



Topic name	Term	Skills developed	Link to NC subject content	Prior learning	Assessment	Next link in curriculum
MTTA Part 4: Classical Period	Autumn	<ul style="list-style-type: none"> Placing composers in a timeline Knowledge of great musicians Form and structure – recognising a return section in ternary form Using treble and bass notation through composing and performing Using technology to notate a composition Using a major and a minor key 	<p>Use staff and other relevant notations appropriately and accurately</p> <p>Develop a deepening understanding of the music and its history</p>	Elements Aural discrimination Medieval era Tudor era Baroque era Instruments of the orchestra Notation Major/minor Sacred/secular	Verbal questioning and retrieval Written work Notation work Staff formal assessment on composition Listening questions	Year 10 – creating a score for compositions Use different keys for different effects in GCSE composition Begin independent identification of keys in Year 10 using scores for set pieces <i>GCSE set work analysis</i> Chords essential to composing in Year 10 – 11 Notation essential to score analysis in Year 10 - 11
MTTA Part 5: The Romantic Era	Autumn	<ul style="list-style-type: none"> Understand and use new vocabulary Awareness of female composers Begin to recognise more complex chords and harmonies Use notation skills to perform Add more keys 	<p>Listen with increasing discrimination to a wide range of music from great composers/musicians from different musical eras</p> <p>Play and perform confidently.</p>	Previous musical eras (see above) Elements Chords and extended chords Notation Major/minor Key signatures	Written work Listening questions Staff assessment of individual performance End of topic test	Year 10 – refer to Beethoven set work and forward thinking style Year 10 composition – begin to use 'tools' from knowledge in independent composition
The Development of Pop in the C20th	Spring	<ul style="list-style-type: none"> Understanding different genres of vocal music and their historical context/function Creating a timeline for genres and sub genres 	<p>Develop a deepening understanding.</p> <p>Play and perform confidently in a range of solo and ensemble contexts using their voice,</p>	Ragtime, Blues, Jazz Vocal techniques Improvisation (Blues) Aural discrimination of elements Previous artists Notation Performance skills	Informal assessment of research Listening questions NNK of new vocab	Year 10 – analysing vocal music scores and identifying compositional techniques/music technology in the set works



		<ul style="list-style-type: none"> Recap on Ragtime Blues and their influence on Jazz Listening to stylistic characteristics in examples from different times and identifying aurally Awareness of female artists Learning how music technology is used in more recent examples Developing knowledge of appropriate musical vocabulary for each genre Listening to some of the main artists from each genre Developing performance in an ensemble Using notation knowledge where appropriate 	playing instruments with accuracy and expression			
Linked Composition: Original Song	Spring/Summer	<ul style="list-style-type: none"> Studying 'model' examples of standard song structure – retrieve the term 'strophic' Creating symmetrical melodic phrases Using harmonic knowledge to create endings for phrases on appropriate chords (e.g. tonic/dominant) Composing music to a given structure Sharing ideas 	Improve and compose; and extend and develop musical ideas. Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments with accuracy and expression Using technology	Strophic Melody Word setting (Cover song and Blues) Chords Structure and form (e.g. ternary/strophic) Accompaniment extension (e.g. Minuet) Technology Peer assistance	Staff formal assessment with written feedback	Year 10 –possible use in free composition Developing knowledge of writing lyrics and word setting Differentiating between timbres. Becoming more familiar with chord accompaniments



		<ul style="list-style-type: none"> Using chord knowledge to create a simple accompaniment Using technology Performing together 				
<p>Recap of topics and retrieval of knowledge</p>	Summer	<ul style="list-style-type: none"> Retrieval of vocabulary associated with different genres Revision of theoretical skills Practice of aural recognition in a variety of genres/topics from KS3 Listening questions based on the topics studied throughout KS3 testing the vocabulary and skills learned 		<p>Retrieval roulette All KS3 notation All KS3 topics</p>	Examination marked by staff	<p>Year 10– embed background, context and a wide range of listening on all 4 study areas in preparation for analysis of the 8 set works</p>
<p>Examination Post Examination: Complete original song or School of Rock</p>	Summer	<ul style="list-style-type: none"> May include one or two GCSE style questions Prepare a piece for performance to be formally assessed Use standard pop group instruments to rehearse a performance selected Students to teach each other simple guitar/ukulele/piano chords etc Perform to peer group Give verbal feedback to other members of the group 		<p>Retrieval of all KS3 notation All Year 9 topics and selected Year 7 & 8 topics</p> <p>Peer assessment with staff feedback</p>		<p>Practice of GCSE type questions and skills learned</p> <p>Opportunity for performing in front of an audience</p> <p>Feedback and self analysis of performance in order to move forward</p>