Year: 10 Subject: Music	Curriculum Intent: Pupils develop their musical knowledge, understanding and skills through performing, composing and appraising. Pupils are encouraged to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities. make use of musical elements, techniques and resources to create and develop musical ideas with technical control and coherence; freely as the composer chooses, and responding to a brief or commission supplied by others make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical control and expression. This must be achieved by one or more of the following means: playing or singing music, improvising, or realising music using music technology.						
	Term 1  AoS 1: Instrumental Music  AoS 3 – Music For Stage and Screen – 'Main title: Rebel Blockade Runner' from Star wars		Term 2  AoS 3 – Music for stage and screen – 'Defying Gravity' from Wicked.AoS 4: Fusions 'Samba el Preludio' and AoS 4: Fusions 'Release' by Afro Celt Sound System		Term 3  AoS 1: Instrumental music – Beetoven's piano concerto no.8 and AoS 1: Instrumental music – Bach's Brandenburg Concerto		
Topic Titles (in order of delivery)	Instrumental Music Wider Listening.  Exploring pieces in genres related to the two set works, which will include: concerto grosso by Handel and piano sonata movements by Haydn and Mozart.  Free composition is ongoing.  Composition to a brief task setting.	Music for Stage and Screen set works. J. Williams: 'Main title/rebel blockade runner' (from the soundtrack to Star Wars Episode IV: A New Hope)  Set work in context, John Williams Performing forces, leitmotifs Structure, texture Rhythm/metre/tempo, Harmony and Tonality	Music for Stage and Screen set work S. Schwartz: 'Defying Gravity' (from the album of the cast recording of Wicked)  Musical elements, musical contexts and musical language related to the set work Popular contemporary musical theatre styles.	Music for Stage and Screen wider listening. Exploring pieces in genres related to musicals, including song from musicals like Matilda and Hairspray Relating the music to the set work studied through their use of musical elements, musical contexts and musical language. The wider listening will enhance the study of	Music for Stage and Screen wider listening Exploring pieces in genres related to film music, which will include excerpts from other film scores by Deborah Lurie and composers like Howard Shore. Relating the music to the set works studied through their use of musical elements, musical contexts	Discussion of composition briefs Using the guidelines in the specification as a basis for discussion as to how briefs might be tackled.  Revision and end of year examination.  Free composition is ongoing.  Preparation for the performance component is ongoing.	

	Preparation for the performance component is ongoing.	Free & Briefed composition is ongoing  Preparation for the performance component is ongoing	Free & Briefed composition is ongoing  Preparation for the performance component is ongoing	contemporary musical theatre.  Free composition is ongoing.  Preparation for the performance component is ongoing.	and musical language. The wider listening will enhance the study of matching music with images undertaken in the set work.  Free composition is ongoing.  Preparation for the performance component is ongoing.	
Key knowledge / Retrieval topics	An understanding of instrumental music forms and structures Reflect on, analyse and evaluate the piece in aural and/or written form, developing knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the repertoire and context.	Analyse general features of music for film. Reflect on, analyse and evaluate the piece in aural and/or written form, developing knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the repertoire and context.	To understand features of musicals from west-end theatre Reflect on, analyse and evaluate the piece in aural and/or written form, developing knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the repertoire and context.	Reflect on, analyse and evaluate the piece in aural and/or written form, developing knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the repertoire and context.	Reflect on, analyse and evaluate the piece in aural and/or written form, developing knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the repertoire and context.	Covering content that has been delivered to date. Reflect on, analyse and evaluate the piece in aural and/or written form, developing knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the repertoire and context.
Assessment	AO1: Perform with technical control, expression and interpretation	AO1: Perform with technical control, expression and interpretation	AO1: Perform with technical control, expression and interpretation	AO1: Perform with technical control, expression and interpretation	AO1: Perform with technical control, expression and interpretation	AO1: Perform with technical control, expression and interpretation

AO2: C	ompose and AO2: C	Compose and develop	AO2: Compose and	AO2: Compose and	AO2: Compose and	AO2: Compose and
develop	p musical ideas musica	al ideas with technical	develop musical ideas	develop musical ideas	develop musical ideas	develop musical ideas
with te	echnical control contro	ol	with technical control	with technical control	with technical control	with technical control
and col	herence and co	oherence	and coherence	and coherence	and coherence	and coherence
AO3: D	emonstrate and AO3: D	Demonstrate and	AO3: Demonstrate and	AO3: Demonstrate and	AO3: Demonstrate and	AO3: Demonstrate and
apply n	nusical knowledge apply r	musical knowledge	apply musical knowledge	apply musical knowledge	apply musical	apply musical knowledge
					knowledge	
AC	O4: Use appraising AO4: U	Use appraising skills to	AO4: Use appraising	AO4: Use appraising		AO4: Use appraising skills
sk	tills to make make e	evaluative and critical	skills to make evaluative	skills to make evaluative	AO4: Use appraising	to make evaluative and
ev	valuative and judgen	ments about music	and critical judgements	and critical judgements	skills to make	critical judgements about
cri	itical judgements		about music	about music	evaluative and critical	music
ab	oout music				judgements about	
					music	