

# Subject Long Term Plan Year 10 2020-21

## Temperance Term

W/C	7 <sup>th</sup> September	14 <sup>th</sup> September	21 <sup>st</sup> September	28 <sup>th</sup> September	5 <sup>th</sup> October	12 <sup>th</sup> October	19 <sup>th</sup> October	<b>C A J L T W R M</b>
Topic	Musical Forms and Devices/Theory							
	Introduction to the course, overview, gathering performance information	Introduction to the elements of music using acronym MAD TT SHIRT Melody, Articulation, Dynamics, Tempo. Composing/Improvising simple pentatonic melodies to a given rhythm	Further work on melody using GCSE keywords. Harmony and chord sequences. Creating a melody against a chord sequence, creating a melody using a template of well known pop songs	Introducing concepts of harmonic rhythm, degrees of the scale, transposition, diatonic, chromatic, consonant, dissonant, conjunct, disjunct, circle of 5ths, major and minor keys up to four sharps and flats	Further work on key signatures and circle of 5ths. Introducing texture – monophonic, homophonic, polyphonic Harmonic concepts of drone/ostinato/pedal point	Introducing Structure – binary, ternary, rondo Revision of all key words and terms Composing tasks related to the above	Introducing Structure – binary, ternary, rondo Revision of all key words and terms Composing tasks related to the above	
Challenge		To improvise simple pentatonic melodies	Concept of chord sequence – perform and create melodies	Instruments of the Orchestra self study on FoS	What makes a good melody?	Starting points for GCSE composition – Passing Notes Education seminar	Starting points for GCSE composition – Passing Notes Education seminar	
Assessment		Verbal feedback on melodies	Listening tasks – two extracts to describe	Ensemble skills	Ensemble skills	Key words test	Solo Performance assessment	
W/C	2 <sup>nd</sup> November	9 <sup>th</sup> November	16 <sup>th</sup> November	23 <sup>rd</sup> November	30 <sup>th</sup> November	7 <sup>th</sup> December	<b>CHRISTMAS</b>	
Topic	Musical Forms and Devices – Style Periods		Set work Africa by Toto					
	Characteristics of Baroque, Classical and Romantic style periods Use of Music Technology in Composition	Characteristics of Baroque, Classical and Romantic style periods Use of Music Technology in Composition	Detailed and in-depth analysis of set work under the elements of music headings. Linked with composition tasks as set out in Eduqas digital resources.					
Challenge	Identify and describe features of three styles	Compose using music technology	Composing in a popular style	Composing in a popular style	Ensemble skills	Ensemble skills		
Assessment	Listening test (Eduqas digital resources)	Listening test (Eduqas digital resources)	Listening test (Eduqas digital resources)	Listening test (Eduqas digital resources)	Ensemble skills	Revision test on set work		

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## Justice Term

<b>W/C</b>	4 <sup>th</sup> January	11 <sup>th</sup> January	18 <sup>th</sup> January	25 <sup>th</sup> January	1st February	8 <sup>th</sup> February	<b>HALF TERM</b>
Topic	Set work 2 Bach Badinerie				AOS 2 Music for Ensemble: In WCT		
	Revision of key words and terms done in previous term. Introducing rhythmic and melodic dictation  Introduction to set work 2	In depth and detailed analysis of set work 2 according to the elements of music and key words			Looking at music for smaller ensembles in WCT trio sonata, chamber music – using all key words and terms from previous study		
Challenge	To compose in a WCT style using prior knowledge (solo instrument or solo instrument with accompaniment)	To compose in a WCT style using prior knowledge	To compose in a WCT style using prior knowledge	Relating set work to other works in a similar style	Composing for an ensemble in the WCT	Composing for an ensemble in the WCT	
Assessment	Revision Test of key words	Melodic dictation	Composition in a WCT style assessed	Revision test on set work 2	Revision test on set work 2	Solo performance 2	
<b>W/C</b>	22 <sup>nd</sup> February	1 <sup>st</sup> March	8 <sup>th</sup> March	15 <sup>th</sup> March	22 <sup>nd</sup> March	29 <sup>th</sup> March	<b>EASTER</b>
Topic	Music for Ensemble: Musical Theatre		Music For Ensemble: Jazz/Blues		Revision	Revision	
	Studying music in musical theatre ensembles in the context of key words and terms		Studying Blues /Jazz styles in the context of key words and terms		Revision of all key words and terms studied and working through more demanding listening tests eg Renrec set of tests. Special focus on melodic dictation	Revision of all key words and terms studied and working through more demanding listening tests eg Renrec set of tests. Special focus on melodic dictation	
Challenge	Composing for Musical Theatre		Composing for Blues/Jazz Ensemble		Ensemble skills	Ensemble skills	
Assessment	Listening test (Eduqas digital resources)	Listening test (Eduqas digital resources)	Listening test (Eduqas digital resources)	Listening test (Eduqas digital resources)	Revision test on everything!	Ensemble Performance	

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## Courage Term

W/C	19 <sup>th</sup> April	26 <sup>th</sup> April	3 <sup>rd</sup> May	10 <sup>th</sup> May	17 <sup>th</sup> May	24 <sup>th</sup> May	HALF TERM
Topic	AOS 3: Film Music			Revision	Mocks	Mocks	
	Introducing further terminology. Layering, further examples of imitation, chromatic movement and dissonance in harmony, leitmotifs, thematic transformation. Diabetic and non -diabetic music . The relationship between story and music. Special focus on extended writing (10 mark question)			Revision of all work in preparation for the mock exams	Mocks		
Challenge	Act on feedback to select and rehearse appropriate material for mock exam. Create a short piece of descriptive music according to a chosen film brief making use of technology			Solo or Ensemble Performance	Mocks		
Assessment	Practice papers	Practice papers	Practice papers	Practice papers	Mocks		
W/C	7 <sup>th</sup> June	14 <sup>th</sup> June	21 <sup>st</sup> June	28 <sup>th</sup> June	5 <sup>th</sup> July	12 <sup>th</sup> July	SUMMER
Topic	Work Experience	Free choice composition controlled assessment				Summer holiday work	
		Free choice composition controlled assessment				Revisiting any AOS where appropriate. Listening and Appraising tasks for the holiday Choice of performance pieces (solo and ensemble) finalised. Feedback on controlled assessment composition	
Challenge		Using composition marking grids to develop composition work relevant to target grade					
Assessment		Controlled Assessment					