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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 scalesMinor ScalesCircle of 5ths & Father Charles rhymeModes and other types of scalesIntervalsChords – The basicsTriadsFitting chords to a melodyInversionsDifferent ways of playing chordsDecorations to enhance the melodyPhrases & CadencesCadencesModulationTexture**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 BasicsClefsSharps, flats and naturalsTime SignaturesCounting the beatRhythms & MetresNotes and restsDots, Ties & TripletsTempo and MoodDynamics and Articulation, melody writing, Chord progressions.  |