



| This year in Music we will be learning: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | This links to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Key Vocabulary:                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                               |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                                       | <b>Component 3: Listening and Appraising-Instrumental Music</b> <ul style="list-style-type: none"> <li>Understand the musical features of the Classical and Romantic periods</li> <li>Explore what sonata form is and what the different sections are.</li> <li>What are the typical characteristics of Beethoven and how have they been implemented.</li> <li>How '<i>Pathetique</i>' is an example of early Romanticism.</li> </ul>                                                                       | Students have analysed Bach's ' <i>Brandenburg Concerto</i> ' in depth and explored the context of Baroque music and how this progressed into the Classical period. Students can use knowledge from previous set work analysis by using their vocabulary of the different elements when evaluating this score.                                                                                                                                                                                                                                                                                    | <b>Piano Sonata in C minor</b> <ul style="list-style-type: none"> <li>Pathetique</li> <li>Classical era</li> <li>Romantic,</li> <li>Chromatic,</li> <li>Diminished 7ths,</li> <li>Perfect cadences</li> <li>Interrupted cadence</li> <li>Augmented 6th Chords,</li> </ul> | <ul style="list-style-type: none"> <li>Homophonic,</li> <li>Monophonic,</li> <li>Exposition,</li> <li>Development,</li> <li>Recapitulation,</li> <li>Coda</li> <li>Fortepiano,</li> <li>Sustain pedal,</li> <li>Allegro di molto con brio,</li> <li>Allabreve,</li> <li>ornaments.</li> </ul> |
|                                         | <b>Component 3: Listening and Appraising-Fusions</b> <ul style="list-style-type: none"> <li>How can two styles of music be fused together.</li> <li>What are the musical features of Celtic and African music.</li> <li>What role technology plays in fusion music.</li> <li>What is a sound system and how does this impact the piece.</li> </ul>                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Release</b> <ul style="list-style-type: none"> <li>Drone,</li> <li>Loops</li> <li>Layering</li> <li>Heterophonic</li> <li>Polyphonic</li> <li>Strophic</li> <li>Uilleann Pipes</li> <li>Whistle</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Hurdy-gurdy</li> <li>Kora,</li> <li>Talking drum</li> <li>Celtic</li> <li>Bodhrán</li> <li>Fiddle</li> <li>Accordion</li> <li>Glissando</li> <li>Ornamentation.</li> </ul>                                                                             |
| 3                                       | <b>Component 3: Listening and Appraising-Revision of all set works</b> <ul style="list-style-type: none"> <li>How to write a sophisticated essay using point, evidence and explain.</li> <li>How to answer extended questions using key vocabulary.</li> <li>How to pick out key musical features of an unfamiliar piece.</li> <li>Revising all set works and using wider listening to support contextual information.</li> <li>How to complete dictation questions using a range of strategies.</li> </ul> | Students have completed analysis of all set works, they have completed listening questions and essay questions to assess learning. Students will be building on this knowledge to become competent in all elements of each set work.                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Melody,</li> <li>Harmony</li> <li>Texture</li> <li>Tempo</li> <li>Sonority</li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>Dynamics</li> <li>Rhythm</li> <li>Instrumentation</li> <li>Structure</li> <li>Tonality</li> </ul>                                                                                                                                                      |
| 5                                       | <b>Component 1: Performance</b> <ul style="list-style-type: none"> <li>How to perform with confidence using a range of performance techniques.</li> <li>How to perform in an ensemble effectively.</li> <li>Learn new performance skills to progress as a musician.</li> </ul>                                                                                                                                                                                                                              | Students have been completing performance work throughout KS3 including keyboard skills and vocal skills. Students may also be taking individual lessons in their instrument which support their performance skills further.<br><br>Students have been continually working on their solo performances throughout year 10 having completed a range a mock performances. Students can use these skills to support their ensemble work                                                                                                                                                               |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                               |
| 6                                       | <b>Component 2:Composition</b> <ul style="list-style-type: none"> <li>O to make your composition a complete piece.</li> <li>Understand how to compose to a set brief provided by the exam board.</li> <li>Exploring textures and instrumentation to enhance a composition.</li> <li>Using the elements of music effectively sophisticatedly to suit a specific style.</li> </ul>                                                                                                                            | Students have been completing composition work throughout KS3 including composing Pop Music using a typical pop structure and creating a fanfare/march melodic line. Students even completed elements of improvisation which support with melodic writing.<br><br>Students have been working on their free composition up until the end of year 10 where they have been exoring how to create music for their chosen style. Students are aware of what instruments they are comfortable writing for and know how to use the elements successfully to create a fluent and coherent piece of music. | <ul style="list-style-type: none"> <li>Melody,</li> <li>Harmony</li> <li>Texture</li> <li>Tempo</li> <li>Sonority</li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>Dynamics</li> <li>Rhythm</li> <li>Instrumentation</li> <li>Structure</li> <li>Tonality</li> </ul>                                                                                                                                                      |