



CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 10

SUBJECT	Music
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Year Group	11 GCSE Music					
Rationale/ Narrative	<p>In Year 11 GCSE Music students will embark upon their journey through the music course towards completion. They will complete their Free Composition and record both their ensemble and solo performances. Students will also use their composition skills to write the Set Brief Composition. During the topics students will harness their confidence in performing, listening and composing music and sit their exam utilizing all the revision and skills learnt in order to answer listening and contextual understanding of music. Students will be making the important decision of what options to take in college, so students will continue to enrich their musical education top prepare them for this.</p>					
KNOWLEDGE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Popular Music</p> <ul style="list-style-type: none"> - Reading staff notation of up to 12 bars of unfamiliar music - Music Vocabulary relevant to Pop Music linked to dynamics, articulation, melody and sonority (timbre) - Technology in Pop Music - Contextual information about the Beatles (With a 	<p>Popular Music</p> <ul style="list-style-type: none"> - Reading staff notation of up to 12 bars of unfamiliar music - Understanding how to perform, compose and aurally recognise syncopation - Music Vocabulary relevant to Pop Music linked to structure, 	<p>Traditional Music</p> <ul style="list-style-type: none"> - Reading staff notation of up to 12 bars of unfamiliar music - Chord systems - Scales - Musical Vocabulary linked to harmony and tonality - Unfamiliar music – Blues music from 1920-1950, Fusion music incorporating 	<p>Traditional Music</p> <ul style="list-style-type: none"> - Reading staff notation of up to 12 bars of unfamiliar music - Chord systems - Scales - Musical Vocabulary linked to harmony and tonality - Unfamiliar music – Blues music from 1920-1950, Fusion music incorporating 	<p>Western Classical Tradition 1650-1910</p> <ul style="list-style-type: none"> - Reading staff notation of up to 12 bars of unfamiliar music - Writing staff notation up to 8 bars - Musical Vocabulary linked to Structure, texture, tempo, metre and rhythm 	



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	Little Help From My Friends, Within You, Without You)	texture, tempo, metre and rhythm - Contextual information about the Beatles (Lucy in the Sky with Diamonds) - Unfamiliar music – Music of Broadway 1950s – 1990s, Rock Music of 1960s and 1970s, Film and computer gaming music 1990s to present, Pop music 1990s to present	African and/or Caribbean music, Contemporary Latin music, Contemporary folk music of the British Isles	African and/or Caribbean music, Contemporary Latin music, Contemporary folk music of the British Isles	- Recap Contextual information about Haydn - Unfamiliar music – The Coronation Anthems and Oratorios of Handel, The orchestral music of Haydn, Mozart and Beethoven, The piano music of Chopin and Schumaan, The Requiem of the late Romantic period	
SKILLS	- Performance Skills: Performing an extract of ‘With a Little Help from my Friends’, ‘Within You, Without You’ - Listening skills: Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre) in Pop Music - Composition skills linked to the musical elements of dynamics and articulation melody and sonority (timbre) found within Pop Music	- Performance Skills: Performing an extract of ‘Lucy in the Sky with Diamonds’ - Listening skills: Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm in Pop Music - Composition skills linked to the musical elements of linked to structure, texture, tempo, metre and rhythm found within Pop Music	- Listening and Appraising: Be able to aurally identify musical elements linked to harmony and tonality - Composition skills linked to the musical elements of harmony and tonality	- Listening and Appraising: Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre) - Composition skills linked to the musical elements of dynamics and articulation melody and sonority (timbre)	- Listening and Appraising: Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm	
ASSESSMENTS	MP1: Free Composition Final Draft (Feedback Sheet)	MP2: Solo Exam (Feedback Sheet) MP3: CEE (Feedback Sheet) MP4: Set Brief Composition Draft 1 (Feedback Sheet)	MP1: Set Brief Composition Draft 2 (Feedback Sheet)	MP1: Ensemble Exam (Feedback Sheet) MP2: Set Brief Composition Final Draft (Feedback Sheet)	MP1: MOCK Exam (Feedback Sheet)	