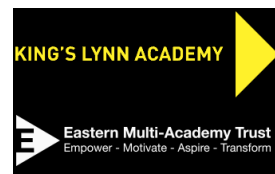


Implementation: Curriculum Narrative



Subject: Music

Year: 10

Author: G. Worledge

Key Knowledge

Pupils will know

Key Threshold Concepts:

Term 1: Prior Learning

- Musical Notes and Time Signatures
- MAD T SHIRT – Musical Key Terminology
- Scales and Chord Progression
- Composing a Melody
- Performing Solo and Ensemble

Term 2: AOS 1

- Forms and Devices
- Baroque, Classical, Romantic
- Bach *Badinerie* – Set Work 1
- Continued Composition Tasks
- Continued Performance Tasks

Term 3: AOS 4

- Popular Music
- Toto Africa – Set Work 2
- Continued Composition Tasks
- Continued Performance Tasks

Key Skills

Pupils will be able to

Subject Skills:

Composition Skills

- Confidence in composition software.
 - Compose an effective melody.
 - Compose using a chord progression.
- Understand how different instruments are written for.
- Write for different instrument groupings.
 - Complete composition 1.

Performance Skills

- An effective rehearsal process
 - Peripatetic lessons
 - Performing to a brief
 - Performing solo
 - Performing as an ensemble

Appraising Skills

- Describing music of different styles through listening
 - Identifying different features of music
- Understanding the context and purpose of different styles of music

Subject Specific Knowledge and Sequencing:

Term 1: Prior Learning

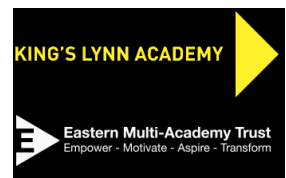
Students will recap over basic music theory and music terminology (MAD T SHIRT). Students will begin to identify different instruments, features and complete melody and rhythm dictation through listening.

Term 2: AOS 1 & 4

Students will learn the context and features of Area of Study 1 (Forms and Devices). This will enable them deeper insight into the origins of Baroque, Classical and Romantic Music and how this has impacted music today. Students will be able to identify features and structures of music through music notation and

Prerequisites and Spiral Teaching:

- Students will have a basic understanding of music theory
- Identify basic musical elements through listening
- Previous experience of playing an instrument/singing
- Students will continue to receive peripatetic lessons
- Students will have completed composition tasks throughout KS3 to enable them to build on these skills further at KS4



listening. Students will begin to explore 'Badinerie' Bach, the set work attached to AOS1.

Term 3: AOS 4

Students will learn the context and features of Area of Study 4 (Popular Music). Students will consider what makes music popular, identify the use of music technology. They will identify features through music notation and listening. Students will begin to explore 'Africa' Toto, the set work attached to AOS4.

Ongoing Coursework

Throughout this year, students will develop composition and performance skills. Towards the end of year 10 students will begin deciding their GCSE performance pieces with their peripatetic teachers and class teacher. Students will also complete the free composition piece.

Cross-Curricular Knowledge Links:

English – Writing, Reading, Listening, Speaking and Analysis that builds subject specific vocabulary.

History – Exploring Musical styles with a focus on its historical context and place in society and different cultures.

Personal Development – Exploring the use of music in different cultures.

Languages - Subject specific language taught in other languages including Latin and Italian.

Performing Arts – Confidence building and performance skills.

Reading Lists / Sources / Reading around the subject recommendations:

Reading:

- The Ultimate Guide to Music: A fascinating introduction to music and the instruments of the orchestra (Paperback)
- The AB Guide to Music Theory – Part 1 / Eric Taylor – ABRSM
- The AB Guide to Music Theory – Part 2 / Eric Taylor – ABRSM
- WJEC/ Eduqas GCSE Music Revision Guide

Online Resources:

The following are websites to aid with music theory practice:

- www.musictheory.net
- www.musictechteacher.com
- www.mymusictheory.com