

## Music Department – Long Term Plan for KS4 – Year 10

Lesson	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><b>First Lesson of the week</b></p>	<p>Baseline Assessment completed and catching up of basic theory principals and being confident with notation forms.</p> <p><b>Learn the theory around the key compositional elements:</b></p> <p><b>Rhythm and Metre</b>  <b>Melody (melodic and rhythmic devices) and Texture</b>  <b>Harmony (various chord forms) and Tonality (various keys and modulation)</b>  <b>Dynamics, Articulation, Timbre and Sonority Structure</b></p> <p><b>The above should be taught in conjunction with the composition lesson of the week.</b></p> <p><b>Getting the class used to working together in smaller and larger groups.</b></p> <p>Complete a practical and listening task based around the element that has been covered in the previous lesson of the same week (Tonality, for example).</p> <p>Set a homework each week based around the particular element that has been covered (use the CGP theory-based workbook)</p>	<p>Continuation of the Elements of Music: <b>Rhythm and Metre</b>  <b>Melody (melodic and rhythmic devices) and Texture</b>  <b>Harmony (various chord forms) and Tonality (various keys and modulation)</b>  <b>Dynamics, Articulation, Timbre and Sonority Structure</b></p> <p><b>The above should be taught in conjunction with the composition lesson of the week.</b></p> <p>Preparation for first solo performance to be recorded.</p> <p>Complete a practical and listening task based around the element that has been covered in the previous lesson of the same week.</p> <p><b>Begin work on AOS2 Popular Music &amp; Study Piece = Queen</b></p> <ul style="list-style-type: none"> <li><i>Bohemian Rhapsody</i></li> </ul> <p><b>Context and analysis of the set work.</b></p>	<p>Continuation of: <b>Area of Study 2 – Popular Music.</b></p> <ul style="list-style-type: none"> <li>Film and computer gaming music from 1990 to the present</li> <li>Popular music from the 1990's to the present</li> <li>The music of Broadway 1950's to 1990's</li> <li>Rock Music of the 1960's and 1970's</li> <li>Musicals</li> <li>Voices and Instruments in Pop</li> </ul> <p>Listening exercises completed in each lesson.</p> <p>Study piece = Queen</p> <ul style="list-style-type: none"> <li><i>Bohemian Rhapsody</i></li> </ul> <p>Context and analysis of the set work.</p>	<p><b>Area of Study 2 – Popular Music</b></p> <p>Include practical elements when completing the sections of this area:</p> <ul style="list-style-type: none"> <li>Film and computer gaming music from 1990 to the present</li> <li>Popular music from the 1990's to the present</li> <li>The music of Broadway 1950's to 1990's</li> <li>Rock Music of the 1960's and 1970's</li> <li>Musicals</li> <li>Voices and Instruments in Pop</li> </ul> <p>Listening exercises completed in each lesson.</p> <p>Study piece = Queen</p> <ul style="list-style-type: none"> <li><i>The Seven Seas of Rhye</i></li> </ul> <p>Context and analysis of the set work.</p>	<p><b>Area of Study 2 – Traditional Music.</b></p> <ul style="list-style-type: none"> <li>Contemporary Latin music</li> <li>Contemporary folk music of the British Isles</li> <li>Jazz and Blues Music</li> <li>Fusion music incorporating African and/or Caribbean music</li> </ul> <p>Making sure that practical elements and performances are included as part of the lesson.</p> <p>Listening exercises completed in each lesson.</p> <p>Study piece = Queen</p> <ul style="list-style-type: none"> <li><i>Love of my Life</i></li> </ul> <p>Context and analysis of the set work.</p>	<p><b>Area of Study 2 – Traditional Music.</b></p> <ul style="list-style-type: none"> <li>Contemporary Latin music</li> <li>Contemporary folk music of the British Isles</li> <li>Jazz and Blues Music</li> <li>Fusion music incorporating African and/or Caribbean music</li> </ul> <p><b>Add in time for recap of previous knowledge for AoS covered.</b></p> <p>Making sure that practical elements and performances are included as part of the lesson.</p> <p>Listening exercises completed in each lesson.</p> <p>Preparation for Year 10 Performance and listening and analysis paper will be completed.</p> <p><b>Go through specific revision techniques and exam questions. Use resources like CGP Listening, listening homework, Zig Zag Music and Rheingold Listening.</b></p>

<p><b>Second Lesson of the week</b></p>	<p><b>Preparation for comps.</b> Class working together as an ensemble on small comps exercises to be used to working together. Starting point with basics in theory, notation, chords, harmony, making sure that they are clear on all the elements of music. Clear on the functions and use of Sibelius as a compositional tool. <b>Each week should follow a particular element listed in the Lesson One week section (example – Tonality)</b> <b>Pupils to learn short cuts and basics on Sibelius.</b></p>	<p><b>Compositional Techniques</b> Working specifically on the elements of Melody, Harmony, Rhythm, metre and Tempo and Tonality. Completing small compositional exercises and using Sibelius to notate them once keyboards and guitars have been used for the creative element first. <b>Composition exercise of a Waltz will then be completed over the next 6 weeks. This must incorporate everything they have learnt, from the elements: Melody, Rhythm, Tonality, Modulating, Structure, Texture.</b> Writing accompaniment and a melody line. Using Bass Clef and Treble Clef. Working with instruments that the pupils are specifically trained on and familiar with to start with.</p>	<p><b>Compositional Techniques and working on skills using instruments rather than just using Sibelius.</b> Encourage pupils to use instruments and work on compositions in a different way. Use phones to record ideas. Work on how to produce annotations for their compositions. Go through examples of other students and analyse. Look carefully at the composition mark scheme and get pupils to mark work for themselves in small groups so as to become more familiar with the Mark scheme. Also look at examples of programme notes for compositions and how to apply the elements.</p>	<p>Compositional Techniques and Performance Skills. Bringing together all the compositional Technique exercises that have previously been completed and now start a free composition. It may be possible to use previous ideas/exercises to start this composition. Pupils will be able to chose if they want to use Sibelius or complete an annotation of their composition instead.</p>	<p>Compositional Techniques and Skills. <b>The starting of composition 1, Free Composition.</b> <b>Working through free composition</b> and making sure they are continually thinking about elements, occasion, audience, and programme notes. Look through some compositions and programme notes of previous pupils and how the marking criteria was applied so they have a full understanding of the marking process.</p>	<p>Compositional Techniques <b>To have produced a substantial amount of their first composition (free Composition)</b></p>
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## Music Department – Long Term Plan for KS4 – Year 11

Lesson	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>First Lesson of the week</b>	<p>Finish Study Piece = Little Shop of Horrors: Mushnik and Son Analysis and exam questions.</p> <p>Study piece = Mozart Clarinet Concerto in A Major, K.622, 3<sup>rd</sup> Movement, Rondo. Area of Study 1 = The Western Classical Tradition 1650-1910 The coronation anthems and oratorios of Handel. The Orchestral music of Haydn, Mozart and Beethoven. The piano music of Chopin and Schumann. The Requiem of the late Romantic period. Analysis of Set work and practise for questions. Listening exercises completed throughout.</p>	<p>Study piece = Mozart Clarinet Concerto in A Major, K.622, 3<sup>rd</sup> Movement, Rondo. Area of Study 1 = The Western Classical Tradition 1650-1910 The coronation anthems and oratorios of Handel. The Orchestral music of Haydn, Mozart, and Beethoven. The piano music of Chopin and Schumann. The Requiem of the late Romantic period. Analysis of Set work and practise for questions. Make sure that all key periods of music have been covered with characteristics of the music clearly demonstrated and stated. Listening exercises completed throughout. <b>Time given to work on performance preparation within these lessons too for the mock exam at Christmas. (solo and ensemble to be completed)</b></p>	<p>Area of study 1 and 4. The Western Classical Tradition 1650-1910 Western Classical Tradition since 1910 The orchestral music of Aaron Copland. British music of Arnold, Britten, Maxwell Davies and Tavener. The orchestral music of Zoltan Kodaly and Bela Bartok. Minimalist music of John Adams, Steve Reich and Terry Riley. <b>Listening exercises completed throughout.</b></p>	<p>Continuation from previous half term as well as revision of all previous areas of study and set works.</p> <p><b>Completion of all coursework element, Performance, and composition.</b></p>	<p>Continuation from previous half term as well as revision of all previous areas of study and set works.</p>	<p>Revision and Study Leave</p>
<b>Second Lesson of the week</b>	<p>Finish Study Piece = Little Shop of Horrors: Mushnik and Son Analysis and exam questions.</p> <p>Continue working on the free composition from Year 10 and finish completely.</p>	<p><b>Begin work on the Brief Composition.</b> Go through examples of previous briefs and ideas/examples of work.</p>	<p>Continue with the Brief Composition and making sure that elements are selected, and programme notes are continually being worked on as part of the composition process.</p>	<p><b>Composition and Performance coursework to be completed in this half term.</b></p>	<p>Continuation from previous half term as well as revision of all previous areas of study and set works.</p>	<p>Revision and Study Leave</p>

