

Music Long Term Plan Year 10 2026-27

Autumn 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.	
Challenge Objective and Content (for all learners)	-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.	
Inspire Opportunities	-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.	
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	
Challenge Objective and Content (for all learners)	-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.						
Inspire Opportunities	-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.					

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	-Introduction into Garage band.			
Assessment		Teacher, Peer and self assessment each lesson.	The audio and score will be marked with the GCSE mark scheme	

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Spring 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					
Challenge Objective and Content (for all learners)	-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	
Inspire Opportunities	-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	
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					
Challenge Objective and Content (for all learners)	-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	
Inspire Opportunities	-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	
Assessment	Teacher feedback	Teacher/Pupil feedback				Marked on the GCSE marksheet and audio recording.	

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Summer Term

W/C	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	HALF TERM
Topic Area Study 3:Rhyhtms of the world	Bhangra	Dance Music and fusion	Compose a piece of Fusion			Assessment	
Challenge Objective and Content (for all learners)	-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	
Inspire Opportunities	-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.	
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 Area of Study 2: Concerto through time	Haydn Trumpet sonata	Mozart Concerto in G minor	David Bedford Recorder Concerto	Vivaldi Four Seasons	Handel Messiah	Composition task over the summer	
Challenge Objective and Content (for all learners)	-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	
Inspire Opportunities	-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.	



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Assessment	Teacher/Student verbal feedback	Assessment in September	
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