



YEAR 10: MUSIC CURRICULUM AT LACON CHILDE SCHOOL

Year 10	Autumn Term 1			
Topic	Introduction to GCSE Music			
Big Question	What does the GCSE music course specification look like.			
Concepts	The Fundamental Music Elements (DR T SMITH) Basic notation and theory. Understand the course requirements for each individual (primary) Explicit teaching of AQA keywords.			
Knowledge Skills	Students start the GCSE course by going through the expectations of GCSE including the AQA Specification and weighting of NEA to Exam. All GCSE specifications must require students to demonstrate knowledge and understanding of musical elements. The knowledge at GCSE is carefully considered and built into the KS3 curriculum. Students will start year 10 by looking at these fundamental elements and explicitly learning the meaning of each word. The application of the fundamental musical elements (declarative knowledge) is assessed through the student's ability to apply the knowledge to an isolated skill. This procedural knowledge is facilitated through identifying the 'keyword' in a listening example or using the 'keyword' to explain a music idea. It is also important to note that a portion of time should be dedicated to personalising each student's GCSE journey through identifying each primary performance instrument and addressing any potential issues with resources. Students will spend a series of lessons revising the names of each instrument across the four orchestral sonorities. Students will then test their procedural knowledge through identifying each instrument aurally. This will also form the basis for listening skills, an essential part of preparing students for the listening and appraising section of the exam. Students will then study the basic music notation and theory needed to support the written questions in the listening exam. Although facilitated during KS3, student will need to apply their predetermined knowledge to the format of AQA questioning and therefore specification expectations. Students during this time will also be introduced to a broader explanation of the KS3 concepts looking in more detail and using subject specific vocabulary. E.g. Textures first introduced in year 7 become detailed to contrapuntal and applied to a GCSE listening example in the AQA format. This constructive knowledge will feed forward throughout the GCSE course to support expressive thinking through applying their knowledge, thus improving musical quality in performance and better inform composition.			
Common Misconceptions	There is only one clef, the treble clef. Student's will need understanding of notation in treble and bass clef.			
Key Vocabulary	See AQA Keyword List.			

Assessment Points	Year 10 baseline assessments include vocabulary checks (Using KS3 vocabulary to start) Listening questions and theory testing including questions from a grade 1 ABRSM theory paper.
Diversity, Inclusion and Personal Development	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. During this listening and appraising unit, students will be looking at
How parents can be of support	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.
Extra Curricular Links	Students will make links through language to MFL when learning the dynamics and tempo vocabulary on the AQA specification.
Wider Resources	AQA Keyword Dictionary

Year 10	Autumn Term 2
Topic	Free Composition
Big Question	How to compose music and notate it effectively.
Concepts	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.

Knowledge	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.			
Skills	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,			
	procedural application of what this looks like in a composition and tacit knowledge applied to developing their own creative ideas) 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.			
Common Misconceptions				
Key Vocabulary	Retrograde Inversion Motif Canon	Repetition Transpose Sequence Variation	Augmentation Diminution Contrary motion	
Assessment Points	Interim assessments – data collected from listening examples (AQA Listening book) Composition draft – marked against the AQA mark scheme with written feed-forward.			
Diversity, Inclusion and Personal Development	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 Wester 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. Music students constantly develop their wider skills, during composition with full autonomy over their own creative decisions.			
How parents can be of support	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. Parents/carers can also support further by using the topical listening section of the newsletter, with suggested listening and links to a playlist.			

Assessment Points	Interim assessments: data collected from listening examples (AQA Listening book) Summative assessment: A graded recording of the performance piece, using the AQA mark scheme.
Diversity, Inclusion and Personal Development	Autonomy promoted through the choice of piece with guidance from both the class teacher and peripatetic teacher where appropriate promotes autonomy and ownership over the learning. Within reason, students can there choose ny piece of music should it suit. GCSE music supports students to form meaningful and personal relationships with music.
How parents can be of support	Parents/carers are promoted to have conversations with their young people at home about their current topics and what they are learning in school. For performance, parents of GCSE students should be supportive of facilitating time for their young people to practice at home, with guidance of 20mins, 4 times a week. Parents can also promote that students attend revision sessions and other extra-curricular clubs. Parents/carers can also support further by using the topical listening section of the newsletter, with suggested listening and links to a playlist.
Extra Curricular Links	
Wider Resources	