



Year 10 Music Curriculum Map

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| Overview | <p>Students will study Eduqas 9-1 GCSE Music. This course has been chosen because:</p> <ul style="list-style-type: none"> ▪ 'Every Bishop Luffa Musician Matters,' and this course offers the flexibility of students choosing to submit two ensemble performances or a mixture of ensemble and solo performances. ▪ Has the flexibility of allowing a range of different musical performances to be assessed including traditional, modern and electric instruments including DJing ▪ Students can work on both free compositions alongside working to a compositional brief. This enables students to be able to play to their own strengths and talents ▪ Students will have the option to use music technology to develop their creativity and to allow them to compose for any type of instrument or ensemble ▪ It offers both un-seen works to be studied alongside more analytical study for 2 set works. The course therefore relies on them developing a musical response rather than merely learning facts to recite ▪ It prepares students for KS5 music for both academic and vocational courses which gives more scope at the end of Year 11. <p><i>"There are certain things that have universal attributes, like music. Something of greater magnitude is conveyed by them. They connect us with the universal storehouse of life and knowledge." -- Swami Paramananda</i></p> | | | | | |
| Year 10 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic | <p>Crash course to music theory and composition techniques</p> <p>Introducing AOS1: Western Classical Music 1600-1750</p> <p>AOS 2: Blues and Jazz</p> | <p>Continuing AOS1: Western Classical Music 1600-1750</p> <p>AOS 4: Popular Music</p> <p>Introducing Composition (how the mark scheme works with working examples)</p> <p>Introducing Performance Task (how the mark scheme works with working examples)</p> | <p>In class Performing Tasks</p> <p>AOS1: Set work 21/22 Bach Badinerie</p> <p>Introducing AOS3: Film Music</p> <p>Developing Composition</p> <p>AOS 4: Popular Music Set work: 21/22 Africa (Toto)</p> | <p>Solo Performing</p> <p>Composing to a free brief and using a composition log book</p> <p>Continuing AOS3: Film Music</p> <p>AOS4: Fusion Music</p> | <p>AOS2: Music for ensemble Musical Theatre</p> <p>Composition development of musical ideas, structural and musical devices</p> <p>Practice Questions for AOS 4 and 1</p> | <p>AOS2 Music for ensemble (other)</p> <p>Year 10 Performing Assessment</p> <p>Year 10 Component 3 Listening and Appraising exam preparation</p> |
| Knowledge | <p>Skills analysis, practice and performing routines.</p> <p>Different notations, introduction to keys, chords and harmonies, time signatures and rhythms.</p> <p>Short composing tasks: chord progressions,</p> | <p>Wider listening of classical music: binary, ternary, rondo, sonata form, minuet and trio form, development of the symphony orchestra.</p> <p>Analysis of set work, performance of set work.</p> | <p>Wider listening of classical music: binary, ternary, rondo, sonata form, minuet and trio form, development of the symphony orchestra.</p> <p>Analysis of set work, performance of set work.</p> | <p>In class ensemble performance.</p> <p>Music of John Williams, Hans Zimmer and John Barry. Different genres of film music, use of leitmotif, focus on musical elements and instrumentation.</p> | <p>Musical Theatre: different ensembles, instrumentation, genres, different types of song: ballad, duet, chorus, character songs: music from Richard Rogers, Lerner and Lowe, Bernstein, Kander and Ebb, Sondheim etc. Song writing.</p> | <p>Revisiting music of AOS1 focus on chamber ensembles: String quartets, and other smaller groups.</p> <p>Elements of music!</p> <p>Listening, composing tasks and performing in ensemble.</p> |

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| | <p>melody writing, developing melodies and ground bass pieces, song writing tasks.</p> <p>Features of Baroque, classical and romantic music.</p> <p>Elements of music MAD T-SHIRTS.</p> <p>Blues and Jazz History of Blues and Jazz, musical features of blues and jazz sub-genres of jazz and blues, different types of ensembles.</p> | <p>Introducing popular music genres including: Introducing popular music genres including: 1960s: pop, Rock, Psychedelic Rock, Folk/Country, Blues Rock, Progressive Rock, Punk Rock, Glam Rock, Soft Rock, Hard Rock, Heavy Metal, Pop Rock, Brit Pop, Dance Music (plus sub-genres).</p> <p>Starting work on composing devices and techniques.</p> <p>In class ensemble performing task set.</p> | <p>Continuation of: Rock, Glam Rock, Soft Rock, Hard Rock, Heavy Metal, Pop Rock, Brit Pop, Dance Music (plus sub-genres).</p> <p>Starting work on composing to a brief (popular music or music from western classical tradition).</p> <p>In class ensemble performing task set.</p> | <p>Continuation of brief composition – option for Music for film short project.</p> <p>Focus on Folk Rock, Bhangra and High Life music: Analysis of song structure, chords, instrumentation.</p> | <p>Continuation of individual composition.</p> <p>Solo and Ensemble practice.</p> | <p>Year 10 solo/ensemble performance assessment.</p> <p>Listening tests on AOS1-4.</p> |
| Skills | <p>Performing setting up a good practice and rehearsal regime.</p> <p>Composing starting points.</p> <p>Listening and Appraising.</p> | <p>Performing skills in ensemble.</p> <p>Developing Composition skills and devices - using and creating log book entries.</p> <p>Listening and Appraising with focus and group discussion.</p> | <p>Performing in ensemble.</p> <p>Composition skills and development of devices and structural matters.</p> <p>Listening and Appraising with focus on group discussion and forming own judgements.</p> | <p>Writing a 'free' brief.</p> <p>Development of compositional skills using musical elements and style (genre specific).</p> <p>Development of solo performing skills (and successful practice regime) within class performing.</p> <p>Listening and appraising more focus on individual response.</p> | <p>Answering short, and longer questions (written paper Component 3).</p> <p>Individual development of composition (working within 'free' brief)</p> <p>Musical theatre - links with song writing and other AOS's.</p> | <p>Preparation of skills needed for listening paper: listening with awareness ('musical ears').</p> <p>Continuation of Individual development of 'free' composition.</p> |
| Assessment | <p>Listening Tasks for Area of Study (unprepared).</p> | <p>Performance task: Performers Platform.</p> | <p>Listening Tasks for Area of Study</p> <p>Short group and individual compositional tasks: peer and teacher assessed</p> <p>In class performance – Teacher Assessed.</p> | <p>Component 3 Listening Paper covering 2 Areas of Study – unprepared listening.</p> | <p>Listening Tasks for Area of Study (unprepared).</p> <p>Free composition brief to begin.</p> | <p>Performance task: Formal Assessment of Solo and/or ensemble performance.</p> <p>Free Composition (draft) work in progress teacher assessment.</p> |