

MUSIC YEAR 10

Year 10	AUTUMN 1	AUTUMN 2	SPRING 1	EXAM WEEK	SPRING 2	SUMMER 1	SUMMER 2	EXAM WEEK
Area of Study	AOS2: Vocal Music & AOS1: Instrumental Music	AOS4: Fusions	AOS3: Music for Stage and Screen	Exam topics: All set works covered until this point. Unfamiliar listening Essay	AOS3: Music for Stage and Screen & AOS1: Instrumental Music	AOS1: Instrumental Music	GCSE Free Composition: Coursework Hand-In Unfamiliar Listening Dictation Comparison Essay	Exam topics: All set works Unfamiliar listening Dictation Comparison essay
Set Works	<i>Killer Queen – Queen</i> <i>Music for a While – Purcell</i> <i>Brandenburg Concerto No. 5 – Bach</i>	<i>Release – Afro Celt Sound System</i> <i>Samba em Preludio – Spalding</i>	<i>Main Title & Rebel</i> <i>Blockade Runner – Williams</i>		<i>Defying Gravity – Schwartz</i> <i>Pathetique Sonata – Beethoven</i>	<i>Pathetique Sonata – Beethoven</i>		
Lesson Focus	Exam-style questions on the set works Melodic & rhythmic dictation exercises				Exam-style questions on the set works and unfamiliar pieces Melodic & rhythmic dictation exercises Exam-style comparison essays			
Composition Focus	Technical Control and Textural Variety	Musical Coherency	Development of Musical Ideas		Free composition start – decide brief and plan	Free composition – finish and complete write-up End of Summer 2		
Assessment	Listening assessment based on set works and composition				Listening assessment based on set works		Free composition Solo performance (2 min) End of Summer 2	
Assessment Objectives	AO1 – Perform with technical control, expression and interpretation (30%) AO2 – Compose and develop musical ideas with technical control and coherence (30%) AO3 – Demonstrate and apply musical knowledge (20%) AO4 – Use appraising skills to make evaluative and critical judgements about music (20%)							
Learning Statement	In Year 10, pupils begin the Edexcel Music GCSE course, focusing on Performance, Composition, and Appraisal. They are assessed on these three components throughout the year, developing their technical skills, creative abilities, and evaluative understanding. High-quality lessons and diverse opportunities ensure pupils excel in their GCSE Music studies. Performing: This component assesses students' performing skills in solo and ensemble contexts. Pupils refine performances on their chosen instrument or voice, developing technical control, expression, and interpretative skills. This encourages creative thinking, aesthetic sensitivity, critical awareness, self-confidence, and self-motivation. Pupils perform solo pieces of at least one minute and ensemble pieces of at least one minute, with a total performance time of at least four minutes across both. The content covers solo performing, ensemble performing, and various approaches to performing, ensuring pupils can perform with control, using phrasing and dynamics appropriate to different styles and moods. Composing: This component assesses students' skills in composing music, allowing them to appreciate the creative process. Pupils learn technical and creative skills required by a composer, exploring various compositional starting points, elements, techniques, and resources. They develop ideas into complete pieces of music and explore composing for different instrumental and vocal forces. Pupils must submit two compositions with a combined duration of at least three minutes: one in response to a Pearson-set brief and one free composition. Each composition must be at least one minute long. Pupils do not need to perform their composed music but focus on the creative process. Appraising: This component assesses students' listening and appraising skills through studying music across various styles and genres, grouped into four areas of study. Pupils reflect, analyse, and evaluate music in aural and written forms, using musical elements, contexts, and language to make critical judgments. Pupils demonstrate contextual understanding of music, using attentive listening, aural perception, and specific music vocabulary. The areas of study, each with two set works, are:							