



Curriculum Map

Subject:

GCSE Music

Year group: 10

Time period	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<p>LISTENING: <u>Music Theory Concepts & The Elements</u> DR SMITH key language Treble clef notation Rhythmic notation Time signatures Key signatures Instruments of the orchestra Introduction to Western Classical Music Set Work: Context and songs from Little Shop of Horrors.Genre, structure, instrumentation and texture</p> <p>PERFORMING Solo performance expectations. Ensemble commitments and practise habits</p> <p>COMPOSING How to compose an effective melody, how to compose music to reflect a mood, using primary and secondary chords</p>	<p>LISTENING: <u>Area of Study 1 - Western Classical Music</u> Context of: Oratorios and Anthems of Handel, Orchestral music of Beethoven and Haydn, Piano music of Chopin and Schumann Late Romantic requiem. Continuing to explore key features in the set work.</p> <p>PERFORMING Practise purposefully, using weekly log to support</p> <p>COMPOSING Exploring composition briefs, how to write a composition brief, how to compose with a balance of repetition and contrast.</p>	<p>LISTENING: <u>Area of Study 2 - Popular Music</u> Context of: Film Music Gaming Music Know the main musical features in the Set Work and what types of exam questions are linked to this piece</p> <p>PERFORMING Know how solo performances are assessed.</p> <p>COMPOSING How to write an effective accompaniment part, how to use advanced chords in composition, how to use texture effectively as a composer.</p>	<p>LISTENING: <u>Area of Study 2 - Popular Music continued</u> Context of: Music of Broadway 1950-1990s Rock Music of 1960s-70s and popular music 1990s to present day Becoming more familiar with 8 mark questions for the set works and consolidation</p> <p>PERFORMING Know what solo performance piece for year 10 exam is the most appropriate and ensure it fits the criteria of length and level of difficulty</p> <p>COMPOSING How to explore different starting points for a free composition brief.</p>	<p>LISTENING: <u>Area of Study 3 - Traditional Music</u> Context of: Blues Contemporary folk music of the British Isles Contemporary Latin Music Fusion Music</p> <p>PERFORMING Know strengths and weaknesses as a soloist</p> <p>COMPOSING Have set own free brief and know what main musical decisions for this piece are - genre, structure, instrumentation,</p>	<p>LISTENING: <u>Area of Study 2 - Popular Music</u> Consolidation of Areas of Study 1,2 and 3</p> <p>PERFORMING Independently work on developing as a soloist. Know how to build repertoire of performance pieces appropriate to ability.</p> <p>COMPOSING How to develop composition ideas effectively. Know what to do if you get 'stuck' or lack inspiration as a composer.</p>



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<p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<p>Identifying instruments by ear Know how to write down rhythms by ear Using DR SMITH vocabulary to describe music accurately</p> <p>Performing with others confidently, collaborating and exploring concepts using own instruments and keyboards, peer feedback</p> <p>To capture compositional ideas using recordings.</p>	<p>Know how to use knowledge of Western Classical Music topics to contextualise the music, to recognise features typical of each genre and be able to describe them using DR SMITH vocabulary. Know how to write down melodies by ear.</p> <p>Perform excerpts from pieces that exemplify the area of study using own instruments and voices. Take part in the Autumn Concert and Carol Service. Perform excerpts from Mozart's Clarinet Concerto as a class.</p> <p>Use sibelius to notate composing ideas, using logic to capture audio recordings, refine composing ideas based on teacher and peer feedback</p>	<p>Know how to use knowledge of Popular music topics to contextualise the music, to recognise features typical of each genre and be able to describe them using DR SMITH vocabulary. Know how to recognise chords by ear</p> <p>Know how to plan an answer to an 8 mark Set Work Question.</p> <p>Perform excerpts from pieces that exemplify the area of study using own instruments and voices. Perform a solo at the senior recital evening or take part in Battle of the Bands..</p> <p>Use sibelius to notate composing ideas, using logic to capture audio recordings, edit and balance parts.</p>	<p>Know how to use knowledge of Popular music topics to contextualise the music, to recognise features typical of each genre and be able to describe them using DR SMITH vocabulary. Know how to recognise cadences by ear</p> <p>Perform excerpts from pieces that exemplify the area of study using own instruments and voices. Take part in the Spring Concert.</p> <p>Know how to write an effective composition brief, to research inspiring music linked to the chosen brief and begin composing.</p>	<p>Know how to use knowledge of Traditional music topics to contextualise the music, to recognise features typical of each genre and be able to describe them using DR SMITH vocabulary. Know how to answer exam-style questions</p> <p>Perform excerpts from pieces that exemplify the area of study using own instruments and voices.</p> <p>Know how to work independently to develop original composition ideas that meet the chosen brief.</p>	<p>Know how to improve ability to answer exam-style questions based on feedback from Year 10 trial exams.</p> <p>Perform excerpts from pieces that exemplify the area of study using own instruments and voices. Take part in the summer concert.</p> <p>Know how to respond to weekly feedback on composition coursework, how to refine ideas</p>
<p>Key Questions</p>	<p>What skills do I need to be a successful musician? How can I use DR SMITH to help me compose, perform and listen to music confidently?</p>	<p>What are the typical features of: Handel's Oratorios and Anthems Orchestral music of Beethoven and Haydn Piano music of Chopin and Schumann</p>	<p>What are the typical features of: Film Music Gaming Music How can I use texture and a range of accompaniment patterns in my composing work?</p>	<p>What are the typical features of: Music of Broadway 1950-1990s Rock Music of 1960s-70s and popular music 1990s to present day How can I write an effective composition</p>	<p>What are the typical features of: Blues Contemporary folk music of the British Isles Contemporary Latin Music Fusion Music</p>	<p>Which topics am I confident with? What are the gaps in my knowledge and understanding so far? How can I develop and improve my composition work?</p>



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		Late Romantic Requiem How can I organise my ideas effectively in composition work?		brief. How can I get started on my first piece of coursework?	What do I need to do each week to develop, refine and improve composition coursework?	
Assessment	Weekly theory concepts quizzes Solo performance recording Mini individual composition tasks.	Weekly theory concepts quizzes Focus on Sound tests Exam-style questions for each of the topics within Area of Study 1. First full free individual composition project and recording.	Weekly theory concepts quizzes Focus on Sound tests Exam-style questions for each of the topics within Area of Study 2. Short assessed composition exercises Set Work short question practise	Weekly theory concepts quizzes Focus on Sound tests Exam-style questions for each of the topics within Area of Study 2. Start first piece of composition coursework. Solo performance exam practise. 8 mark set work question assessments	Year 10 Trial exam for Component 1 and 3. Ongoing Composition Coursework	Ongoing composition coursework Weekly theory concepts quizzes Focus on Sound tests Exam-style questions for each of the topics covered in year 10.
Literacy/Numeracy/SMSC/Character	Musical literacy - staff notation, tab notation and chord charts, Opportunities to collaborate frequently, expressing self through sound, exploring a range of music from different contexts and cultures, building confidence as a solo and ensemble performer	Musical literacy - staff notation, tab notation and chord charts, Opportunities to collaborate frequently, expressing self through sound, exploring a range of music from different contexts and cultures, building confidence as a solo and ensemble performer	Musical literacy - staff notation, tab notation and chord charts, Opportunities to collaborate frequently, expressing self through sound, exploring a range of music from different contexts and cultures, building confidence as a solo and ensemble performer, develop skills to be reflective learners.	Musical literacy - staff notation, tab notation and chord charts, Opportunities to collaborate frequently, expressing self through sound, exploring a range of music from different contexts and cultures, building confidence as a solo and ensemble performer, develop skills to be reflective learners.	Musical literacy - staff notation, tab notation and chord charts, Opportunities to collaborate frequently, expressing self through sound, exploring a range of music from different contexts and cultures, building confidence as a solo and ensemble performer, develop skills to be reflective learners.	Musical literacy - staff notation, tab notation and chord charts, Opportunities to collaborate frequently, expressing self through sound, exploring a range of music from different contexts and cultures, building confidence as a solo and ensemble performer, develop skills to be reflective learners.



Curriculum Map

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<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>LISTENING: <u>Area of Study 4 - Western Classical Music 1910-present day</u> Context of: Minimalist music of Terry Riley, John Adams and Steve Reich Music of Aaron Copland, Orchestral Music of Kodaly and Bartok British music of Arnold, Tavener, Maxwell Davies and Britten Begin exploring context of the Set Work 1: Mozart Clarinet Concerto, movement III</p> <p>PERFORMING Practise purposefully, using weekly log to support</p> <p>COMPOSING Reflecting on composition work from last year, acting on teacher comments and making final touches. Recordings and write ups to be completed.</p>	<p>LISTENING: Consolidation of all 4 areas of study. Know how to approach a range of exam-style questions with confidence. Key features of the set work, inc. structure, instrumentation and texture</p> <p>PERFORMING Choose solo (and ensemble if appropriate) performance piece, discuss it and practise carefully.</p> <p>COMPOSING Know which composition brief is being worked on and what the key ideas/themes are to be explored</p>	<p>LISTENING: <u>Revision</u> Areas of Study 1 and 2 Reflect on Year 11 trial exams and begin to identify personal targets for revision. Know what common mistakes are in the exams and how to avoid them.</p> <p>PERFORMING Some students may still need to prepare a further solo piece</p> <p>COMPOSING Refine and finish compositions to a brief, completing recordings and write ups.</p>	<p>LISTENING: <u>Revision</u> Areas of Study 3 and 4 Know what to expect in the final listening exam. Know how to feel confident going into the exam. Know how to prepare effectively for the final exam. Consolidating knowledge of the set works and revision</p> <p>COMPOSING Some students may still be completing recordings and write ups.</p>	<p>LISTENING: <u>Revision and Exam Preparation</u></p>	



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	Exploring exam set briefs and understanding the possible starting points of each one.					
<p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<p>Know how to use knowledge of Western Classical Music 1910-present day topic to contextualise the music, to recognise features typical of each genre and be able to describe them using DR SMITH vocabulary.</p> <p>Know how to answer exam style questions confidently.</p> <p>Performing as a soloist confidently and contributing as an ensemble performer.</p> <p>To plan, begin and start recording second piece of composition coursework.</p>	<p>Know how to answer a range of typical exam-style questions.</p> <p>Know how to approach aural-skill based questions</p> <p>Know how to plan a set work 8 mark answer.</p> <p>Perform exam pieces that meet the criteria confidently and fluently.</p> <p>Know how to develop ideas effectively within second composition.</p> <p>Know how to write up a score or commentary for each piece of composition work.</p>	<p>Know how to revise effectively.</p> <p>Know how to use a range of techniques to consolidate understanding</p> <p>Know how to use time effectively in exams.</p> <p>Know how to use the memory clock technique for revision.</p> <p>Know how to refine aural skills.</p>	<p>Know how to revise effectively.</p> <p>Know how to use a range of techniques to consolidate understanding</p> <p>Know how to use time effectively in exams.</p> <p>Know how to use the memory clock technique for revision.</p> <p>Know how to refine aural skills.</p>		
<p>Key Questions</p>	<p>What are the typical features of: Minimalist music of Terry Riley, John Adams and Steve Reich Music of Aaron Copland, Orchestral Music of Kodaly and Bartok</p>	<p>What are the gaps in my knowledge? How can I revise effectively? What resources can help me to consolidate my knowledge? How can I organise my ideas effectively in composition work?</p>	<p>What are the gaps in my knowledge? How can I revise effectively? What resources can help me to consolidate my knowledge?</p>	<p>What are the gaps in my knowledge? How can I revise effectively? What resources can help me to consolidate my knowledge?</p>		



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	British music of Arnold, Tavener, Maxwell Davies and Britten					
Assessment	Weekly theory concepts quizzes Focus on Sound tests Full practise paper Composition coursework piece 2	Year 11 trial exams Ongoing composition coursework	Practise Papers Ongoing composition coursework Final Solo and ensemble performances for small number of students	Practise past papers Regular Focus on Sound exercises	Practise past papers	
Literacy/Numeracy/SMSC/Character	Musical literacy - staff notation, tab notation and chord charts, Opportunities to collaborate frequently, expressing self through sound, exploring a range of music from different contexts and cultures, building confidence as a solo and ensemble performer	Musical literacy - staff notation, tab notation and chord charts, Opportunities to collaborate frequently, expressing self through sound, exploring a range of music from different contexts and cultures, building confidence as a solo and ensemble performer	Musical literacy - staff notation, tab notation and chord charts, Opportunities to collaborate frequently, expressing self through sound, exploring a range of music from different contexts and cultures, building confidence as a solo and ensemble performer, develop skills to be reflective learners.	Musical literacy - staff notation, tab notation and chord charts, Opportunities to collaborate frequently, expressing self through sound, exploring a range of music from different contexts and cultures, building confidence as a solo and ensemble performer, develop skills to be reflective learners.	Musical literacy - staff notation, tab notation and chord charts, Opportunities to collaborate frequently, expressing self through sound, exploring a range of music from different contexts and cultures, building confidence as a solo and ensemble performer, develop skills to be reflective learners.	