

Subject Long Term Plan Year 10

Temperance Term

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	HALF TERM
Area of Study 4: Popular Music	Area Study 4: Set work 2: Toto - Africa	Area Study 4: Set work 2: Toto - Africa	Area Study 4: Set work 2: Toto - Africa	Area study 1: Musical forms and devices Set work 1: Badinerie – J.SBach	Area study 1: Musical forms and devices Set work 1: Badinerie – J.SBach		Area study 1 and 4: Musical forms and devices and Popular music. Practise exam questions.	
Objectives	-Gain an understanding of African techniques used in the piece. -To understand the key words and use them	-To gain ensemble experience -To be able to work as a team to practice sections of the song -To gain confidence in performing.		-To understand the key musical elements in Badinerie. _To be able to identify the musical elements in Badinerie. -To have an understand of the era of music Badinerie is from.	-To be able to identify the key words and musical elements within the piece and score. -To further inbed the knowledge of Badinerie to gain confidence in answering questions about the piece.		-To use knowledge learnt on both set works to answer exam questions fully. -To gain confidence about the learning by answering the questions.	
Core Learning	-Continue with score analysis and colour coordinate the key words	-.Performance of Toto – Africa. -Gain skills in ensemble playing. -Gain an understanding of the set work through performance.		-Listen to the set work. -Write down the meaning of each key word. -Gain an understanding of the composer and the era the piece is from.	-Analyse the score for Badinerie. -Colour coordinate the key word sheet.		-Answer an exam question about both set works. -Be confident in the knowledge gained from score analysis. -Use key words effectively.	
Opportunities for Challenge	-Be able to use the key words confidently.	-Take a leading role in the ensemble.		-Be able to use the key words confidently.	-Be able to use the key words confidently.		-Be able to use the key words confidently.	
Assessment		Self/Teacher/Peer feedback.	Performance of Toto - Africa	Self/Teacher/Peer feedback.	Self/Teacher/Peer feedback.		Listening test using exam questions.	

W/C	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	CHRISTMAS
Area of Study 3: Film Music	Film music: Background music and themes: Introduction Themes	Film Music: Background music and Themes: Background Music Genre Change				Film Music: Assessment	
Objectives	-To understand how music is used to enhance film. -To be able to identify how music is used to enhance film by the elements of music. -To create your own Music for a piece of Drama you are doing.						
Core Learning	-Learn about how music enhances films. -Listen to themes. Analyse why it is a particular character. -Play character sheet and match up the themes.	-Listening to background music for inspiration. Analysis of the different ways the film composers write their music. -Watch trailers where the music genre has changed: Harry Potter as a comedy and Elf as a thriller. -Choose your own film clip to create music for. The genre must be different. -Create themes for your characters. -Understanding Major and Minor. -Understand how the elements of Music are used for different emotions and Genres. -Use of Garage band.					



Subject Long Term Plan Year 10

	-Introduction into Garage band.			
Opportunities for Challenge	Explain which instruments are used for each character and why.	-Take a leading role in your group for creating the music. -Use the Elements of Music to guide you in your music making process.		
Assessment		Teacher, Peer and self assessment each lesson.	The audio and score will be marked with the GCSE mark scheme	

Subject Long Term Plan Year 10

Justice Term

W/C	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	HALF TERM	
Topic: Area of Study: Set brief composition	Composing to a set brief	Composing to a set brief						
Objectives	-Understand how to compose to a set brief -Understand how to compose for the themes of the set brief	-Use the elements of music to explore the set brief -Use Major and Minor to show the emotion of the composition -Use development of melodic ideas to develop your composition				Assessment		
Core Learning	-Understand the set briefs -Discuss how you could compose for this brief -Discuss how this brief could be developed	-Choose appropriate instruments for the brief -Compose an initial melodic idea- How could this be developed? Sequencing, note addition, imitation -Consider the structure of your piece -Think about how the elements of music combined can help show the emotion of the composition -Use Garage band to enhance the composition				Assessment		
Opportunity for Challenge	Explain in detail how the elements of music can be manipulated to show emotion	-Consider adding effects if the composition requires -Use dynamics to enhance the composition				Assessment		
Assessment	Teacher feedback	Teacher/Pupil feedback				Marked on the GCSE form and audio recording		

W/C	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	EASTER	
Topic: Area Study 4: Pop Music	Introduction to pop music	Compose a pop song						
Objectives	-Understand key elements of pop music -Know which genres of music fall under this bracket	-Compose your own pop song -Use the elements of music and key element of pop music				Assessment		
Core Learning	-Discussion on what is pop music -Explanation of all the genres that are classed as pop -Listen to, discuss and write about different pop songs	-Using the elements of music and key elements of pop music, compose your own pop song -Write lyrics for your pop song -Have a clear structure -Use Music technology				Assessment		



Subject Long Term Plan Year 10

Opportunity for Challenge	-Be able to confidently use key words to discuss pop music	-Think about composing a composition a little bit outside the box. Take inspiration from Queen, Fun and Metallica The unforgiven III	Assessment	
Assessment	Teacher feedback	Teacher/Pupil feedback	Marked on the GCSE marksheet and audio recording.	

Subject Long Term Plan Year 10

Courage Term

W/C	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	HALF TERM
Topic Popular Music: Fusion	Bhangra	Dance Music and fusion	Compose a piece of Fusion			Assessment	
Objectives	-Identify key characteristics of Bhangra -Understand the relationship between traditional and popular music	-Identify key characteristics of Dance Music -Understand the relationship between traditional and popular music	-Confidently compose a piece of music using elements from your chosen genre. -Confidently mix the two genres together			-First formal mark -Understand the mark scheme	
Core Learning	-Learn about how Bhangra started -Be able to identify how Indian music has been used in fusion with popular music -Confidently pick out characteristics and discuss them	-Listen to Dario G Sunchyme, Carnival De Paris and Safai Duo -Be able to identify how world music has been used in fusion with popular music -Confidently pick out characteristics and discuss them	-Choose a genre to mix with popular music. -Continue to develop skills in music technology -Combine key elements from each genre			-Understand the mark scheme -Give feedback on each others compositions.	
Opportunity for Challenge	Write and answer questions using correct terminology		Confidently use key words and the elements of music when describing music or composing				
Assessment	Teacher/Student verbal feedback					-Audio recording -Formal assessment sheet	

W/C	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	SUMMER
Topic Orchestral and chamber music	Haydn Trumpet sonata	Mozart Concerto in G minor	David Bedford Recorder Concerto	Vivaldi Four Seasons	Handel Messiah	Composition task over the summer	
Objectives	-Understand Sonata form -Understand the relationship with soloist and orchestra -Identify coda	-Understand concerto -Understand how the orchestra is used in the composition	-Identify composition techniques for a modern concerto -Identify ornamental techniques used	-Understand the relationship in a string quartet -Be able to identify composition techniques in each season	-Be able to identify key elements to the vocal writing -Identify the relationship between voice and chamber orchestra	-Choose a form and compose a piece of music -Choose instruments to fit this style	
Core Learning	-Learn about Sonata form -Learn about cadenza -Be able to identify how the soloist and orchestra work together -Identify key characteristics of Sonata form	-Learn about Concerto -Learn about sections of concerto -Be able to identify how the orchestra work together -Identify key characteristics of Concerto	-Learn about Concerto -Learn about sections of concerto -Be able to identify how the Solo Recorder and String orchestra work together -Identify key characteristics of Concerto	-Be able to identify key characteristics of each movement -Identify how the string quartet works	-Listen to Hallelujah Chorus – Identify and discuss how does the orchestra work with the singers -Listen to And the Glory of the lord – Be able to identify Melisma and syllabic, Imitation and sequencing	-Choose one of the styles we have analysed and start composing a piece. -This will continue through the summer holiday.	



Subject Long Term Plan Year 10

Opportunity for Challenge	Be able to use the elements of music and key words confidently when answering questions about the music		
Assessment	Teacher/Student verbal feedback	Assessment in September	