

## **Music Intent and curriculum overviews**

It is our intent in Music to provide a creative and inclusive curriculum experience for students. We aim to develop performing, composing, and listening skills that follow on from study at KS2. This is achieved by ensuring that our curriculum is accessible, enjoyable and provides a rich educational experience.

Throughout key stage 3 and 4 we aim to build resilience, develop aspiration, and nurture talents. Ultimately, aiming to stimulate curiosity about the diverse musical traditions in the world. Exploring a variety of genres in music and understanding their origins, supports students in gaining cultural capital, having a further awareness of the world around them.

When developing performing skills, students will have the opportunity to learn a variety of instruments including ukulele, keyboard, guitar and singing. Students who play other instruments are encouraged to use these in school. We aim for all performances to be fluent, accurate and confident. Students are continually challenged in performing based on ability and prior experience.

In our development of composing skills, we aim for students to explore and create musical ideas, using a variety of musical elements. They compose in a range of styles and are encouraged to work creatively. Students are taught to notate their music traditionally and through music technology. Through practical work, students develop their confidence and communication skills through working with others.

Throughout our development of listening skills, we aim for students to recognise the musical elements in any music studied, identify key features of the genre and to use an increasing range of musical vocabulary to accurately describe the music they hear.

The progression throughout the curriculum ensures that students develop their ability to recall knowledge, their subject fluency and deepen their understanding. There is a strong focus on monitoring and assessment to ensure that all students are progressing as expected or better. Where needed, intervention and support is timely and impactful.

We are committed to providing a supportive and stimulating learning environment where every student can explore and grow. The classroom environment is positive, purposeful, and safe, and lessons instill a love of learning. Through the study of music, we hope that our students will develop these skills in becoming a well-rounded musician.

### **Year 10 Units:**

Unit 1 – Introduction to GCSE

Unit 2 – Conventions of Pop, Composition 1, Performance practice

Unit 3 – The Concerto Through Time (Baroque Concerto Grosso and Solo Concerto); Composition 1; Performance 1

Unit 4 – Classical and Romantic Concerto; Composition 1; Performance 1

Unit 5 - Rhythms of the World (India; Bhangra; Greek, Israeli and Palestinian); Composition 1; Performance 2

Unit 6 – Rhythms of the World (Africa, Calypso, Samba); Composition 1; Performance 2

## Curriculum Unit Overview

### MUSIC Year 10 Unit 1 – Introduction to GCSE

What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p><b>Understanding the requirements of the GCSE specification for each paper</b></p> <p><b>Key features to include:</b></p> <p><b>Performing</b> Performing one piece to be marked using GCSE criteria</p> <p>Ensemble perf: (Hound Dog)</p> <p><b>Composing</b> Composing a 16-24 bar piece based on chords and a given structure</p> <p><b>Listening</b> Revision on Elements of music, Italian terms and the Orchestra</p> <p>AoS5: Conventions of Pop</p> <ol style="list-style-type: none"> <li>1. Rock n Roll</li> <li>2. Rock Anthems</li> </ol>	<p><b>Knowledge</b> How to maximise potential in performing to achieve highest grades</p> <p>Know notes in all chords; how passing notes are used, how to add phrases to a melody, know how to structure a composition (ABA)</p> <p>Key features of Rock n Roll Key features of Rock Anthems</p> <p><b>Understanding</b> Apply the knowledge and skills into a practical context for composition.</p> <p>Apply the listening terms and definitions to a variety of pieces of music. Develop listening skills to extract features of the music.</p> <p><b>Skills:</b> Working independently; Working collaboratively with others; Resilience; Independence; Confidence; Development in all 3 areas of Performing, Composing and Listening.</p>	<p><b>Performance</b> – Confident, fluent and accurate performance of a piece suited to instrument and ability</p> <p><b>Composition</b> - Excellent understanding of melody, harmony and rhythm. Accurate use of chords and passing notes.</p> <p><b>Listening</b> Clear understanding and application of musical elements shown through detailed listening descriptions.</p>	<p><b>Performing</b> – Year 9 Unit 3 is a free choice performance based on the GCSE specification.</p> <p><b>Composing</b> – Year 8 melody writing with chords and the Year 9 song composition lead well into the composing exercise</p> <p><b>Listening</b> All work at KS3 had a focus on musical elements, recognising the sound of instruments and using Italian terms to describe music.</p>	<p>Individual instrumental teachers to aid with choices of piece to be performed based on ability</p> <p>Department has a wide range of music for all instruments to help aid performance choices</p> <p>YouTube videos on the composing process for individual instruments</p> <p>OCR videos on YouTube for AoS5 Conventions of Pop</p> <p>Focus on Sound for theory and topic tests.</p>

**MUSIC Year 10 Unit 2 – Conventions of Pop, Composition 1, Performance practice**

What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p><b>Development of performing and composing skills.</b></p> <p><b>AoS5 completion of Conventions of Pop</b></p> <p><b>Key features to include:</b></p> <p><b>Performing</b> Ensemble performance for Christmas concert</p> <p><b>Composing</b> Introduction to Composition 1 (free choice). What do you need to do?</p> <p><b>Listening</b> Develop theory knowledge - cadences; structure; modulation; CoP end of unit test</p> <p>AoS5: Conventions of Pop 3. Pop Ballads 4. Solo Artists</p>	<p><b>Knowledge</b> How to create a composition for your own instrument?</p> <p>How to work as an ensemble effectively.</p> <p>Key features of Pop Ballads Key features of Solo Artists</p> <p><b>Understanding</b> Apply the knowledge and skills into a practical context for composition.</p> <p>Apply the listening terms and definitions to a variety of pieces of music. Develop listening skills to extract features of the music.</p> <p><b>Skills:</b> Working independently; Working collaboratively with others; Resilience; Independence; Confidence; Development in all 3 areas of Performing, Composing and Listening.</p>	<p><b>Performance</b> – Confident, fluent and accurate performance. Well balanced ensemble.</p> <p><b>Composition</b> - Excellent understanding of writing a piece of music for a chosen instrument. This must show effective use of all musical elements.</p> <p><b>Listening</b> Clear understanding and application of musical elements shown through listening questions.</p>	<p><b>Performing</b> Ensemble skills have been worked on throughout KS3 when students are working in groups</p> <p><b>Composing</b> Using the knowledge gained in Unit 10.1 to create a free composition for a chosen instrument</p> <p><b>Listening</b> Continued development of using musical terminology correctly through listening examples. This has been developed and used in every unit from Year 7.</p>	<p>BBC Bitesize “How to compose” resources</p> <p>Previous student composition examples</p> <p>YouTube videos on the composing process for individual instruments</p> <p>OCR videos on YouTube for AoS5 Conventions of Pop</p> <p>Focus on Sound for theory and topic tests.</p>

**MUSIC Year 10 Unit 3 – The Concerto Through Time (Baroque Concerto Grosso and Solo Concerto); Composition 1; Performance 1**

What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p><b>Development of composing skills.</b></p> <p><b>AoS2 The Concerto</b></p> <p><b>Key features to include:</b></p> <p><b>Performing</b> Prepare for second solo performance assessment after half term</p> <p><b>Composing</b> Development of composition with 1<sup>st</sup> draft due by half term</p> <p><b>Listening</b> Develop theory knowledge – Music Technology words. Voice types. Intervals and Aural Dictation. Textures</p> <p>Ao2: The Concerto Through Time</p>	<p><b>Knowledge</b> How to develop a composition for your own instrument</p> <p>How to develop effective performance skills</p> <p>Key features of Baroque Concerto Grosso and the Baroque Solo Concerto</p> <p><b>Understanding</b> Apply the knowledge and skills into a practical context for composition.</p> <p>Develop listening skills to extract features of the music.</p> <p><b>Skills:</b> Working independently; Working collaboratively with others; Resilience; Independence; Confidence; Development in all 3 areas of Performing, Composing and Listening</p>	<p><b>Performance</b> – Confident, fluent and accurate performances.</p> <p><b>Composition</b> - Excellent understanding of writing a piece of music for a chosen instrument. This must show effective use of all musical elements and composition devices (to show development from last unit)</p> <p><b>Listening</b> Clear understanding and application of musical elements shown through listening questions and practice exam questions.</p>	<p><b>Performing</b> Performing skills have been worked on throughout KS3 and KS4.</p> <p><b>Composing</b> Using the knowledge gained in Unit 10. 2 to develop a free composition for a chosen instrument</p> <p><b>Listening</b> Continued development of using musical terminology correctly through listening examples. This has been developed and used in every unit from Year 7.</p>	<p>BBC Bitesize “How to compose” resources</p> <p>Previous student composition examples</p> <p>YouTube videos on the composing process for individual instruments</p> <p>OCR videos on YouTube for AoS2 Concerto Through Time Focus on Sound for theory and topic tests.</p>

1. Baroque Concerto Grosso				
2. Baroque solo concerto				

**MUSIC Year 10 Unit 4 – Classical and Romantic Concerto; Composition 1; Performance 1**

<b>What are we learning?</b>	<b>Our intention – what knowledge, understanding and skills will we gain?</b>	<b>Evaluation and assessment methods</b>	<b>Implementation</b>	<b>What additional resources are available?</b>
<p><b>Development of performing and composing skills.</b></p> <p><b>AoS5 completion of The Concerto Through Time unit</b></p> <p><b>Key features to include:</b></p> <p><b>Performing</b> Second solo performance to be assessed.</p> <p><b>Composing</b> Respond to feedback from first draft and make improvements to composition 1.</p> <p><b>Listening</b></p>	<p><b>Knowledge</b> How to develop a composition for your own instrument?</p> <p>How to develop effective performance skills</p> <p>Key features of Classical and Romantic Concerto.</p> <p><b>Understanding</b> Apply the knowledge and skills into a practical context for composition.</p> <p>Develop listening skills to extract features of the music.</p> <p><b>Skills:</b> Working independently; Working collaboratively with others; Resilience; Independence; Confidence; Development in all 3 areas of Performing, Composing and Listening</p>	<p><b>Performance</b> – Confident, fluent and accurate performance.</p> <p><b>Composition</b> - Excellent understanding of writing a piece of music for a chosen instrument. This must show effective use and development of all musical elements and compositional devices.</p> <p><b>Listening</b> Clear understanding and application of musical elements shown through listening questions.</p>	<p><b>Performing</b> Performing skills have been worked on throughout KS3 and KS4.</p> <p><b>Composing</b> Using the knowledge and feedback from Unit 10. 3 to develop composition</p> <p><b>Listening</b> Continued development of using musical terminology correctly through listening examples. This has been developed and used in every unit from Year 7.</p>	<p>BBC Bitesize “How to compose” resources</p> <p>Previous student composition examples</p> <p>YouTube videos on the composing process for individual instruments</p> <p>OCR videos on YouTube for AoS2 Concerto Through Time</p> <p>Focus on Sound for theory and topic tests.</p>

<p>Develop theory knowledge and apply Language for learning to all listening examples.</p> <p>AoS2: Completion of Concerto topic</p> <ol style="list-style-type: none"> <li>3. Classical Concerto</li> <li>4. Romantic Concerto</li> </ol>				
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<b>MUSIC Year 10 Unit 5 – Rhythms of the World (India; Bhangra; Greek, Israeli and Palestinian); Composition 1; Performance 2</b>				
<b>What are we learning?</b>	<b>Our intention – what knowledge, understanding and skills will we gain?</b>	<b>Evaluation and assessment methods</b>	<b>Implementation</b>	<b>What additional resources are available?</b>
<p><b>Development of performing and composing skills.</b></p> <p><b>AoS3 Rhythms of the World</b></p> <p><b>Key features to include:</b></p> <p><b>Performing</b> Prepare for ensemble performance assessment</p> <p><b>Composing</b></p>	<p><b>Knowledge</b> How to develop and complete composition for your own instrument</p> <p>How to work as an ensemble effectively.</p> <p>Key features of World Music for India, Bhangra Greek, Israeli and Palestinian</p> <p><b>Understanding</b> Apply the knowledge and skills into a practical context for composition.</p> <p>Apply the listening terms and definitions to a variety of pieces of music. Develop listening skills to extract features of the music.</p>	<p><b>Performance</b> – Confident, fluent and accurate performance. Well balanced ensemble.</p> <p><b>Composition</b> - Excellent understanding of writing a piece of music for a chosen instrument. This must show effective use of all musical elements and compositional devices.</p> <p><b>Listening</b> Clear understanding and application of musical elements shown through listening questions.</p>	<p><b>Performing</b> Performing skills have been worked on throughout KS3 and KS4</p> <p><b>Composing</b> Using the knowledge gained in Unit 10. 4 to complete free composition for a chosen instrument</p> <p><b>Listening</b> Continued development of using musical terminology correctly through listening examples. This has been developed and used in every unit from Year 7.</p>	<p>BBC Bitesize “How to compose” resources</p> <p>Previous student composition examples</p> <p>YouTube videos on the composing process for individual instruments</p> <p>OCR videos on YouTube for AoS3 Rhythms of the World</p> <p>Focus on Sound for theory and topic tests.</p>

<p>Respond to feedback from second draft and make improvements to composition 1.</p> <p><b>Listening</b> Develop theory knowledge and apply Language for learning to all listening examples.</p> <p>AoS3: Rhythms of the World</p> <ul style="list-style-type: none"> <li>• India</li> <li>• Bhangra</li> <li>• Greek</li> <li>• Israeli</li> <li>• Palestinian</li> </ul>	<p><b>Skills:</b> Working independently; Working collaboratively with others; Resilience; Independence; Confidence; Development in all 3 areas of Performing, Composing and Listening</p>			
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MUSIC Year 10 Unit 6 Rhythms of the World (Africa, Calypso, Samba); Composition 1; Performance 2				
What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p><b>Development of performing and composing skills.</b></p> <p><b>AoS3 completion of Rhythms of the World unit</b></p>	<p><b>Knowledge</b> How to create a composition for your own instrument?</p> <p>How to work as an ensemble effectively.</p>	<p><b>Performance</b> – Confident, fluent and accurate performance. Well balanced ensemble.</p> <p><b>Composition</b> - Excellent understanding of writing a piece of music for a chosen instrument. This must show</p>	<p><b>Performing</b> Performing skills have been worked on throughout KS3 and KS4</p> <p><b>Composing</b></p>	<p>BBC Bitesize “How to compose” resources</p> <p>Previous student composition examples</p>

<p><b>Key features to include:</b></p> <p><b>Performing</b> Record Ensemble performance for assessment</p> <p><b>Composing</b> Complete and record Composition 1</p> <p><b>Listening</b> Develop theory knowledge and apply to listening questions</p> <p>AoS3: Rhythms of the World completion</p> <ul style="list-style-type: none"> <li>• Africa</li> <li>• Calypso</li> <li>• Samba</li> </ul>	<p>Key features for World Music for Africa, Calypso and Samba</p> <p><b>Understanding</b> Apply the knowledge and skills into a practical context for composition.</p> <p>Apply the listening terms and definitions to a variety of pieces of music. Develop listening skills to extract features of the music.</p> <p><b>Skills:</b> Working independently; Working collaboratively with others; Resilience; Independence; Confidence; Development in all 3 areas of Performing, Composing and Listening</p>	<p>effective use of all musical elements.</p> <p><b>Listening</b> Clear understanding and application of musical elements shown through listening questions.</p>	<p>Using the knowledge gained in Unit 10. 5 to complete and record composition.</p> <p><b>Listening</b> Continued development of using musical terminology correctly through listening examples. This has been developed and used in every unit from Year 7.</p>	<p>YouTube videos on the composing process for individual instruments</p> <p>OCR videos on YouTube for AoS3 Rhythms of the World</p> <p>Focus on Sound for theory and topic tests.</p>
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