

## Year 10 SOW MUSIC Autumn

Year:10	Topic/Theme – Musical devices	Unit Title: Musical devices AOS1	Term: Autumn 1
<p>Overview of SOW:</p> <p><b>Knowledge:</b> the key elements of music including Italian terms, texture, structure, harmony, tonality, rhythm, meter, instrumentation, instrumentation and vocal techniques, dictation both melodic and rhythmic. Chord and scale formation</p> <p><b>Skills:</b> to be able to identify Italian terms, texture, structure, harmony, tonality, rhythm, meter, instrumentation, instrumentation and vocal techniques, dictation both melodic and rhythmic. Chord and scale formation in unheard music.</p> <p><b>Performance-</b> to perform as a soloists with confidence and accuracy.</p> <p><b>End Point:</b> To be able to complete exam style questions for AOS 1 wider listening. To be able to assess personal goals and areas for development. To have a recording of a solo performance that meets GCSE grading criteria.</p>			
<p>Prior Learning: (Linked Topics)</p> <p>Instruments</p> <p>Structure</p> <p>Harmony</p> <p>Key elements</p>	<p>National Curriculum Links:</p>	<p>GCSE (or A Level) AO Links:</p> <p>Musical devices AOS1</p>	<p>Opportunities for mastery/stretch and challenge. Performances can be a variety of levels based on ability if required.</p>
<p>Key words/Vocabulary:</p> <p>Italian terms,</p> <p>Texture (monophonic, polyphonic, homophonic)</p> <p>Structure (Binary, ternary, rondo)</p> <p>harmony, tonality, (major, minor, pentatonic,)</p> <p>rhythm, meter, (compound )</p> <p>instrumentation,</p> <p>instrumentation and vocal techniques, (e.g pizzicato, falsetto, glissando etc)</p> <p>dictation both melodic and rhythmic.</p> <p>Chord and scale formation</p>	<p>Personal Development &amp; SMSC: through performing students will develop confidence and resilience. Through performances and evaluations students will learn respect.</p>	<p>Cultural Capital opportunities: Western Classical music, historical composers, purpose of music</p>	
	<p>Low Stake Assessment: during various lessons students will complete listening exercises to gauge their ability to apply the knowledge while listening to music.</p>	<p>Group/Pair work opportunities: All lessons will include practical work where students are required to work within a group and Independently.</p>	

<b>Key Questions</b> While listening to music – questions such as, what is the tonality? What instrument is playing the melody? What is the structure etc?		Formative Assessment/AFL: (Pit stops/DIRT) Performances will be regularly listened to and feedback given. Regular low stake assessments based on key words End of topic full assessment with % grade			Talking Points (oracy/discussion) opportunities: After listening to music and performances students are encouraged/expected to give feedback and discuss with appropriate subject specific language.		
		Summative % Assessment links: Skills tested: Solo performance Evaluation performance Choosing a performance in relation to a mark scheme  Assessment style/questions: exam style listening questions ranging from 1-10 marks. This will be set work or wider listening related.  % based theory paper at end of each half term.  Performance Performance evaluation referring to the success criteria and key elements  Ongoing low stake listening questions crossing over and recapping different topics			Cross Curricular links: History- Europe from 1600-1900 Geography		
Week. Lesson	Objectives/ PLC	Activities	Assessment	Resources	Key words	Focus Group/ differentiation	Home learning
Week 1 Lesson 1	Identify key words within AOS 1- Western Classical Music To identify key elements	<b>Starter</b> Complete as many key words as they can on sheet Identify key elements <b>Main</b>	Pitstop/audit to test what work was completed during lockdown.	Key work sheets Variety of listening examples	Melody, harmony, tonality, structure, timbre, texture, tempo, metre,	New seating plan EAL: Reinforce key words are correctly defined.	

	(melody, instrumentation, structure, harmony) within unheard pieces of music	Listen to 3 different music from baroque and classical compare in books <b>Plenary</b> Review of key elements in AOS1	Students to complete action plan based on marks and identified areas for development-to be added to teacher tracker		rhythm, dynamics, articulation	SEN: Reinforce key words are correctly defined	
Week 2	To identify strengths and weakness of performance skills Select appropriate repertoire in accordance with grading scheme	<b>Starter</b> Listen to examples of solo performances. Evaluate against mark scheme <b>Main</b> Complete skills audit Choose 2-3 pieces that they think meet the criteria Perform selection to class <b>Plenary</b> As a class discuss performances against marking scheme, select most appropriate piece of themselves.	<b>Reflecting on choice of repertoire against marking criteria to select best piece for solo performance</b>	AQA solo performance assessment grid Skills audit	Accuracy, communication, interpretation, pitch, fluency, intonation, dynamics,	PP- ensure they have opportunity to practice, practice rooms availability if required during break and after school	Select final solo performance piece
Week 3	To identify key features of Bach's music, his life and influences	<b>Starter:</b> 10 facts about Bach from power point Listen to 3 examples	<b><u>PITSTOP</u></b> <b><u>Wider listening aos 1</u></b> <b><u>Put on tracker</u></b>	Power point (history of Bach, symphony, badinerie)	Symphony, form, structure, key signatures, modulation,	EAL/SEN: ensure key features identified are allocated into	History of Bach

	Key features of the symphony, background, purpose, structure	of his work –discuss features and opinions <b>Main:</b> What is a symphony- key features from power point Listen to 2 examples- Identify key features <b>Badinerie</b> Background Listen to selection from each movement – identify key elements <b>Plenary</b> Listen to 2 <sup>nd</sup> movement- Badinerie		Listening examples X3 Bach Badinerie	tonality, time signatures.	the correct elements.	
Week 4	Develop technique for solo performance Identify areas for development	<b>Starter</b> Class to introduce final selection for solo performance <b>Main</b> Identify target area for this lessons performance Practice with attention to identified focus <b>Plenary</b> Selection of performances	Students to identify areas for development and a specific focus for the lessons	Backing track/ accompaniment if necessary	Accuracy, communication, interpretation, pitch, fluency, intonation, dynamics,	PP-ensure practice has been completed	
Week 5	Identify key features of the melody in the 2 <sup>nd</sup>	<b>Starter</b> Listen to 2 <sup>nd</sup> mov Badinerie		Mov 2 Score Mov 2 recording Key word sheets	Conjunct, disjunct, triadic, broken chords,	MA- ensure all keywords are highlighted on	Symphony introduction

	<p>movement of The Badinerie</p> <p>Explore use of transposed instruments</p>	<p><b>Main</b> From key words sheet identify which are MELODIC features Identify transposed instruments Analyse score- identify instruments playing melody Identify and annotate melodic techniques on the score.</p> <p><b>Plenary</b> Listen to unrelated piece of music, identify melodic features</p>		<p>Powerpoint with key words.</p>	<p>arpeggio, interval, octave, passing notes, diatonic, chromatic, slide, ornamentation, acciaccaturas, appoggiaturas, ostinato, phrasing, articulation</p>	<p>score</p> <p>EAL/SEN- check definitions are correct</p>	
Week 6	<p>Evaluate strengths and weaknesses within own performance</p>	<p><b>Starter</b> Review targets from last performance lesson</p> <p><b>Main</b> Practice with focus on a particular for development</p> <p><b>Plenary</b> One performance, discuss strengths and areas for development according to the mark scheme</p>	<p>Students to self assess their own performance giving themselves targets and areas for development</p>	<p>Backing tracks</p>	<p>Accuracy, communication, interpretation, pitch, fluency, intonation, dynamics,</p>	<p>PP-ensure practice has been completed, if not schedule supervised practice</p>	
Week 7	<p>Explore harmony and tonality</p>	<p><b>Starter</b> Quick fire harmony</p>	<p>MINI ASSESSMENT-</p>	<p>Score <b>KEY SIGNATURE</b></p>	<p>Harmony, tonality,</p>	<p>MA- ensure all keywords are</p>	<p>Key words- Bach</p>

	<p>within 2<sup>nd</sup> Mov Badinerie Evaluate knowledge gained so far and target for development</p>	<p>key words Identify the tonality and cadences <b>Main</b> On score highlight key harmonic features, annotate keys/cadences/ key features <b>Plenary</b> Cadence song</p>	<p><b>SYMPHONY and BACH-</b> Mark on tracker Green pen areas for development</p>	<p><b>SHEETS</b> Keywords Listening example Relative major minor sheets</p>	<p>diatonic, chromatic, constant, dissonant, pedal, drone, cadences- perfect, plagal, interrupted, imperfect, tierce de Picardie, major, minor, dominant 7ths</p>	<p>highlighted on score  EAL/SEN- check definitions are correct</p>	
Week 8	<p>To perform part of their chosen piece, assess performance in accordance with the mark scheme, identify areas of strength and for development.</p>	<p><b>Starter</b> Discuss areas of strength and targets <b>Main</b> Practice solo performances Perform to the class (record) <b>Plenary</b> Assess performance in accordance with the marking policy</p>	<p><b>PITSTOP PERFORMANCE</b> Mark on tracker Green pen areas for development</p>	<p>Backing tracks, accompaniment recorder</p>	<p>Accuracy, communication, interpretation, pitch, fluency, intonation, dynamics,</p>	<p>PP- Ensure all have met practice targets.</p>	<p>Practice plan for solo performance</p>
Week 9	<p>To identify key structural elements within movement 2 The Badinerie.</p>	<p><b>Starter</b> Quick structure words. Listening examples, theme and variations, binary/ ternary form. <b>Main</b> On score highlight key structural features,</p>		<p>Score Key words sheets Power point of information</p>	<p>Binary, ternary, rondo, arch shape, through-composed, theme and variations, sonata, minuet, trio, scherzo,</p>	<p>MA- ensure all keywords are highlighted on score  EAL/SEN- check definitions are correct</p>	<p>Model essay Badinerie</p>

		annotate all areas of structural changes. <b>Plenary</b> Extended listening- Identify structure			trio, call and response, ground bass, basso continue, cadenza		
Week 10	Final audit and targets for solo performance – record next week	<b>Starter</b> Go through grading criteria <b>Main</b> Identify areas for targeted practice <b>Plenary</b> performances	<b>End of term assessment</b>	Backing tracks, accompaniment	Accuracy, communication, interpretation, pitch, fluency, intonation, dynamics,	PP- Ensure all have met practice targets, have allocated time to practice before next week	
Week 11	To identify timbre, texture and dynamics within The Badinerie	<b>Starter</b> Go through grading criteria <b>Main</b> Identify areas for targeted practice <b>Plenary</b> performances		Score Key words sheets Power point of information			

## SPRING TERM

<b>Year 10 SOW- SPRING TERM AOS 3 AFRICA</b>			
Year:10	Topic/Theme – AFRICA- set work – pop music wider listening	Unit Title: AFRICA set work	Term: Spring term

Overview of SOW:

Knowledge:

All key musical features of AFRICA including, historical information, instrumentation, rhythm and meter, harmony, chords and chord progression, melody, vocal and instrumental techniques, structure and tempo

Wider listening- the history of rock and pop music

The key features of rock and pop music

The developments of rock and pop music

The sub genres of rock and pop music

The structure of rock and pop music

Voice types

Skills: To be able to identify all of the above key features of this music when listening to it. To be able to complete melodic and rhythmic dictation. To analyse a musical score for the set work.

To be able to compose music against own specified brief. To suggest improvements and evaluate compositions against the mark scheme

Wider listening- to be able to identify key features in rock and pop music while listening to examples. To analysis different styles of music while listening to examples

**End Point: To have a thorough knowledge of AFRICA covering all aspects. To be able to answer exam style questions on AFRICA.**

**Wider listening- to be able to identify key features in rock and pop music while listening to examples. To analysis different styles of music while listening to examples. to answer exam style questions on wider listening/unheard rock and pop music including historical and cultural questions.**

<p>Prior Learning: (Linked Topics)</p> <p>Instruments</p> <p>Structure</p> <p>Harmony</p> <p>Key elements</p>	<p>National Curriculum Links:</p>	<p>GCSE (or A Level) AO Links:</p> <p>AOS 3 pop music</p>	<p>Opportunities for mastery/stretch and challenge. Performances can be a variety of levels based on ability if required.</p>
<p>Key words/Vocabulary:</p> <p>Italian terms,</p> <p>Texture (monophonic, polyphonic, homophonic)</p> <p>Structure (Binary, ternary, rondo) verse, stropic</p> <p>harmony, tonality, (major, minor, pentatonic,)</p> <p>rhythm, meter, (compound )</p>	<p>Personal Development &amp; SMSC: through performing students will develop confidence and resilience. Through performances and evaluations students will learn respect.</p>	<p>Cultural Capital opportunities: British and American culture 1970s</p>	

<p>instrumentation, instrumentation and vocal techniques, (e.g pizzicato, falsetto, glissando etc) dictation both melodic and rhythmic. Chord and scale formation</p> <p><b>Key Questions</b> While listening to music – questions such as, what is the tonality? What instrument is playing the melody? What is the structure etc?</p>	<p>Low Stake Assessment: during various lessons students will complete listening exercises to gauge their ability to apply the knowledge while listening to music.</p>	<p>Group/Pair work opportunities: All lessons will include practical work where students are required to work within a group and Independently.</p>
	<p>Formative Assessment/AFL: (Pit stops/DIRT) Performances will be regularly listened to and feedback given. Regular low stake assessments based on key words End of topic full assessment with % grade</p>	<p>Talking Points (oracy/discussion) opportunities: After listening to music and performances students are encouraged/expected to give feedback and discuss with appropriate subject specific language.</p>
	<p>Summative % Assessment links: there will be low stake tests throughout the majority of lessons with a specific target e.g rhythm, structure melody etc. Key words will regularly assessed. At the end of the scheme a mock exam question will be given and a % mark.</p>	<p>Cross Curricular links: History- 1970s British and American culture Geography</p>

Week. Lesson	Objectives/ PLC	Activities	Assessment	Resources	Key words	Focus Group/ differentiation	Home learning
Week 1 Lesson 1	Pop music through the ages linked to listening questions	<p><b>Starter</b> Timeline of pop music</p> <p><b>Main</b> Knowledge organiser for each style of music including instrumentation, technology and structure</p> <p><b>Plenary</b> Listening quiz</p>	Listening quiz /10	Key work sheets Powerpoint Variety of listening examples	Melody, harmony, tonality, structure, timbre, texture, tempo, metre, rhythm, dynamics, articulation	New seating plan EAL: Reinforce key words are correctly defined. SEN: Reinforce key words are correctly defined	Key words instrumental techniques
Week 2	Rock music- history and key	<p><b>Starter</b> Recap key feature of</p>		Power point Listening	Reverb Distortion		Key words vocal

	elements. Rock music through the ages and the importance of technology	pop music- listening quiz- match the sound to the ear <b>Main</b> Rock feature- famous bands- comparison of remixes. Technology match up- how are the sounds made? Match the tech to the song <b>Plenary</b> Technology knowledge organiser		examples	Overdrive Theramin Moog Synthesiser.		techniques
Week 3	AFRICA background	<b>Starter:</b> Rick band bingo <b>Main:</b> On knowledge organiser sheet- fill in detailed sections- make your own band sheet- complete information for each player Key points for the album and context <b>Plenary</b> Rainbow/Black Sabbath / Deep purple family tree	<a href="#">PITSTOP</a> <a href="#">Pop music listening quiz</a>			EAL/SEN: ensure key features identified are allocated into the correct elements.	Rainbow facts
Week 4	AFRICA structure and harmony	<b>Starter</b> On score highlight	Peer assessment		Middle 8 Bridge	Differentiated treasure hunt	Structure key words

		<p>sections</p> <p><b>Main</b> Annotate score identifying each section. Harmony hide and seek, find the facts around the room. Put facts in order on the score</p> <p><b>Plenary</b> Writing peer questions</p>			<p>Verse Introduction Coda Outro</p>	<p>with bar numbers</p>	
Week 5	AFRICA – instrumentation and technology	<p><b>Starter</b> Mighty music man instrument quiz</p> <p><b>Main</b> Match ups- cards to instrument sounds Profile for each instrument Highlight features of each instrument. Interactive guide to technology Outline all technology used</p> <p><b>Plenary</b> Technology knowledge organiser with images</p>			<p>Reverb Tremolo Glissando Portamento Distortion Falsetto Fills Moog Theramin</p>	<p>MA- ensure all keywords are highlighted on score</p> <p>EAL/SEN- check definitions are correct</p>	Guitar techniques
Week 6	AFRICA extended writing	<p><b>Starter</b> Treasure hunt- find the features on the score</p> <p><b>Main</b></p>	Peer assessment		<p>Middle 8 Bridge Verse Introduction Coda</p>	<p>Writing frames to support structure and sentence starters</p>	The development of the keyboard

		<p>Model essay questions and structure</p> <p>Write 'flexible' sentences and order for each question</p> <p>Complete 3 examples</p> <p><b>Plenary</b></p> <p>Peer questions- write a question that they can mark themselves for their partner</p>			<p>Outro</p> <p>Reverb</p> <p>Tremolo</p> <p>Glissando</p> <p>Portamento</p> <p>Distortion</p> <p>Falsetto</p> <p>Fills</p> <p>Moog</p> <p>Theramin</p>		
Week 7	Rock music wider listening	<p><b>Starter</b></p> <p>Quick fire rock features</p> <p><b>Main</b></p> <p>Listening examples then retrospective answers – what will the question be?</p> <p>Each table to do a 5 minute talk about rock music</p> <p><b>Plenary</b></p> <p>Cadence song</p>	<p>PITSTOP</p> <p>AFRICA</p> <p>Mark on tracker</p> <p>Green pen areas for development</p>	<b>KEY SIGNATURE SHEETS</b>	<p>Score</p> <p>Keywords</p> <p>Listening example</p> <p>Relative major</p> <p>minor sheets</p>	<p>MA- ensure all keywords are highlighted on score</p> <p>EAL/SEN- check definitions are correct</p>	AFRICA knowledge organiser
Week 8	Pop music wider listening	<p><b>Starter</b></p> <p>Quick fire rock features</p> <p><b>Main</b></p> <p>Listening examples then retrospective answers – what will the question be?</p> <p>Each table to do a 5</p>		Knowledge organisers	<p>Modulations</p> <p>Structure</p> <p>Tonic</p> <p>Dominant</p> <p>Cadence</p>		Pop music knowledge organiser

		minute talk about pop music <b>Plenary</b> 4 chords any song video					
Week 9	Pop music extended writing.	<b>Starter</b> Treasure hunt- find the features on the score <b>Main</b> Model essay questions and structure Write 'flexible' sentences and order for each question Complete 3 examples <b>Plenary</b> Peer questions- write a question that they can mark themselves for their partner					Revision
Week 10	Assessment	<b>Starter</b> Target revision	End of term assessment				Structure key words

Week 11	Recap AFRICA	<b>Starter</b> Go through grading criteria <b>Main</b> Identify areas for targeted work <b>Plenary</b> Presentations					AFRICA essay packs
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## Summer term

Year 10SOW MUSIC Summer term			
Year:10	Topic/Theme – ensemble and film music	Unit Title: AOS 3 and 4	Term: Summer term
<p>Overview of SOW:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>Ensemble-: the history of ensemble music</li> <li>The key features of ensemble music</li> <li>Different ensembles</li> <li>The developments of ensemble music</li> <li>The sub genres of ensemble music including styles of jazz</li> <li>The structure of ensemble music</li> <li>Film- the history of film music</li> <li>The key features of film music</li> <li>Key composers for film music</li> <li>The developments of film music</li> <li>The sub genres of film music</li> <li>The structure of film music</li> </ul>			

**The use of technology in music composition**

Skills: ensemble- To be able to identify all of the above key features of this music when listening to it. To be able to complete melodic and rhythmic dictation. To analyse a musical score for the set work.

To be able to compose music against own specified brief. To suggest improvements and evaluate compositions against the mark scheme

Film- to be able to identify key features in rock and pop music while listening to examples. To analysis different styles of music while listening to examples.

End Point: ensemble- to be able to identify key features in ensemble music while listening to examples. To analysis different styles of music while listening to examples. to answer exam style questions on wider listening/unheard ensemble music including historical and cultural questions.

Film- to be able to identify key features in film music while listening to examples. To analysis different styles of music while listening to examples. to answer exam style questions on wider listening/unheard film music including historical, technology rr and cultural questions.

<p>Prior Learning: (Linked Topics)</p> <p>Instruments Structure Harmony Key elements</p>	<p>National Curriculum Links:</p>	<p>GCSE (or A Level) AO Links: AOS 2 &amp; 4 Ensemble and film music</p>	<p>Opportunities for mastery/stretch and challenge. Performances can be a variety of levels based on ability if required.</p>
<p>Key words/Vocabulary:</p> <p>Italian terms, Texture (monophonic, polyphonic, homophonic) Structure (Binary, ternary, rondo) verse, stropic harmony, tonality, (major, minor, pentatonic,) rhythm, meter, (compound ) instrumentation, instrumentation and vocal techniques, (e.g pizzicato, falsetto, glissando etc) dictation both melodic and rhythmic. Chord and scale formation</p>	<p>Personal Development &amp; SMSC: through performing students will develop confidence and resilience. Through performances and evaluations students will learn respect.</p>	<p>Cultural Capital opportunities: British and American film clture</p>	
<p><b>Key Questions</b></p> <p>While listening to music – questions such as, what is the tonality? What instrument is playing the melody? What is the structure etc?</p>	<p>Low Stake Assessment: during various lessons students will complete listening exercises to gauge their ability to apply the knowledge while listening to music.</p>	<p>Group/Pair work opportunities: All lessons will include practical work where students are required to work within a group and Independently.</p>	
	<p>Formative Assessment/AFL: (Pit stops/DIRT) Performances will be regularly listened to and feedback given. Regular low stake assessments based on key words</p>	<p>Talking Points (oracy/discussion) opportunities: After listening to music and performances students are encourages/expected to give feedback and discuss with appropriate subject</p>	

		End of topic full assessment with % grade		specific language.			
		<p>Summative % Assessment links:  there will be low stake tests throughout the majority of lessons with a specific target e.g rhythm, structure melody etc. Key words will regularly assessed.  At the end of the scheme a mock exam question will be given and a % mark.</p>		Cross Curricular links: History- 1970s British and American culture Geography			
Week. Lesson	Objectives/ PLC	Activities	Assessment / key questions	Resources	Key words -	Focus Group/ differentiation	Home learning Key word quiz
Week 1  Broadway 1950s and 1960s	To explore the key features of Broadway music from the 1950s and 1960s	<b>Starter:</b> <b>Plenary:</b> Exam question in booklet- mark on PLC	Key word quiz  Plenary listening questions- marked on PLC	Key word sheets  Working booklets  Listening questions			<b><u>Instrument Families</u></b> <b><i>Strings</i></b> <b><i>Brass</i></b> <b><i>Percussion</i></b> <b><i>Woodwind</i></b> What instruments are in these families? You need to name 2 for each
Week 2	To explore the key features of	<b>Starter:</b> Key word quiz from	Key word quiz	Key word sheets			Pizzicato Portamento

Rock music 60s and 70s	Rock Music from the 1960s and 1970s	home learning. <b>Plenary:</b> Exam question in booklet-mark on PLC	Plenary listening questions-marked on PLC	Working booklets  Listening questions			A capella Pedal Continuo Conjunct Symphony Primary Chords
Week 3 Set work: Little help from my Friends	To explore further dealer and revision activities for With a Little Help	<b>Starter:</b> Key word quiz from home learning.  <b>Plenary:</b> Exam question in booklet-mark on PLC	Key word quiz  Plenary listening questions-marked on PLC	Key word sheets  Working booklets  Listening questions			Arco Falsetto Disjunct Retrograde Syncopation Chromatic Alto Accidental
Week 4  Set work: Within you without you	To explore the key features of Within you without you	<b>Starter:</b> Key word quiz from home learning.  <b>Plenary:</b> Exam question in booklet-mark on PLC	<b>PITSTOP</b> Green pen	Key word sheets  Working booklets  Listening questions			Soprano Oratorio Inversion Dotted rhythm Lesley speaker Augmentation  Glissando Extended chords
Week 5  Set work: Lucy in	To explore the key features of Lucy in the Sky With Diamonds	<b>Starter:</b> Key word quiz from home learning.	<b>Compositions finished</b>	Key word sheets  Working			Polyphonic Triplets Skank rhythm

the Sky With Diamonds		<b>Plenary:</b> Exam question in booklet-mark on PLC		booklets Listening questions			Diminution Leitmotif Trill Panning Modal
			HALF TERM				
Week 6  Exam							
Week 7 British Folk	To explore the key features of British folk Music	<b>Starter:</b> Key word quiz from home learning.  <b>Plenary:</b> Exam question in booklet-mark on PLC	Key word quiz  Plenary listening questions-marked on PLC	Key word sheets  Working booklets  Listening questions.			Binary Polyphonic Programme music Sonata Son rhythm Transposing instruments Atonal Sustain

Week 8 Blues	To explore the key features of Blues	<b>Starter:</b> Key word quiz from home learning.  <b>Plenary:</b> Exam question in booklet-mark on PLC	Key word quiz  Plenary listening questions-marked on PLC	Key word sheets  Working booklets  Listening questions			Rondo Monophonic Symphony Key signature Modulation Recapitulation Tenor Continuo
Week 9 Fusions	To explore the key features of Fusions	<b>Starter:</b> Key word quiz from home learning.  <b>Plenary:</b> Exam question in booklet-mark on PLC	Key word quiz  Plenary listening questions-marked on PLC	Key word sheets  Working booklets  Listening questions			Exposition Bass Pedal note Imperfect cadence Rondo form Scalic Lowrey Organ
Week 10 Latin		<b>Starter:</b> Key word quiz from home learning.  <b>Plenary:</b> Exam question in booklet-mark on PLC	Key word quiz  Plenary listening questions-marked on PLC	Key word sheets  Working booklets  Listening questions			Arpeggio Compound time Fortissimo Allegro Andante Triplets Crescendo

## Year 10 BTEC SOW MUSIC Autumn 2

Week.	Objectives/	Activities	Assessment	Resources	Key words	Focus Group/
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Lesson	PLC					differentiation
Week 1 Lesson 1	Performance and creative roles	<p><b>Music industry jobs guide – section 1</b></p> <p><b>Group activity:</b> learners to brainstorm as many job roles as they can in the following categories:</p> <ul style="list-style-type: none"> <li>• performance/creative</li> <li>• management and promotion</li> <li>• recording</li> <li>• media and other.</li> </ul> <p><b>Teacher presentation:</b> performance and creative roles video-descriptions.</p> <p><b>Group activity:</b> develop material for the jobs guide. Groups should produce documentation, posters, job adverts, etc.</p> <p><b>Plenary: Class activity:</b> Present roles</p>		<p>Books</p> <p>Course outline</p> <p>Performance logs</p> <p>Recording log</p> <p>Home learning booklets</p>	<p>Musician</p> <p>Composer/Songwriter/Producer</p> <p>Musical director</p> <p>Live sound technician</p> <p>Roadie (backline technical support)</p> <p>Instrumental support, guitar tech, drum tech</p>	<p>EAL: Reinforce key words are correctly defined.</p> <p>SEN: Reinforce key words are correctly defined</p>
Week 1 lesson 2 Coursework	To identify strengths and	<p><b>Starter</b> Select appropriate groups</p> <p><b>Main</b></p>	<b>Reflecting on choice of repertoire</b>	BTEC group performance assessment	Accuracy, communication, interpretation, pitch, fluency, intonation, dynamics,	PP- ensure they have opportunity to practice, practice

- group performance	weakness of performance skills Select appropriate repertoire in accordance with grading scheme	Choose repertoire and create practice plan <b>Plenary</b> Complete logs, rehearsal schedule	<b>against marking criteria to select best piece for group performance</b>	grid Skills audit Performance books/logs Recording logs		rooms availability if required during break and after school
Week 2 lesson 1 (single) Management and promotional roles	To recall the different management and promotional roles of the music industry To explain what each role does	<b>Starter:</b> Manager: watch video notes about job role <b>Main:</b> Responsibilities of a manager. How to become a manager Producer video- job description for a promoter <b>Plenary</b> Mock interviews				EAL/SEN: ensure key features identified are Handouts MA- detailed analysis
Week 2 lesson 2 & 3 (double) <b>Coursework - Group Performance</b>	To record a performance that will be used as a base line for monitoring progress throughout the year.	<b>Starter</b> Class to introduce final selection for group performance <b>Main</b> Record baseline performance <b>Plenary</b> Complete log	<b>BASELINE PERFORMANCE</b> <b>Mark on tracker</b> <b>Green pen areas for development in log books</b> <b>Recording books</b>	Backing track/ accompaniment if necessary  Log books	Accuracy, communication, interpretation, pitch, fluency, intonation, dynamics,	PP-ensure practice has been completed MA- ensure that choice is appropriate for their standard of playing
Week 3	To know	<b>Starter</b>		Hand out-		MA- ensure all

<p>lesson 1- theory Recording and media roles</p>	<p>about different types of Jobs are available for recording and media roles To analyse and identify skills and experience required for getting these positions</p>	<p>Who works in a studio Who is involved in making an album <b>Main</b> Watch clip, identify the roles involved in studio work. Job descriptions Media role Define and create job descriptions <b>Plenary</b> Top 10 tips</p>		<p>venues Video links Homework booklets</p>		<p>keywords are highlighted  EAL/SEN- check definitions are correct</p>
<p>Week 3 lesson 2- course work- Group performance</p>	<p>Evaluate strengths and weaknesses within own performance</p>	<p><b>Starter</b> Review targets from last performance lesson <b>Main</b> Practice with focus on a particular for development <b>Plenary</b> One performance, discuss strengths and areas for development according to the mark scheme Complete log books</p>	<p>Students to self assess their own performance giving themselves targets and areas for development</p>	<p>Backing tracks Log books</p>	<p>Accuracy, communication, interpretation, pitch, fluency, intonation, dynamics,</p>	<p>PP-ensure practice has been completed, if not schedule supervised practice</p>
<p>Week 4 lesson 1 and 2 Theory</p>	<p>performers and audience are</p>					<p>MA- ensure all keywords are highlighted</p>

How and why workers are employed	kept safe					EAL/SEN- check definitions are correct. Support sheets are filled in
Week 4 lesson 3- coursework group performance	To perform part of their chosen piece, assess performance in accordance with the mark scheme, identify areas of strength and for development	<p><b>Starter</b> Discuss areas of strength and targets</p> <p><b>Main</b> Practice group performances Assess performance in accordance with the marking policy</p> <p><b>Plenary</b> Complete log book</p>	Complete log book-progress check	Backing tracks, accompaniment recorder Log books	Accuracy, communication, interpretation, pitch, fluency, intonation, dynamics,	PP- Ensure all have met practice targets.
Week 5 lesson 1- getting a break and starting out						
Lesson 5 2 Course work Group	Final audit and targets for solo performance –record next week	<p><b>Starter</b> Go through grading criteria</p> <p><b>Main</b> Identify areas for targeted practice</p> <p><b>Plenary</b> performances</p>	Practice plan audit in home learning journal	Log books	Accuracy, communication, interpretation, pitch, fluency, intonation, dynamics,	PP- Ensure all have met practice targets, have allocated time to practice before next week

Week 6 Group performance (double lesson)	To record chosen piece and assess progress made against baseline recording/	<b>Starter-</b> listen to baseline recordings Main: practice with a focus on self set targets Record all work	<b>Record Mark in Tracker</b> Grade in Log books			
Week 6 Careers fair			Evaluate all performance work and progress made			
Week 7: Coursework						
Week 7 lesson 2 Unions	To complete a written exam for Unit 1 learning Aim B		<b>Written exam put on tracker</b> Summative assessment filled in- stick in books	Exam papers		