

Year 10 Music – Scope & Sequence

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|--|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| Term 1 | Term 1: 'Film Music' | | | | | | | | | |
| | <p>In Stage 5, student will develop a deeper knowledge content of film music and apply this knowledge to a performance, composition and research task. Students generate higher order thinking ideas about film music and its role in a feature film, as well as learning how to read and notate more complex scores. Students will experiment, critically analyse and evaluate various scenes of film music across different genres.</p> <p>Concept focuses:</p> <ul style="list-style-type: none"> • <i>Structure</i> • <i>Texture</i> • <i>Dynamics & Expressive Techniques</i> • <i>Tone Colour</i> | | | | | | | | | |
| | Focus outcomes: 5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.10, 5.11, 5.12 | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--------|--|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| Term 2 | Term 2: 'Rock Music' | | | | | | | | | |
| | <p>In this unit, students will focus specifically on the genre of 'Rock Music' and the sub-genres that encompass the elements and characteristics of a rock song. Students will focus on the implementations of technology through the decades and how that has manipulated and evolutionised the "rock sound". Students will be able to deepen their knowledge of repertoire and the concepts of music, but also the instrumentation of rock such as guitars, amplifiers, effects pedals, and more. Students will use the skills and knowledge learnt throughout the term to perform a rock piece of their choosing in either a group or solo ensemble and exhibit the knowledge they have accumulated.</p> <p>Concept focuses:</p> <ul style="list-style-type: none"> • <i>Dynamics & Expressive Techniques</i> • <i>Pitch</i> • <i>Duration</i> • <i>Tone Colour</i> | | | | | | | | | |
| | Focus outcomes: 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.9, 5.10, 5.11 & 5.12 | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--|---|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| Term 3 | Term 3: 'Jazz Music' | | | | | | | | | |
| | <p>This unit develops students' understanding of bass lines and chords as a harmonic foundation upon which a melody can be constructed upon and as a foundation for improvisation. Students begin by learning about the history, origin and development of early Jazz and its characteristic 12-bar Blues structure exploring how a walking bass line is developed from a chord progression. Pupils also explore the effect of adding a melodic improvisation using the Blues scale and the effect which "swung" rhythms have as used in jazz and blues music. Students are introduced to seventh chords and how these are formed further developing their theory knowledge as well as the characteristic sounds used in jazz and blues music. Finally, students explore Ragtime Music as a type of jazz examining how chords have been used differently in a "vamp" style.</p> | | | | | | | | | |
| | <p>Concept focuses:</p> <ul style="list-style-type: none"> • <i>Pitch</i> • <i>Texture</i> • <i>Structure</i> | | | | | | | | | |
| Focus outcomes: 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.9, 5.10, 5.11 & 5.12 | | | | | | | | | | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--|---|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| Term 4 | Term 4: 'Music for Small Ensembles' | | | | | | | | | |
| | <p>This unit's learning focus will be on reinforcing the musical concepts, widening student repertoire and understanding of compositional processes. Students will learn about different types of small ensemble combinations and how these choices affect tone colour and textural variations. Through this unit students will discuss small ensemble performance issues such as balance and voicing they will also rehearse and present a small ensemble performance of their own composition which will lead to them critically appraising music performances of their peers to introduce self-regulated learning on a deeper level.</p> | | | | | | | | | |
| | <p>Concept focuses:</p> <ul style="list-style-type: none"> • <i>Tone Colour</i> • <i>Texture</i> • <i>Duration</i> • <i>Dynamics & Expressive Techniques</i> | | | | | | | | | |
| Focus outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.9, 5.10, 5.11 & 5.12 | | | | | | | | | | |