‘Raising the Achievement of All’

WELL-SEQUENCED **CONTEXUALISED/INCLUSIVE** **AMBITIOUS**

Year 10 Music Curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What skills do I need to be a successful musician? How can I use MR D TIGHTS to help me compose, perform and listen/ appraise music confidently?	What are the features of the baroque, Classical & Romantic concertos? How can I organise my ideas effectively in composition work?	What are the features of voices, instruments and influences in pop music? What are the key features of popular music? How can I perform in these genres?	What are the features and cultural context of Samba, Calypso, Ragas and Bhangra Music? How can I organise my melodic composition ideas incorporating some of these features?	What are the compositional techniques that film composers use to create various moods and effects? How can I perform in an ensemble with an awareness of other performers? Can I retrieve previous topics for exam preparation accurately?	What are the features and cultural context of African, Greek, Israeli, Palestinian Music? How can I organise my accompaniment composition ideas incorporating some of these features? How can I answer exam questions effectively?
Content: ‘Know what’	• Solo performance expectations Ensemble skills & practice habits • MR D TIGHTS key language Reading a score Time and key signatures • Tempo and mood • Dynamics and articulation • Scales, intervals, cadences & chords	• Instrumentation, composers, structures, forms and composers of Baroque • Classical & Romantic concertos • How to compose an effective melody	• Features of Rock n Roll, Rock Anthems, Pop Ballads and Solo Artists • Types of exam questions linked to music extracts in each style • How to use chords in composition and texture effectively as a composer	• Features of Samba, Calypso, Ragas and Bhangra Music • Types of exam questions linked to music extracts in each genre • How to feature these effectively as a composer	• Features of Film Music and Video Game Music. • Types of exam questions linked to music extracts in each genre • Ensemble performance techniques and how these are assessed • Revisit previous topics for exam preparation	• Features of African, Greek, Israeli, Palestinian Music • Types of exam questions linked to music extracts in each genre • How to develop composition ideas effectively. Know what to do if you get ‘stuck’ or lack inspiration as a composer. Record ideas using music technology • Revisit previous topics for exam
Expertise ‘Know how’	• Know how to perform accurately and in time with others • Know how to capture compositional ideas using recordings or music technology • Know how to use MR D TIGHTS key vocabulary to describe music accurately • Know how to identify musical elements and instruments accurately	• Know how to use knowledge and memory palaces of the concerto through time to contextualise the music, recognise features of each era and be able to describe them using MR D TIGHTS vocabulary • Know how to compose a melody using well-balanced phrases, sequences and motifs	• Know how to use knowledge of Popular music topics to contextualise the music, recognise features of each genre and be able to describe them using MR D TIGHTS vocabulary • Know how to vary chords and capture ideas in GarageBand or Sibelius	• Know how to use knowledge of Samba, Calypso, Ragas and Bhangra Music to contextualise the music, recognise features of each genre and be able to describe them using MR D TIGHTS vocabulary • Know how to replicate some of the features within the context of composition and performance and capture ideas in GarageBand or Sibelius.	• Know how to identify instruments and to articulate and contextualise the music, recognise features of each genre and be able to describe them using MR D TIGHTS vocabulary • Know how to assign musical phrases to the storyline of a film or video game • Know how to perform accurately in an ensemble with an awareness of others.	• Know how to use knowledge of African, Greek, Israeli, Palestinian Music to contextualise the music, recognise features of each genre and be able to describe them using MR D TIGHTS vocabulary • Know how to replicate some of the features within the context of composition and performance and capture ideas in GarageBand or Sibelius.

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Literacy/ Numeracy/ SMSC/	• Music literacy, opportunities to collaborate and express self though sound, • Exploring a range of music different contexts and cultures, building confidence as a solo and ensemble performer.	• Music literacy, reading CGP textbook, opportunities for extended writing • Opportunities to express self through composition, exploring a range of music different contexts and cultures.	• Music literacy, reading CGP textbook, opportunities for extended writing, • Opportunities to collaborate and express self though sound, exploring a range of music different contexts and cultures. • Building confidence as an ensemble performer.	• Music literacy, reading CGP textbook, opportunities for extended writing. • Opportunities to collaborate and express self though sound, exploring a range of music different contexts and cultures, • Building confidence as a composer.	• Music literacy, reading CGP textbook, opportunities for extended writing, opportunities to collaborate and express self though sound • Exploring a range of music different contexts and cultures, • Building confidence as an ensemble performer • Building skills as subject knowledge from previous topics is retrieved	• Music literacy, reading CGP textbook, opportunities for extended writing • Opportunities to collaborate and express self though sound, exploring a range of music different contexts and cultures • Building confidence as a composer • Building confidence as subject knowledge from previous topics is retrieved
Disciplinary literacy	• Opportunities for extended reading • Key Tier 2 and Tier 3 words identified and defined • Opportunities for extended writing • Oracy skills developed through live explanation/ contrast and compare activities					
Careers	• Starter activities related to career opportunities • Class discussions on the different careers music can lead you into • Discussion on the different music venues and genre to help students with their pathway • Provide extra-curricular clubs to help develop their practical skills through the introduction of peri teacher • Linking the different ranges of music to career opportunities • Visit to local music venues to help inspire					