

**Long  
Term Plan**

Develop the skills and knowledge acquired at KS3, both in school and out of school.

**Year 10: Music**

		<b>Learning Cycle</b>	<b>Key Concepts and Themes</b>	<b>Vocabulary</b>
	HT1	Blues or Waltz	<ul style="list-style-type: none"> <li>Develop Blues or Waltz composition or begin own choice</li> <li>Solo performance</li> <li>Purcell, Music For A While</li> <li>Bach, Brandenburg Concerto</li> </ul>	Ground bass, Basso continuo, Lament, Da capo Aria, Cadential 6/4, Suspension, Word painting, Stile Italiano, Sequence, Ornamentation Polyphonic, Fugue / fugal, Imitation, Basso continuo, Concerto Grosso, Fugal subject, Concertino, Ripieno, Sequences
	HT2			
	HT3	Ensemble Performance	<ul style="list-style-type: none"> <li>Continue to develop Blues, Waltz or own choice composition</li> <li>Ensemble Performance</li> <li>Esperanza Spalding, Samba Em Preludio</li> <li>Afro Celt Sound System, Release</li> </ul>	Chord extensions eg 7ths, 9ths, 11ths, Altered chords, Turn around chords, 12 Bar Blues, Improvisation, Samba / Bossa nova, Syncopation Drone, Polyrhythms, Syncopation Djembe drum; talking drum; djun djun; kora; Hurdy gurdy;
	HT4			
	HT5	Composition	<ul style="list-style-type: none"> <li>Complete Blues, Waltz or own choice composition</li> <li>Ensemble Performance</li> <li>Beethoven, Piano Sonata in C minor</li> <li>Schwartz, Defying Gravity</li> </ul>	Sonata form, 1st and 2nd subject, Homophonic, Fragmented themes, Related and unrelated keys, Sequences, Ornamentation Orchestral, band and electronic instruments, Suspensions, Chromatic harmonies eg diminished and augmented chords, Colla voce, Polyphonic and homophonic, Bitonal and polytonal
	HT6			

<b>Skill Development</b>	<ul style="list-style-type: none"> <li>active listening skills: recognising harmonic devices, melodic devices, textures, sonorities, time signatures, tempi and dynamic nuance in music of different styles and genres</li> <li>appraising skills: developing the ability to compare and describe different excerpts from the set works</li> <li>performance skills: develop solo and ensemble playing with a view to refining accuracy of notes and rhythms, fluency, expressiveness in terms of phrasing dynamic nuance and technical control in terms of breathing pedalling etc as pertaining to the instrument of choice; in ensemble performance also develop an awareness of balance and ensemble</li> <li>Composition skills: develop the ability to create a piece of music that relies on sound musical ideas and structure, explores the use of elements of music as well as the instrument being composed for and develops the original ideas imaginatively</li> </ul>
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