

Year 10	T1	T2	T3	T4	T5	T6
Content / Topic for Term	Baroque - AoS 1	Popular - AoS 2	Classical - AoS 1	Traditional - AoS 3	Romantic - AoS 1	Popular AoS 2
Key Knowledge for acquisition, recall and application in assessment or exam	<p>Analysis of Haydn 'Clock' Symphony 2<sup>nd</sup> movement; key features and learning the score</p> <p>Studying <i>Baroque Vocal Music</i> (western classical)</p>	<p>Analysis of 'Little Shop of Horrors' Songs 1- 3; context and key features.</p> <p>Studying i) <i>Broadway musicals</i> ii) Rock (popular music)</p>	<p>Analysis of Haydn 'Clock' Symphony 2<sup>nd</sup> movement; key features review and preparation for the short and longer exam style questions</p> <p>Studying <i>Classical orchestral music</i> (western classical)</p>	<p>Analysis of 'Graceland' Songs 1- 2: context and key features; vocal and instrumental</p> <p>Studying <i>Blues 1920 -1950, fusion music: African/Caribbean</i> (traditional music)</p>	<p>Analysis of Haydn 'Clock' Symphony 2<sup>nd</sup> movement; key features and exam practice on the 8-mark Questions.</p> <p>Studying <i>Romantic piano music</i> (western classical)</p>	<p>Analysis of 'Little Shop of Horrors' Songs 1- 3; key features review and preparation for the short and longer exam style questions</p> <p>Studying i) <i>Film and computer gaming</i> ii) <i>Popular music from 1990</i> (popular music)</p>
Key skills to apply in assessment or exam	<p>Composition: • a piece based on, or developed from a recognisable and repeated ticking motif</p> <p>Performance:</p>	<p>Composition: • group arrangements of songs 1-3 (<i>Little Shop of Horrors</i>) for a group performance</p> <p>Performance:</p>	<p>Composition: • a short romantic-style piece using Chromaticism in the melody</p> <p>Performance: • complete review of skills developed</p>	<p>Composition: • group arrangements of songs 1-3 from <i>Graceland</i> for performing</p> <p>Performance:</p>	<p>Composition: • arranging a simple theme in a romantic style (chromatic notes, tempo fluctuations, unbalanced phrases,</p>	<p>Composition: • devising short characterful improvisations to a given stimulus (motif, visual, literary etc)</p> <p>Performance: • recording pieces.</p>

	<ul style="list-style-type: none"> <li>• setting individual targets for solo pieces</li> </ul>	<ul style="list-style-type: none"> <li>• mock performances and recording of solo and ensemble pieces</li> </ul>	<ul style="list-style-type: none"> <li>• students reflect on recordings</li> </ul>	<ul style="list-style-type: none"> <li>• solo and/or ensemble playing in GCSE performance evening</li> </ul>	<p>modulations, discords)</p> <p>Performance:</p> <ul style="list-style-type: none"> <li>• working on an ensemble piece that allows opportunity for all students to take a lead role</li> </ul>	<p>Teacher assessment and grading</p> <p>Students to discuss grade and set targets for the summer</p>
Title of Knowledge Organiser	<p>1. Haydn '<i>Clock</i>' symphony</p> <p>2. Handel anthems and oratorios</p>	<p>1. '<i>Little Shop of Horrors</i>'</p> <p>2. Broadway musicals rock music</p>	<p>1. Haydn '<i>Clock</i>' symphony</p> <p>2. Orchestral music of Haydn, Mozart and Beethoven</p>	<p>1. '<i>Graceland</i>'</p> <p>2. Blues 1920 -1950, fusion music:</p> <ul style="list-style-type: none"> <li>• African /Caribbean</li> </ul>	<p>1. Haydn '<i>Clock</i>' symphony</p> <p>2. Piano music of Schumann and Chopin</p>	<p>1. '<i>Little Shop of Horrors</i>'</p> <p>2. Film and computer gaming, popular music from 1990</p>