



TNHA Curriculum Planning Document

Subject: Music

Year: 10

| Timescale | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Prior Learning (from KS2/3) | Building Bricks (Year 7) Form & Structure (Year 8) | Soundtracks (Year 9) | Popular Song (Year 9) | Reggae (Year 8) Samba (Year 8) | All performances within units studied in KS3 | All composing elements of units studied in KS3 |
| Topic/ Unit title | Understanding The Elements of Music | Film Music | Popular Music | World Music | Performance 1 | Composition 1 |



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| <p>SMSC/Cultural Capital/Character/FBV- outline specific areas that are covered in this unit</p> | <p>Students understand further the elements of music and their impact on different genres of music. Students are given a wider context of music instrumentation and musical devices. Students become aware of different genres and cultural background of music. Through small performance activities, students express their knowledge of the elements of music as well as developing confidence performing to the group and brings together the group as a team.</p> | <p>Students discover the musical devices and techniques used in different genres of film music. Students will be introduced to different cultures and times and will learn how to analyse music when listening, as well as identifying techniques to use when composing. Through performance and composition activities the students develop more confidence, group identity and self-reflection.</p> | <p>As with Film Music, in the Popular Music unit students will discover more about how Popular Music has developed over time and what historical influences have contributed to its development. Through performance and composition activities, students continue to develop confidence in their abilities and support for one another.</p> | <p>World Music allows students to discover music from around the world, the cultures and traditions surrounding them, and techniques used to create such music. Students will engage in some whole-class rhythmic activities, which bring together the group and bring confidence when performing to and evaluating one another.</p> | <p>Students will develop skills of self-reflection, determination and patience when working on their Performances, whether they be solo or ensemble performances. Working in groups will develop group identity and togetherness, with potential for leadership development, compromise and support for one another. Once performed students will get a sense of is required for their desired grade, and will use self-reflection in order to improve.</p> | <p>Students bring together all of the different genres of music studied so far to decide to compose in their own style. They will need to show resilience, determination and patience when composing, as well as being willing and able to reflect and have another go at certain aspects of composing. Students gain a sense of identity via composing, and it is a very personal process. Through peer and teacher feedback, students learn how to improve their own work and research any areas they may need to improve on.</p> |
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| Assessment Opportunities | Elements of Music Quiz MOCK Listening & Appraising paper Mini 'Elements' performances | Film Music Exam-Style listening Questions Film Music composing task Film Music performing task | Popular Music Exam-Style listening Questions Popular Music composing task Popular Music performing task | World Music Exam-Style listening questions World music composing task World music performing task | MOCK Performance Assessment - Ensemble and/or Solo Peer feedback/self-evaluation Work in progress performances and teacher feedback | Work in Progress teacher and peer feedback. Composition submission. Teacher feedback |
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| Links to other units in KS3/4. | Component 3: Listening and Appraising Exam Film Music Popular Music World Music Performing 1 & 2 Composing 1 & 2 The Set Works | Understanding the Elements of Music Composition 1 & 2 The Set Works | Understanding the Elements of Music Performance 1&2 Composition 1 & 2 The Set Works | Understanding the Elements of Music Composition 1 & 2 The Set Works | Understanding the Elements of Music Popular Music | Understanding the Elements of Music Performance 1&2 World Music Film Music Popular Music |
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|------------------------------------|---|--|---|----------------------------------|----------------------------------|----------|
| Prior Learning (from KS2/3) | Popular Song (Year 9) Form & Structure (Year 7) Rhythm & Pulse (Year 7) | All performing tasks in units studied at KS3 | All composing tasks in units studied at KS3 | All units studied at KS3 and KS4 | All units studied at KS3 and KS4 | - |
| Topic/ Unit title | The Set Works | Performance 2 | Composition 2 | Revise and Recap | Exam Prep | - |



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| <p>SMSC/Cultural Capital/Character/FBV- outline specific areas that are covered in this unit</p> | <p>Students develop further awareness of different genres of music and historical context, understanding where the elements of music fit and how they have been manipulated. Students work together to create revision mats for the set works, finding similarities between them and other pieces of music. Students are introduced to the notion of listening to unfamiliar works and analyzing them, therefore developing appraisal skills that can be used throughout their music education/experiences.</p> | <p>Students need to show resilience, self-determination and confidence in order to perform accurately and fluently. If working in groups students develop group identity and togetherness, as well as skills in people management and/or leadership skills.</p> | <p>Students utilize the knowledge gained over the course to pour together musical devices and techniques to create their own piece of music. Students develop skills of patience and determination as they are required to reflect and revise their compositions as they progress with them. Self-evaluation and problem-solving skills are developed and practiced. Students also can gain a wider context of different genres and musical traditions if they choose to compose in an unfamiliar genre.</p> | <p>Students pull together their revision resources obtained throughout the course to revise and recap all areas of listening and appraising work in preparation for the exam.</p> <p>Students develop self-reflection skills and can work in small groups for peer-supported learning and collaboration.</p> | <p>Students start practicing working in exam conditions, using all of the knowledge gained to answer questions accurately and appropriately. Students gain a further awareness of listening and appraising exam conditions and how to break down questions to make them easier to understand. The exam includes questions about a variety of styles of music, hence providing students with a platform to discover new music.</p> | <p>-</p> |
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| Assessment Opportunities | Exam-style questions related to The Set Works MOCK Listening and Appraising Paper | Final Submission: Teacher-assessed performance | Final Submission: Teacher-assessed composition | Exam-Style practice questions MOCK papers | Exam-Style practice questions MOCK papers | - |
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| Links to other units in KS3/4. | All units studied at KS4 | All units studied at KS4 | All units studied at KS4 | All units studied at KS4 | All units studied at KS4 | - |
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