



Half term points

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><u>Music Theory – The basics</u> (Rhythm, metre and pitch)</p> <p>Mini assessment: Solo Performance on instrument/voice.</p>	<p><u>AoS 4: Popular Music 1 Rock and Pop.</u> Study Piece: 'Africa' by Toto</p> <p>Mini assessment: Eduqas Listening question on Africa (x 2). Also, observations during practical lessons of solo and ensemble skills (ongoing).</p>	<p><u>AoS 1 - Musical forms and devices.</u> The Western Classical Tradition</p> <p>Mini assessment: To be able to compose a piece in Ternary form using Sibelius.</p>	<p><u>AoS 3: Film music</u></p> <p>Mini assessment: Analyse/appraise and write an extended answer describing how the composer of choice uses the musical elements to achieve the desired emotive effect.</p>	<p><u>AoS 2: Music for Ensemble (a)</u> Jazz and Blues: Trios, quartets, Big Band and jazz fusion.</p> <p>Mini assessment: Free composition focus (15% of coursework) Also, observations during practical lessons of solo and ensemble skills (ongoing).</p>	<p><u>AoS 2: Music for Ensemble (b)</u> Chamber music and musical theatre.</p> <p>Mini assessment: Y10 Mock exam.</p>
<p>Key skills and knowledge</p> <ul style="list-style-type: none"> Ability to write and perform using a range of different rhythms, note durations, time signatures – simple time and compound time – duple and triple. Ability to identify pitch clefs, sharps, flats and naturals, tempo, dynamics and articulation. Develop solo performance skills (coursework). 	<p>Key skills and knowledge assessed:</p> <ul style="list-style-type: none"> Artist names and recording dates. Riffs Chord progressions Compose using Power chords Identify and perform primary and secondary chords in different keys. Sequences Pentatonic scale Word setting – syllabic & Melismatic. Structure: 32 bar, verse chorus, bridge, instrumental, 12 bar blues. Instrumentation Word setting – melismatic and syllabic. Impact of technology on Pop music, amplification effects and samples. 	<p>Key skills and knowledge assessed:</p> <ul style="list-style-type: none"> Students will understand and be able to identify the instruments of the orchestra. Binary, ternary and rondo forms Repetition, dotted rhythms conjunct and disjunct movement broken chord/ arpeggios develop performance skills. The Baroque era (1600 – 1750) The classical era (1750 – 1810) The Romantic era (1810 – 1910) 	<p>Key skills and knowledge assessed:</p> <ul style="list-style-type: none"> Compositional skills using a range of elements and devices. Thematic writing and leitmotif. The relationship between the story and the music: choosing appropriate elements of music to represent key emotional effects. The effect on the audience, time and place, and how to achieve this through use of the musical elements (MAD T-SHIRT). Use of sonority, texture, and dynamics to create a mood. How to achieve contrasts and develop initial ideas when composing. Devices and terminology: Layering, further examples of imitation, chromatic movement Dissonance and use of intervals, leitmotifs and thematic transformation of ideas. 	<p>Key skills and knowledge assessed:</p> <ul style="list-style-type: none"> Students will understand Improvisation Swing rhythms and syncopation Understanding of chosen style of composition Development of musical ideas Technical control Musical coherence Ensemble performance skills focussing on fluency and technical control. Composing using texture and sonority (chords and melody) including: Monophonic, homophonic, unison, chordal, melody and accompaniment and countermelody Additional concepts of melody (modes), harmony and tonality: inversions. 	<p>Key skills and knowledge assessed:</p> <ul style="list-style-type: none"> Ability to identify different ensembles (duet, trio, quartet, quintet, sextet, septet and octet) Composing using texture and sonority (chords and melody). Monophonic, homophonic, polyphonic and melody and accompaniment Devices – Unison, chordal, layering, canon, Basso continuo.
<p>Meaningful homework Ongoing practice on instrument or singing.</p> <p>Complete Note reading instrument or singing.</p>	<p>Meaningful homework: Listening and writing: To complete the two google listening quizzes on Africa. To complete the two Music First lessons on Africa by Toto.</p> <p>Ongoing practice on instrument or singing.</p>	<p>Meaningful homework: Research and listening: To complete the 5 online Music First research lessons and quizzes on structure and the lesson and quiz on Historic styles.</p> <p>Ongoing practice on instrument or singing.</p>	<p>Meaningful homework: Research and listening: To complete the 2 Google Drive listening assignments on Jurassic Park and Schindler's List.</p> <p>Ongoing practice on instrument or singing.</p>	<p>Meaningful homework: Research and listening: Complete the Focus on Sound lesson and test on the Jazz rhythm section.</p> <p>Ongoing practice on instrument or singing.</p>	<p>Meaningful homework: Research and practice: To complete the four google quizzes on each of the Areas of Study.</p> <p>Ongoing practice on instrument or singing.</p>



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Key skills and knowledge assessed: <ul style="list-style-type: none"> • Note and rest values. • Duration. • Writing rhythms in simple and compound time. 	Key skills and knowledge assessed: <ul style="list-style-type: none"> • Listening skills • Standard rock line-up of instruments. • Verse/chorus Structure. • Key signatures • Word setting – melismatic and syllabic. 	Key skills and knowledge assessed: <ul style="list-style-type: none"> • To be able to identify instruments of the orchestra, their respective families, and techniques. 	Key skills and knowledge assessed: <ul style="list-style-type: none"> • To embed understanding of the key musical elements and compositional devices in the analysis of film music. 	Key skills and knowledge assessed: <ul style="list-style-type: none"> • Understanding of key instrumentation. • Different ensembles and the rhythm section. • Syncopation and swing. 	Key skills and knowledge assessed: <ul style="list-style-type: none"> • Understanding of key instrumentation. • Different ensembles and how to identifying different voicings.
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