

## KAT KEY 4 STAGE OVERVIEW (Long Term Planning)

**Subject: Music**

**Year 10**

Week/ Lesson	Term	Topic	Knowledge	Skills
1	<b>Autumn T1</b>	AOS 1: Western classical tradition 1650–1910	<ul style="list-style-type: none"> <li>● elements of music - melody, harmony, tonality, structure, sonority, texture, tempo, metre and rhythm, dynamics and articulation</li> <li>● staff notation</li> <li>● The Coronation Anthems and Oratorios of Handel</li> <li>● The orchestra music of Haydn, Mozart and Beethoven</li> <li>● Set work: Mozart Clarinet concerto</li> </ul>	<p><b>Reading and writing tasks:</b></p> <p>Performing Music:</p> <ul style="list-style-type: none"> <li>● perform fluently and accurately using notation with increasing confidence</li> </ul> <p>Composing Music:</p> <ul style="list-style-type: none"> <li>● compose and improvise rhythmic and melodic material to demonstrate understanding of elements</li> </ul> <p>Understanding Music:</p> <ul style="list-style-type: none"> <li>● identify instruments and voices</li> <li>● use musical language to describe the features of music</li> <li>● recognise features of Baroque and Classical music</li> </ul> <p>Performance assessment on chosen instrument            Reading: Background context of composers            Writing task: Mozart study piece questions.</p>
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9	<b>Autumn T2</b>	AOS 1: Western classical tradition 1650–1910	<ul style="list-style-type: none"> <li>● elements of music - melody, harmony, tonality, structure, sonority, texture, tempo, metre and rhythm, dynamics and articulation</li> <li>● staff notation</li> <li>● The piano music of Chopin and Schumann</li> <li>● The Requiem of the late Romantic period</li> </ul>	<p>Performing Music:</p> <ul style="list-style-type: none"> <li>● perform fluently and accurately using notation with increasing confidence</li> <li>● perform simple piano duets</li> </ul> <p>Composing Music:</p> <ul style="list-style-type: none"> <li>● compose and improvise rhythmic and melodic material to demonstrate understanding of elements</li> </ul> <p>Understanding Music:</p> <ul style="list-style-type: none"> <li>● identify instruments and voices</li> <li>● use musical language to describe the features of music</li> <li>● recognise features of Romantic music</li> </ul> <p>Performance assessment on chosen instrument or duet            Reading: Background context of composers            End of AOS1 assessment</p>
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16	<b>Spring T1</b>	AOS 2: Popular Music	<ul style="list-style-type: none"> <li>● elements of music - melody, harmony, tonality, structure, sonority, texture, tempo, metre and rhythm, dynamics and articulation</li> <li>● staff notation</li> <li>● Music of Broadway 1950s to 1990s</li> <li>● rock music of 1960s and 1970s</li> <li>● pop music 1990s to present</li> </ul>	<p>Performing Music:</p> <ul style="list-style-type: none"> <li>● perform fluently and accurately using notation with increasing confidence</li> <li>● perform ensemble pieces</li> </ul> <p>Composing Music:</p> <ul style="list-style-type: none"> <li>● compose and improvise rhythmic and melodic material to demonstrate understanding of elements</li> <li>● develop ideas for own composition</li> </ul> <p>Understanding Music:</p> <ul style="list-style-type: none"> <li>● identify instruments and voices</li> <li>● use musical language to describe the features of music</li> <li>● recognise features of musical theatre and rock music</li> </ul> <p>Performance assessment on chosen instrument or group Reading: Background context of genres</p>
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21	<b>Spring T2</b>	AOS 2: Popular Music	<ul style="list-style-type: none"> <li>● elements of music - melody, harmony, tonality, structure, sonority, texture, tempo, metre and rhythm, dynamics and articulation</li> <li>● staff notation</li> <li>● film and computer gaming music 1990s to present</li> <li>● pop music 1990s to present</li> </ul>	<p>Performing Music:</p> <ul style="list-style-type: none"> <li>● perform fluently and accurately using notation with increasing confidence</li> <li>● perform ensemble pieces</li> </ul> <p>Composing Music:</p> <ul style="list-style-type: none"> <li>● compose and improvise rhythmic and melodic material to demonstrate understanding of elements</li> <li>● develop ideas for own composition</li> </ul> <p>Understanding Music:</p> <ul style="list-style-type: none"> <li>● identify instruments and voices</li> <li>● use musical language to describe the features of music</li> <li>● recognise features of film, game and pop music</li> </ul> <p>Performance assessment on chosen instrument or group Reading: Background context of composers and genres AOS 2 assessment</p>
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26		AOS 3: Traditional Music	<ul style="list-style-type: none"> <li>● elements of music - melody, harmony, tonality, structure, sonority, texture, tempo, metre and rhythm, dynamics and articulation</li> <li>● staff notation</li> <li>● Blues music from 1920 - 1950</li> </ul>	<p>Performing Music:</p> <ul style="list-style-type: none"> <li>● perform fluently and accurately using notation with increasing confidence</li> <li>● perform ensemble pieces</li> </ul> <p>Composing Music:</p>
27	<b>Summer T1</b>			
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32			<ul style="list-style-type: none"> <li>● Fusion music incorporating African and/or Caribbean music</li> <li>● Contemporary Latin music</li> <li>● Contemporary Folk music of the British Isles</li> </ul>	<ul style="list-style-type: none"> <li>● compose and improvise rhythmic and melodic material to demonstrate understanding of elements</li> <li>● develop ideas for own composition</li> </ul> <p>Understanding Music:</p> <ul style="list-style-type: none"> <li>● identify instruments and voices</li> <li>● use musical language to describe the features of music</li> <li>● recognise features of Traditional music</li> </ul> <p>Performance assessment on chosen instrument or group Reading: Background context of composers and genres</p>
33	<b>Summer T2</b>	AOS 4: Western classical tradition since 1910	<ul style="list-style-type: none"> <li>● elements of music - melody, harmony, tonality, structure, sonority, texture, tempo, metre and rhythm, dynamics and articulation</li> <li>● staff notation</li> <li>● The orchestral music of Copland</li> <li>● British music of Arnold, Britten, Maxwell-Davies and Tavener</li> <li>● The orchestral music of Zoltan Kodaly and Bela Bartok</li> <li>● Minimalist music of John Adams, Steve Reich and Terry Riley</li> </ul>	<p>Performing Music:</p> <ul style="list-style-type: none"> <li>● perform fluently and accurately using notation with increasing confidence</li> <li>● perform ensemble pieces</li> </ul> <p>Composing Music:</p> <ul style="list-style-type: none"> <li>● make use of musical elements to create and develop ideas</li> </ul> <p>Understanding Music:</p> <ul style="list-style-type: none"> <li>● identify instruments and voices</li> <li>● use musical language to describe the features of music</li> <li>● recognise features of Modern music</li> </ul> <p>Performance assessment on chosen instrument or group Reading: Background context of composers End of year assessment</p>
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## KAT KEY 4 STAGE OVERVIEW (Long Term Planning)



### Year 11

Week / Lesson	Term	Topic	Knowledge	Skills Reading and writing tasks:
1	<b>Autumn T1</b>	AOS1 and AOS3	<ul style="list-style-type: none"> <li>● elements of music - melody, harmony, tonality, structure, sonority, texture, tempo, metre and rhythm, dynamics and articulation</li> <li>● staff notation</li> <li>● Mozart Clarinet concerto revision</li> <li>● Paul Simon Graceland album</li> </ul>	<p>Performing Music:</p> <ul style="list-style-type: none"> <li>● perform fluently and accurately using notation with increasing confidence</li> <li>● perform ensemble pieces</li> </ul> <p>Composing Music:</p> <ul style="list-style-type: none"> <li>● Composing to a brief</li> <li>● completing free composition</li> </ul> <p>Understanding Music:</p> <ul style="list-style-type: none"> <li>● identify instruments and voices</li> <li>● use musical language to describe the style, structure etc. and compare musical features</li> </ul> <p>Performance assessment on chosen instrument or group Reading: Background context of the set works Assessment on set works</p>
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9	<b>Autumn T2</b>	All AOS	<ul style="list-style-type: none"> <li>● elements of music - melody, harmony, tonality, structure, sonority, texture, tempo, metre and rhythm, dynamics and articulation</li> <li>● staff notation</li> <li>● Revision, exam questions, past papers</li> </ul>	<p>Performing Music:</p> <ul style="list-style-type: none"> <li>● perform fluently and accurately using notation with increasing confidence</li> <li>● perform ensemble pieces</li> </ul> <p>Composing Music:</p> <ul style="list-style-type: none"> <li>● Composing to a brief</li> <li>● completing free composition</li> </ul> <p>Understanding Music:</p> <ul style="list-style-type: none"> <li>● identify instruments and voices</li> <li>● use musical language to describe the style, structure etc. and compare musical features</li> </ul> <p>Performance assessment on chosen instrument or group PPE: Past paper Section A and B</p>
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16	<b>Spring T1</b>	Revision		Performing Music:

17			<ul style="list-style-type: none"> <li>● elements of music - melody, harmony, tonality, structure, sonority, texture, tempo, metre and rhythm, dynamics and articulation</li> <li>● staff notation</li> <li>● Revision, exam questions, past papers</li> </ul>	<ul style="list-style-type: none"> <li>● perform fluently and accurately using notation with increasing confidence</li> <li>● perform ensemble pieces</li> </ul> <p>Composing Music:</p> <ul style="list-style-type: none"> <li>● Composing to a brief</li> <li>● completing free composition</li> </ul> <p>Understanding Music:</p> <ul style="list-style-type: none"> <li>● identify instruments and voices</li> <li>● use musical language to describe the style, structure etc. and compare musical features</li> </ul> <p>Performance assessment on chosen instrument or group Writing: Programme notes and annotations. PPE: Past paper Section A and B</p>
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21	<b>Spring T2</b>	Revision	<ul style="list-style-type: none"> <li>● elements of music - melody, harmony, tonality, structure, sonority, texture, tempo, metre and rhythm, dynamics and articulation</li> <li>● staff notation</li> <li>● Revision, exam questions, past papers</li> </ul>	<p>Performing Music:</p> <ul style="list-style-type: none"> <li>● perform fluently and accurately using notation with increasing confidence</li> <li>● perform ensemble pieces</li> </ul> <p>Composing Music:</p> <ul style="list-style-type: none"> <li>● Composing to a brief</li> <li>● completing free composition</li> </ul> <p>Understanding Music:</p> <ul style="list-style-type: none"> <li>● identify instruments and voices</li> <li>● use musical language to describe the style, structure etc. and compare musical features</li> </ul> <p>Performance assessment on chosen instrument or group Deadline for all coursework Writing: programme note</p>
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27	<b>Summer T1</b>	Revision	<ul style="list-style-type: none"> <li>● elements of music - melody, harmony, tonality, structure, sonority, texture, tempo, metre and rhythm, dynamics and articulation</li> <li>● staff notation</li> <li>● Revision, exam questions, past papers</li> </ul>	<p>Understanding Music:</p> <ul style="list-style-type: none"> <li>● identify instruments and voices</li> <li>● use musical language to describe the style, structure etc. and compare musical features</li> </ul> <p>Complete student declaration forms etc Writing: programme note, annotations Coursework submission date May 7th</p>
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				Component 1 written exam 1:30
33	<b>Summer T2</b>	Potential Study Leave		
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