

	Term 1: Sept –Dec Content	Term 2: Jan-April Content	Term 3: April - July Content	Desired end of year outcomes
Year 10	<p><u>Focus for Autumn terms 1 and 2</u></p> <ul style="list-style-type: none"> Further development of staff and rhythmic notation. Further developing instrumental performance technique. Further development of solo and ensemble vocal technique. Beginning to understand and use compositional techniques: Ostinato and the use of ternary form. Using pentatonic scales to compose and perform in ternary form. Beginning to learn the recorder so as to increase the variety of instruments that can be played in performance. 	<p><u>Focus for Spring terms 1 and 2</u></p> <ul style="list-style-type: none"> Using ICT to compose in a range of styles and structures. Rehearsing and performing a greater variety of ensemble work which can be used for course work. Evaluating both individual and ensemble performances and compositions. Increasing improvisatory skills using tuned and un-tuned percussion. 	<p><u>Focus for Summer terms 1 and 2</u></p> <ul style="list-style-type: none"> Beginning to collate a bank of work that could be considered as course work. Continuing to learn more complex rhythmic notations. Furthering the ability to play/sing more complex individual instrumental/ vocal parts within ensemble work. Exploring minimalism and polyrhythms as further tools for composition. Using traditional Indian Ragas to improvise over drones. 	<p>During this year, the students will have increased their confidence in reading both rhythmic and staff notation.</p> <p>They will be able to perform a selection of instrumental pieces that are set at an appropriate level.</p> <p>They will understand what musical structure is with a focus on ternary form and be able to compose in this form.</p> <p>Students will feel comfortable and confident when improvising using Indian ragas.</p>
Assessment	Learners will compose an ABA structured melody using a pentatonic scale. Learners will confidently be able to read semibreves, minims, crotchets, quavers and their corresponding rests.	Learners will appraise and edit their work using ICT. Learners will feel confident and more exploratory when improvising. Learners will perform effectively and responsibly within an ensemble.	Learners will be able to understand and play dotted crotchets and semiquavers. Learners will effectively combine several polyrhythms in a composition and score the parts appropriately.	<p>Key Contact Name & Email</p> <p>Andrina Wright</p> <p>awright@glebe.bromley.sch.uk</p>