



## Curriculum Map For Music Year 10

YEAR 10	Autumn 1	Autumn 2
<b>Topics</b>	<b>Component 1</b> <b>Exploring Music Products and Styles</b> <b>Learning Aim A</b>	<b>Component 1</b> <b>Exploring Music Products and Styles</b> <b>Learning Aim A</b>
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"> <li>Genres of Music – students explore Popular Music (60s-present day), World Music, Music for Media, Western Classical Styles, Jazz and Blues.</li> <li>Development of Music – students explore Iconic composers, impact of technology on styles, instruments and genres.</li> </ul>	<ul style="list-style-type: none"> <li>Stylistic features and characteristics (music theory). Musical elements are explored in more depth such as: instrumentation, scales and modes, harmony, rhythmic techniques, melodic techniques, production techniques.</li> </ul>
<b>Disciplinary Knowledge – The Interpretation of Music Knowledge By Students When Performing, Composing or Improvising to Create Original Pieces and Performances</b>	<ul style="list-style-type: none"> <li>Students show independent learning skills by researching, listening and applying techniques to demonstrate deeper understanding of genres and products. Students aim to be able analyse the significance of certain characteristics and how they impact on that genre and influence others.</li> </ul>	<ul style="list-style-type: none"> <li>Students show independent learning skills by researching, listening and applying techniques to demonstrate deeper understanding of genres and products. Students aim to be able analyse the significance of certain characteristics and how they impact on that genre and influence others.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Researching</li> <li>Listening</li> <li>Appraising</li> <li>Analysing Music               <ul style="list-style-type: none"> <li>to establish key features</li> </ul> </li> <li>Performance</li> <li>Composition</li> <li>Production Skills               <ul style="list-style-type: none"> <li>applied in stylistic ways</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Researching</li> <li>Listening</li> <li>Appraising</li> <li>Analysing Music               <ul style="list-style-type: none"> <li>to establish key features</li> </ul> </li> <li>Performance</li> <li>Composition</li> <li>Production Skills               <ul style="list-style-type: none"> <li>applied in stylistic ways</li> </ul> </li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>Throughout Years 7 to 9, students have explored the building blocks of music such as the musical elements. They have also explored a range of genres as well as a range of listening, performance, composition and production skills.</li> </ul>	<ul style="list-style-type: none"> <li>Throughout Years 7 to 9, students have explored the building blocks of music such as the musical elements. They have also explored a range of genres as well as a range of listening, performance, composition and production skills.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>Use of SIR policy with key word glossary, writing frames and sentence starters.</li> <li>Verbal discussions &amp; written/verbal discussions. Writing and reading of lyric</li> </ul>	<ul style="list-style-type: none"> <li>Use of SIR policy with key word glossary, writing frames and sentence starters.</li> <li>Verbal discussions &amp; written/verbal discussions. Writing and reading of lyric</li> </ul>

	<p>sheets. Significant writing skills used in analysis of genres with key musical language used.</p> <ul style="list-style-type: none"> <li>Students will use knowledge of note values/lengths in musical composition, counting note values in melodic and harmonic rhythms and being aware of bar numbers, particularly 4s, 8s, 16s and 32s when considering musical structures. Counting in more complex time signatures such as 6/8, 5/4 and 7/8 is required.</li> </ul>	<p>sheets. Significant writing skills used in analysis of genres with key musical language used.</p> <ul style="list-style-type: none"> <li>Students will use knowledge of note values/lengths in musical composition, counting note values in melodic and harmonic rhythms and being aware of bar numbers, particularly 4s, 8s, 16s and 32s when considering musical structures. Counting in more complex time signatures such as 6/8, 5/4 and 7/8 is required.</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>Students explore a range of cultures through their musical genres. This links in with a range of geographical and historical knowledge. There is also a close link to religion through Baroque, Gospel, Blues Spirituals, West African Drumming. Group work is a regular part where students work together to develop musical ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Students explore a range of cultures through their musical genres. This links in with a range of geographical and historical knowledge. There is also a close link to religion through Baroque, Gospel, Blues Spirituals, West African Drumming. Group work is a regular part where students work together to develop musical ideas.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Initial baseline assessments done at start of course.</li> <li>Summative assessment fed back to students throughout to help develop and improve knowledge and skills.</li> <li>Final assessment provided through written analysis, video or audio portfolio of students' examples, focussing on stylistic features and techniques used.</li> </ul>	<ul style="list-style-type: none"> <li>Summative assessment fed back to students throughout to help develop and improve knowledge and skills.</li> <li>Final assessment provided through written analysis, video or audio portfolio of students' examples, focussing on stylistic features and techniques used.</li> </ul>

<b>YEAR 10</b>	<b>Spring 1</b>	<b>Spring 2</b>
<b>Topics</b>	<p><b>Component 1</b></p> <p><b>Exploring Music Products and Styles Learning Aim B</b></p>	<p><b>Component 1</b></p> <p><b>Exploring Music Products and Styles Learning Aim B</b></p>
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"> <li>Students explore in more depth types of music products such as live performance, audio recordings, composition for media, original song composition.</li> <li>They start to work through and understand further music realisation techniques through performance, composition and production.</li> </ul>	<ul style="list-style-type: none"> <li>Students explore in more depth types of music products such as live performance, audio recordings, composition for media, original song composition.</li> <li>They start to work through and understand further music realisation techniques through performance, composition and production.</li> </ul>
<b>Disciplinary Knowledge – The Interpretation of Music Knowledge By Students When Performing, Composing or</b>	<ul style="list-style-type: none"> <li>Students should be researching and developing how to demonstrate thorough and perceptive use of musical creation techniques and resources that fully inform and support creative choices.</li> </ul>	<ul style="list-style-type: none"> <li>Students should be researching and developing how to demonstrate thorough and perceptive use of musical creation techniques and resources that fully inform and support creative choices.</li> </ul>

<b>Improvising to Create Original Pieces and Performances</b>		
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Performance Skills - such as transposing for other instruments and vocal ranges, how parts fit together, ensemble skills, solo skills</li> <li>• Composition Skills - such as creating starting points using stimuli, repetition and contrast and developing and extending ideas</li> <li>• Production Skills - such as DAW techniques, microphone selection and placement and MIDI and audio editing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Skills - such as transposing for other instruments and vocal ranges, how parts fit together, ensemble skills, solo skills</li> <li>• Composition Skills - such as creating starting points using stimuli, repetition and contrast and developing and extending ideas</li> <li>• Production Skills - such as DAW techniques, microphone selection and placement and MIDI and audio editing techniques</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• Throughout Years 7 to 9, students have explored the building blocks of music such as the musical elements. They have also explored a range of genres as well as a range of listening, performance, composition and production skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout Years 7 to 9, students have explored the building blocks of music such as the musical elements. They have also explored a range of genres as well as a range of listening, performance, composition and production skills.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• Use of SIR policy with key word glossary, writing frames and sentence starters.</li> <li>• Verbal discussions &amp; written/verbal discussions. Writing and reading of lyric sheets. Significant writing skills used in analysis of genres with key musical language used.</li> <li>• Students will use knowledge of note values/lengths in musical composition, counting note values in melodic and harmonic rhythms and being aware of bar numbers, particularly 4s, 8s, 16s and 32s when considering musical structures. Counting in more complex time signatures such as 6/8, 5/4 and 7/8 is required.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of SIR policy with key word glossary, writing frames and sentence starters.</li> <li>• Verbal discussions &amp; written/verbal discussions. Writing and reading of lyric sheets. Significant writing skills used in analysis of genres with key musical language used.</li> <li>• Students will use knowledge of note values/lengths in musical composition, counting note values in melodic and harmonic rhythms and being aware of bar numbers, particularly 4s, 8s, 16s and 32s when considering musical structures. Counting in more complex time signatures such as 6/8, 5/4 and 7/8 is required.</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• Students explore a range of cultures through their musical genres. This links in with a range of geographical and historical knowledge. There is also a close link to religion through Baroque, Gospel, Blues Spirituals, West African Drumming. Group work is a regular part where students work together to develop musical ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Students explore a range of cultures through their musical genres. This links in with a range of geographical and historical knowledge. There is also a close link to religion through Baroque, Gospel, Blues Spirituals, West African Drumming. Group work is a regular part where students work together to develop musical ideas.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Summative assessment fed back to students throughout to help develop and improve knowledge and skills.</li> <li>• Final assessment provided through teacher observations, written analysis, video or audio portfolio of students' examples, focussing on skills-based</li> </ul>	<ul style="list-style-type: none"> <li>• Summative assessment fed back to students throughout to help develop and improve knowledge and skills.</li> <li>• Final assessment provided through video of skills development and individual rehearsals/sessions/workshops, written development plan, written, video or</li> </ul>

	portfolio of techniques and skills explored.	audio commentary of progress and teacher observations.
--	--	--

<b>YEAR 10</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topics</b>	<b>Component 2</b> <b>Music Skills Development</b> <b>Learning Aim A</b>	<b>Component 2</b> <b>Music Skills Development</b> <b>Learning Aim B</b>
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"> <li>Students participate in workshops and classes to develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production.</li> <li>Students review progress and consider how to make improvements. They will learn how musicians share their work and collaborate with others through a range of platforms.</li> </ul>	<ul style="list-style-type: none"> <li>Students participate in workshops and sessions to identify and develop musical skills and techniques in music performance, creating of original music and music production.</li> <li>Students select and develop their individual musical and professional techniques appropriate to context and style and learn how to demonstrate application of these skills and techniques across two of the three disciplines.</li> </ul>
<b>Disciplinary Knowledge – The Interpretation of Music Knowledge By Students When Performing, Composing or Improvising to Create Original Pieces and Performances</b>	<ul style="list-style-type: none"> <li>Students make links across music industry roles and consider how intertwined each role is and relies upon each other within the business.</li> <li>Developing musical skills and techniques will enable them to consider their aptitude and enjoyment for music, helping to make informed decisions about what to study in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Students make links across music industry roles and consider how intertwined each role is and relies upon each other within the business.</li> <li>Developing musical skills and techniques will enable them to consider their aptitude and enjoyment for music, helping to make informed decisions about what to study in the future.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Personal and Professional Skills - such as time-management, self-discipline and working with others</li> <li>Communication Skills - such as capturing and sharing musical development, responding to feedback and having a clear organised approach to evidencing work</li> </ul>	<ul style="list-style-type: none"> <li>Self-Evaluation of Technical Music Skills and Techniques</li> <li>Development Skills - such as audits and goal setting</li> <li>Performance Skills</li> <li>Composition Skills</li> <li>Music Production Skills</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>Component 2 follows on from Component 1 where students have already explored genres, music features, different products and performance, composition and production techniques. Component 2 builds on this knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Component 2 follows on from Component 1 where students have already explored genres, music features, different products and performance, composition and production techniques. Component 2 builds on this knowledge and these skills.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>Use of SIR policy with key word glossary, writing frames and sentence starters.</li> <li>Verbal discussions &amp; written/verbal discussions. Writing and reading of lyric</li> </ul>	<ul style="list-style-type: none"> <li>Use of SIR policy with key word glossary, writing frames and sentence starters.</li> <li>Verbal discussions &amp; written/verbal discussions. Writing and reading of lyric</li> </ul>

	<p>sheets. Significant writing skills used in analysis of genres with key musical language used.</p> <ul style="list-style-type: none"> <li>• Students will use knowledge of note values/lengths in musical composition, counting note values in melodic and harmonic rhythms and being aware of bar numbers, particularly 4s, 8s, 16s and 32s when considering musical structures. Counting in more complex time signatures such as 6/8, 5/4 and 7/8 is required.</li> </ul>	<p>sheets. Significant writing skills used in analysis of genres with key musical language used.</p> <ul style="list-style-type: none"> <li>• Students will use knowledge of note values/lengths in musical composition, counting note values in melodic and harmonic rhythms and being aware of bar numbers, particularly 4s, 8s, 16s and 32s when considering musical structures. Counting in more complex time signatures such as 6/8, 5/4 and 7/8 is required.</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• Students explore a range of cultures through their musical genres. This links in with a range of geographical and historical knowledge. There is also a close link to religion through Baroque, Gospel, Blues Spirituals, West African Drumming. Group work is a regular part where students work together to develop musical ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Students explore a range of cultures through their musical genres. This links in with a range of geographical and historical knowledge. There is also a close link to religion through Baroque, Gospel, Blues Spirituals, West African Drumming. Group work is a regular part where students work together to develop musical ideas.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Summative assessment fed back to students throughout to help develop and improve knowledge and skills.</li> <li>• Final assessment provided through skills-based portfolio of techniques and skills explored, video workshops and teacher observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Summative assessment fed back to students throughout to help develop and improve knowledge and skills.</li> <li>• Final assessment provided through skills-based portfolio of techniques and skills explored, video workshops and teacher observations.</li> </ul>