

Year 10 Curriculum - 2022-23

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Area of Study Terms	Performance skills	Mozart Clarinet Concerto	Basics of Composition	Little Shop of Horrors	Performance/ Composition submissions
National Curriculum Knowledge & Understanding	Develop knowledge, understanding and skills needed to communicate effectively as musicians	Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used	Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development	Develop composing skills to organise musical ideas and make use of appropriate resources	Develop a deepening understanding of the music that they perform and to which they listen, and its history Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development	Develop awareness of a variety of instruments, styles and approaches to performing and composing
Assessment	Graded Theory Assessment Paper	Performance submission	Exam style questions: section B	Composition submission	Exam style questions: section B	Composition and Performance Submission
Why this?	Possessing and understanding of subject-specific key terminology sets the groundwork for the following years of studying music. It is fundamental to having and secure understanding of music in all of its varying forms. Every future topic will feature elements of this, and earlier understanding will lead to more progress	Performing is a brilliant means of building up students' confidence and ability to 'perform' under pressure in any subject/walk of life.	It is important that students understand where the music that they listen to on a daily basis comes from. Western Art Music is also called Musical Heritage because it paved the way for all of the music that is produced today. Without an understanding of where music came from, pupils will not be able to perform, compose or analyse	Composition sees students utilise all of the analytical skills and knowledge that they have been acquiring to date. It is a practical means of demonstrating their skills and knowledge and gives meaning to the 'content' that has been covered so far.	It is important that students understand where the music that they listen to on a daily basis comes from. Little Shop of Horrors is an example of Popular Music and demonstrates that the same building blocks are used for all types of Music. It is also a means of developing an awareness of a variety of styles irrespective of preference.	Composition sees students utilise all of the analytical skills and knowledge that they have been acquiring to date. It is a practical means of demonstrating their skills and knowledge and gives meaning to the 'content' that has been covered so far. Performing is a brilliant means of building up students' confidence and ability to 'perform' under pressure in any subject/walk of life.

	moving forward.		music effectively.			
Why now?	Literacy is at the heart of all curriculum subjects. Until pupils have a good understanding of this subject specific vocabulary, they will not be able to effectively access the course.	It is vital that we touch on this aspect of the course early. A love of performing is, for most, the reason for choosing this course. Students must be directed as to the most effective means of improving their instrumental skills to ensure that they meet the standard required for the course.	This is the core set work for the course. It makes sense to analyse this work in depth first so that pupils can more independently access their optional set work.	Composition is often the hardest part of the course because pupils have little experience outside of school. For this reason, it is important that they have covered all of the basics before embarking on this basic composition unit to ensure that they grasp all of the key concepts.	The first optional set work can be accessed at a more independent level now as a result of previous work – this also leads onto preparing for exam style.	This is an ideal time to complete first official performance/composition submissions since pupils have been improving performance skills all Year and they have been given an introduction to composition. There is also still time to improve and further submissions.
Skills & Characteristics	<p>Listening - <i>Actively and critically listening to music builds a valuable skill-set used throughout KS4 and 5 Music and opens students up to new musical experiences</i></p> <p>Creativity - <i>An invaluable characteristic in any young person, possessing the ability to think creatively to reach a solution to a problem is an asset in any walk of life</i></p> <p>Staying Positive - <i>Staying and remaining positive when faced with a challenge will build resilience in students, musicality doesn't come naturally to all and a positive attitude is crucial to progress</i></p> <p>Teamwork - <i>As part of all ensemble work, musicians rely on others, using teamwork throughout these lessons will help our students realise the power of working effectively as part of a larger group/team</i></p>					
Aspirations & Careers	The main purpose of this topic is give students a solid foundational understanding of the fundamental building blocks of music. Much of the terminology used here will be alien to the students at this stage, through the study of this we will further develop their growing vocabulary. This theoretical study	By introducing pupils to a wide array of skills that they may choose to develop and ultimately master, we are more likely to hook in a wider proportion of pupils through their musical preference – thereby increasing their aspiration to master their instrument. This allows us to introduce further career options		Composing is one of three strands covered in the Music Curriculum, and now that the students have the knowledge and skills required, this unit acts as a suitable introduction to this strand which will form a large part of Music A Level for those who choose to opt for it and informs a wide array of new career	By introducing pupils to an increasingly diverse selection of musical genres and traditions, we are more likely to hook in a wider proportion of pupils through their musical preference – thereby increasing their aspiration to master their instrument. This allows us to introduce further career options	This topic demonstrates that pupils have the tools to approach all three key concepts and basic career paths within Music – including composition. It emphasises the creative side of music and teaches pupils to think outside the box, solve problems, be open minded. All skills hugely valuable to adult life.

	<p>will also furnish them with valuable soft transferrable skills that will equip them for their future careers.</p> <ul style="list-style-type: none"> • Independence • Perseverance • Discipline • Memory capacity • Etc. <p>These transferrable skills are fundamental to future success.</p>	such as those in the popular industry.		possibilities.	such as those in the popular industry.	
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YEARLY END POINTS

Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
<ul style="list-style-type: none"> • Understand key vocabulary • Apply key vocabulary to a wide variety of musical styles • Be able to play at Grade 2 standard on any instrument. • Understand the basics of composition: melody and chords. 	<ul style="list-style-type: none"> • Understand more than the key vocabulary • Apply more than just the key vocabulary to a wide variety of musical styles • Be able to perform at Grade 3 standard on any instrument • Understand and demonstrate the basics of composition: melody and chords 	<ul style="list-style-type: none"> • Understand all area of study terms • Apply all AoS terms to any piece of music • Be able to perform at Grade 4 or above on any instrument. • Demonstrate knowledge of composition techniques such as melody, chords and harmony through composition exercises.