

Year 10 Music Curriculum Map

YEAR 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Curriculum Content	<p>Module 1: Popular Music In this module pupils will study the developments of popular music from the birth of the blues through to the present day through performance, listening & compositional activities.</p> <p>Ensemble Performance Skills 'Jailhouse Rock', 'Hound Dog' and 'Blue Suede Shoes' in different keys (including B flat and E flat) Blues in C, D, G and A. A range of songs and pieces from the 1960's to the present day. Prologue to - 'Little Shop Of Horrors'.</p> <p>Composition Pupils will use the 12 bar blues structure to create a Blues based composition.</p>	<p>Module 2: Western Classical Tradition - 16-50 - 1910 (Baroque) In this module pupils will study the developments of Western Classical music through performance, listening & compositional activities.</p> <p>Solo Performance Skills Pupils will work on their solo performance pieces.</p> <p>Ensemble Performance Skills Prologue to - 'Little Shop Of Horrors' and 'Feed Me'.</p> <p>Composition Pupils will explore more extended harmony to include 7ths, 9ths and 13th chords.</p>	<p>Module 3: Western Classical Tradition - 1650 - 1910 (Classical) In this module pupils will study the set work: 'Mozart's Clarinet Concerto' (2nd Movt) through listening and practical activities, including composition.</p> <p>Module 4: Set Work - 'Little Shop Of Horrors'. In this module pupils will study the Prologue and 'Mushnik and Son' through performance, listening & compositional activities.</p> <p>Solo and Ensemble Performance Skills Students will prepare individual and group performance pieces for the Spring concert.</p> <p>Composition Pupils will explore a range of rhythmic and melodic compositional techniques including sequence, imitation, augmentation, diminution and thematic variation. Pupils will continue to develop their harmonic language through exploring chords 2,3 and 6 in a range of keys.</p>	<p>Module 3: Western Classical Tradition - 1650 - 1910 (Classical) In this module pupils will continue the study of 'Mozart's Clarinet Concerto' through listening and practical activities, including composition.</p> <p>Module 4: Set Work - 'Little Shop Of Horrors'. In this module pupils will study 'Feed Me' through performance, listening & compositional activities.</p> <p>Performance Skills Pupils will perform in the Spring concert.</p> <p>Composition Pupils will continue to develop their harmonic language through exploring chords 2,3 and 6 in a range of keys. Pupils will begin the Free Composition in a style of their choice.</p>	<p>Module 5: Western Classical Tradition - 1800 - 1910 (Romantic) In this module pupils will study the Romantic period of Western Classical music through performance, listening & compositional activities.</p> <p>Module 4: Set Work - 'Little Shop Of Horrors'. In this module pupils will revisit the learning from the previous term and will answer exam questions on the set works.</p> <p>Module 5: Free Composition Pupils will continue to explore their ideas for the free composition in a style of their choice.</p> <p>Solo & Ensemble Performance Skills Pupils will continue to learn and practise new material for both the solo and ensemble tasks. Pupils will make a recording of 2 pieces in preparation for the exam recording in Year 11.</p>
Prior knowledge and skills (from previous year / key stage)	<p>Knowledge of note values and rests up to semiquavers. (Module 1 in Year 7 and 8)</p> <p>Primary chords of 1,4,5 and 6 in the keys of C, G, D, A and F major.</p> <p>Understanding of Logic Pro music software.</p> <p>Understanding of a range of popular music styles (Beyond The Blues module Year 8, Reggae and Hip Hop year 9)</p> <p>Some instrumental and vocal skills.</p>	<p>Knowledge of note values and rests up to semiquavers. (Module 1 in Year 7 and 8)</p> <p>Understanding of syncopation and polyrhythms (African Drumming Year 8, Samba Year 9)</p> <p>Primary chords of 1,4,5 and 6 in the keys of C, G, D, A, F and an understanding of dominant 7th chords.</p> <p>Understanding of Logic Pro music software: Use of the score editor and piano roll.</p> <p>Understanding of the timeline of Western Classical Music from the Baroque to the 20th Century.</p> <p>Instrumental and vocal skills.</p>	<p>Understanding of the treble clef. Sections of the orchestra.</p> <p>Knowledge of musical elements: Texture, Tempo and Metre, Key Signatures and harmony.</p> <p>Major, minor and dominant 7th chords.</p> <p>Understanding of the Classical period and the main composers: Haydn, Mozart and Beethoven.</p> <p>Instrumental and vocal skills.</p>	<p>Understanding of the bass clef.</p> <p>Knowledge of musical elements: cadences, tempo and metre, key signatures, harmony and instrumentation.</p> <p>Major, minor and dominant 7th chords.</p> <p>Understanding of the Classical period and the main composers: Haydn, Mozart and Beethoven.</p> <p>Instrumental and vocal skills.</p>	<p>Understanding of the bass clef.</p> <p>Knowledge of musical elements: cadences, tempo and metre, key signatures, harmony and instrumentation.</p> <p>Major, minor and dominant 7th chords.</p> <p>Understanding of the Classical period and the main forms: Sonata form, the concerto, the symphony.</p> <p>Instrumental and vocal skills.</p>

Core Knowledge Organiser content	Theory/practical skills (technique)	Theory/practical skills (technique)	Theory/practical skills (technique)	Theory/contextual understanding/practical skills (technique)	Theory/contextual understanding/practical skills (technique)
Assessment Objectives	<p>Component 1: Theoretical Understanding/Listening & Appraising Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p> <p>Component 2: Performing Music Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p>Component 3: Composing Music Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>	<p>Component 1: Theoretical Understanding/Listening & Appraising Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p> <p>Component 2: Performing Music Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p>Component 3: Composing Music Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>	<p>Component 1: Theoretical Understanding/Listening & Appraising Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p> <p>Component 2: Performing Music Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p>Component 3: Composing Music Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>	<p>Component 1: Theoretical Understanding/Listening & Appraising Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p> <p>Component 2: Performing Music Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p>Component 3: Composing Music Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>	<p>Component 1: Theoretical Understanding/Listening & Appraising Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p> <p>Component 2: Performing Music Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p>Component 3: Composing Music Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>
Vocabulary / Key Subject Terminology	Riff, pitch bend, melisma, hook, slide glissando, improvisation, ostinato, blue notes. bpm (beats per minute), groove, backbeat, syncopation, off-beat shuffle, swing/swung intro/outro, verse, chorus break, twelve-bar blues, drum fill.	Binary and ternary, theme and variations, minuet and trio, call and response, ground bass, continuo. Major, minor, and their key signatures to four sharps and flats modulation to dominant, subdominant in major or minor keys, relative major or minor tonic major or minor simple and compound time, regular anacrusis, common Italian tempo terms eg allegro, andante pulse, augmentation, diminution hemiola, semibreve, minim, crotchet, quaver, semiquaver, dotted rhythms, triplets, scotch snap, rubato, pause tempo.	Rondo, sonata, minuet and trio, scherzo and trio, cadenza. Major, minor, and their key signatures to four sharps and flats modulation to dominant, subdominant in major or minor keys, relative major or minor tonic major or minor simple and compound time, regular anacrusis, common Italian tempo terms eg allegro, andante pulse, augmentation, diminution hemiola, semibreve, minim, crotchet, quaver, semiquaver, dotted rhythms, triplets, scotch snap, rubato, pause tempo.	Rondo, sonata, minuet and trio, scherzo and trio, cadenza. Major, minor, and their key signatures to four sharps and flats modulation to dominant, subdominant in major or minor keys, relative major or minor tonic major or minor simple and compound time, regular anacrusis, common Italian tempo terms eg allegro, andante pulse, augmentation, diminution hemiola, semibreve, minim, crotchet, quaver, semiquaver, dotted rhythms, triplets, scotch snap, rubato, pause tempo.	Conjunct, disjunct, triadic, broken chords, scalic, arpeggio, intervals within the octave passing notes, diatonic, chromatic slide/portamento, ornamentation including acciaccaturas, appoggiaturas ostinato phrasing, articulation diatonic, chromatic consonant, dissonant pedal, drone cadences: perfect, plagal, imperfect, interrupted and tierce de Picardie identification of major, minor and dominant seventh chords using chord symbols/roman numerals.
Assessment 1	Practical assessment of ensemble skills and chordal knowledge.	Practical assessment of solo performances. Written assessment of the key terminology for popular music.	Practical assessment of solo and ensemble performances. Written assessment of the features and terminology associated with music from the Baroque and Classical periods.	Practical assessment of solo and ensemble performances. Written assessment of the features and terminology for the set (Mozart Clarinet Concerto)	Practical assessment of solo and ensemble performances. Written assessment of the features and terminology associated with the Romantic period.
Assessment 2	Assessment of stylistic features and language associated with popular music.	Written assessment of the structure, features terminology in the 'Prologue'. Appraisal of ensemble skills.	Written assessment of set works for the Classical period (Mozart) Appraisal of compositional exercises.	Written assessment of set works for the Classical period (Mozart) Appraisal of compositional exercises.	Written assessment of unfamiliar listening for the Romantic period. Appraisal of the free composition.
Cross Curricular Links with other Faculties	Maths – note values, metre Languages – numerous Italian terms e.g piano, forte, crescendo, tutti. History – e.g. Influences from the 18 th Century revolutions on the Romantic period in music.	Maths – note values, metre Languages – numerous Italian terms e.g piano, forte, crescendo, tutti. History – e.g. Influences from the 18 th Century revolutions on the Romantic period in music.	Maths – note values, metre Languages – numerous Italian terms e.g piano, forte, crescendo, tutti. History – e.g. Influences from the 18 th Century revolutions on the Romantic period in music. Geography – The German and Italian traditions. Nationalism in the late 19 th Century. 20 th Century atonality following World War 1.	Maths – note values, metre Languages – numerous Italian terms e.g piano, forte, crescendo, tutti. History – e.g. Influences from the 18 th Century revolutions on the Romantic period in music.	Maths – note values, metre Languages – numerous Italian terms e.g piano, forte, crescendo, tutti. History – e.g. Influences from the 18 th Century revolutions on the Romantic period in music.

	<p>Geography – The German and Italian traditions. Nationalism in the late 19th Century. 20th Century atonality following World War 1. Physics – the nature of sound, music technology RE- The relationship to worship and the structure of the Mass.</p>	<p>Geography – The German and Italian traditions. Nationalism in the late 19th Century. 20th Century atonality following World War 1. Physics – the nature of sound, music technology RE- The relationship to worship and the structure of the Mass.</p>	<p>Physics – the nature of sound, music technology RE- The relationship to worship and the structure of the Mass.</p>	<p>Geography – The German and Italian traditions. Nationalism in the late 19th Century. 20th Century atonality following World War 1. Physics – the nature of sound, music technology RE- The relationship to worship and the structure of the Mass.</p>	<p>Geography – The German and Italian traditions. Nationalism in the late 19th Century. 20th Century atonality following World War 1. Physics – the nature of sound, music technology RE- The relationship to worship and the structure of the Mass.</p>
<p>Extra-Curricular Offer</p>	<p>Instrumental tuition through Resonate. Early Morning Music Club (Notre Dame) College Orchestra College Chamber Choir College band Grade 5 theory class (Resonate) Resonate Music Studios (Wednesday evenings)</p>	<p>Instrumental tuition through Resonate. Early Morning Music Club (Notre Dame) College Orchestra College Chamber Choir College band Grade 5 theory class (Resonate) Resonate Music Studios (Wednesday evenings)</p>	<p>Instrumental tuition through Resonate. Early Morning Music Club (Notre Dame) College Orchestra College Chamber Choir College band Grade 5 theory class (Resonate) Resonate Music Studios (Wednesday evenings)</p>	<p>Instrumental tuition through Resonate. Early Morning Music Club (Notre Dame) College Orchestra College Chamber Choir College band Grade 5 theory class (Resonate) Resonate Music Studios (Wednesday evenings)</p>	<p>Instrumental tuition through Resonate. Early Morning Music Club (Notre Dame) College Orchestra College Chamber Choir College band Grade 5 theory class (Resonate) Resonate Music Studios (Wednesday evenings)</p>