

YEAR GROUP: 10 COURSE: KS4

		AUTUMN 1							AUTUMN 2								SPRING 1						SPRING 2						SUMMER 1						SUMMER 2						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7
Unit description	<p>Unit 3 – Listening & Appraising</p> <p>Introduction to GCSE course.</p> <p>First set work – Star Wars. (AOS3) Key features of the piece. (links to KS3 film music and elements)</p> <p>Some paired composition tasks relating to first set work. Key word tests & listening practise.</p> <p>2 hours per week (1 hour set work, 1 hour comp.)</p>								<p>Unit 3 – Listening & Appraising</p> <p>Start second set work – Defying Gravity. (AOS3)</p> <p>Coursework Composition 1 – 15% Free Composition (earlier start) Links to KS3 composition and the effects of musical elements</p> <p>Listening practise & introduction to 12 mark essay question</p> <p>2 hours per week (1 hour set work, 1 hour comp.)</p>									<p>Unit 3 – Listening & Appraising</p> <p>Third/4th set works – Purcell/samba. (AOS2/4) Links to y8 ground bass</p> <p>Coursework Composition 1 – 15% Free Composition</p> <p>2 hours per week (1 hour set work, 1 hour comp.)</p>							<p>Unit 3 – Listening & Appraising</p> <p>Fifth set work – Killer Queen Links to y8 pop music</p> <p>Coursework Composition 1 – 15% Free Composition</p> <p>2 hours per week (1 hour set work, 1 hour comp.)</p>							<p>Unit 3 – Listening & Appraising</p> <p>sixth set work – Release links to y9 ostinato unit</p> <p>Coursework Composition 1 – 15% Free Composition</p> <p>2 hours per week (1 hour set work, 1 hour comp.)</p>							<p>Unit 3 – Listening & Appraising</p> <p>Revision of set works covered. Essay practise EBIs from Mock.</p> <p>Coursework Composition 1 – 15% Free Composition</p> <p>2 hours per week (1 hour set work, 1 hour comp.)</p>		
	Assessment	<p>Solo performance (marked out of 30 to familiarise students with the mark scheme for Performance and baseline level.)</p>								<p>12-mark essay Links to keywords from ks3 Solo 2 - MRI</p>									<p>Unfamiliar listening test & dictation.</p>							<p>Composition 1 Feedback & mark</p>							<p>Ensemble mock performance /30 EBIs for Oct Links to ensemble work in y7, 8 and 9)</p>							<p>Mock exam Composition 1 – remark (15%)</p>	

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity.

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Encouraging creative expression to connect with the inner self and the transcendent.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Promoting open-ended investigations rather than just seeking right answers.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

KS4 Music:

- Fostering a sense of belonging and interconnectedness with others:
All students are encouraged to perform to others, both in class, and school and county ensembles, in assemblies, concerts and in the local community. The Music department is a place of respect for others and we practise being a 'polite audience' and 'active listening' for all student performances in class, whether formal assessments or spontaneous demos of work.
- Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.
Experience trips to local theatres for concerts eg RPO and shows, to witness the excitement and buzz of a live professional performance. Having participants in the hall, when possible, to enable pupils to be inspired by the performances of more experienced pupils.
- Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity:
Studies of great composers and their context to inspire and gain understanding of the 'why' music sounds like it does. Set works studies include innovations in performance practice, invention of instruments and ground breaking compositional techniques.