

## KS4 Curriculum Map

**Subject: MUSIC**

**Year Group: 10**

Time Period	Autumn Term 1		Autumn Term 2	
<b>Content</b>	<p><b>Music Theory</b> <i>All Components</i></p> <ul style="list-style-type: none"> <li>• Music Theory Basics</li> </ul>	<p><b>Western Classical Tradition</b> <i>AOS 1: Western Classical Tradition</i></p> <ul style="list-style-type: none"> <li>• Listening to and analysing Music of the Western Classical Tradition (WCT)</li> <li>• Learning about the conventions of the WCT including Baroque, Classical and Romantic styles</li> <li>• Recognising Musical devices aurally and visually</li> <li>• Music Theory including Chord theory, Texture and Cadences</li> <li>• Compose a 16 bar melody using WCT musical devices</li> </ul>	<p><b>Bach's Badinerie</b> <i>AOS 1: Western Classical Tradition</i></p> <ul style="list-style-type: none"> <li>• Analysis of Bach's <i>Badinerie</i></li> <li>• Score Analysis</li> <li>• Full Musical Analysis</li> <li>• Fact learning</li> <li>• Perform Bach's <i>Badinerie</i></li> </ul>	<p><b>Jazz</b> <i>AOS 2: Music for Ensemble</i></p> <ul style="list-style-type: none"> <li>• Listening to and analysing Jazz Music</li> <li>• Learning about the conventions of Jazz Music</li> <li>• Music Theory including Extended chords, scat and improvisation</li> <li>• Ensemble performances of <i>Chameleon</i> and <i>All Blues</i> by Miles Davis</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Be able to read notation</li> <li>• Be able to notate</li> <li>• Be able to recognise and use symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing Music using Musical Language</li> <li>• Following a score</li> <li>• Compose using WCT conventions including melody, chords and cadences.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to answer exam questions on Bach's <i>Badinerie</i></li> <li>• Be able recognise Musical elements aurally and visually</li> <li>• Be able to use theory knowledge to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Improvising to a backing track</li> <li>• Scat performance</li> <li>• Analysing Music using Musical Language</li> <li>• Following a score</li> <li>• Performing as part of an ensemble</li> </ul>
<b>Key Questions</b>	<p>What grade of performance are you working at?</p> <p>Can you play the piece accurately?</p>	<p>How can I describe this Music using Musical language?</p> <p>What are the conventions of Baroque, Classical and Romantic Music?</p>	<p>What do we know about Bach's <i>Badinerie</i>?</p> <p>What can we tell from looking at the score?</p> <p>What can we tell from</p>	<p>How can I describe this Music using Musical language?</p> <p>What are the conventions of Jazz Music?</p>

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	<p>Can you play the piece with expression?</p> <p>Have you included all the performance markings on the score including articulation and dynamics?</p>	<p>How do we know what sounds 'good'?</p> <p>What makes a good composition?</p> <p>How can I develop this composition to make it more interesting and complex?</p>	<p>listening to recordings?</p> <p>What do we know about the Musical Context?</p>	<p>What makes a good performance?</p> <p>How can I improve my performance skills?</p>
<b>Assessment week and content</b>	<p><b>Performance Assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Set as homework at the end of Year 9.</i></li> <li>- <i>Perform a solo piece of your choosing</i></li> <li>- <i>Lesson 1 or 2 in the first week back</i></li> <li>- <i>Lesson 17 for improvements</i></li> </ul>	<p><b>Listening Assessments</b></p> <ul style="list-style-type: none"> <li>- <i>Writing about Music using Musical Language</i></li> <li>- <i>Ongoing classwork</i></li> </ul> <p><b>Composition assessment:</b></p> <ul style="list-style-type: none"> <li>- <i>Compose a 16 bar melody including melody, chords and cadences in a WCT style using Noteflight</i></li> <li>- <i>Final submission: Final week of Autumn 1</i></li> </ul>	<p><b>Listening Assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Exam style questions</i></li> <li>- <i>Week 3 of Autumn 2</i></li> </ul>	<p><b>Informal Performance assessments:</b></p> <ul style="list-style-type: none"> <li>- <i>Perform to the class the piece we have been working on</i></li> <li>- <i>Every two/three lessons</i></li> </ul> <p><b>Listening Assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Exam style questions</i></li> <li>- <i>Week 6 of Autumn 2</i></li> </ul>

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Time Period	Spring Term		
<b>Content</b>	<p style="text-align: center;"><b>Toto's Africa</b> <i>AOS 4: Pop Music</i></p> <ul style="list-style-type: none"> <li>• Analysis of Toto's Africa</li> <li>• Score Analysis</li> <li>• Full Musical Analysis</li> <li>• Fact learning</li> <li>• Perform Toto's Africa</li> </ul>	<p style="text-align: center;"><b>Folk</b> <i>AOS 2: Music for Ensemble</i></p> <ul style="list-style-type: none"> <li>• Listening to and analysing Folk Music</li> <li>• Learning about the conventions of Folk Music</li> <li>• Music Theory including compound time and triple time</li> <li>• Acoustic Ensemble performance of <i>Lay Me Down Gently</i> by Kate Rusby</li> </ul> <p style="text-align: center;">Ensemble Composition of a New Folk Song</p>	<p style="text-align: center;"><b>Solo Performance</b> <i>Component 1</i></p> <p style="text-align: center;">Perform a solo piece to the rest of the class</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Be able to answer exam questions on Toto's Africa</li> <li>• Be able recognise Musical elements aurally and visually</li> <li>• Be able to use theory knowledge to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing Music using Musical Language</li> <li>• Learning music aurally</li> <li>• Performing as part of an ensemble</li> <li>• Performing on a guitar or Ukulele</li> <li>• Composing a folk song</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Performance using accurate pitch and rhythm</li> <li>• Performance using expression</li> <li>• Performance displaying technical control</li> </ul>
<b>Key Questions</b>	<p>What do we know about Toto's Africa?</p> <p>What can we tell from looking at the score?</p> <p>What can we tell from listening to recordings?</p> <p>What do we know about the Musical Context?</p>	<p>How can I describe this Music using Musical language?</p> <p>What are the conventions of Folk Music?</p> <p>What makes a good performance?</p> <p>How can I improve my performance skills?</p> <p>How well does my composition meet the brief?</p>	<p>What grade of performance are you working at?</p> <p>Can you play the piece accurately?</p> <p>Can you play the piece with expression?</p> <p>Have you included all the performance markings on the score including articulation and dynamics?</p>

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		<p>How well does my composition meet the assessment criteria?</p> <p>How can I improve my composition?</p>	
<p><b>Assessment week and content</b></p>	<p><b>Listening Assessment</b>  - Exam style questions  <i>Week 3 of Spring 1</i></p>	<p><b>Informal Performance assessments:</b>  - Perform to the class the piece we have been working on  <i>Every two/three lessons</i></p> <p><b>Listening Assessment</b>  - Exam style questions  <i>Week 3 of Autumn 1</i></p> <p><b>Compositing Performance</b>  - Compose and perform and folk song using compound or triple time  <i>Lesson 6</i></p>	<p><b>Performance Assessment</b>  - <i>Lesson 17 for improvements</i></p>

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Time Period	Summer Term		
<b>Content</b>	<b>EXAM: Year 10 Music Exam</b> AOS 1-4 <ul style="list-style-type: none"> <li>Listening to and analysing Music of all genres</li> <li>Music Theory</li> <li>Extended Writing</li> <li>Bach's Badinerie</li> <li>Toto's Afirca</li> <li>All Areas of Study (AOS)</li> </ul>	<b>Coursework: Pop Composition</b> <i>Component 2</i> <ul style="list-style-type: none"> <li>Compose Coursework piece No 1 to a brief</li> <li>Conventions of Pop Music</li> <li>Complete Composition log</li> </ul>	<b>Ensemble Performance</b> <i>Component 1</i> Perform an ensemble piece to the rest of the class and in the Summer Concert
<b>Skills</b>	<ul style="list-style-type: none"> <li>Be able to answer listening, analysis and theory questions in a formal exam setting</li> </ul>	<ul style="list-style-type: none"> <li>Use composition skills to complete a composition in a pop music style, using Pop Music conventions</li> <li>Be able to write about the compositional choices made</li> </ul>	<ul style="list-style-type: none"> <li>Performance using accurate pitch and rhythm</li> <li>Performance using expression</li> <li>Performance displaying technical control</li> <li>Performance in balance with the ensemble</li> </ul>
<b>Key Questions</b>	Can you describe Music using Musical Language? Can you identify changes in Music? Can you identify instruments? Can you use music theory accurately?	What are the conventions of a Pop Music Piece? How well does my composition meet the brief? How well does my composition meet the assessment criteria? How can I improve my composition?	What grade of performance are you working at? Can you play the piece accurately? Can you play the piece with expression? Have you included all the performance markings on the score including articulation and dynamics?
<b>Assessment week and content</b>	<b>Formal Year 10 Music Exam</b> <ul style="list-style-type: none"> <li>Covering all vocabulary learnt across Year 9 &amp;10</li> <li>Covering all Music theory learnt</li> <li>Extended writing question worth 10 marks</li> <li><i>In Exam Week (TBC)</i></li> </ul>	<b>Composition Coursework</b> Continual feedback given on the piece up to final submission deadline of the <i>end of term</i> for Teacher feedback to be completed	<b>Performance Assessment</b> <ul style="list-style-type: none"> <li>Perform an ensemble piece of your choosing</li> <li><i>Final lesson of the year</i></li> <li><i>Performed in Summer concert where possible/appropriate</i></li> </ul>

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