

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 Haydn 	<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 Haydn) 	<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 	<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 	<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
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 elements linked to dynamics and articulation melody and sonority (timbre) - Composition skills linked to the 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 elements linked to structure, texture, tempo, metre and rhythm - Composition skills linked to the 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 elements linked to harmony and tonality - Composition skills linked to the musical elements of harmony and tonality 	<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 and sonority (timbre) in Pop Music - Composition skills linked to the musical elements of dynamics and articulation 	<ul style="list-style-type: none"> - Performance Skills: Performing an extract of 'Mushnik & Sons' - 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 	<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 linked to the musical elements of harmony and tonality found within Pop Music



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	elements of dynamics and articulation melody and sonority (timbre)	elements of structure, texture, tempo, metre and rhythm		melody and sonority (timbre) found within Pop Music	rhythm 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

Year 10 Music Technology	AUTUMN		SPRING		SUMMER	
	Unit 1: The Music Industry	Unit 2: Managing a Music Product	Unit 1: The Music Industry	Unit 2: Managing a Music Product	Unit 1: The Music Industry	Unit 6: Studio Recording
Declarative <i>What should they know?</i>	Unit 1: The Music Industry Learning Aims: Be able to understand the roles and responsibilities in the music industry	Unit 2: Managing a Music Product Learning Aims: A Plan Develop and Deliver a Product B Promote a Music Product C Review the Management of a Music Product	Unit 1: The Music Industry Learning Aims: Be able to understand the roles and responsibilities in the music industry	Unit 2: Managing a Music Product Learning Aims: A Plan Develop and Deliver a Product B Promote a Music Product C Review the Management of a Music Product	Unit 1: The Music Industry Learning Aims: Be able to understand the roles and responsibilities in the music industry	Unit 6: Studio Recording Learning Aims: A Plan a recording session in response to a given scenario B Undertake a studio recording session
Procedural	Exam skills Preparation skills	Creativity Preparation skills	Exam skills Preparation skills	Creativity Preparation skills	Exam skills Preparation skills	Understanding Health and Safety



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<p><i>What should they be able to do?</i></p>	<p>Writing skills Comprehensive skills Balancing an argument</p>	<p>Team work Self manages Use of Logic</p>	<p>Writing skills Comprehensive skills Balancing an argument</p>	<p>Team work Self manages Use of Logic</p>	<p>Writing skills Comprehensive skills Balancing an argument</p>	<ul style="list-style-type: none"> - Setting up microphones (placement and DI) - How to work an audio interface - How to set up preamps - Using a multitrack recorder Health and Safety in the Industry - How to monitor sound levels - How to effectively plan a studio session
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<p>Compression Delay Panning</p>	<p>Audience EQ Reverb</p>	<p>Bounce Chorus Mp3</p>	<p>Improvisation Scale Chord</p>	<p>Cardioid Parameter Monitor</p>	<p>Dynamic Condenser Distortion</p>
<p>Assessment</p>	<p>Music Industry Exam Past Paper</p>	<p>Self and peer assessment throughout the unit. Formative assessment at the end in line with BTEC specification. Work to be assessed: Plan Progress Log Music Track CD Cover Poster CD Research Evaluation</p>	<p>Music Industry Exam Past Paper</p>	<p>Self and peer assessment throughout the unit. Formative assessment at the end in line with BTEC specification. Work to be assessed: Plan Progress Log Music Track CD Cover Poster CD Research Evaluation</p>	<p>Music Industry Exam Past Paper</p>	<p>Self and peer assessment throughout the unit. Formative assessment at the end in line with BTEC specification. Work to be assessed: Studio plan Studio session videos Health & Safety Microphone Questions Microphone Placement Mixing Review</p>



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