



Year 10 Music Curriculum Map

Overview	<p>Students will study Eduqas 9-1 GCSE Music. This course has been chosen because:-</p> <ul style="list-style-type: none"> ▪ <i>'Every Bishop Luffa Musician Matters,'</i> 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, 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>Wider listening of classical music: binary, ternary, rondo, sonata form, minuet and trio form, development of the symphony orchestra Analysis of set work, performance of set work</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>Wider listening of classical music: binary, ternary, rondo, sonata form, minuet and trio form, development of the symphony orchestra Analysis of set work, performance of set work</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>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>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>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>Continuation of individual composition</p> <p>Solo and Ensemble practice</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> <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) with In class performing</p>	<p>Answering short, and longer questions (written paper Component 3)</p> <p>Individual development of composition (working within 'free' brief) 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>

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