

Year 10 Music	Subject Intent	Students should feel passionate about Music and cultivate a strong sense of ownership of their musical education. Our curriculum builds upon the three key skills of Appraisal, Composition, and Performance. Students should be able to verbalise and demonstrate a deep musical understanding as well as theoretically analyse pieces of music. In addition, students should be able to write and perform their own pieces of music.
	KS4 Subject Narrative	Students will undertake three components of work during the two-year course – Appraisal, Composition, and Performance. Through Appraisal work, students learn the theoretical concepts of music, including notation at a deeper level than that of Key Stage 3. They will also expand their musical horizons, learning from other composers and styles. Through composition, students complete two pieces of entirely self-written music. One of these is a free composition, which can be written in any style, and the other is to a brief. Only one is completed in Year 10. Through performance, students are able to rehearse and improve upon their chosen instrument (or voice), and also learn key performance and self-management skills.
	Routine Assessment Strategies	SAR (Strength Action Response) Periodically through the year for performances. SAR (Strength Action Response) Periodically through the year for one of their composition pieces. Frequent mini-testing of appraisal skills and knowledge through practise questions. Regular in class tasks and questioning.

Year 10 Music	WHY THIS, WHY NOW?	Appraisal (Appraisal, Composition and Performance run in parallel, with lessons alternating between each discipline)	Composition (Appraisal, Composition and Performance run in parallel, with lessons alternating between each discipline)	Performance (Appraisal, Composition and Performance run in parallel, with lessons alternating between each discipline)
	Enquiry questions	<ul style="list-style-type: none"> Can you identify what type of cadence you are hearing in this piece of music? Using musical vocabulary, how is this piece of music creating the effect of excitement? 	<ul style="list-style-type: none"> What specific musical devices have you used in your composition? Why have you used these and what effect do they create? 	<ul style="list-style-type: none"> Can you demonstrate how you are following dynamic markings from your notation in your performance?
	Key Subject Knowledge	<ul style="list-style-type: none"> Intervals Cadences Genre specific features Key signatures (up to 5 sharps and flats) Time signatures (common and compound) 	<ul style="list-style-type: none"> Understanding chord functions and relationships Understanding the relationship between chords and their respective keys. 	<ul style="list-style-type: none"> Selecting appropriate repertoire for performance Reading notation to ensure accuracy in performance
	Subject Competencies	<ul style="list-style-type: none"> Identifying time signatures Describing music effectively, using musical vocabulary that is correct and concise Recognising key signatures from notation 	<ul style="list-style-type: none"> Applying knowledge of chord functions and scales to effectively create compositions that are musically sound. Demonstrating the competent use of a variety of musical devices in composition. 	<ul style="list-style-type: none"> Performing on a chosen instrument, or voice, a selection of self-chosen pieces that are of an adequate level of challenge.
	Summative Assessments (High stakes assessments which test cumulative knowledge)	<ul style="list-style-type: none"> Students will complete a mock appraisal examination. 	<ul style="list-style-type: none"> Students' first composition will be graded against the course specification. 	<ul style="list-style-type: none"> Students will have their performances graded against the course criteria and be given the opportunity to complete an SAR (Strength, Action, Response) task.
	How does this pave the way for future study?	<ul style="list-style-type: none"> Preparedness for further appraisal in Year 11. 	<ul style="list-style-type: none"> Preparedness for the second composition required in year 11. 	<ul style="list-style-type: none"> Preparedness for further performances required in year 11.