

Music Year 10 Autumn Term 1

Year 10	Lesson 1 Learning intentions (what can a student do at the end of the lesson)	Lesson 2 Learning intentions (what can a student do at the end of the lesson)	Lesson 3 Learning intentions (what can a student do at the end of the lesson)
Week 1	Introduction – course content <i>Understand intricacies and demands of the course</i> <i>Understand content of music course</i>	The Basics/Clefs <i>Understand the basics of music theory including scores and notation.</i>	Sharps & Flats <i>Understand the basics of music theory including scores and notation.</i>
Week 2	Time Signatures <i>Understand basics of a counting beats to bars.</i> <i>Use appropriate levels to show status within a practical performance.</i> <i>Develop listening skills when identifying time signatures</i>	Counting the Beat <i>Understanding how to count note lengths and rest within a piece of music</i> <i>Displaying an understanding of beats to the bar.</i>	Rhythm & Metre <i>Develop and perform rhythmic patterns.</i> <i>Understand how rhythms are written on a stave.</i>
Week 3	Warm up Qs & Exam Qs <i>To be able to identify knowledge required for exam</i> <i>To be able to identify appropriate techniques to answer music theory questions</i> <i>Showing an understanding of how exam questions are presented.</i>	Notes & Rests (1) <i>Display an understanding of the notes and rests lengths.</i> <i>Display an understanding of how notes are written on a stave</i> <i>To perform a piece of music showing effective use of varied note and rests.</i>	Notes & Rests (2) <i>Display an understanding of the notes and rests lengths.</i> <i>Display an understanding of how notes are written on a stave</i> <i>To perform a piece of music showing effective use of varied note and rests.</i>
Week 4	Dots, ties & Triplets (1) <i>Display an understanding of the Dots, ties & Triplets</i> <i>Display an understanding of how Dots, ties & Triplets are written on a stave</i> <i>To perform a piece of music showing effective use of varied Dots, ties & Triplets .</i>	Dots, ties & Triplets (2) <i>Display an understanding of the Dots, ties & Triplets</i> <i>Display an understanding of how Dots, ties & Triplets are written on a stave</i> <i>To perform a piece of music showing effective use of varied Dots, ties & Triplets .</i>	Notes & Rests/Dots, ties & Triplets (consolidate learning) <i>Understand the disciplines needed in counting Dots, ties & Triplets</i> <i>Understand the use Dots, ties & Triplets in composition.</i>
Week 5	Tempo & Mood (1) <i>Understand how tempo and mood can affect the feel of a piece of music.</i> <i>Understand how to include tempo and mood in composition and performance.</i>	Tempo & Mood (2) <i>Understand how tempo and mood can affect the feel of a piece of music.</i> <i>Understand how to include tempo and mood in composition and performance</i>	Dynamics & Articulation (1) <i>Understand the disciplines required when using dynamics and articulation in performance.</i> <i>Understand how composers use dynamics and articulation</i>

			<i>Create a composition piece whereby they explore dynamics and articulation</i>
Week 6	Dynamics & Articulation (2) Understand difference between <i>Understand the disciplines required when using dynamics and articulation in performance.</i> <i>Understand how composers use dynamics and articulation</i> <i>Create a composition piece whereby they explore dynamics and articulation</i>	More Instruction /Tempo & Mood/ Dynamics & Articulation (consolidate learning) Be able to make perceptive notes about <i>tempo, mood, dynamics and articulation</i> within a performance	More Instruction (1) Be able to make perceptive notes about <i>tempo, mood, dynamics and articulation</i> within a performance
Week 7	More Instruction (2) Be able to make perceptive notes about <i>tempo, mood, dynamics and articulation</i> within a performance	End of HT Assessment exam revision. <i>Understand how to critically analyse a piece of music ready for listening and end of HT assessment tasks.</i>	End of HT Assessment exam <i>Answer using perceptive, critical analysis, a question from a past paper</i>

Music Year 10 Autumn Term 2

Year 10	Lesson 1 Learning intentions (what can a student do at the end of the lesson)	Lesson 2 Learning intentions (what can a student do at the end of the lesson)	Lesson 3 Learning intentions (what can a student do at the end of the lesson)
Week 1	Ornaments (1) Students will be looking at what Ornaments in music are. Students will look at the names & symbols for Ornaments . Students will Work through Ornaments work sheets. Students will record a Garageband composition using Ornaments	Ornaments (2) Students will consolidate learning of Names & symbols for Ornaments . (using whiteboards & flash cards) Students will recap & consolidate learning of last terms topics (Tempo, Mood & Dynamics) (using whiteboards & flash cards)	Major Scales Teacher led presentation and demonstration about Scales Students will complete a 'putting together' scales task Students will complete the scales GCSE worksheet Students will compose a short piece on Garageband using your new gained knowledge of scales

<p>Week 2</p>	<p>Minor Scales Teacher led presentation and demonstration about Scales Students will complete a ‘putting together’ scales task Students will complete the scales GCSE worksheet</p>	<p>Major & Minor scales Starter composition task Students will recap on Scale names & degrees Circle of fifths, teacher presentation Students will work through task sheets</p>	<p>The Circle of Fifths (1) Starter composition task Students will recap on Scale names & degrees Circle of fifths, teacher presentation Students will work through task sheets <u>Extension task.</u> Start ‘Scales worksheets.</p>
<p>Week 3</p>	<p>Modes</p> <ul style="list-style-type: none"> • Students will recap on last lessons Major & Minor Scales Students will start to look at Modes & Other Scales and how they are put together . Students will complete the Modes & Other scales GCSE worksheet & practical task. 	<p>Mode’s composition</p> <p>Create 6 composition – using different scales & modes</p>	<p>Intervals (1)</p> <p>Students will recap on scales (listing scales activity) Students will recap on using ‘Roman Numerals’ (matching cards) Students will be introduced to ‘Intervals’ Students will be gain knowledge of ‘Melodic & Harmonic’ intervals (including key words and meanings – disjunct, stepwise, scalic, leap & conjunct)</p>
<p>Week 4</p>	<p>Intervals (2) Warm up Qs and Exam Qs</p> <ul style="list-style-type: none"> • Display an understanding of the major, minor and modes scales • To perform a piece of music showing effective use of varied major, minor and modes scales 	<p>Other Scales/ scales tasks</p> <ul style="list-style-type: none"> • Display an understanding of the major, minor and modes scales • To perform a piece of music showing effective use of varied major, minor and modes scales 	<p>Other Scales/ scales tasks</p> <p>Composition task</p> <ul style="list-style-type: none"> • Display an understanding of the major, minor and modes scales • To perform a piece of music showing effective use of varied major, minor and modes scales

<p>Week 5</p>	<p>Chords – the basics</p> <p>Students will recap on musical terms (flash cards)</p> <p>Students will recap on using ‘Roman Numerals’ (matching cards)</p> <p>Listening exercise - ‘Intervals’</p> <p>Students will be gain knowledge of ‘basic major & minor chord’</p> <p>Students will work through ‘chords’ task sheet</p>	<p>Chords – the basics</p> <p>Composition task</p>	<p>Dynamics & Articulation (1)</p>
<p>Week 6</p>	<p>Triads (1)</p>	<p>Fitting Chords to melody</p> <p>Different ways of playing Chord’s composition</p> <p>‘Fitting Chords To A Melody’ PP presentation</p> <p>‘Fitting Chords To A Melody’ task sheet</p> <p>Students will go through the ‘Fitting Chords To A Melody’ answers together as a class</p>	<p>Inversions (1)</p> <p>‘Inversions’ PP presentation</p> <p>‘Inversions’ task sheet</p> <p>Students will go through the ‘Inversions’ answers together as a class</p>

Week 7	<p>Inversions (2)</p> <p>Chords - Practical Task –</p> <p>Students will create a piano composition with a simple triad chord progression. It must include –</p> <ul style="list-style-type: none">* 2 contrasting sections in an ABA structure.* The use of inversions to make the progression move smoothly between chords.	<p>Different ways of playing Chord's composition Quick recap on chord 'Inversions'.</p> <p>Introduction to 'Different ways of playing chords'</p> <p>Students will complete a "Different ways of playing chords' task sheet (we will go through the' answers together as a class)</p>	<p>Chords composition and revision Qs</p> <p>Answer using perceptive, critical analysis, a question from a past paper</p>
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