



## 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

<b>SUBJECT</b>	<b>Music</b>
<b>INTENT</b>	<p>“Every musician remembers their first lesson. That moment when you feel the spark of inspiration ignite, and your entire world catches fire. The rush of revelation. The earth-rattling epiphany that music is no longer just a sound, its every breath you’ll ever take again. A puzzle that you’ll never solve, though you hold all the pieces. That moment when you’re handed the key to an alternate universe where everything is beautiful, everything is free, and nothing will ever be quite the same again. For some, the first day of the rest of their lives.”</p> <p>- Dave Grohl</p> <p>Our subject intends to inspire, provide motivation and nurture passion for all students to help them develop their musicianship and transferrable skills further. Studying music shows a real drive and determination to improve ourselves, not only as musicians but also humans. It has been scientifically proven that playing an instrument or singing releases endorphins which promotes wellbeing and we harness this as a department to support students on their creative, happy and successful journey through school.</p> <p>Students are expected to take music lessons if they opt for GCSE, whether in school or outside, as performance makes up 30% of the final grade. They learn appraisal skills in relation to set study pieces and there are many opportunities to compose as well as develop skills as a performer.</p>



# CHORLTON HIGH SCHOOL: CURRICULUM

Students opting for Music Technology need to have a basic understanding of composing using a Digital Audio Workstation (DAW). Music Technology students learn about knowledge of the music industry, how to produce and promote a musical product, they get a hands on knowledge of recording and working within a studio and also learn how to compose music.

Studying music enables students to develop highly desirable skills in areas such as self-management, creativity, data analysis, performance, teamwork, problem-solving, and communication, all of which makes them an attractive prospect for potential employers. There are numerous careers that anyone studying Music or Music Technology could go into, such as session musician, sound engineer, tour manager, musical director, music or instrumental teacher or a job at a studio or record label.



# CHORLTON HIGH SCHOOL: CURRICULUM

Year Group	10 GCSE Music					
Rationale/ Narrative	In Year 10 students will develop and enrich their skills learnt in Year 9. They will analyse the study pieces in detail and become a fountain of knowledge on these. They will develop their performance and composition skills and build up their confidence in these units. The GCSE Music course is designed to harness students' passion for the art and develop their musicality further.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>Western Classical Tradition 1650-1910</b> - Reading staff notation of up to 12 bars of unfamiliar music - Understanding rhythms and metre (simple and compound time) - Musical Vocabulary linked to dynamics and articulation melody and sonority (timbre) - Contextual information about Haydn	<b>Western Classical Tradition 1650-1910</b> - 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 - Contextual information about Western Classical Tradition 1650-1910	<b>Western Classical Tradition 1650-1910</b> - Reading staff notation of up to 12 bars of unfamiliar music - Chord systems - Scales - Musical Vocabulary linked to harmony and tonality - Contextual information about Western Classical Tradition 1650-1910 (including Haydn)	<b>Popular Music</b> - 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 Little Help From My Friends)	<b>Popular Music</b> - 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, texture, tempo, metre and rhythm - Contextual information about the Beatles (Within You, Without You)	<b>Popular Music</b> - Reading staff notation of up to 12 bars of unfamiliar music - Chords and Chord Symbols (including 7ths) - Music Vocabulary relevant to Pop Music linked to harmony and tonality - Contextual information about the Beatles (Lucy in the Sky with Diamonds)
SKILLS	<b>- Performance Skills:</b> Performing extracts of music composed by Handel, Beethoven on personal instruments <b>- Listening and Appraising:</b> Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre) <b>- Composition skills</b> linked to the musical elements of dynamics and articulation melody and sonority (timbre)	<b>- Performance Skills:</b> Performing extracts of music composed by Mozart and Haydn on personal instruments by <b>- Listening and Appraising:</b> Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm <b>- Composition skills</b> linked to the musical elements of structure, texture, tempo, metre and rhythm	<b>- Performance Skills:</b> Performing extracts of music composed by Chopin and Schumann on personal instruments <b>- Listening and Appraising:</b> Be able to aurally identify musical elements linked to harmony and tonality <b>- Composition skills</b> linked to the musical elements of harmony and tonality	<b>- Performance Skills:</b> Performing an extract of 'With a Little Help from my Friends' <b>- Listening skills:</b> Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre) in Pop Music <b>- Composition skills</b> linked to the musical elements of dynamics and articulation melody and sonority (timbre) found within Pop Music	<b>- Performance Skills:</b> Performing an extract of 'Within You, Without You' <b>- Listening skills:</b> Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm in Pop Music <b>- Composition skills</b> linked to the musical elements of linked to structure, texture, tempo, metre and rhythm found within Pop Music	<b>- Performance Skills:</b> Performing an extract of 'Lucy in the Sky with Diamonds' <b>- Listening skills:</b> Be able to aurally identify musical elements linked to harmony and tonality in Pop Music <b>- Composition skills</b> linked to the musical elements of harmony and tonality found within Pop Music
ASSESSMENTS	<b>MP1:</b> Baseline Test (Feedback Sheet)	<b>MP2:</b> MOCK Exam 2018 (Feedback Sheet) <b>MP3:</b> Progress Test	<b>MP1:</b> Western Classical Tradition Listening Test (Feedback Sheet)	<b>MP2:</b> Free Composition Draft 1 (Feedback Sheet) <b>MP3:</b> Progress Test	<b>MP1:</b> MOCK Exam 2019 (Feedback Sheet)	<b>MP2:</b> Free Composition Draft 2 (Feedback Sheet) <b>MP3:</b> Progress Test