

YEAR 10

KEY STAGE 4 *Assessments once per term –

| Term | Topic | Objectives | Skills | Assessment |
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| Autumn 1 | Priority focus: Component 1 | <ul style="list-style-type: none"> To have a sound knowledge of musical theory and terminology (rhythm, metre, harmony, tonality, texture, melody, structure, form, timbre and dynamics) To begin to explore Comp 1 with a particular focus on the 60's to 80's | <ul style="list-style-type: none"> Listening Exam prep Comp1 Performing | Music theory assessment Performance assessment - |
| Autumn 2 | | <ul style="list-style-type: none"> To develop an understanding of Comp 2 as a whole with a particular focus on the skill audit To begin work on performance skills either on an instrument or voice and prepare for in class performance assessments (which will take place monthly) | <ul style="list-style-type: none"> Listening Exam prep Performing | Practical pieces with the Blog |
| Winter 1 | Composition and listening skills Component 2 | <ul style="list-style-type: none"> To begin composing with computer software and have an understanding of the set tasks given by the exam board To continue listening with increasing discrimination in intervals, cadences and aural/rhythmic dictation | <ul style="list-style-type: none"> Listening Composing | Listening assessment |
| Winter 2 | Composition and listening skills | <ul style="list-style-type: none"> To develop an understanding of AoS 3 as a whole with a particular focus on the exam To prepare a composition for interim assessment | <ul style="list-style-type: none"> Listening Exam prep Composing | Composition free choice interim |
| Spring 1 | Comp 3 Brief | <ul style="list-style-type: none"> To look at all AoS 4 and develop an understanding of each genre To focus on performance skills in solo and ensemble settings To prepare for the language of music assessment | <ul style="list-style-type: none"> Listening Exam prep Performing | Language of music assessment |
| Spring 2 | Comp 3 Brief Composition and performance skills | <ul style="list-style-type: none"> To work on feedback given and finish free choice composition To work on performances and be ready to record final solo | <ul style="list-style-type: none"> Composing Performing | Composition free choice final Performance assessment – final |

All Hallows Catholic High School Music Department Year 10 Curriculum Knowledge Map 2022

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| Knowledge <ul style="list-style-type: none"> Studying music performer skills and conventions in line with NC links for vocal interpretation to develop communication in music. Studying improvisation skills and the effects in line with NC. Styles of music and context and meaning. Link to NC with alternative styles and meaning. Pupils will be looking at defining skills in rehearsal and performance during every lesson which forms the main aspects of the NC for Music Pupils will build knowledge of music they look in detail at music craft. | Skills In Year10 Music pupils will be learning new skills and techniques of music and performance, as well as developing and building on their skills learnt from the last year. They will be recapping on previous skills learnt in year 9 to embed and enhance the use and knowledge of these prior skills. Composing development through responding to a brief, linked to both a stimulus performance work and themed contexts as well as knowledge work on Blogs for Component 1, will also be developed through History and Context of styles, rehearsal and improvisation activities. Pupils will be building their knowledge of analysis of different genres, building up on Year 9 knowledge of stage areas, configurations and job roles. Using the key exam assignment briefs a, they will learn to consider performance skills for roles within with reasoning and justification. | | | | | |
| The Bigger Picture... <ul style="list-style-type: none"> Build on work done and prior skills learnt in Y9, develop skills in music and performance styles to support development at KS4 Year 11. In Year 10 the curriculum here works to give pupils more in depth knowledge of skills and technique in music. Not only performance skills but also technical knowledge and some technical skills. Pupils will polish and hone their performer skills they have been using and also be introduced to more challenging methods of music styles. The experience and evaluation and analysis of live music inside and outside the classroom will continue to build the cultural capital offered to the pupils and support their ability to answer questions linked to performer skills. | Cross Curricular and Curriculum Enrichment Opportunities: STEM Literacy: evaluation and analysis. Script reading, ROW, resources linked to writing and reading, structure and PEE. Speaking and listening: evaluation, analysing, critique, feedback and self and peer assessment. Resources linked to speaking and listening. Numeracy: Composition skills Links with History/PD/English. Link with Art in design unit. | | | | | |
| | 1st half term | 2nd half term | 3rd half term | 4th half term | 5th half term | 6th half term |
| Knowledge and Knowledge Extension | Component 1- Understanding music styles and genres AO3: Demonstrate knowledge and understanding of how music from different genres developed and performed. | Component 1- Understanding Music AO3: Demonstrate knowledge and understanding of how Music developed and performed. Students will study and explore practically | Component 1- Understanding Music Styles – AO1: Create and develop ideas to communicate meaning for music performance. AO2: Apply musical skills to realise artistic intentions in live performance. | Component 1- Understanding Music Live theatre production AO1: Create and develop ideas to communicate meaning for musical performance. AO2: Apply musical skills to realise artistic | Component 2- Music Production AO1: Create and develop ideas to communicate meaning for music performance. AO2: Apply Composing skills. | Component 2- Music Production AO1: Create and develop ideas to communicate meaning for music performance. AO2: Apply Composing skills. |

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| | Students will be getting to know the GCSE group to create positive working relationships and the right climate for practical exploration. They will be given an overview of the GCSE course and its requirements. They will develop teamwork, communication and collaboration skills working in groups of varying sizes. They will understand the expectations within music at GCSE level. | different styles of music for their BLOGS. They will develop their knowledge and understanding of the characteristics and context of the Component. | AO3: Demonstrate knowledge and understanding of how music developed and performed. They will develop their knowledge and understanding of the characteristics of each composer and context of the methods used. They will study the characteristics of practitioner and their methods and how meaning is interpreted and communicated. | intentions in live performance. AO3: Demonstrate knowledge and understanding of how music is developed and performed. Pupils will learn the different types of performance and production elements for music. | AO4: Analyse and evaluate their own work and the work of others. During this unit students must learn how to create and develop ideas to communicate meaning in a devised music composition or production piece. | AO4: Analyse and evaluate their own work and the work of others. AO4: Analyse and evaluate their own work and the work of others. During this unit students must learn how to create and develop ideas to communicate meaning in a devised music composition or production piece. |
| Building on | Students will learn correct music terminology and how to use it appropriately. Students will develop an understanding of the music industry and different genres of musical styles . They will develop an understanding of the roles and responsibilities of theatre makers in contemporary professional practice the activities each may undertake on a day-to-day basis the aspect(s) of the rehearsal/performance process each is accountable for (their contribution to the whole production being a success). Pupils will look at key questions from the written examination linked to | Students will develop and understanding of the social, cultural and historical context in which the performance pieces studied for the Blog . Pupils will partake in practical exploration of the text and the themes through workshop activities. Pupils will look at key questions from the written examination linked to the Component 1 and 2 of the exam . | Students will continue their exploration and learning on different performance styles and practitioners. They will create devised work based on each different composing style . | Pupils will be taken to see a piece of Live music in order to create a written evaluation of the piece. Pupils will also watch live music examples in class/school concerts etc. to evaluate at a more productive pace before going to see and evaluate an actual live piece. Pupils will be given writing frames and exemplar piece of work to help their own writing. | Each student must choose to be assessed as a performer or performance production). For assessment, students must perform or create realised pieces. Students will develop their ability to: <ul style="list-style-type: none"> • carry out research • develop their own ideas • collaborate with others • rehearse, refine and amend their work in progress • analyse and evaluate their own process of music production composition | Each student must choose to be assessed as a performer or performance production). For assessment, students must perform or create realised pieces. Students will develop their ability to: <ul style="list-style-type: none"> • carry out research • develop their own ideas • collaborate with others • rehearse, refine and amend their work in progress • analyse and evaluate their own process of music production composition |

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| | music and how to structure answers to the question using key terminology. | | | | | |
| Assessment | <p>No formal assessment at this point. This term is based up terminology, teambuilding and key performer skills within improvisation and devising activities.</p> <p>Book work will show development of music production and performance</p> | <p>Class book work. Short quizzes, answers to key exam mock questions.</p> <p>Performan</p> | <p>Peer. Self and teacher verbal feedback.</p> <p>Performance work based upon in class stylised performances.</p> | <p>They will have one write up mock session and then sit a 1 hour in class mock assessment without any notes on their final write up.</p> | <p>Pupils will have looked at the stimuli previously and will now start to develop their final pieces. There will be a mock exam and performance of this work next term. Pupils will have a full term for this.</p> <p>Logbooks must be kept up to date and pupils will be given a computer logbook layout for their area to type up their work.</p> <p>Criteria will be shared with the pupils for all aspects of this component.</p> | <p>Mock performance exam will take place and logbooks will be marked and used to inform mock grade at this stage.</p> <p>Feedback will support further development.</p> <p>Mock will take place during lesson time.</p> |