

Year 10 Topics

In year 10 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS3 programme of study. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4 and KS5.

THERE ARE THREE KEY TOPICS IN GCSE MUSIC AND THEY ARE TAUGHT HOLISTICALLY THROUGHOUT THE ACADEMIC YEAR.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Appraising 6/8 set works are studied in year 10	To consolidate knowledge from KS3.	Unit overview and expectations	Essay, questions, set works	Students will build on knowledge from KS3 and be given the opportunity to develop their knowledge and understanding of music through analysis of each of the set works. Students will understand the background information and put into context each of the set works undertaken. Notation Students will be given to the opportunity to develop reading skills through following scores of each of the set works Listening skills – Listening to each of the set works (instruments, parts and effects as required)/wider listening
	Students will develop their skills in musical analysis.	Social, cultural and historical context of the set work	Specific to each set work	
	To develop their understanding of the language used to describe the musical elements.	Recognise the key features of the set work. Music terminology and how to use it appropriately	Instruments/Performing forces, rhythm, melody, harmony, tonality, structure, texture	
	To develop their aural skills.	Recognise features of texture.	Monophonic/Polyphonic/Homorhythmic/Homophonic/Melody and Accompaniment	
		Performing forces and their handling... electronic effects and playing techniques where applicable.	Instruments specific to the set work, fluttertonguing, hammer on, pull off, slide, bend, picking, strumming, wah wah, distortion, flange, vibrato, pedal, Tessitura	
		Musical structure	verse-chorus form, ritornello form, Binary/Ternary Form, ground bass	

		Tempo, time signature and rhythm	Moderato, andante, allegro, grave, presto, compound/simple time signatures 12/8, 4/4, 3/4, 2/4, 6/8	<p>Oracy - through classroom based discussion.</p> <p>Enrichment Watch performances (live or recorded) of each of the set works and wider listening. Watch films and documentaries based on or include artists and bands from the set works and wider listening to put into contexts</p>
		The use and impact of melody	Syllabic, melismatic, ascending, descending, conjunct, disjunct, jagged, step-like, leaping, wide range, tessitura, extremes, octaves, sequence	
		The use of tonality and harmonic features	Major, minor, modal, atonal, dominant, relative minor, sub-dominant, tertiary, pedal, circle of fifths, cadences, chords, perfect cadence, plagal cadence, interrupted cadence, imperfect cadences, diminished 7th, extended chord, altered chord.	
<p>Composing This unit assesses the student's ability to compose music.</p>	<p>The aim is to enable them to appreciate the process of creating music.</p> <p>Students will be introduced to the technical and creative skills required by a composer.</p>	Unit overview and expectations		<p>Composing Students will explore a variety of ways of composing showing and developing their understanding of compositional techniques and devices, as well as developing skills on music software</p> <p>Creativity – develop student's creativity through composition. This can be in their tasks or their free composition during year 10, applying knowledge learnt in their composition. Students will develop ideas, make decisions and manage time constraints.</p>
		Knowledge of composing using various starting points, investigating a range of elements, techniques and resources for developing and manipulating ideas, and turning them into completed pieces of music.	Brief, devices, techniques, dynamics, structure, harmony, instrumental forces, melody, rhythm, texture, tonality, pitch, styles	
		Explore the skills needed to compose music for different instruments and vocal ensembles.	For example... Pedal, sustain, articulation, pizzicato, phrasing, orchestration, techniques, slides, flutter tonguing, strumming, hammer ons, picking	

		Knowledge of notation methods	Traditional, lead sheet, score, written commentary, tab, chords, extended chords, instrumentation, lyrics	<p>Listening skills – Listening to music – how music has been created for the intended effect.</p> <p>Wider listening/in the style of their Free Composition</p> <p>Oracy - through classroom based discussion</p> <p>Enrichment Watch documentaries of composers and how they achieved the intended effect. Listen to a variety of compositions and identify techniques and devices used</p>
		Knowledge of technical control and coherence within given styles	Swung rhythms, voicing, orchestration, scotch snap	
		Understand the context of the music and how its purpose affects the way it is created.	Orchestration/performing forces and handling, background information, mood, devices, techniques	
		FREE COMPOSITION : Composition 1		
<p>Performing Solo & Ensemble</p> <p>MOCK</p>	<p>To baseline students' performance ability.</p> <p>To consolidate knowledge from KS3</p> <p>Students will develop their skills in performance, both solo and within an ensemble.</p>	Unit overview and expectations	Ensemble, solo, dynamics, phrasing, interpretation, technique, expression, accuracy, pitch, rhythm, score, professional recording, sonority, tonality, intonation, tempo, metre, structure, notation, technical control, communication, elements	<p>Performance skills – Developing instrumental technique, use of expression and ensuring accuracy and fluency within their solo and ensemble pieces</p> <p>Oracy - through classroom based discussion</p> <p>Enrichment Watch performances (live or recorded) of each chosen pieces</p> <p>Watch films and documentaries based on or include artists and bands from the chosen pieces</p>
		Identifying and selecting appropriate solo pieces.	Solo, dynamic control, phrasing, articulation, varied rhythms, pitch range, melodic leaps, breath control, instrumental register	
		Awareness of technical control.	Technique, co-ordination, breath control, articulation, diction, pedalling, sonority, tone quality, intonation	

	To develop their understanding of the requirements of the GCSE Music specification.	Use instrument/voice to add expression and demonstrate interpretative skills.	Tempo consistent (free, presto, allegro, vivace, lento, largo, rubato etc), dynamics (pp. p. mp. mf, f, ff, crescendo, diminuendo) articulation (staccato, pizzicato, legato), phrasing, intonation, communication, awareness of balance	
		Shaping the performance (practicing)		
		Performance: solo & Ensemble		

