

Year group - 10 and 11

Curriculum time – 70 Weeks

Composite Knowledge	Component Knowledge	Keywords	Focus for learning	Repertoire
Performing	<ul style="list-style-type: none"> Knowing your instrument capabilities Choosing the right piece to perform Rehearsal discipline 	<ul style="list-style-type: none"> Structure Melody Chord Lyrics Notation Stave Clef Rhythm Duration Technique 	<ul style="list-style-type: none"> Make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical control and expression. This must be achieved by one or more of the following means: playing or singing music, improvising, or realising music using music technology. Perform music with control, making expressive use of phrasing and dynamics appropriate to the style and mood of the music. 	
Composition	<ul style="list-style-type: none"> Music Theory Composition for different instruments Themes Getting started How to present a composition 	<ul style="list-style-type: none"> Confidence Treble Bass Harmony Melody Chord Progression Genre 	<ul style="list-style-type: none"> Make use of musical elements, techniques and resources to create and develop musical ideas with technical control and coherence; freely as the composer chooses and responding to a brief or commission supplied by others. Compose music that develops musical ideas, uses conventions, and explores the potential of musical structures and resources. 	
Appraisal	<ul style="list-style-type: none"> Identifying families and instruments Identifying genres of music How to use musical language 	<ul style="list-style-type: none"> Orchestral Technique Arco Articulation 	<ul style="list-style-type: none"> Analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about repertoire within the Areas of Study. Use knowledge and understanding of musical elements, musical contexts 	

	<ul style="list-style-type: none"> Understanding the elements of music 		<p>and musical language to analyse unfamiliar music (i.e. individual pieces of music that have not been stipulated within the specification).</p> <ul style="list-style-type: none"> Make critical judgements about music, using appropriate musical vocabulary. Formulate critical judgements, which will be achieved by attentive listening (rather than just hearing) and aural perception. 	
Baroque Concerto (1600 – 1750)	<ul style="list-style-type: none"> Famous composers Common themes of Baroque Music Instruments Elements of music Ground Bass Concerto Grosso and the Solo concerto How the concerto compares with others 	<ul style="list-style-type: none"> Composer Form Structure Harmony Time Signature Key Signature Dynamics Ornamentation and Decoration Harpsichord 	<ul style="list-style-type: none"> what a concerto is and the way it has developed through time the instruments that have been used for the solo part in the concerto and how they have developed through time the growth and development of the orchestra through time the role of the soloist(s) the relationship between the soloist(s) and the orchestral accompaniment how the concerto has developed through time in terms of length, complexity and virtuosity 	<ul style="list-style-type: none"> Vivaldi: The Four Seasons Bach: Brandenburg No 4 Mozart: Flute Concerto in D Major Haydn: Trumpet Concerto in Eb Major Beethoven: Piano Concerto No 1 in C Major Brahms: Violin Concerto in D Major Rachmaninov: Piano Concerto No 2 in C Minor Corelli: Concerto Grosso Op 6
Classical Concerto (1750 – 1820)	<ul style="list-style-type: none"> Famous composers Common themes of Classical Music Instruments Elements of music Sonata form How the concerto compares with others 	<ul style="list-style-type: none"> Composer Form Structure Harmony Time Signature Key Signature Dynamics Balanced Piano and Clarinet 	<ul style="list-style-type: none"> the characteristics of Baroque, Classical and Romantic music as reflected in The Concerto instruments and timbre pitch and melody rhythm and metre tempo dynamics, expression and articulation texture structure, phrasing and cadences harmony and tonality repetition, sequence and imitation ornamentation. the names and intentions of composers who wrote concertos in each period the historical and social context of the concerto in each period 	
Romantic Concerto (1810 – 1900)	<ul style="list-style-type: none"> Famous composers Common themes of Romantic Music Instruments Elements of music Movements and Emotion 	<ul style="list-style-type: none"> Composer Form Structure Harmony Time Signature Key Signature Dynamics 		

	<ul style="list-style-type: none"> How the concerto compares with others 	<ul style="list-style-type: none"> Emotion Dissonance Piccolo and Cor Anglais Rubato 	<ul style="list-style-type: none"> the need for a larger venue over time as the genre expanded and developed the changing nature of commissioner and audience over time. 	
Rhythm of the World <ul style="list-style-type: none"> Indian Classical Bhangra Middle East African Music Calypso Samba 	<ul style="list-style-type: none"> Geography Elements of Music Instrumentation Common themes Chords and Scales Famous musicians Development Why was the music created? 	<ul style="list-style-type: none"> Bars Sections Melody and Accompaniment Tempo Dynamics Instrumentation Diatonic Decoration Call and Response Rhythm Folk Articulation Improvisation Tonality 	<ul style="list-style-type: none"> characteristic rhythms and metres the origins and cultural context of the traditional music the musical characteristics of the folk music the impact of modern technology on traditional music the names of performers and groups ways in which performers work together. instruments and timbre pitch and melody rhythm and metre tempo dynamics, expression and articulation texture structure and phrasing harmony and tonality repetition, ostinato ornamentation. Learners should have some knowledge of: techniques of performing traditional instruments <ul style="list-style-type: none"> traditional rhythm patterns (including regular and irregular metres, syncopation and cross rhythms) how texture builds with added parts improvised melodic lines based on traditional scales (including modal and microtonal melodic ideas). 	<ul style="list-style-type: none"> Punjabi Bhangra: • Audio CD: Bhangra Beatz Naxos World label Traditional Eastern Mediterranean and Middle Eastern Folk Rhythms: <ul style="list-style-type: none"> Palestinian folk music: <ul style="list-style-type: none"> Audio CD: Israeli Folk Dances Vol 1 Hataklit label: E.g. Ve'Shuv Itchem Greek folk music: <ul style="list-style-type: none"> Audio CD: The Rough Guide to Greek Café World Music Network label E.g. Lesvos Aiolis: Kontrabatzidhes African Drumming: <ul style="list-style-type: none"> BBC GCSE Bitesize: Music of Africa www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_africa2.shtml Traditional Rhythms of the Americas: <ul style="list-style-type: none"> The Beatlife Book: Playing & Teaching Samba by Preston and Hardcastle BBC GCSE Bitesize: Samba Music www.bbc.co.uk/bitesize/guides/zrk9dxs/revision/5

Film Music	<ul style="list-style-type: none"> • The use of Leitmotifs • Famous composers • Elements of Music • Pop music in films • Instrumentation and the Orchestra • Composer intensions • Music for the Genre • Appraising Music • MAD TSHIRT 	<ul style="list-style-type: none"> • Underscore • Credits • Motif • Dissonance • Ostinato • Conjunct • Diegetic • Non-Diegetic • Emotions 	<ul style="list-style-type: none"> • a mood or emotion being conveyed on the screen • a significant character(s) or place • specific actions or dramatic effects • instruments and timbre • pitch and melody • rhythm and metre • tempo • dynamics, expression and articulation • texture • structure and phrasing • harmony and tonality • repetition, ostinato, sequence and imitation • ornamentation • motif, leitmotif. 	<ul style="list-style-type: none"> • John Barry: Out of Africa, Somewhere in Time • Hans Zimmer: Pirates of the Caribbean, Gladiator • Emmanuel Fratianni: Avatar • John Williams: Jaws, Star Wars
Game Music	<ul style="list-style-type: none"> • Timeline of technology • Development • Composing for emotion • DAWs • Instrumentation 	<ul style="list-style-type: none"> • Underscore • Motif • Dissonance • Ostinato • Conjunct • Diegetic • Non-Diegetic 	<ul style="list-style-type: none"> • how music can develop and/or evolve during a film or video game • the resources that are used to create and perform film and video soundtracks, including the use of technology • the names of composers of music for film and/or video games. 	<ul style="list-style-type: none"> • Tommy Tallerico & Emmanuel Fratianni: Advent Rising • Halo • Assassins Creed
Conventions of Pop <ul style="list-style-type: none"> • Rock and Roll • Rock Anthems • Pop Ballads 	<ul style="list-style-type: none"> • Key dates • Common themes • Typical musicians / bands • Vocal styles and techniques • Computer effects • Instrumentation • Key features • Music and vocal appraisal 	<ul style="list-style-type: none"> • Falsetto • Portamento • Melisma • Scat • Riffing • Vibrato • Soprano • Alto • Tenor • Bass • Unison 	<ul style="list-style-type: none"> • vocal and instrumental techniques within popular music • how voices and instruments interact within popular music • the development of instruments in popular music over time • the development and impact of technology over time • the variety and development of styles within popular music over time 	<ul style="list-style-type: none"> • Rock 'n' Roll of the 1950s and 1960s: • Elvis Presley: Hound Dog (1952) • The Beatles: Saw Her Standing There (1963) • The Beach Boys: Surfin' USA (1963) • Rock Anthems of the 1970s and 1980s: • Queen: We Will Rock You (1977) • Bon Jovi: Livin' On A Prayer (1986) • Guns and Roses: Sweet Child O' Mine (1987) • Pop Ballads of the 1970s, 1980s and 1990s: • Elton John: Candle In The Wind (1973)

<ul style="list-style-type: none"> • Solo Artists 	<ul style="list-style-type: none"> • Development • Genres and sub genres 	<ul style="list-style-type: none"> • Multi tracking • Vocoder • Flanger / Phaser • Delay • Chorus • Accents • Heavy Metal • Progressive Rock 	<ul style="list-style-type: none"> • the origins and cultural context of the named genres of popular music • the typical musical characteristics, conventions and features of the specified genres. • instruments and timbre (acoustic and electric) • pitch and melody (including bass lines and riffs) • rhythm and metre • tempo • dynamics, expression and articulation • texture • structure and phrasing • harmony and tonality • dynamics, expression and articulation • ornamentation • repetition, ostinato and sequence • technology including amplification and recording techniques. Learners should have some knowledge of: <ul style="list-style-type: none"> • names of solo artists and groups who composed and/or performed in each genre • the changing nature of song structure • the historical and social context of the named genres of popular music • the growth of the popular music industry 	<ul style="list-style-type: none"> • Bette Midler: Wind Beneath My Wings (1988) • Bob Dylan: Make You Feel My Love (1997) (Also same year performed by Billy Joel) <p>Solo Artists from the 1990s to the Present Day:</p> <ul style="list-style-type: none"> • Michael Jackson: Black or White (1991) • Kylie Minogue: Can't Get You Outta My Head (2001) • Adele: Someone Like You (2011)
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Reading in the curriculum –

- Music Express Extra - Developing Music Skills: Musical confidence for beginners
- Content in PowerPoints and booklets
- GCP Revision Guides (OCR)
- Rhinegold revision and listening (OCR)

School Virtues –

- Excellence – students should strive to be progressive and confident musicians though challenging themselves.
- Determination – Students should always push their limits even when they find the work too hard.
- Optimism – Students should find the positive benefits in music through, listening, composing and performing
- Respect – Student should value the thoughts and feeling of others. Students should also show empathy when discussing the history of music and music from other cultures and countries

