











YEAR 10 AUT TERM 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Component 1



Curriculum Intent	<p>In addition to working further on objectives from KS2, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>Intent</p> <p>At the start of year 10, students are covering different styles in music through research, performance, composing and DAW tasks. At this point in the course they will be familiar with the format. Vocab, knowledge and listening skills are built upon through each style visited.</p>
Skills/National Curriculum Links	<ul style="list-style-type: none">• Performing on instrument of choice• DAW composition• Manipulation of sound on DAW• Identifying compositional elements• Identifying sonic elements• Identifying features that typify the style.• Using vocab accurately <p>Some:</p> <ul style="list-style-type: none">• Creating lyrics
Spiritual, moral, social, and cultural development	<p>SMSC: Students will be working in small groups and individually requiring good listening skills, and developing teamwork skills. Students must communicate sensitively to achieve the best result. Students will be encouraged to identify strengths and areas for improvement of peers. Students will be encouraged to make links with music they already know.</p> <p>PSHE/British Values: creativity</p> <p>Skills Builder:</p> <div></div>
Numeracy	<p>Students use counting to keep in time with the beat</p> <p>Scaling, bar numbers, beats in a bar, bpm,</p>
Literacy	<p>Vocabulary Tier 2: Describe, Compare, Input, Control,</p> <p>Vocabulary Tier 3: Ostinato, bass line, chords, primary chords, chord sequence, riff,</p> <p>Reading: analysing song lyrics for structure and rhyme scheme</p> <p>Writing: Students will write a set of song lyrics for their piece</p> <p>Oracy: Students apply the vocabulary throughout lessons and especially starters and plenaries/feedback. Students speak to each other about what is working about their performance and what they need to work on.</p>
Becoming future ready	<p>Careers/Employability: Songwriting, research, escapism</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>

QFT/SEND Provision	<p>By product:</p> <p>By resource:</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: 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>By Offering Optional Activities: 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>
Implementation Curriculum Delivery	<p>To be able to rehearse three little birds</p> <p>To be able to add stylistic features.</p> <p>To know how to rehearse effectively</p> <p>To understand the production used in Reggae</p> <p>To be able to add stylistic FX to tracks.</p> <p>To be able to rehearse three little birds</p> <p>To be able to add stylistic features.</p> <p>To be able to rehearse effectively and reflect on my practice</p> <p>To know the stylistic features of Disco.</p> <p>To find out about The Beegees.</p> <p>To be able to use Soundtrap to input 'Staying alive'.</p> <p>Drum part and chords.</p> <p>To be able to use Soundtrap to input 'Staying alive'.</p> <p>Bass part and vocals.</p> <p>To be able to use Soundtrap to input 'Staying alive'. Cont.</p> <p>To know the stylistic features of Rock n roll.</p> <p>To find out about Elvis.</p> <p>To be able to perform a Rock n roll song.</p> <p>To be able to use Soundtrap to create a Rock n roll style piece.</p> <p>To be able to use Soundtrap to create a Rock n roll style piece.</p> <p>To know the stylistic features of Nu metal</p> <p>To find out about the style.</p> <p>To be able to perform a Nu metal song.</p> <p>To be able to create a Nu metal song.</p> <p>To be able to create a Nu metal song.</p>
Learning Outcomes (Most Powerful Knowledge)	
Current learning to be developed in the future within:	<p>Component 1 Pearson-set assignment.</p> <p>Component 3.</p>
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p> <p>Fortnightly vocab tests.</p> <p>1 guided mock based on sample assignment.</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>