

Diversity, Inclusion and Personal Development	<p>Throughout many music topics, students will be exposed to many different genres and artists across the four AOS. This includes seminal works from famous composers in AOS1 Western Art Traditions 1940 – 1910 and Post modernism in AOS4 (Post-1910). Students will also listen to a variety of popular music including artists from many different ethnicities and backgrounds. AOS3 looks at Traditional music or 'World Music' where students will hear music from around the world. Students will exercise musical numeracy skills through work on notation.</p> <p>During this listening and appraising unit, students will be looking at</p>
How parents can be of support	<p>Parents/carers are promoted to have conversations with their young people at home about their current topics and what they are learning in school. Parents/carers can also support further by using the topical listening section of the newsletter, with suggested listening and links to a playlist. Parents/carers could further support and finance peripatetic music lessons – this is strongly suggested for GCSE.</p>
Extra Curricular Links	<p>Students will make links through language to MFL when learning the dynamics and tempo vocabulary on the AQA specification.</p>
Wider Resources	<p>AQA Keyword Dictionary</p>

Year 10	Autumn Term 2
Topic	Free Composition
Big Question	How to compose music and notate it effectively.
Concepts	<p>The Musical Elements and how they used in composition. Definition of the composition devices. How to compose melody First. How to compose chords First. What different structures are used across different genres of music.</p>
Knowledge	<p>During composing units, students will make use of musical elements, techniques and resources to create and develop musical ideas with technical control and coherence; feely as the composer chooses. This should show their own development of musical ideas using different conventions and exploring the potential of musical structures.</p>
Skills	<p>Students spend time initially looking at how to compose using MuseScore, introducing them to the software. Using a set worksheet with a treble and bass clef notation guide and a rhythm bank, students will 'programme' in some simple compositions ideas to work from. This knowledge is given to all in a standardised format. Student's will then be taught how to compose 'Melody' first and 'Chords' first. Students will then be taught compositional devices. Theory lessons this half term will include common structures across a variety of genres. This unit is about introducing the important knowledge, showing students WHAT to do. They will need time throughout the course to experience, develop and master the skills needed to create 'good' work. (Declarative devices,</p>

	<p>procedural application of what this looks like in a composition and tacit knowledge applied to developing their own creative ideas)</p> <p>The above declarative knowledge will be assessed through the application of different strategies to the initial composition ideas, how to develop their own compositions. Student's will all be given a booklet to facilitate the logical steps of composition. Students will continue to partake in a series of topical listening questions, with comparisons drawn between compositional techniques and developments.</p>		
Common Misconceptions			
Key Vocabulary	Retrograde Inversion Motif Canon	Repetition Transpose Sequence Variation	Augmentation Diminution Contrary motion
Assessment Points	<p>Interim assessments – data collected from listening examples (AQA Listening book)</p> <p>Composition draft – marked against the AQA mark scheme with written feed-forward.</p>		
Diversity, Inclusion and Personal Development	<p>Throughout many music topics, students will be exposed to many different genres and artists across the four AOS. This includes seminal works from famous composers in AOS1 Western Art Traditions 1940 – 1910 and Post modernism in AOS4 (Post-1910). Students will also listen to a variety of popular music including artists from many different ethnicities and backgrounds. Students will exercise musical numeracy skills through work on notation.</p> <p>Music students constantly develop their wider skills, during composition with full autonomy over their own creative decisions.</p>		
How parents can be of support	<p>Parents/carers are promoted to have conversations with their young people at home about their current topics and what they are learning in school. Parent/carers can also ensure that students have time to access the resources needed to develop their coursework outside of school. It is always notable to add that Parent/Carers should promote their students to attend revision and other extra-curricular activities.</p> <p>Parents/carers can also support further by using the topical listening section of the newsletter, with suggested listening and links to a playlist.</p>		
Extra Curricular Links	<p>Numeracy: notation values and musical maths.</p>		
Wider Resources			

Extra Curricular Links	
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