

KS4 Music

Year 10

Scheme of Learning 2025 - 2026

Subject leader: C Ward

Topics by term	Topic overview for Year 10					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	Forms and Devices Set Work: Badinerie	Popular Music Set Work: Africa	Music for Ensemble – Texture and Sonority	Film Music – Storytelling with Sound	Free Composition	Revision and Consolidation

	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites
	<ul style="list-style-type: none"> Secure knowledge of treble and bass clef notes. Ability to read rhythms in simple time signatures. Familiarity with basic musical elements (tempo, dynamics, pitch, texture, structure). Prior experience of performing short solo pieces at KS3 level. 	<ul style="list-style-type: none"> Understanding of chord symbols (I, IV, V, vi) and simple cadences. Basic ability to play/sing in an ensemble setting. Awareness of pop/rock conventions from KS3 (verse/chorus structures, riffs). Ability to keep time and follow a steady pulse. 	<ul style="list-style-type: none"> Understanding of the main textures: monophonic, homophonic, polyphonic. Experience of ensemble rehearsal from KS3. Familiarity with scales and intervals (major/minor, 3rd, 5th, 8ve). Ability to maintain part independence in group performance. 	<ul style="list-style-type: none"> Familiarity with how music communicates mood and character (covered in KS3 drama/music). Ability to recognise dissonance, chromaticism, and dynamics. Basic understanding of how texture and instrumentation create atmosphere. Competence in using notation software/DAW at a simple level. 	<ul style="list-style-type: none"> Secure understanding of musical devices (motifs, sequences, cadences). Experience of short KS3 composition projects. Ability to plan structure (beginning–middle–end). Familiarity with using technology to notate/record ideas. 	<ul style="list-style-type: none"> Prior engagement with all four Areas of Study from earlier terms. Familiarity with Eduqas Assessment Objectives (AO1–AO4). Ability to attempt extended written responses using musical vocabulary. Experience of performing at least one solo and one ensemble piece.
	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?
	<ul style="list-style-type: none"> Establishes core musical vocabulary and notation skills. Provides an early introduction to the set work (<i>Badinerie</i>) so students can revisit it at higher depth in Year 11. 	<ul style="list-style-type: none"> Builds directly on students' familiarity with pop/rock from Year 9, making the transition to GCSE content accessible. Introduces harmony and chord 	<ul style="list-style-type: none"> Positioned mid-year to develop confidence in group performance, supporting AO1. Introduces texture and sonority, which underpin analysis in later 	<ul style="list-style-type: none"> Placed after students have studied ensemble textures so they can apply this knowledge to film scoring. Film music motivates learners and 	<ul style="list-style-type: none"> Introduced in the summer to give extended time for developing an independent composition. Consolidates all knowledge and devices covered earlier (form, harmony, texture, 	<ul style="list-style-type: none"> Provides students practice in exam conditions. Reinforces knowledge of all Areas of Study before the more advanced

	<ul style="list-style-type: none"> Builds confidence in solo performance and melody writing before tackling more complex tasks. 	<p>progressions in a context students find engaging.</p> <ul style="list-style-type: none"> Sequenced here so students experience one classical and one popular set work in Year 10 before moving to ensemble and film music. Develops ensemble performance and listening skills. 	<p>units (film music, appraising questions).</p> <ul style="list-style-type: none"> Builds on harmonic knowledge from Term 2, applying it in more complex ensemble contexts (e.g. jazz chords, chamber music). Encourages collaboration and part-independence, preparing students for ensemble assessment. 	<p>allows creativity through composition, keeping momentum in the spring term.</p> <ul style="list-style-type: none"> Builds AO2 composing skills further by working to a brief — preparing students for the set composition task in Year 11. Supports AO4 by teaching students to appraise how musical elements create mood and meaning. 	<p>film scoring techniques).</p> <ul style="list-style-type: none"> Provides students with ownership of their creative process before Year 11 deadlines. Ensures students complete one full composition in Year 10. 	<p>content of Year 11.</p> <ul style="list-style-type: none"> Allows reflection on strengths and areas for improvement, setting targets for the final year. Ensures balance of AO1–AO4, so students finish Year 10 with evidence of progress across all components.
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Year 10 Music

Topic	Big questions	Topic area: main items and learning objectives	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
Term 1							
AoS1: Forms and Devices - this scheme introduces pupils to the foundational structures and techniques used in Western classical music, focusing on key forms such as binary, ternary, and rondo, and devices including repetition, sequence, and contrast. Through listening, analysis, and creative tasks, pupils will explore how composers from the Baroque, Classical, and Romantic eras used these tools to shape musical expression. The unit develops pupils' ability to identify stylistic features, understand historical context, and apply musical vocabulary with confidence, laying the groundwork for deeper musical appreciation and GCSE-level appraisal.							
<ol style="list-style-type: none"> 1. What are some key features of the Baroque, Classical and Romantic era in music? 2. Who are the notable composers from each era? 3. What changes in instrumentation defined each era? 4. How are musical forms and devices used in each era? 5. How does musical form help shape the listener's experience of a piece? 6. What are musical devices and how do they help build musical ideas? 7. How can we identify musical forms and devices just by listening? 8. How can we use musical devices to compose our own music? 	<p>All pupils will:</p> <ul style="list-style-type: none"> - identify key musical forms such as binary, ternary and rondo - recognise common musical devices including repetition, sequence and contrast - describe basic features of Baroque, Classical and Romantic music - listen to and respond to musical examples using appropriate terminology <p>Most pupils will:</p> <ul style="list-style-type: none"> - analyse how musical forms and devices are used in different pieces - compare stylistic features across the Baroque, Classical and Romantic eras - explain how composers use musical elements to create structure and expression - apply knowledge of forms and devices in short 	<p><u>AoS1</u></p> <ul style="list-style-type: none"> - identify common musical forms and devices - explore how forms and devices are used to structure music and create contrast <p><u>AoS2</u></p> <ul style="list-style-type: none"> - recognise different ensemble types from different eras - explore interaction between parts, balance and expressive intent <p><u>AoS3</u></p> <ul style="list-style-type: none"> - identify how music can support mood, character and action - explain how musical elements contribute to mood and storytelling <p><u>AoS4</u></p>	<p>Literacy:</p> <ul style="list-style-type: none"> - use of subject-specific vocabulary (e.g. binary form, sequence, cadence, texture) - structured written responses in listening and appraisal tasks - comparing and contrasting musical styles using analytical language - reading and interpreting musical scores and annotations <p>Numeracy:</p> <ul style="list-style-type: none"> - understanding time signatures and rhythmic values - counting beats and subdivisions in different metres - recognising patterns and sequences in musical structure 	<p>Formative assessment through:</p> <ul style="list-style-type: none"> - topic booklet - listening logs - 'Do Now' recall - Mini whiteboard checks for understanding <p>Summative assessment through:</p> <ul style="list-style-type: none"> - listening and appraisal tasks - composition tasks (including music technology) - end of unit quiz 	<p>Knowledge Organisers</p> <p>ICT classroom</p> <p>Student workbooks</p> <p>Mini whiteboards</p> <p>MIDI keyboards</p> <p>Headphones</p> <p>PowerPoints</p> <p>Keyboards</p>	<ul style="list-style-type: none"> - exploring expression in music across historical periods - discussing the role of music in society - understanding how music reflects cultural identity and historical context - supporting creative freedom in composition - understanding career pathways in the music industry with links to composition and the use of music technology 	

	<p>9. What makes <i>Badinerie</i> a typical example of Baroque music?</p> <p>10. Why was the suite a popular musical form in the Baroque era?</p> <p>11. How is binary form used in <i>Badinerie</i>?</p> <p>12. How does Bach use melodic devices such as sequence and imitation in <i>Badinerie</i>?</p> <p>13. What role do cadences play in defining the structure of the piece?</p> <p>14. What textures are present in <i>Badinerie</i> and how do they change?</p>	<p>composition or performance tasks</p> <p><u>Some pupils will:</u></p> <ul style="list-style-type: none"> - evaluate the effectiveness of musical forms and devices in shaping listener response - justify stylistic interpretations of music from different eras using detailed musical vocabulary - compose or perform music that demonstrates a clear understanding of historical style and structure - make connections between musical features and wider historical, cultural or social contexts 	<ul style="list-style-type: none"> - compare and contrast stylistic features across genres and evaluate their cultural significance 	<ul style="list-style-type: none"> - interpreting graphical scores and notation 			
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Term 2

<p>AoS4: Popular Music - This scheme of learning explores the iconic 1982 hit "<i>Africa</i>" by Toto, the designated set work for Area of Study 4: Popular Music. Students will engage with the musical elements, structure, instrumentation, and stylistic features of the piece, developing their analytical and listening skills through focused activities and critical questioning. The unit encourages learners to consider the cultural and historical context of the song, its lasting popularity, and its place within the wider genre of 1980s pop-rock. Through performance, composition, and appraisal tasks, students will deepen their understanding of popular music conventions and enhance their ability to respond to music both creatively and critically.</p>							
1. In what ways does <i>Africa</i> challenge or conform to typical pop song conventions?	<p>Expectations:</p> <p>All pupils will:</p> <ul style="list-style-type: none"> - identify key musical elements used in <i>Africa</i> - recognise the structure of the song and describe its verse-chorus format 	<p><u>AoS1</u></p> <ul style="list-style-type: none"> - identify structural features and instrumental sections - describe how musical devices are used 	<p>Literacy:</p> <ul style="list-style-type: none"> - use of subject-specific vocabulary (e.g. syncopation, texture, dynamics, timbre) 	Formative assessment through: <ul style="list-style-type: none"> - topic booklet - listening logs and activities 	Recording of song Headphones/speakers Score	<ul style="list-style-type: none"> - collaborative listening and discussion activities - investigating African musical influences and 1980s pop culture 	

	<p>2. What influences from world music can be identified in the song?</p> <p>3. How does the instrumentation reflect the genre and style of 1980s pop-rock?</p> <p>4. How are dynamics used to shape the structure and emotional impact of the piece?</p> <p>5. How is the verse-chorus structure used effectively in <i>Africa</i>?</p> <p>6. What melodic and harmonic features are used in the song?</p> <p>7. What rhythmic devices are used to create interest and drive in the accompaniment?</p>	<p>- understand the stylistic features of 1980s pop-rock music</p> <p>- listen attentively and respond to musical features using appropriate vocabulary</p> <p>Most pupils will:</p> <ul style="list-style-type: none"> - analyse how musical elements are used to create mood and contrast - explain the role of instrumentation and production techniques in shaping the sound - make connections between the song and its cultural or historical context - use musical terminology confidently in written and verbal responses <p>Some pupils will:</p> <ul style="list-style-type: none"> - evaluate the effectiveness of musical features in communicating artistic intent - compare <i>Africa</i> with other examples of popular music from different eras or genres - justify personal opinions with reference to musical evidence - demonstrate deeper insight into the song's legacy and influence on popular music 	<p>- analyse how form supports the expressive content of the song</p> <p><u>AoS2</u></p> <ul style="list-style-type: none"> - explore the role of vocal harmonies and instrumental layering in ensemble performance - understand how different parts interact rhythmically and harmonically <p><u>AoS3</u></p> <ul style="list-style-type: none"> - make connections between the atmospheric qualities of <i>Africa</i> and techniques used in film music - explore how instrumentation and texture can evoke mood or setting <p><u>AoS4</u></p> <ul style="list-style-type: none"> - identify stylistic features of 1980s pop-rock and world music influences - analyse the use of rhythm, harmony and production techniques in the set work 	<p>- writing structure musical appraisals</p> <ul style="list-style-type: none"> - comparing and contrasting musical features using analytical language - summarising contextual information about the song and its genre <p>Numeracy:</p> <ul style="list-style-type: none"> - understanding time signatures and rhythmic values - counting beats and subdivisions in rhythmic patterns - analysing song structure using bar numbers and timings - interpreting chord progressions and intervals 	<p>- 'think, pair, share' and mini whiteboard activities</p> <ul style="list-style-type: none"> - annotated score <p>Summative assessment through:</p> <ul style="list-style-type: none"> - written appraisal - exam-style questions - performance and composition tasks 	<p>Knowledge Organiser</p> <p>Topic booklet</p> <p>Music notation software</p> <p>PowerPoints</p> <p>Keyboards</p> <p>Class instruments</p>	<ul style="list-style-type: none"> - appreciating diverse musical styles and cultural influences - working collaboratively in listening and performance tasks
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