

Music Year 10	Curriculum Intent: Students will broaden their musical experience within five areas of study, exploring musical context, language, performance, composition, listening and appraising. The areas of study also provide opportunities for students to further their own understanding of musical styles, enjoyment of music, with music from the past, present, western traditions and other world cultures. It is our intention that students will be inspired, motivated and will learn to evaluate their own and others’ music, identifying key styles and composing from given stimuli with access to computer packages and acoustic instruments.					
Main Topic	AoS 5: The Conventions of Pop / AoS 1 : My Music		AoS 2: The Concerto Through Time / AoS 1 : My Music		AoS 3: Rhythms of the World / AoS 1 : My Music	
	Term 1 a	Term 1 b	Term 2 a	Term 2 b	Term 3 a	Term 3b
Knowledge	<p>AoS 1: Solo & Ensemble & Composition <i>Range and characteristic timbre</i> <i>Techniques required to play it & techniques that are specific to it</i> <i>Use in different genres</i> <i>Ensembles it might be used in</i> <i>Influence by context and culture</i></p> <p>AoS 5: Rock 'n' Roll 1950's/60's <i>Typical Instruments, artists/bands</i> <i>Repertoire features e.g. guitar riffs, 4/4 time signature, vocal melody & accompaniment, chords I, IV & V</i></p> <p>AoS 5: Rock Anthems <i>Typical Instruments, artists/bands,</i> <i>Repertoire</i></p>	<p>AoS 1: Solo & Ensemble & Composition AoS 5: Rock Anthems (cont) <i>Features e.g. Guitar riffs, 4/4 time signature</i> <i>Vocals (often husky male)</i> <i>Amplified music played by guitars and drums</i> <i>Three guitarists (lead); rhythm and bass</i> <i>Piano/keyboard often used, sub-genres of rock (soft rock; punk rock; glam rock)</i> <i>Verse/chorus structure: Some have long intros (more so than rock and roll and pop ballads)</i> <i>Strong guitar riffs/ostinatos</i> <i>Power Chords</i> <i>Powerful Lyrics</i></p> <p>AoS 5: Pop Ballads <i>Typical Instruments</i> <i>Artists/Bands</i> <i>Repertoire Features 1970s/80s/90s</i> <i>Song Structure: slow to moderate tempo</i> <i>Romantic lyrics; expressive</i></p> <p>AoS 5: Solo Artists <i>Solo artists and groups names</i> <i>The changing nature of song structure</i> <i>The historical and social context of the named genres of popular music</i> <i>The growth of the popular music industry</i></p>	<p>AoS 1: Solo & Ensemble & Composition AoS 2: Baroque Concerto Grosso & Solo, Classical and Romantic Concerto <i>What a concerto is and the way it has developed through time.</i> <i>Instruments used for the solo part in the concerto and how they have developed through time</i> <i>Growth & development of the orchestra through time</i> <i>Role of the soloist(s)</i> <i>Relationship between the soloist(s) and the orchestral accompaniment</i> <i>Characteristics of Baroque music as reflected in The Concert</i> <i>The names and intentions of composers who wrote concertos in each period</i> <i>The need for a larger venue over time as the genre expanded and developed</i> <i>The changing nature of commissioner and audience over time</i></p> <p>AoS 2: Romantic Concerto <i>What a concerto is and the way it has developed through time</i> <i>Solo instruments in concerto and how they have developed through time</i> <i>Growth & development of the orchestra through time</i> <i>Role of the soloist(s)</i> <i>Relationship between the soloist(s) and the orchestral accompaniment</i> <i>Names of composers</i> <i>The need for a larger venue over time as the genre expanded and developed</i> <i>The commissioner and audience over time</i></p>		<p>AoS 1: Composition 1 and Solo Performance AoS 3: African Drumming, Samba, Calypso, Indian Classical & Bhangra <i>Characteristic rhythms and metres</i> <i>The origins and cultural context of the traditional music</i> <i>The musical characteristics of the folk music</i> <i>The impact of modern technology on traditional music</i> <i>The names of performers and groups</i> <i>Typical instruments</i></p>	
	Understanding	Learners should study and understand how composers of popular music use and develop musical elements and compositional devices, including: <div><div><ul style="list-style-type: none"><i>Instruments & timbre (acoustic & electric)</i><i>Pitch & melody (including bass lines & riffs)</i><i>Rhythm & metre</i><i>Tempo</i></div><div><ul style="list-style-type: none"><i>Dynamics, expression & articulation</i><i>Texture</i><i>Structure & phrasing</i><i>Harmony & tonality</i></div><div><ul style="list-style-type: none"><i>Ornamentation</i><i>Repetition, ostinato & sequence</i><i>Technology including amplification & recording techniques (where relevant)</i></div></div>				Learners should study and develop an understanding of the characteristic rhythmic features of: <div><div><ul style="list-style-type: none">Traditional African drummingTraditional Samba & Calypso</div><div><ul style="list-style-type: none">Indian Classical Music & traditional PunjabiBhangra</div></div>
Interleaved Skills & Components throughout the course	Performance: Integrated Portfolio 01 Performance on the learner's chosen instrument; Performance: Practical Component 03 Ensemble performance					
	Composition: Integrated Portfolio 01 Composition to a brief set by the learner; Composition: Practical Component 03 Composition set to an OCR brief (Year 11)					
	Listening & Appraising: Listening & Appraising 05: A written paper, with CD. Aural recognition and context					
Assessment	Presentation on the learner's chosen instrument Performance on the learner's instrument/s Composition through improvisation	Composition of 12 bar blues Song Revision Mats & AoS 5 Sample Listening Qs Group/Individual Song in chosen Conventions of Pop Genre	Aural and practical recognition of Musical Feature Revision Mats Sample music listening questions for AoS 5		Aural and practical recognition of Musical Features Revision Mats	

