

Y10 Music – Curriculum Map

<p><u>Advent</u></p> <p>AoS2: Popular music of the 20th & 21st Centuries</p>	<p><u>Lent</u></p> <p>AoS1: Western Classical Tradition 1650-1910</p>	<p><u>Pentecost</u></p> <p>AoS3: Traditional Music</p>	<p>Review of learning <i>Takes place during and at the end of each half term.</i></p>
<p>Unit intent: <i>Each unit has been designed to deliver the ‘Assessment Objectives 1-4’ which are integral to the growth of knowledge and understanding required from students to succeed in all components of the course.</i></p> <p>Curriculum content;</p> <ul style="list-style-type: none"> • Musical theatre - explore musical theatre, develop listening and performing skills. • Composition activity- explore the role of melody and use of tonality using Musical theatre as a starting point. • Rock Bands of the 60s & 70s - typical instrumentation, develop knowledge and extend composition skills. Introduction of ‘Queen’ set works. • Composition activity - develop understanding of chords, instrumentation using various forms of notation. • Performance assessment 1 - track/review progress. • Film Music - explore different types of film and the techniques and processes used by composers. • Composition activity using leitmotif to represent a character and other elements to set a scene. • Set works - ‘Queen’ Bohemian Rhapsody. • Music in computer games - to develop understanding and importance of music in gaming. • Composition activity - experiment with form/structure, create ‘variations’ based on a well-known gaming theme. • Popular Music 1990s onwards - activities to explore Britpop, Boy/Girl bands, Club dance music and the role of music technology. • Performance assessment 2 - track/review progress. 	<p>Unit intent: <i>Each unit has been designed to deliver the ‘Assessment Objectives 1-4’ which are integral to the growth of knowledge and understanding required from students to succeed in all components of the course.</i></p> <p>Curriculum content;</p> <ul style="list-style-type: none"> • Coronations Anthems & Oratorios - using Handel’s well-known works to develop knowledge and understanding of music from the Baroque period. • Set works - continuation of ‘Queen’ tracks, retrieval activities continue throughout the term. • Composition activity - focus on accompanying textures using ‘Zadok the priest’ as inspiration. • Music of the classical period - to become familiar with the musical features of the time; instrumentation, style, structure and form. • Composition activity - consider strengths and styles and begin to consider plans for free choice piece [Composition 2]. • Performance assessment 3 - track/review progress. • The Classical Symphony - develop and improve understanding of the evolution of the orchestra. Composition activity - develop understanding and use of the elements in current work leading to development of composition 2. • Orchestral music of Beethoven - contextual information and performance opportunities relating to set work 1 - Beethoven’s Symphony 1, mov. 1. • Piano music of Chopin & Schumann - recognise and understand how the elements are used. • The Requiem Mass of the Late Romantic period - develop key knowledge and use of elements. • Performance assessment 4 - track/review progress. 	<p>Unit intent: <i>Each unit has been designed to deliver the ‘strands of learning’ which are integral to the growth of knowledge and understanding required from students to succeed in all components of the course.</i></p> <p>Curriculum content;</p> <ul style="list-style-type: none"> • The Blues and other jazz styles - add to and develop existing knowledge from KS3. Extend listening and performance skills. • Set works - continuation of ‘Queen’ tracks, retrieval activities continue throughout the term. • Composition activity - how to use the 12 bar blues in various keys, using extended chords and typical melody structures [AAB] using the blues scale. • Fusions - to understand the origins of Ska; fusion of rhythm & blues and mento, fusion of Ska and Rocksteady - Reggae. • Set works - continuation of ‘Beethoven’s Symphony No.1, mov.1’, retrieval activities continue throughout the term. • Composition activity - investigate the features of reggae and review progress of free choice piece. • Performance assessment 5 - track/review progress. • Salsa - discover and extend knowledge of how Latin American musical styles make use of the elements. • Samba - discover and extend knowledge of how Latin American styles make use of the elements. • Composition activity - use knowledge on Latin American styles to develop elements of rhythm/texture and sonority in free choice pieces. • Year 10 Mock Examinations - listening exam based around strands of learning covered so far. • Performance assessment 6 - Mock Performance recorded during lesson time. 	<p>Disciplinary knowledge</p> <p>AO1 Perform with technical control, expression and interpretation.</p> <p>AO2 Compose and develop musical ideas with technical control and coherence.</p> <p>AO3/4 Demonstrate and apply musical knowledge.</p> <p>Formative assessments; AO3/4; ‘do it nows’, key terms and retrieval activities [set works/exam style questions], dual coding, metacognition strategies.</p> <p>AO1/2; ongoing formative teacher feedback provided.</p> <p>Summative assessments; formal review of performance skills DIRT activity, bespoke teacher feedback - mark to GCSE specification.</p> <p>Careers</p> <p>Music GCSE for options 2024.docx British Values</p> <p>CST</p> <p>The curriculum for Music consistently exposes children to a wide range of backgrounds, abilities, beliefs and cultures. This enables children to understand, appreciate and respect differences in the world and its people, including the things we share in common across cultural, religious, ethnic and socioeconomic communities. Dignity, solidarity, the common good, the option for the poor, peace, creation and environment and the dignity of work and participation are all promoted within Music lessons at St Thomas More and are underpinned by the school’s ASPIRE values #BeMore</p>