

Music Curriculum Overview – Year 10

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term						
<p>Performance and composition Techniques / AoS2 – The Concerto through Time</p>	<ul style="list-style-type: none"> Develop awareness of your own instrument's capabilities; Know how to practise and improve chosen repertoire for performance – students prepare for a masterclass performance. Develop initial compositional ideas, e.g. three note composition, primary and secondary chords, word setting, chord sequences; Concerto through time: The Concerto in the Baroque (Concerto grosso), Classical and Romantic era (1600–1900). 	<ul style="list-style-type: none"> Reading notation; Rehearsal skills; Performance skills; Chord mapping; Composition skills; Dictation skills. 	<p>Baseline solo and ensemble performance;</p> <p>Baseline composition;</p> <p>Notation tests;</p> <p>Dictation tests.</p>	<p>Revision;</p> <p>Continuing performance practice;</p> <p>Listening questions.</p>	<p>United in Harmony: working together to create performances.</p> <p>Grateful & Generous: an appreciation for music and sharing your skill and knowledge through performing, teaching or supporting.</p> <p>Listening & Attentive: listening to others in discussions, listening and responding to music, and watching others perform;</p> <p>Loving & Compassionate: supporting class members during performance;</p> <p>Courageous & Resilient: preparing to perform to your class or in other school settings, e.g. assembly.</p> <p>Discerning & Joyful: offering/accepting constructive criticism in AfL and compromise during group work; acknowledging yours and other achievements through performance/composition activities;</p> <p>Leading with Justice: leading a group performance and/or class activities;</p> <p>Acting with Truth & Integrity: in working with others.</p> <p>Serviam: helping others to achieve their goal.</p> <p>Dignity of the human being: respect for each other during performances and offering constructive criticism in AfL;</p> <p>Community & Participation: supporting each other and participating in positive way, enabling all students to achieve their learning goals.</p> <p>Peace & Reconciliation: through compromise during group work;</p> <p>St Cecelia's Concert (November);</p> <p>Extra-Curricular clubs: Choir/Guitar Group/Ukulele Club/Glee Club/Worship Band/Violin Ensemble;</p> <p>Reward trip to a Musical Theatre in London's West End (Selected students).</p> <p>R.E.: Links to hymns/St Cecelia and Christianity;</p> <p>Drama: performing to an audience;</p> <p>History: history of music from 1600-1900;</p> <p>Numeracy: grouping of beats; compositional patterns.</p> <p>Literacy: description words and keywords relating to topic;</p> <p>Performer, Arranger, Composer, Music Therapist, Music Teacher, Musicologist, Music Manager, Concert Promoter.</p>	<p>KS3</p> <p>Year 7:</p> <ul style="list-style-type: none"> Voiceworks; Keyboard skills; Ukulele; Instrumental Families; <p>Year 8:</p> <ul style="list-style-type: none"> Indian Classical and Bhangra Music; <p>Year 9:</p> <ul style="list-style-type: none"> Solo/Ensemble performances in Music of the Decades; Song Writing; Theme and Variations.
Spring Term						
<p>AoS 3 – Rhythms of the World / Composition 1</p>	<p>Exploration of different world music through workshops, group performance and composition tasks based on the rhythms and note patterns in the style:</p> <ul style="list-style-type: none"> Indian Classical music; Bhangra music; African Drumming; Samba music; Calypso; Israeli music; Greek music. <p>Controlled task (composition for the Integrated portfolio) – students spend the first part of the term</p>	<ul style="list-style-type: none"> Rehearsal skills; Performance skills; Compositional skills; Dictation skills; Score reading skills. 	<p>Exam questions at the end of each genre;</p>	<p>Revision;</p> <p>Continuing performance practice;</p> <p>Listening questions.</p>	<p>United in Harmony; Grateful & Generous; Listening & Attentive; Loving & Compassionate; Courageous & Resilient; Discerning & Joyful; Leading with Justice; Acting with Truth & Integrity; Serviam.</p> <p>Dignity of the human being; Community & Participation; Peace & Reconciliation.</p> <p>Literacy – form and structure in poetry and prose; writing lyrics: contrasting 'A' and 'B' structures in literature and poetry; repeated sections in poetry.</p> <p>Extra-Curricular clubs: Choir/Guitar Group/Ukulele Club/Glee Club/Worship Band/Violin Ensemble;</p> <p>Easter Service/Production – for selected students.</p> <p>Geography: music and cultures from all over the world – Asia, Africa, America, Caribbean, Middle-Eastern, Europe (Greece);</p> <p>History: history of world music and how the music was developed and how it has been developed in the modern age;</p> <p>Literacy: description words and keywords relating to topic; lyrics/poetry for song writing;</p>	<p>KS3</p> <p>Year 7:</p> <ul style="list-style-type: none"> African Music; Keyboard skills; <p>Year 8:</p> <ul style="list-style-type: none"> Indian Classical Music; Bhangra Music; Samba Music; Film Music;

	defining their brief and then the main part of the term writing their composition.				Numeracy: grouping of beats; compositional patterns. Performer, Music Therapist, Music Teacher, Musicologist, Music Librarian, Music Manager.	
Summer Term						
AoS 4 – Film Music / Composition 1	<ul style="list-style-type: none"> • Exploration of how music can create a mood/emotion, significant characters or actions in film and game music; • Controlled task – students complete their first composition for their portfolio; • Know how to practise and improve chosen repertoire for performance – students prepare for a masterclass performance. 	<ul style="list-style-type: none"> • Comparison questions; • Performance skills; • Composition Skills; • Score reading skills; • Prose writing skills; • Composition skills. 	Year 10 Mock Listening Exam; Practice Exam questions; Solo performance; Ensemble performance.	Revision; Continuing performance practice; Listening questions.	United in Harmony; Grateful & Generous; Listening & Attentive; Loving & Compassionate; Courageous & Resilient; Discerning & Joyful; Leading with Justice; Acting with Truth & Integrity; Serviam. Dignity of the human being; Community & Participation; Peace & Reconciliation. Extra-Curricular clubs: Choir/Guitar Group/Ukulele Club/Glee Club/Worship Band/Violin Ensemble; Reward trip to a Musical Theatre in London’s West End (Selected students); Summer Music Concert – ensembles, soloists, stage management. Literacy – use of descriptive words and adjectives when listening and identifying different sounds/moods/emotions; keywords relating to topic; lyrics/poetry for song writing; Drama: how music can help convey different mood/emotion in film; Numeracy – grouping of beats; compositional patterns. Performer, Composer, Music Therapist, Music Teacher, Musicologist, Music Librarian, Music Manager.	KS3 Year 7: <ul style="list-style-type: none"> - Voiceworks; - Ukulele; - Keyboard skills; - Band Carousel; Year 8: <ul style="list-style-type: none"> - Blues and Jazz/ composition; - Reggae; Year 9: <ul style="list-style-type: none"> - Music of the Decades; - Song Writing; - Musical Futures.