

# Year 10 GCSE Curriculum Map



# ST JAMES'

CATHOLIC HIGH SCHOOL

							EOY Assessment Point		
							HT6: AOS1 Free composition	HT1 – HT6	
							HT4: AOS 4 Film Music	<u>Key Disciplinary Knowledge</u>	
HT1: AOS 1 Practical Solo Performance	HT2: AOS 5 Conventions of Pop	HT3: AOS3 Rhythms of The World	HT4: AOS3 Rhythms of The World						
<u>Overarching unit intent:</u>  To explore personal musicianship and musical identity.  To develop performance skills and confidence in performing to peers.  To explore the role of performance within the GCSE, and how it fits within the qualification framework.  Pupils will explore, with help from both class teacher and instrumental teacher, a selection of solo pieces before deciding which to	<u>Overarching unit intent:</u>  To explore key features and the evolutions of Pop Music styles and sub-genres from 1950's to present day.  To explore the instruments and structures associated with Rock'n'Roll, Rock Anthems and Pop Ballads.  To develop composing skills using techniques found in Popular Music.  Pupils will be able to discuss the techniques used within popular music and use key unit vocabulary alongside the Musical Elements.	<u>HT1 &amp; HT2</u> Baseline performance to be assessed against the marking criteria for OCR.  <u>Assessment</u>  <u>Performance:</u> Pupils will submit a baseline solo performance on their chosen instrument. This will be performed or shown in front of the class and peer feedback given, alongside teacher feedback. These performance will be further worked on in own time and in instrumental lesson  <u>Listening Skills:</u>	<u>Overarching unit intent:</u>  To study, develop and understand the characteristic rhythmic features of 2 of the 4 geographical regions of the world: Africa; Central & South America.  <u>Performance:</u> Pupils will explore and play traditional rhythm patterns as solos or in groups, and as performances or mini stylistic compositions, demonstrating an understanding of key characteristics from the different styles.  Pupils will develop knowledge of different instruments specific to cultures and areas of the world.	<u>Overarching unit intent:</u>  To study, develop and understand the characteristic rhythmic features of 2 of the 4 geographical regions of the world: India and Punjab; Eastern Med. and Middle East.  <u>Performance:</u> Pupils will explore and play traditional rhythm patterns as solos or in groups, and as performances or mini stylistic compositions, demonstrating an understanding of key characteristics from the different styles.  Pupils will develop knowledge of different instruments specific to cultures and areas of the world.	<u>Assessment Point:</u> Summative or AFL  <u>Assessment:</u>  <u>Composition:</u> Pupils will be given a combination of verbal and written feedback for their composition projects.  <u>Performance:</u> In each term pupils will do a solo or group performance and be given verbal or written feedback. This will also involve peer assessment.  <u>Listening Skills:</u> Pupils will listen to a range of different types of music and	<u>Overarching unit intent:</u>  HT3 and HT4 (with elements of HT1 and HT2) Regular feedback on student's composition and performance of their individual instrument.  <u>Assessment:</u>  <u>Composition:</u> Pupils will be given a combination of verbal and written feedback for their composition projects.  <u>Performance:</u> In each term pupils will do a solo or group performance and be given verbal or written feedback. This will also involve peer assessment.  <u>Listening Skills:</u> Pupils will analyse and discuss Film/ Game music in aural and written form, using knowledge and understanding of	<u>Overarching unit intent:</u>  To explore how music can represent a character, place or idea, and techniques used to create the score.  To explore how music can create or represent a mood/emotion.  To explore famous film composers (John Barry, John Williams, Hans Zimmer) and their most famous works.  To explore how pre-composed classical Music can be integrated into a filmscore.  Soundtracks for a video game	<u>To explore the purpose of composition within the GCSE, and how it fits within the qualification framework.</u>  <u>To explore compositional identity</u>  <u>To explore compositional techniques within own composition.</u>  <u>To create and hone coursework using the musical elements.</u>  <u>To explore model compositions and analyse them, using them to explore mark schemes and justify marks.</u>  <u>Interleaving skills:</u> Recognising elements and features; Listening skills; composition skills; critical appraising skills; independent learning skills.	<u>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.</u>  <u>Assessment:</u> Composition: Pupils will be given detailed feedback on their free composition including an initial grading and steps for improvement.  <u>Performance:</u> Pupils will receive final feedback for a solo performance including exam style grading and teacher feedback.  <u>Listening Skills:</u> Pupils will listen to a range of different types of music and answer questions on them. This will be self-assessed with teacher feedback.  <u>Year 10 EOY Listening exam:</u> Summer term



submit for baseline assessment.  Pupils will explore the elements of music to see how they link to their performances, and so they can confidently access markschemes.  Pupils will explore the OCR GCSE Music coursework to ensure a holistic picture of requirements and learning.  <b><u>Interleaving skills:</u></b> Performance skills; Listening skills; Critical appraising skill; Recognition of musical elements.	<b><u>Interleaving skills:</u></b> Listening skills; performance skills; Recognition of key features and elements within the music; Recognising and linking elements and features from popular music.	<b>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.</b>	instruments specific to cultures and areas of the world.	<b>Interleaving skills:</b> Appraisal skills; recognising musical elements; Recognising and linking world music elements and features;	<b>Interleaving skills:</b> Appraisal skills; recognising musical element; Recognising and linking world music elements and features;	<b>answer questions on them. This will be self-assessed with teacher feedback.</b> <b>Pupils will complete a mock exam and questions/answers will be teacher-marked then analysed as a class.</b>	musical elements, musical contexts and musical language.		
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**Career Options**

**Jobs directly related to your qualifications /degree include:**

Musician; Performer; Composer; Music producer; Music therapist; Conductor; Instrumental music teacher; Secondary school teacher; Sound designer; Sound technician for broadcasting/film/video; Special effects technician; Arranger;

**Jobs where your degree would be useful include:**

Acoustic consultant; Arts administrator; Broadcast engineer; Choreographer; Community arts worker; Event manager; Marketing executive; Private tutor; Radio broadcast assistant; Radio producer; Talent agent; Theatre stage manager; DJ

**Catholic Social Teaching In Music**

The curriculum for Music consistently exposes children to a wide range of backgrounds, abilities, beliefs and cultures. This enables children to understand, appreciate and respect differences in the world and its people, including the things we share in common across cultural, religious, ethnic and socioeconomic communities. Dignity, solidarity, the common good, the option for the poor, peace, creation and environment and the dignity of work and participation are all promoted within Music lessons at St James' and are underpinned by the school's core values: Family, Faith and Excellence.