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| CURRICULUM MAP – YR 10 – GCSE Music  2021/22 |  |  |  |  |  |  |  | **EOY Assessment Point** |
| HT6: AOS 4:Film Music | **HT1 – HT6**  **Key Disciplinary Knowledge**  **The aim of this year is to increase the pupils’ musicianship and knowledge of musical keywords through a combination of performance, composition and listening tasks.**  **Assessment:**  **Composition:**  **Pupils will be given detailed feedback on their free composition including an initial grading and steps for improvement.**  **Deadline for free composition: Whit half term**  **Performance:**  **Pupils will receive final feedback for a solo performance including exam style grading and teacher feedback.**  **Pupils do their final ensemble performances, which will be recorded and sent to OCR as the final submission.**  **Listening Skills:**  **Pupils will listen to a range of different types of music and answer questions on them. This will be self-assessed with teacher feedback.**  **Year 10 EOY Listening exam: Summer term** |
| **HT5: AOS 5 Conventions of Pop** | **Overarching unit intent:**  **Exploration of how music can create a mood/emotion, significant characters or actions within Film Music.**  **Study of music composed specifically for a film**  **Use of Classical Music within a film**  **Soundtracks for a video game**  **Make critical judgements about music, using appropriate musical vocabulary.**  **Pupils will analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about repertoire within Film Music**  **Formulate critical judgements, which will be achieved by attentive listening**  **Pupils will explore Film and Modern Classical approaches to composition**  **Decisions to be made and discussed regarding final solo and ensemble performance choices.**  **Key Vocabulary / Areas covered:**  **Leitmotif & Motifs**  **Repetition**  **Influences and intentions on film music**  **Traditional instruments in film music**  **Atmospheric music**  **Use of unusual and unnatural sounds in music**  **Style / Genre**  **Suspensions**  **Diegetic Music**  **Tonality: Major/Minor**  **Tension**  **Classical music within films**  **Interleaving skills:**  Composition skills; application of key knowledge from Units 1, 2 and compositional devices (unit 4). |
| **HT4: Exploring Composition** | **Assessment Point:**  **Summative or AFL** | **Overarching unit intent:**  **An exploration of the different styles of Popular music from 1950’s, through to present day.**  **Increase ability to listen attentively and successfully appraise popular music, understanding the intentions of the song-writer.**  **Develop composing skills to organise musical ideas and make use of appropriate resources**  **Develop awareness of a variety of instruments, styles and approaches to performing and composing**  **By the end of the unit, pupils will be able to identify the key features of Pop Music, appraising a wide variety of styles from 1950’s to present day.**  **Students will be able to discuss the techniques used within popular music and use key vocabulary when describing the Musical Elements.**  **Pupils will use their knowledge to inform their performance pieces and their compositions.**  **Key Vocabulary / Areas covered:**  **Voices in pop**  **Acapella**  **Vocal techniques**  **Electronic effects**  **Instruments of pop**  **Influences on pop**  **Rock ‘N’ Roll**  **Blues and blue notes**  **12 bar blues**  **Improvisation**  **Rock Anthems**  **Pop Ballads**  **Accompaniment-styles**  **Solo Artists**  **Use of technology in pop**  **Interleaving skills:**  Listening skills; performance; Recognition of key features and elements within the music. |
| **HT3: Structure & Form** | **Overarching unit intent:**  **To explore a variety of compositional techniques and devices and be able to apply these to their own compositions.**  **Broaden musical experience and interest, develop imagination and foster creativity.**  **Develop composing skills to organise musical ideas and make use of appropriate resources**  **Develop awareness of a variety of instruments, styles and approaches to performing and composing**  **Reflect upon and evaluate their own and others’ music**  **Pupils will develop their free composition with the introduction of new compositional ideas based on pupil progress so far.**  **Key Vocabulary / Areas covered:**  **Imitation**  **Retrograde**  **Inverted**  **Augmentation**  **Diminution**  **Sequence**  **Call & Response**  **Canon / Round**  **Ostinato**  **Sequences**  **Layering**  **Phase Shifting**  **Modulation**  **Looping** | **HT3 and HT4**  **(with elements of HT1 and HT2)**  **Regular feedback on student’s composition and performance of their individual instrument. Peer feedback on compositions is used as a way of appraising work and learning from each other.**  **Key disciplinary knowledge**  **See key vocabulary lists within each unit area**  **Key Concepts**  **Making a composition sound complete using a variety of compositional devices and the musical elements, using the assessment criteria as a guidance.**  **Identifying exam questions in connection with the elements of music for structure and form.**  **Assessment:**  **Composition:**  **Pupils will be given a combination of verbal and written feedback for their composition.**  **Performance:**  **In each term pupils will do a solo or group performance and be given verbal or written feedback. This will also involve peer assessment.**  **Listening Skills:**  **Pupils will listen to a range of different types of music and answer questions on them. This will be self-assessed with teacher feedback. Pupils will complete a mock exam and questions/answers will be analysed as a class.** |
| **HT2: AOS 2:**  **Elements & Theory** | **Assessment Point:**  **Summative or AFL** | **Overarching unit intent:**  **To understand Structure & Form within a variety of musical styles and how the music is organised.**  **Develop composing skills to organise musical ideas and make use of appropriate resources.**  **Develop knowledge, understanding and skills needed to communicate effectively as musicians.**  **Pupils will be able to identify the structure of a variety of musical styles, understanding how the sounds are organised and then apply this knowledge to their own compositions.**  **Key Vocabulary / Areas covered:**  **Canon / Round**  **Improvisation – Blues scales**  **Sonata**  **12 bar Blues**  **Binary/ Ternary/Rondo**  **Call & Response**  **Theme & Variation**  **Pop-song structure**  **Concerto**  **Baroque**  **Romantic**  **Interleaving skills:**  Listening skills; composition; application of key knowledge from Units 1 & 2 |
| **HT1: Elements & Theory** | **Overarching unit intent:**  **Further exploration of musical theory to give students the necessary knowledge needed for the GCSE Music course.**  **Improve ability to identify and accurately describe OCR’s “musical elements” through listening to a variety of musical styles.**  **Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music**  **Develop composing skills to organise musical ideas and make use of appropriate resources**  **Compositional techniques and devices used within music**  **Pupils will be able to analyse and appraise music using key vocabulary and transfer this knowledge to the composition and performing strands.**  **Performance: Introduction to the assessment criteria**  **Key Vocabulary / Areas covered:**  Major scales  Minor Scales  Circle of 5ths & Father Charles rhyme  Modes and other types of scales  Intervals  Chords – The basics  Triads  Fitting chords to a melody  Inversions  Different ways of playing chords  Decorations to enhance the melody  Phrases & Cadences  Cadences  Modulation  Texture  **Interleaving skills:**  Music notation recognition skills from KS3.  Performance and compositional skills | ***HT1 & HT2***  **Baseline performance to be assessed against the marking criteria for OCR.**  **Assessment of knowledge of key areas: Musical elements, Musical context, Musical language and performance**  **through regular listening tests, homework, peer and teacher feedback.**  **Key disciplinary knowledge**    **Musical elements:**  **(MAD TSHIRTS)**  **Chords**  **Key Signatures**  **Time signatures**  **Cadences**  **Scales / Tonality**  **Intervals**  **Chord progressions**  **Melody Writing**  **Modulation**  **Music notation reading**  **Key Concepts**  **Use knowledge and understanding of musical elements, musical contexts and musical language to analyse unfamiliar music – This will be assessed through listening tests.**  **Improving listening skills and use of terminology through exam style questions.**  **Improving performance through regular practice and feedback from instrumental tutors.**  **Assessment:**  **Composition:**  **Pupils will be assessed on their composition each term and be given detailed feedback on how to improve their work.**  **Performance:**  **In each term pupils will do a solo or group performance and be given written feedback. This will also involve peer assessment.**  **Listening Skills:**  **Pupils will listen to a range of different types of music (both familiar and unfamiliar) and answer questions on them. This will be self- assessed with teacher feedback.** |
| **Overarching unit intent:**  **To analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about repertoire within the Areas of Study.**  **Improve ability to identify and accurately describe OCR’s “musical elements” through listening and appraising a variety of musical styles.**  **To plan and prepare for a solo performance**  **Developing awareness of student’s own capabilities and the techniques needed to succeed.**  **Recognise the links between Performing, Composition and Appraising and how this informs the development of Music.**  **Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used** **Baseline performance**  **Reading staff notation**  **Writing short passages of staff notation, melodically up to four sharps or flats and rhythmically including simple and compound time**  **Identification of major and/or min chords in written and aural form + their associated symbols**  **Recognition of the musical elements and the impact they have within performance and composition.**  **Performance: Weekly ensemble and solo performance practice.**  **Composition: Short composition tasks related to the theoretical knowledge covered.**  **Key Vocabulary / Areas covered:**  The Basics  Clefs  Sharps, flats and naturals  Time Signatures  Counting the beat  Rhythms & Metres  Notes and rests  Dots, Ties & Triplets  Tempo and Mood  Dynamics and Articulation, melody writing, Chord progressions. |