


Performing Arts Department - Year 10 Music

 Shirley High Curriculum Map	<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>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Group performance Listening & Theory	Solo Performance Listening & Theory	Film Music Composition	Solo Performance Listening & Theory	Composition 1 Listening & Theory	Composition 1 Listening & Theory
Why Now?	To enable learners to use their knowledge of performing in groups to rehearse & record their first GCSE component To enable learners to build on previous knowledge of film music and imbed further deeper knowledge in preparation for	To enable learners to use their solo performance skills to rehearse & record their second GCSE component To enable learners to gain knowledge of the concerto through time preparing them for their PPE and building valuable theoretical knowledge.	To enable learners to use prior knowledge to good effect in their study of film Music. To enable learners to use prior skills to create & record their final GCSE composition	To enable learners to use their solo performance skills to rehearse & record their second GCSE component To enable learners to gain knowledge of rhythms of the world and to build their cultural capital knowledge with historical & musical facts.	To enable learners to use their composition skills to rehearse & record their first GCSE composition To enable learners to gain knowledge of rhythms of the world and to build their cultural capital knowledge with historical & musical facts	To enable learners to use their composition skills to rehearse & record their first GCSE composition To enable learners to build their musical theory knowledge through aural testing, score reading and writing and note identification.
Fundamental Concepts	To develop solo performance skills To develop knowledge of Area of Study 2: The Concerto through time	To develop solo performance skills To develop knowledge of Area of Study 2: The Concerto through time	To develop understanding of film music To develop composition skills	To develop solo performance skills To develop knowledge of AoS3 Rhythms of the World	To develop composition skills To develop knowledge of AoS3 Rhythms of the World	To develop composition skills To develop knowledge of score reading and notation
Students will...	<p>The organisation of sound: duration, dynamics, pitch, structure, tempo, texture, timbre.</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>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>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>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 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>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>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>Background music in film often referred to as underscoring. adding mood to a scene, reinforcing dramatic developments and aspects of character establishing atmosphere, time and place, moving the action forward, describing character, accompany scene changes, add to the dramatic impact provide continuity across edits.</p> <p>Mickey-Mousing, e.g. someone slipping on a banana skin could use a descending scale followed by a cymbal crash. Mickey-Mousing often found in comedy films.</p> <p>Orchestration (Organisation of musical instruments for an ensemble performance) and instrumentation (Particular type of instrument used in a music). Adding Instrumental colour suggesting images through music, eg bagpipes evoking Scotland or muted brass suggesting something sinister. As well as instrumental colours, other musical elements can help to create a mood. Horror films often use atonal music. Atonal music not related to a tonic note (has no sense of key). Musical scores for comedy films, such as the <i>Carry On films</i>, using unexpected twists and turns in the melody and rapid changes of musical style. Cowboy and western movies using rhythmic ostinati & accented syncopated chords</p> <p>A leitmotif a recurring musical idea</p> <p>Composition</p> <p>AoS4: Game music: MIDI, synths, motifs, sequencing, inversions, note values, augmentation, diminution, polyrhythm, cross-rhythm & syncopation</p> <p>Leitmotifs in film music</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>

			Expression in film music Creating atmosphere and mood in programme Music Diegetic & non diegetic music			
Language for Life (Key terms/Vocabulary)	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	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.	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	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 film composers Long answers	Listening exercises/long answers on Baroque, classical & romantic music	Listening exercises/long answers on AoS 2-5	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 to a brief	Performing a solo piece to the class	Creating/composing a piece of music	Performing a solo piece to the class	Creating/composing a piece of music	Creating/composing a piece of music