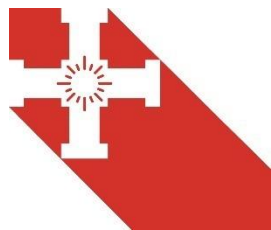


Curriculum Map: Year: 10 Subject: Music



Year 10 Music 2024-2025

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Introduction to Music Theory	<p>All students will:</p> <ul style="list-style-type: none"> • Know and understand basic theory skills • Read the notes of the treble and bass clef • Recognise and read: <ul style="list-style-type: none"> • Grand Staff, Bass and Treble Clef • Note values and rests • Simple Time signatures • Compound time signatures • The scale and degrees of the scale • Key signatures • Circle of fifths and related Keys • Score reading, Notation skills, Rhythm, Pitch, Scales, Sharps and Flats, Key Signatures, Major/Minor and related keys • Develop knowledge and understanding of the elements of music using MAD T-SHIRT mnemonic 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Improve score reading and listening • Improve understanding of Harmony • Improve Composition • Apply elements of music when listening, using 'MAD TSHIRTT' 	<p>All students will</p> <ul style="list-style-type: none"> • Sit a graded Theory test appropriate to their ability level • Homework to consolidate skills

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<p>Area of Study 1 Forms and Devices</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Know and identify: <ul style="list-style-type: none"> • Music of the baroque era • Classical Era • Romantic Era • 20th Century • Understand and recognise: <ul style="list-style-type: none"> • Binary form • Ternary form • Rondo form • Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Recognise eras of music by ear and find musical examples to support their claims. • Describe and identify different instruments, how they developed throughout western classical history and recognise the sounds by ear. • Identify and analyse different musical structures and structural devices in music, and start to consider how this can be used in their own music 	<p>All students will:</p> <ul style="list-style-type: none"> • Complete weekly exam-style listening homework • Listening tasks in lessons
<p>Introduction to composing</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Understand how to create short musical ideas using the elements of music: <ul style="list-style-type: none"> • Writing interesting rhythms • Writing simple melodies • Creating a coherent chord structure • Writing within instrumental limitations 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Apply the skill learnt in music theory to enhance their own music • Apply different structural devices to create a coherent portfolio of ideas. • Compose melodies with simple structure and devices 	<p>All students will:</p> <ul style="list-style-type: none"> • Build a portfolio of composition ideas

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<p>Solo Performance</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Understand the expected standard of GCSE performance • Know how to practice their instrument effectively • Learn how to practically apply their knowledge of the elements of music to enhance their performance and communicate effectively to an audience 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Set appropriate and challenging targets for individual practice • Demonstrate fluency and control of the elements of music when performing on their instrument 	<p>All students will:</p> <ul style="list-style-type: none"> • Participate in half termly performance showcase lessons with peers
<p>Set work 1 - Badinerie</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Know J.S Bach and his influence on western classical music • Learn how to read a score • Complete a chordal analysis using roman numerals • Understand and identify typical Baroque conventions in Bach's writing • Understand how to analyse a piece of music in detail • Develop aural, notational and listening skills 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Apply their understanding of the elements of music to analyse Badinerie • Apply their understanding of typical Baroque techniques and conventions to Badinerie • Read and annotate a score 	<p>All students will:</p> <ul style="list-style-type: none"> • Complete practice exam questions on Badinerie for homework and as part of formal assessments
<p>Free composition</p>	<p>All students will:</p> <ul style="list-style-type: none"> • develop composing skills to organise musical ideas and make use of appropriate resources • develop awareness of a variety of instruments, styles and approaches to composing • Develop awareness of music technologies and their use in the creation and presentation of music • Understand how to compose to a brief: <ul style="list-style-type: none"> • Creating the situation • Achieving contrasts • Composing a main theme • Developing existing material 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Compose a short piece of music which considers audience, place and purpose • Use music technology to achieve best effect • Produce a score / leadsheet 	<p>All students will:</p> <ul style="list-style-type: none"> • Assessment of chordal work and ideas in composing sketch book • Assessment of developed piece against GCSE criteria

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Set work 2 – Africa	All students will: <ul style="list-style-type: none">• Know Toto and their background and influence• Learn how to read a score with chord diagrams and abbreviations• Complete a chordal analysis using popular chord symbols• Understand the links with ensemble performing and AoS2.• Develop aural, notational and listening skills• Develop an advanced understanding of chords and harmony:<ul style="list-style-type: none">• Inversions• Dissonance• Range• Intervals• Typical modulations	All students should be able to: <ul style="list-style-type: none">• Apply their understanding of the elements of music to analyse Africa• Perform a part of Africa as an ensemble• Play through the difference chord sequences used in Africa• Demonstrate understanding of	All students will: <ul style="list-style-type: none">• Complete practice exam questions on Africa for homework and as part of formal assessments• Whole-class performance of 'Africa'
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