


Performing Arts Department – Year 10 Music

 <p>Shirley High Curriculum Map</p>	<p><i>Year 10 the competent musician / singer: students will develop their performance & compositional skills further as they start their GCSE journey</i> <i>There will be an exploration of conventions of pop from early rock & roll of the 1950's through to current day solo artists.. Students will explore film music, programme music and game music. They will learn the techniques and cliches associated with the genre. Students will learn the concerto through time focusing on the three main periods: baroque, classical & romantic.</i> <i>Students will also learn Rhythms of the world. This will focus on rhythms from Asia, the middle east and South America.</i></p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill: Group Performance Listening & Theory	Theme/Topic/Skill: Group performance Listening & Theory	Theme/Topic/Skill: Solo Performance Listening & Theory	Theme/Topic/Skill: Solo Performance Listening & Theory	Theme/Topic/Skill: Composition 1 Listening & Theory	Theme/Topic/Skill: Composition 1 Listening & Theory
Why Now?	<p>To enable learners to use their knowledge of performing in groups to rehearse & record their first GCSE component</p> <p>To enable learners to gain knowledge on popular music from Rock & Roll of the 1950's through to modern day solo artistes</p>	<p>To enable learners to use their knowledge of performing in groups to rehearse & record their first GCSE component</p> <p>To enable learners to build on previous knowledge of film music and imbed further deeper knowledge in preparation for</p>	<p>To enable learners to use their solo performance skills to rehearse & record their second GCSE component</p> <p>To enable learners to gain knowledge of the concerto through time preparing them for their PPE and building valuable theoretical knowledge.</p>	<p>To enable learners to use their solo performance skills to rehearse & record their second GCSE component</p> <p>To enable learners to gain knowledge of rhythms of the world and to build their cultural capital knowledge with historical & musical facts.</p>	<p>To enable learners to use their composition skills to rehearse & record their first GCSE composition</p> <p>To enable learners to gain knowledge of rhythms of the world and to build their cultural capital knowledge with historical & musical facts</p>	<p>To enable learners to use their composition skills to rehearse & record their first GCSE composition</p> <p>To enable learners to build their musical theory knowledge through aural testing, score reading and writing and note identification.</p>
Fundamental Concepts	<p>To develop group performance skills</p> <p>To develop knowledge of popular music</p>	<p>To develop group performance skills</p> <p>To develop knowledge of Film Music, Programme Music & game Music</p> <p>The Concerto Through Time</p>	<p>To develop solo performance skills</p> <p>To develop knowledge of Area of Study 2: The Concerto through time</p>	<p>To develop solo performance skills</p> <p>To develop knowledge of AoS3 Rhythms of the World</p>	<p>To develop composition skills</p> <p>To develop knowledge of AoS3 Rhythms of the World</p>	<p>To develop composition skills</p> <p>To develop knowledge of score reading and notation</p>
Students will...	<p>Learn group performance skills: Marking criteria - technical control & fluency; expression, interpretation and ensemble awareness; difficulty. Individual instrumental/vocal skill, appropriate song choice, suitable group partner(s), rehearsal discipline, time management, mic technique, recording tricks, pitfalls, challenges.</p> <p>The organisation of sound: duration, dynamics, pitch, structure, tempo, texture, timbre.</p> <p>AoS5: Conventions of pop Rock 'n' Roll of the 1950's & 1960's. Instruments used and features of each: drum kit, bass guitar, electric guitar, lead guitar, voice, piano, saxophone. Solo/lead instrument.</p> <p>Rock Anthems of the 1970's & 1980's: Power chords, falsetto. Verse/chorus structure. Coda, bridge. Intro/outro Chromatic harmony, word painting. Cross-rhythms. Melisma. Parallel motion, contrasting motion. Reverb, distortion, foot pedals, synths</p> <p>Pop ballads of the 1970's – 90's: Lyrics/story telling/painting pictures with words, Minor key Solo's, accompaniment, synths, effects, music software, computers.</p> <p>Solo artists from 1990 onwards: Vocal features, stage presence, body language, vocal effects, accompaniment, structure, style.</p> <p>Structure of a pop song: Intro, verse, bridge, chorus, middle 8, outro, coda.</p> <p>Vocalisation. Descant. Harmony, unison, call & response.</p> <p>Area of Study 4: Film Music An introduction to Film Music Studying Film Composers & Film Scores through works by: John Barry James Bond, Out of Africa, Dances with Wolves John Williams Jaws, Star Wars, ET, Jurassic Park Hans Zimmer Pirates of the Caribbean, Inception, Dunkirk</p> <p>Listening exercises, comparison questions, long answers, exam questions Key words & meanings</p>	<p>The organisation of sound: duration, dynamics, pitch, structure, tempo, texture, timbre.</p> <p>AoS4: Film music Study composers, works, scores and arrangements. A leitmotif a recurring musical idea. Repetition, modulation, cadence, sound effects, clash chords, discord, dissonance, atonal, percussive, metallic sound, suspensions, dynamic swells, sustained notes, brass motifs. Long answers: description, explanation & analyse through listening.</p> <p>Classical pieces used in films</p> <p>AoS4: Programme Music: Four Seasons by Vivaldi programme music. Development of ideas, ostinato, counter melody; sequence, use of musical elements; understanding stylistic & structural conventions.</p> <p>AoS4: Game music: MIDI, synths, motifs, sequencing, inversions, note values, augmentation, diminution, polyrhythm, cross-rhythm & syncopation</p> <p>Leitmotifs in film music Expression in film music Creating atmosphere and mood in programme Music Diegetic & non diegetic music</p> <p>AoS2: The concerto through time An introduction to classical music: The Baroque style The Classical style The Romantic style</p> <p>Listening exercises, comparison questions, long answers, exam questions Key words & meanings</p> <p>Compose a 1-minute piece of film music to a brief</p>	<p>Solo performance skills: Marking criteria - technical control & fluency; expression & interpretation, difficulty. Individual instr./vocal skill, appropriate song choice, confidence.</p> <p>The organisation of sound: duration, dynamics, pitch, structure, tempo, texture, timbre.</p> <p>AoS2: The concerto through time</p> <p>The Baroque Concerto Harmony, counterpoint, polyphonic, basso continuo Instr: harpsichord, flute, organ, The baroque solo concerto & concerto grosso</p> <p>The Classical Concerto The changes from Baroque to Classical Form & Structure Crescendos & diminuendos, The piano & orchestral music binary & ternary form, theme & variation, legato & staccato, pianoforte Instr: orchestras The classical structure</p> <p>The Romantic Concerto Programme music Accents, rubato, octaves, dissonance, virtuoso, cantabile, cadenza, articulation, tone, preludes, glissando, bow & pizzicato. Instr: bigger orchestra's Changes in dynamics & expression Romantic composers & soloists</p> <p>Listening exercises, comparison questions, long answers, exam questions Key words & meanings</p> <p>An introduction to The Rhythms of the World</p>	<p>Solo performance skills: Marking criteria - technical control & fluency; expression & interpretation, difficulty. Individual instr./vocal skill, appropriate song choice, confidence.</p> <p>The organisation of sound: duration, dynamics, pitch, structure, tempo, texture, timbre.</p> <p>AoS3: Rhythms of the world</p> <p>Indian classical & Bhangra. Raga & Tala Instruments used & features of each: the sitar, Tampura, Tabla. The chaal, fusion, hip-hop, layers, samples, sound effects</p> <p>Palestinian Music & Israeli music: monophonic, improvisation, ornaments, heterophonic, melisma, ululations, String instruments: Zither, kanun, oud, rababah Wind instruments: mijwiz, argdul, shababa Percussion instr: doumbek, riq, deff, zills.</p> <p>Greek Music: String instr: Bouzouki, Outi, Laouto, Lyra Wind instr: Floyera, Karamoudza, Bagpipes Percussion instr: Daouli, Toubeleki, Defi</p> <p>African music The drums: The djembe, dundun, donno, sabar. Playing techniques: the slap, tone, bass, dampening</p> <p>The master drummer</p> <p>Complex rhythms call & response syncopated rhythms Polyrhythms</p> <p>Types of drums:: dunduns, sabra, djembes, bells & rattles</p> <p>Non percussion instr. Balafon, Kora, mbira, flute, whistle pentatonic scales</p> <p>A Cappella singing Ladysmith Black Mambazo Mbube, & isicathamiya Four-part harmonies, call & response</p> <p>Listening exercises, comparison questions, long answers, exam questions Key words & meanings</p> <p>To understand compositional task</p>	<p>The organisation of sound: duration, dynamics, pitch, structure, tempo, texture, timbre.</p> <p>Composition 1 Learning composition skills through listening to past works from students</p> <p>melody Composition techniques Verse & chorus tricks, the difference in melodies The bridge & middle eight Coda</p> <p>Lyrics exploring lyric ideas & themes rhyming couplets repetition use of alliteration word painting</p> <p>Vocal / Instrumental performance 'selling' the song confident performance / recording</p> <p>Calypso Steel pans, bongos, conga, claves Syncopated rhythms wide range of instruments sustained notes Variety of instruments New styles Rapso & Soca</p> <p>Samba Music Percussion instruments Call & response complex texture contrasting rhythms & syncopation Batucada Instruments: surdo, caixa, repinique, cuica, tamborim, agogo</p> <p>Listening exercises, comparison questions, long answers, exam questions Key words & meanings</p>	<p>Year 10 PPE</p> <p>The organisation of sound: duration, dynamics, pitch, structure, tempo, texture, timbre.</p> <p>(Year 10 WEX 2-weeks)</p> <p>Composition skills re- recording compositions</p> <p>Re-doing Solo performances</p> <p>Score reading & understanding notation clefs, sharps, flats, naturals, time signatures, rhythms & metres, notes & rests, dots, ties & triplets.</p> <p>Aural training recognising and identifying notes, chords, tonality and articulation through listening group exercises to develop aural identification major/minor, note identification</p> <p>Learning about notes in a melody (phrases) and recognising cadences perfect, imperfect, plagal & interrupted</p> <p>The circle of fifths: tonic (home key), sub-dominant, dominant, relative minor. Modulation</p>

Language for Life (Key terms/Vocabulary)	Walking bass, riff, hook, ostinato, counter melody; sequence, imitation, A Cappella, Vibrato, Falsetto, Portamento, Scat, Riffing, Coda, bridge. Intro/outro Chromatic harmony, word painting. Cross-rhythms. Melisma. Parallel motion, contrasting motion. Reverb, distortion, foot pedals. Power chords, forte Intro, verse, bridge, chorus, middle 8, outro, coda. Lyrics/story telling/painting pictures with words, Major V. Minor keys, Solo's, accompaniment, synths, effects, music software, computers. Intro, verse, bridge, chorus, middle 8, outro, coda. Vocalisation. Descant. Harmony, unison, call & response. Vocalisation, stage presence, body language, vocal effects, accompaniment, structure, style Note pattern, rhythmic phrase, lyrics, chord sequence, stimuli, annotation.	Underscoring, ostinato, Leit-motif, accented, syncopated, atonal, Repetition, modulation, sound effects, clash chords, discord, dissonance, atonal, percussive, metallic sound, suspensions, dynamic swells, sustained notes, brass motifs ostinato, counter melody; sequence, the musical elements; Diegetic & non diegetic music	Baroque concerto: Harmony, counterpoint, polyphonic, basso continuo. Instr: harpsichord, flute, organ, The baroque concerto grosso Classical Concerto: Crescendos & diminuendos, binary & ternary form, theme & variation, legato & staccato, pianoforte Romantic Concerto: Accents, rubato, octaves, dissonance, virtuoso, cantabile, cadenza, articulation, tone, preludes, glissando, bow & pizzicato.	The sitar, Tampura, Tabla. The chaal, fusion, hip-hop, layers, samples, sound effects slap, tone, bass, dampening, master drummer, call & response, syncopated rhythms Pentatonic scales A Cappella singing Mbube, isicathamiya MIDI, synths, motifs, sequencing, inversions, note values, augmentation, diminution, polyrhythm, cross-rhythm & syncopation monophonic, improvisation, ornaments, heterophonic, melisma, ululations,	Calypso Steel pans, bongos, conga, claves Syncopated rhythms, sustained notes Rapso & Soca Samba Call & response complex texture Percussion instruments syncopation Batucada Instruments: surdo, caixa, repinique, cuica, tamborim, agogo	Scores reading & writing clefs, sharps, flats, naturals, time signatures, rhythms & metres, notes & rests, dots, ties & triplets. Cadences perfect, imperfect, plagal & interrupted The circle of fifths tonic (home key), sub-dominant, dominant, relative minor. Modulation
Extended writing Opportunities	research pop artistes	research film composers Long answers	Listening exercises/long answers on Baroque, classical & romantic music	Listening exercises/long answers on game music	Listening exercises/long answers on Baroque, classical & romantic music	Listening exercises/long answers on African music
Maths Across the Curriculum	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / compound time	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / compound time	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / compound time	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / compound time	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / compound time	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / compound time
Links to careers/aspirations	Performer, session musician, Composer of film music, graphic designer, composer of game music	Performer, session musician Composer of film music, graphic designer, composer of game music	Performer, session musician Composer of film music, graphic designer, composer of game music	Performer, session musician Composer of film music, graphic designer, composer of game music	Performer, session musician Composer of film music, graphic designer, composer of game music	Performer, session musician Composer of film music, graphic designer, composer of game music
Cultural Capital	Diversity: In GCSE lessons students are taught about music from all over the world. Many different genres are covered, including Indian Classical Music; Bhangra; African Rhythms; South American & Caribbean music; Middle Eastern music. All instrumentation, traditional and non-traditional, are covered. Students are encouraged to perform and compose in any style they like and to use any instrumentation including rapping & beatboxing. Girls are encouraged to take up instruments previously associated with boys, such as drums and electric guitar. All students are taught to respect the opinions and musical tastes of other students. Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	Diversity: In GCSE lessons students are taught about music from all over the world. Many different genres are covered, including Indian Classical Music; Bhangra; African Rhythms; South American & Caribbean music; Middle Eastern music. All instrumentation, traditional and non-traditional, are covered. Students are encouraged to perform and compose in any style they like and to use any instrumentation including rapping & beatboxing. Girls are encouraged to take up instruments previously associated with boys, such as drums and electric guitar. All students are taught to respect the opinions and musical tastes of other students. Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	Diversity: In GCSE lessons students are taught about music from all over the world. Many different genres are covered, including Indian Classical Music; Bhangra; African Rhythms; South American & Caribbean music; Middle Eastern music. All instrumentation, traditional and non-traditional, are covered. Students are encouraged to perform and compose in any style they like and to use any instrumentation including rapping & beatboxing. Girls are encouraged to take up instruments previously associated with boys, such as drums and electric guitar. All students are taught to respect the opinions and musical tastes of other students. Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	Diversity: In GCSE lessons students are taught about music from all over the world. Many different genres are covered including Indian Classical Music; Bhangra; African Rhythms; South American & Caribbean music; Middle Eastern music. All instrumentation, traditional and non-traditional, are covered. Students are encouraged to perform and compose in any style they like and to use any instrumentation including rapping & beatboxing. Girls are encouraged to take up instruments previously associated with boys, such as drums and electric guitar. All students are taught to respect the opinions and musical tastes of other students. Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	Diversity: In GCSE lessons students are taught about music from all over the world. Many different genres are covered including Indian Classical Music; Bhangra; African Rhythms; South American & Caribbean music; Middle Eastern music. All instrumentation, traditional and non-traditional, are covered. Students are encouraged to perform and compose in any style they like and to use any instrumentation including rapping & beatboxing. Girls are encouraged to take up instruments previously associated with boys, such as drums and electric guitar. All students are taught to respect the opinions and musical tastes of other students. Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	Diversity: In GCSE lessons students are taught about music from all over the world. Many different genres are covered including: Indian Classical Music; Bhangra; African Rhythms; South American & Caribbean music; Middle Eastern music. All instrumentation, traditional and non-traditional, are covered. Students are encouraged to perform and compose in any style they like and to use any instrumentation including rapping & beatboxing. Girls are encouraged to take up instruments previously associated with boys, such as drums and electric guitar. All students are taught to respect the opinions and musical tastes of other students. Occasionally musicians are brought in to play for the students to broaden their musical knowledge.
Practical Application of Skills	Creating/composing a piece of music in groups	Creating/composing a piece to a brief	Performing a solo piece to the class	Performing a solo piece to the class	Creating/composing a piece of music	Creating/composing a piece of music