



# YEAR 10 SPR 1

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Accompaniment & Structure



### Curriculum Intent

In addition to working further on objectives from Year 9 and earlier in Year 10 pupils will be taught, following the Eduqas GCSE specification, the following this term:

#### Eduqas specification extracts:

#### Area of study 2: Music for Ensemble

In this area of study, learners will develop an understanding of popular music: pop, rock and pop, bhangra and fusion (of different styles).

Through listening to and/or performing examples of popular music learners will study how:

- instrumental and synthesised sound is used
- original music may be modified
- vocal sounds are used
- instruments and voices are combined
- sound is computer-generated and amplified
- software and samplers are utilised.

#### Composition

Learners are encouraged to develop their knowledge and understanding of music through composing. All learners are required to create and develop musical ideas in relation to given and chosen briefs.

In composition, learners will be expected to display:

- creativity in response to the chosen brief
- development of musical ideas
- technical control of musical elements and resources
- musical coherence and understanding.

### Skills/Assessment Objective Links

### Spiritual, moral, social, and cultural development

**SMSC:** Students will work in large and small groups and pairs, and will need to interact effectively with other students. They will need to be self-aware as well as considerate of others. Students will need to make value judgements about what is a priority for rehearsal. Students will listen to a wide range of music from diverse artists and cultures.

**PSHE/British Values:** Tolerance – students will be exposed to examples of music from a diverse range of performers and composers

**Skills Builder:**



### Numeracy

Notation is presented in a graphical manner, and requires similar skills to decode. Students will be asked to identify the number of beats in the bar, and the subdivisions within

### Literacy

**Vocabulary Tier 2:** Describe, compare, contrast, name, explain, development of ideas, musical elements, **Vocabulary Tier 3:** Melody, accompaniment, phrase, key, degrees of the scale, tonic, dominant, note values, structure, style, bass drum, snare drum, toms, hi-hat, ride, crash, cymbal, 8ths, 16ths, fill, triad, root position, 1<sup>st</sup> inversion, 2<sup>nd</sup> inversion, syncopation, accent, root note

**Reading:** Students will read for information and for understanding. Students will read research materials to find definitions

	<p><b>Writing:</b> Students will write definitions of new vocabulary. Students will write single word and short phrase answers to listening questions</p> <p><b>Oracy:</b> Students will answer questions verbally, discuss answers with other students, work collaboratively and discuss progress and planning</p>				
<b>Becoming future ready</b>	<p><b>Careers/Employability:</b></p> <p>Teamwork – by working independently in small groups students will develop skills in discussion, collaboration, compromise and listening.</p> <p>Oracy – students will develop a strong vocabulary and be able to express themselves</p>				
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:				
<b>QFT/SEND Provision</b>	<p><b>By product:</b></p> <p><b>By resource:</b></p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>				
<b>Implementation Curriculum Delivery</b>	To be able to:				
<b>Learning Outcomes (Most Powerful Knowledge)</b>	<ul style="list-style-type: none"> <li>• Add chords to a melody</li> <li>• Respond to feedback (listening and composing)</li> <li>• Create simple drumkit patterns and fills</li> <li>• Develop chords accompanying a melody</li> <li>• Add a bass line</li> <li>• Perform a song in a small group</li> <li>• Develop accompaniment patterns in performance</li> <li>• Work independently to develop composing skills</li> <li>• Understand triads, chords and inversions</li> <li>• name intervals</li> <li>• understand note values, dots and ties</li> <li>• use appropriate vocabulary to describe music</li> </ul>				
	Red denotes interleaving; aspects of knowledge covered previously.				
<b>Current learning to be developed in the future within:</b>	<p>Vocabulary will be used through the GCSE course</p> <p>Ensemble performance skills will be used regularly leading to NEA piece in Y11</p>				
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.				
	<b>Summative/Formative</b>	<b>Key Marking Piece</b>	<b>Feedback type given</b>	<b>H/WK or Classwork</b>	<b>Date deadline</b>
	Formative	Focus on Sound 3.4	Written hwk feedback sheet	HWK	Mid Feb 2023
	Summative	Creating and Accompaniment	Written Composing feedback sheet (GCSE criteria)	CWK	End of 10Spr1
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.				