

Year 10	TOPIC	LP1	LP2	LP3	LP4	LP5
		Area of Study 1 and 3: Musical Forms and Devices – with links to Film Music and ‘Badinerie’ by J.S Bach	Area of Study 2: Music for Ensemble – with links to performance	Area of Study 3: Film Music – with links to composition	Area of Study 4: Popular Music – with links to ‘Africa’ by Toto and performance	Set Works – ‘Africa’ by Toto and ‘Badinerie’ by J.S. Bach
	Knowledge	Forms and devices are of fundamental importance in musical composition, and many of the common musical forms and devices used by composers today have their origin in the Western Classical Tradition. The music of the Baroque, Classical and Romantic eras provides the context for a study of binary, ternary, minuet and trio rondo, variation and strophic forms. Pupils will engage with a variety of music from the prescribed eras, through a range of performing, composing and appraising activities. They are also encouraged to make links between music they listen to, pieces they perform and their own compositions, as well as music by composers from the twentieth and twenty-first centuries who use these forms and devices. Pupils will also explore area of study 3 – film music during this learning programme with links to an Ignition activity.	Music for ensemble forms the basis for a study of texture and sonority. Through a study of diverse musical styles composed for ensemble, such as jazz and blues, musical theatre and chamber music, pupils will consider how music is composed for small groups of instruments and voices. Pupils will also consider how texture is manipulated and they are encouraged to use small instrumental/vocal groupings in their own music. Pupils are required to perform as part of an ensemble, and through this to actively engage with ensemble music, understanding the relationship between performers on the stage and the audience. Pupils will also use the knowledge and skills they gain during this area of study to begin to experiment with ensemble performances.	The film industry is of considerable commercial and cultural interest in both the UK and abroad. There are many areas of specialism for musicians within this industry such as composer, orchestrator, arranger, performer, music editor, producer and more. A film composer scores music to accompany a motion picture for film or television. This includes dramatic underscore and thematic music as well as popular songwriting. Through this area of study learners are encouraged to consider how music for film is created, developed and performed, and the impact this has on the audience. Pupils will have the opportunity to compose and perform film music and are encouraged to use musical technology to create mood and atmosphere through engaging with the story of the film. Pupils will have opportunities in practical learning to experiment with using certain compositional techniques that may prove useful for their Y11 coursework.	Popular music is a wide-ranging and diverse art form encompassing several distinct genres. The popular music industry offers a wide range of opportunities for both composers and performers, including singer, songwriter, music producer, arranger and more. Through this area of study pupils are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to perform popular music as well as compose music associated with a popular music genre. Pupils are also encouraged to use music technology, understanding the impact this has on the way music is developed and performed in popular music. Pupils will also form links to one of the set works; ‘Africa’ by Toto, and begin to consider their solo performances.	For the exam in Component 3, pupils have to study two pieces of music in depth and use their knowledge and understanding from their areas of study to analyse, and fully understand these pieces of music with which they will answer questions during the exam in Year 11. Both pieces will have been briefly explored in previous LPs but during LP5, we will explore these in depth and use the newly gained knowledge and skills from Y10 and apply this to completing musical analysis of these pieces.
	Procedural Knowledge	Listening skills, Analytical skills, Performance skills, Compositional skills, Ability to write in an extended way about music, Ability to articulate their creative intentions and ideas.				
	Key Vocab	Structure, Diatonic, Ostinato, Scalic, Arpeggio, Cadence, Semitone,	Texture, Monophonic, Polyphonic, Homophonic, Unison, Canon, Countermelody, Continuo	Score, Diegetic, Timbre, Sonority, Leitmotif, Theme, Instrumentation	Strophic, Sampling, Amplification, Loop, Fusion, Melismatic, Improvisation	Analysis, Chord Progression, Lyrics, Phrasing, Harmony, Tonality, Virtuosoic
Year 11	TOPIC	LP1	LP2	LP3	LP4	LP5
		Component 3: Preparation and Mock	Component 3: Preparation and Mock	Component 3: Responding to a Music Brief	Component 3: Responding to a Music Brief	
	Knowledge	. Students will begin to prepare for the Component 3 synoptic unit of the course. Component 3 comes in the form of a brief provided by the exam board that will ask the students to complete a piece of music/composition/performance etc that will encompass their skills from across the course and that applies their knowledge from the previous two components. This is an externally assessed unit.	. Students will begin to prepare for the Component 3 synoptic unit of the course. Component 3 comes in the form of a brief provided by the exam board that will ask the students to complete a piece of music/composition/performance etc that will encompass their skills from across the course and that applies their knowledge from the previous two components. This is an externally assessed unit.	. Students will begin to prepare for the Component 3 synoptic unit of the course. Component 3 comes in the form of a brief provided by the exam board that will ask the students to complete a piece of music/composition/performance etc that will encompass their skills from across the course and that applies their knowledge from the previous two components. This is an externally assessed unit.	Students will begin to prepare for the Component 3 synoptic unit of the course. Component 3 comes in the form of a brief provided by the exam board that will ask the students to complete a piece of music/composition/performance etc that will encompass their skills from across the course and that applies their knowledge from the previous two components. This is an externally assessed unit.	
	Procedural Knowledge	Performance Skills, Reflective Writing Skills, Compositional Skills, Production Skills, Listening Skills, Ability to work independently and respond to a brief				
	Key Vocab	Performance, Composition, Production, Technique, Stylistic Features, Development, Cover/Reinterpretation, Stem, DAW, Genre.	Performance, Composition, Production, Technique, Development	Performance, Composition, Production, Technique, Development	Performance, Composition, Production, Technique, Development	