the music skills of: • Ensemble skills. • Instrumental skills. • Rehearsal skills • Composition skills • Listening & appraising skills	Students will develop the music skills of: • Ensemble skills. • Instrumental skills. • Rehearsal skills • Composition skills • Listening & appraising skills
Assessments	MAT: Ongoing performance assessment and coaching. MASTERY RECALL TASK	MAT: Ongoing performance assessment and coaching. Listening tests on AoS5. MASTERY RECALL TASK	MAT: Ongoing performance assessment and coaching. Listening tests on AoS4. MASTERY RECALL TASK	MAT: Ongoing performance assessment and coaching. Listening tests on AoS4. Mock exam on AoS 4 and AoS 5. MASTERY RECALL TASK	MAT: Ongoing performance assessment and coaching. Listening tests on AoS2. MASTERY RECALL TASK	MAT: Ongoing performance assessment and coaching. Listening tests on AoS2. MASTERY RECALL TASK
Curiosity	Flipping Fantastic (YouTube) Voices in Pop. Instruments of pop LongdendaleMusic YouTube channel – multiple relevant videos.	Flipping Fantastic (YouTube) Rock anthems, pop ballads and solo artists. Blues to rock & roll. LongdendaleMusic YouTube channel – multiple relevant videos.	Flipping Fantastic (YouTube) Film music leitmotifs. Film music atmosphere. LongdendaleMusic YouTube channel – multiple relevant videos.	Flipping Fantastic (YouTube) Film music diegetic music. Film music tension. LongdendaleMusic YouTube channel – multiple relevant videos.	Flipping Fantastic (YouTube) Baroque features. The baroque concerto. LongdendaleMusic YouTube channel – multiple relevant videos.	Flipping Fantastic (YouTube) Classical features. The classical concerto. LongdendaleMusic YouTube channel – multiple relevant videos.

