

Curriculum Map: Music Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	On-going
Content Declarative knowledge 'I Know'	Music for a While Importance of ground bass, basso continuo. Word painting Voice parts Analysis of set work.	Killer Queen Structure of a pop song. Identify basic guitar techniques by ear. Analysis of set work.	Brandenburg Features of the genre. Revision of basso continuo. Analysis of set work.	Beethoven How piano developed and its influence on contemporary compositions. Beethoven as an innovative composer. Analysis of set work.	Star Wars How a film composer uses devices such as leitmotifs to represent characters and situations. Analysis of set work.	Defying Gravity Brief history of the Musical. Background to <i>Wicked</i> . Analysis of set work. Orchestration.	Assessment criteria for both performances and compositions. How to answer questions from Paper 3.
Skills Procedural Knowledge 'I know how to'	Follow a score. Recognise variety of common ornaments. Create a simple melody over a ground bass.	Identify basic features of a score such as structure, instruments, different types of notations.	Follow an instrumental score. Identify a concerto/concerto grosso. Identify Baroque music by ear.	Use a motif as a basis for composition. Exploit basic features of an instrument.	Follow a short score indicating a range of instruments. How elements such as melody, texture, rhythm, tonality, harmony are used to create atmosphere and story	Recognise different vocal techniques. Identify main features and explain their relevance. Identify unusual instruments used.	Choose and use range of chords; write idiomatically for performing forces. Perform with expression and control.
Strategies Conditional Knowledge 'I know when to'	Why and when ornamentation used. Begin to explore use of perfect cadence.	Compare and contrast set work with selected pop songs from before and after this set work.	Use of specific vocabulary to explain key features.	How elements of music can set up expectation. Basic use of modulation.	When to manipulate elements of music to best effect. How/when to use a fanfare.	Use major and minor tonalities for different effects. 'Aspirational' chorus	Compose idiomatically. Perform in correct genre(s).
Key Questions	What features are typical of Baroque music?	What features are typical of Glam Rock?	What features are typical of Baroque music?	How is this adventurous writing for the piano?	How does the music fit the action onscreen?	How does the music reference <i>The Wizard of Oz</i> ?	How do I meet the assessment criteria?
Assessment topics	Short-answer questions Essay question	Short-answer questions Essay question Ensemble performance (of part of a Queen song)	Short-answer questions Essay question Basic ternary form composition	Short-answer questions Essay question Developing a short motif in composition.	Short-answer questions Essay question Creating a short underscore using Cubase.	Short-answer questions Essay question Choosing and using a chord sequence. Performance	In-class performances; practice compositions

<p>Cross curricular links/Character Education</p>	<p>Baroque existed in Art, Literature, Architecture, Dance and Theatre History: Re-opening of theatres during Reformation Literacy: vocabulary ICT: Sibelius</p>	<p>History: pop music in late 1950s-60s. Social issues of the early 1970s. Literacy: presentation of research to class. Vocabulary Tech: use of technology as an element</p>	<p>History: patronage system and its influence on composers. How instruments have changed over time. Literacy: vocabulary</p>	<p>D+T: improvements in technology History: development of the piano inc fortepiano Art: Classical to Romantic</p>	<p>ICT: technology in Music, Cubase Numeracy: fitting music to exact timings of a film Media: compare with use of music in TV, other films</p>	<p>Drama: setting a play/story to music SMSC: friendship, standing up against oppression</p>	<p>ICT: using Cubase, Musescore and Sibelius SMSC: peer review</p>
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