

Year 10 MUSIC Curriculum Map

Term	Topic/Unit title	Essential knowledge and skills (what students should know, understand and be able to do by the end of the unit/topic)
Autumn	<u>Exam preparation</u>	<p>Conventions of Pop:</p> <p>Rock 'n' roll of the 1950s and 1960s</p> <ul style="list-style-type: none"> ● Instruments: electric guitar with overdrive/echo, upright bass/bass guitar, drum kit, piano 'shouty' vocals, backing vocals ● Swing/boogie-woogie rhythm, backbeat ● Primary chords, often 12-bar blues ● Walking bass line, broken chords, ostinato/riff <p>Rock anthems of the 1970s and 1980s</p> <ul style="list-style-type: none"> ● Instruments: electric guitar with distortion, delay, chorus, bass guitar, drumkit, keyboards, vocals ● Virtuoso guitar solos, memorable melodies and lyrics ● Backbeat, ostinato/riff <p>Pop ballads of the 1970s, 1980s and 1990s</p> <ul style="list-style-type: none"> ● Instruments: electric guitar, bass guitar, drum kit, piano/electric piano, perhaps strings ● Usually 4/4, slower tempo, sustained chords, melisma/ornamentation in vocal line, backbeat ● Chord inversions, descending/ascending bass lines, changes in texture ● Sentimental lyrics ● Use of reverb <p>Solo artists from 1990 to the present day</p> <ul style="list-style-type: none"> ● A lot of diversity of styles ● May include features of dance music, hip hop, folk music as well as conventional pop ● May include extensive use of technology including sampling, synthesisers, drum loops, reverb, overdubbing, use of a loop pedal ● Vocal techniques: melisma, ornamentation, vibrato, riffing, rapping

	<p><u>Performance</u></p> <p><u>Composition</u></p>	<p>Language for learning - Dynamics, Articulation, Harmony 1</p> <p>working towards Solo Performance</p> <p>Theory behind chords</p> <p>12 Bar Blues Composition - Group Task</p> <p>Composition using a pre-set chord progression</p> <p>Composition using own chord structure</p> <p>chords, inversions, walking bass, Bass lines, Blues scale, structure</p>
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Spring	<u>Film Music</u>	<p>Music that has been composed specifically for a film Music from the Western Classical tradition that has been used within a film Music that has been composed as a soundtrack for a video game</p> <ul style="list-style-type: none"> • How a film score is created: click track, diegetic/non-diegetic, cues, syncing, sync points • How film music fits with the action: underscore, mickey mousing, leitmotif • Instruments commonly used in film music: orchestral, electronic • Ways in which musical elements are manipulated in film music: ostinato, pedal notes, dissonance, use of distinctive intervals or pairs of chords, development of themes
	<u>Performance</u>	<p>Language for learning Ensemble Performance Working towards performance for year 10 exam</p>
	<u>Composition</u>	<p>Harmony 2, larger structures, compositional devices, melody, pitch, technology, voices, ensembles, timbre and tonality</p> <p>Rhythms of the World (see below) Indian Classical, Bhangra, Samba, African Drumming</p> <p>Film Compositions - developing ideas Free Composition or Theme and Variations</p>

<p>Summer 1&2</p>	<p><u>Rhythms of the World</u></p>	<p>Indian classical music and traditional Punjabi bhangra</p> <ul style="list-style-type: none"> ● Indian classical instruments: sitar, tambura, tabla, sarod, sarangi ● Scales: raga ● Rhythm patterns: tala ● Structure: alap, jhor, jhala, gat ● Punjabi bhangra instruments/voices: dhol, tumbi, male voices singing in Punjabi, shouts of 'hoi' ● Rhythm: chaal rhythm <p>Traditional eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music</p> <ul style="list-style-type: none"> ● Instruments: dombek, bouzouki, defi, oud, rebab, guitar, clarinet, accordion ● Scales: makam, microtones, double harmonic scale ● Rhythms: maqsum, saidi, irregular rhythms i.e. karsilama ● Musical characteristics: accelerando (Greek/Israeli), off-beat chords with bass outlining root/fifth (Greek/Israeli), melodies with small range, lack of chords (Palestinian), melisma <p>Traditional African drumming</p> <ul style="list-style-type: none"> ● Instruments: djembe, dundun, talking drum, shekere, agogo ● Rhythms: polyrhythm and cross-rhythm, syncopation, cyclic ● Musical characteristics: role of master drummer, call and response, improvisation
	<p><u>Performance</u></p>	<p>Language for learning Instruments, Rhythm, Tempo, Texture Work on Solo Performance</p>
	<p><u>GCSE Composition 1</u></p>	<p>Finalising first composition</p>

Year 11 MUSIC Curriculum Map

Term	Topic/Unit title	Essential knowledge and skills (what students should know, understand and can do by the end of the unit/topic)
Autumn	<u>Exam: Rhythms of the World</u>	<p>(see above) Indian classical music and traditional Punjabi bhangra Traditional eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music Traditional African drumming Traditional calypso and samba</p>
	<u>Exam: Concerto Through Time</u>	<p>The Baroque Solo Concerto The Baroque Concerto Grosso The Classical Concerto The Romantic Concerto</p> <ul style="list-style-type: none"> ● what a concerto is and the way it has developed through time ● the instruments that have been used for the solo part in the concerto and how they have developed through time ● the growth and development of the orchestra through time ● the role of the soloist(s) ● the relationship between the soloist(s) and the orchestral accompaniment ● how the concerto has developed through time in terms of length, complexity and virtuosity ● the characteristics of Baroque, Classical and Romantic music as reflected in the concerto ● the names and intentions of composers who wrote concertos in each period ● the historical and social context of the concerto in each period ● the need for a larger venue over time as the genre expanded and developed

	<p><u>Performance</u></p> <p><u>Composition</u></p>	<ul style="list-style-type: none"> the changing nature of commissioner and audience over time <p>Examination Solo Performance Examination Ensemble Performance</p> <p>Begin Composition to a set brief Complete Composition 1</p>
<p>Spring 1</p>	<p><u>Rhythms of the World</u></p> <p><u>Exam Revision of Rhythms of the World</u></p>	<p>Israeli, and Palestinian Music (see above)</p> <p>(See above) African Indian Classical Bhangra Calypso Samba Greek, Palestinian, Israeli</p> <p>Exam technique for paragraph questions and comparison questions</p>

	<u>Performance</u> <u>Composition</u>	Deadline for Solo Performance Complete set brief composition
Spring 2	<u>Exam preparation</u> <u>Performance</u> <u>Composition</u>	Familiarity of exam question rubric, continued work on paragraph question. Focus on skeleton score questions. Conventions of Pop revision Film and Game Music revision Deadline for Ensemble performance Write ups and intervention
Summer 1	<u>Exam preparation</u>	Revision Concerto through time Past paper questions, improving exam technique