

Curriculum Knowledge Map



Year 10 GCSE	AUTUMN		SPRING		SUMMER	
	Western Classical Tradition 1650-1910			Popular Music		
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> - 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 Mozart 	<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 - Contextual information about Western Classical Tradition 1650-1910 	<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 - Contextual information about Western Classical Tradition 1650-1910 (including Mozart) 	<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 Little Shop of Horrors - Music theory and content focussed on 'Prologue/Little Shop of Horrors' 	<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, texture, tempo, metre and rhythm - Contextual information about Little Shop of Horrors - Music theory and content focussed on 'Mushnik and Son' 	<ul style="list-style-type: none"> - 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 Little Shop of Horrors - Music theory and content focussed on 'Feed Me! (Git It)'
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> - Performance Skills: Performing extracts of music composed by Handel, Beethoven on personal instruments - Listening and Appraising: Be able to aurally identify musical 	<ul style="list-style-type: none"> - Performance Skills: Performing extracts of music composed by Mozart and Haydn on personal instruments by - Listening and Appraising: Be able to aurally identify musical 	<ul style="list-style-type: none"> - Performance Skills: Performing extracts of music composed by Chopin and Schumann on personal instruments - Listening and Appraising: Be able to aurally identify musical 	<ul style="list-style-type: none"> - Performance Skills: Performing an extract of 'Little Shop of Horrors' - Listening skills: Be able to aurally identify musical elements linked to dynamics and articulation melody 	<ul style="list-style-type: none"> - Performance Skills: Performing an extract of 'Mushnik & Son' - Listening skills: Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm in Pop 	<ul style="list-style-type: none"> - Performance Skills: Performing an extract of 'Git It' - Listening skills: Be able to aurally identify musical elements linked to harmony and tonality in Pop Music - Composition skills



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	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)	elements linked to structure, texture, tempo, metre and rhythm - Composition skills linked to the musical elements of structure, texture, tempo, metre and rhythm	elements linked to harmony and tonality - Composition skills linked to the musical elements of harmony and tonality	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	Music - Composition skills linked to the musical elements of linked to structure, texture, tempo, metre and rhythm found within Pop Music	linked to the musical elements of harmony and tonality found within Pop Music
Disciplinary Literacy (Tier 3 Vocab)	Articulation Intervals Rubato	Anacrusis Hemiola Cadenza	Accidentals Scotch Snap Phrasing	Backbeat Syncopation Melisma	Syllabic Chromatic Motown	Klezmer Gospel Conjunct
Assessment	MP1: Baseline Test	MP2: MOCK Exam MP3: Progress Test	MP1: Western Classical Tradition Listening Test	MP2: Free Composition Draft 1 MP3: Progress Test	MP1: MOCK Exam	MP2: Free Composition Draft 2 MP3: Progress Test



Curriculum Knowledge Map



Year 10 Music Technology	AUTUMN		SPRING		SUMMER	
	Component 1: Exploring Music Products and Styles			Component 2: Music Skills Development		
Declarative <i>What should they know?</i>	<p>Learning Aims: Be able to develop an understanding of styles of music</p> <p>Be able to apply understanding of the use of techniques to create music</p>	<p>Learning Aims: Be able to develop an understanding of styles of music</p> <p>Be able to apply understanding of the use of techniques to create music</p>	<p>Learning Aims: Be able to develop an understanding of styles of music</p> <p>Be able to apply understanding of the use of techniques to create music</p>	<p>Learning Aims: Be able to demonstrate professional and commercial skills for the music industry</p> <p>Be able to apply development processes for music skills and techniques</p>	<p>Learning Aims: Be able to demonstrate professional and commercial skills for the music industry</p> <p>Be able to apply development processes for music skills and techniques</p>	<p>Learning Aims: Be able to demonstrate professional and commercial skills for the music industry</p> <p>Be able to apply development processes for music skills and techniques</p>
Procedural <i>What should they be able to do?</i>	<p>Research and explore 5 different musical styles</p> <p>Understand a variety of musical elements, stylistic features and characteristics in music theory</p> <p>Apply understanding of the use of techniques to create music</p>	<p>Research and explore 5 different musical styles</p> <p>Understand a variety of musical elements, stylistic features and characteristics in music theory</p> <p>Apply understanding of the use of techniques to create music</p>	<p>Research and explore 5 different musical styles</p> <p>Understand a variety of musical elements, stylistic features and characteristics in music theory</p> <p>Apply understanding of the use of techniques to create music</p>	<p>Professional skills for the music industry</p> <p>Planning & communicating music skills development</p> <p>Development of technical music skills & techniques</p> <p>Development of music skills & techniques</p>	<p>Professional skills for the music industry</p> <p>Planning & communicating music skills development</p> <p>Development of technical music skills & techniques</p> <p>Development of music skills & techniques</p>	<p>Professional skills for the music industry</p> <p>Planning & communicating music skills development</p> <p>Development of technical music skills & techniques</p> <p>Development of music skills & techniques</p>
Disciplinary Literacy	<p>Compression</p> <p>Delay</p> <p>Panning</p>	<p>Audience</p> <p>EQ</p> <p>Reverb</p>	<p>Bounce</p> <p>Chorus</p> <p>Mp3</p>	<p>Improvisation</p> <p>Scale</p> <p>Chord</p>	<p>Cardioid</p> <p>Parameter</p> <p>Monitor</p>	<p>Dynamic</p> <p>Condenser</p> <p>Distortion</p>



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(Tier 3 Vocab)						
Assessment	Genre Portfolio 1 Track 1	Genre Portfolio 2 Track 2 Genre Portfolio 3	Track 3 Genre Portfolio 4 Track 4	Musical Outcome 1	Musical Outcome 2	Review

