KS4 Curriculum Map

Subject: **MUSIC**   **Year Group: 10**

Time Period	Autumn term 1	Autumn term 2	Spring term 1
Content	**Film Music Pt. 1** ● To listen and analyse a variety of different examples of film music ● To understand techniques used in film composition ● Warm up composition tasks based on some of the techniques discussed ● Understanding and recognising different film music techniques	**Film music pt. 2 – technology assisted composition** ● To use knowledge and analysis skills gained in AT1 to create a 1:30 piece of film music ● Learn and understand the basics of composing with a DAW ● Sessions on the tools available within a DAW and how they can be used effectively ● How to use music to influence the emotions of your audience. ● What is foli and how is it used within film composition	**Queen** ● To understand the history and cultural significance of the band Queen ● To understand the basics of song forms ● To understand the basics of key pop culture instruments such as guitar, bass, keyboards and drums ● Understanding the roles of different instruments within an ensemble
Skills	● Composing using a keyboard ● Analysing film music using appropriate terminology ● Collaborative composition with partner ● Using music to influence emotion/understanding how music can be used to influence emotion	● Composing using a keyboard ● How to use a DAW to compose ● The use of effect and basic sound mixing ● Applying critical thinking to composition and using the appropriate techniques at the appropriate time. ● How to record music accurately and to a metronome	● Musical collaboration within an ensemble ● Learning the basics of playing either guitar, bass, drums, keyboards or singing ● Aural skills when identifying pitch, rhythm and timing within a musical ensemble ● Independent work when learning parts.

Key Questions	● How do I compose music for film? ● What techniques are used in film composition? ● How can I identify these techniques aurally? ● What makes a good film composition? ● How can I ensure my composition is the best it can be?	● How do I use a DAW? ● How can I take the techniques we have learned and apply them in a creative way? ● How can I use the techniques I have learned to influence my audience's perception of my chosen scene? ● How can I ensure that all of my recordings blend well together?	● How do I play my instrument? ● How can I use the music/resources to learn my part within this piece ● Who are Queen and why are they relevant? ● How does my particular instrument/Part play into the wider song that we are performing.
Assessm ent week and content	● Weekly check-ins on keyboard composition tasks ● Written exam style paper with listening on the terminology and techniques covered	● weekly check ins on student work, verbal feedback and guidance given on compositions ● The end product of a 1:30 piece of film music to be played/performed to the class at the end of the term, a mark will then be given for the quality of this work.	● Assessed performance within set bands. ● Weekly check ins and feedback with each instrumental group. ● The students will spend the first three sessions in instrument centric groups learning the same part on the same instrument as their peers before being put into groups by the teacher for the last rehearsals. The performances will be in front of the class in the final lesson with each student assessed on how well they have played their part.

Time Period		Spring term 2	Summer term 1	Summer term 2
Content		**Songwriting project** ● To listen to and understand a variety of different songs and structures ● To understand the role different parts of a song play ● To understand techniques used when composing songs ● To understand how to use music technology when composing a song in a specific genre	**Band/Remix project 1** ● To use compositional and instrumental skills learned in previous modules to create a remix/cover version of a famous song ● How to cover songs using variation to make them your own ● How to find and use resources independently to learn your chosen song	**Band/Remix project 2** ● To use instrumental and compositional skills in a group setting ● To learn and remix an existing song within a band and give a performance ● How to give an effective performance with style and genre in mind ● Good collaborative rehearsal technique
Skills		● understanding song structures and the role of different sections ● Collaborative composition ● Utilising music technology and recording techniques to create a song ● Using instrumental skills to write and record music ● Utilising literacy techniques when writing lyrics ● Collaborative composition and performance	● Creative use of musical materials ● Independent study of musical instruments and chosen song ● Analysing and replicating stylistic conventions of specific musical genres ● Instrumental skills on chosen instrument ● Critical analysis of existing songs and stylistic conventions	● organisation of rehearsals and band members ● Collaborative rehearsal and performance ● Leadership skills through the role of band leader ● Instrumental skills on chosen instrument
Key Questions		● What is a verse/chorus/bridge? ● How can I know what chords to use in my song? ● How can I identify the most accurate musical representation of my lyrics? ● What new ways can I utilise my DAW to create an effective composition?	● What is a cover/remix? ● How can I alter a song so that it is my own work but still recognisably the original? ● How can I use knowledge of other genres to influence my cover? ● How do I use online and physical resources to learn my chosen song?	● How can I creatively perform my remix within a band? ● How can I put on a good performance within my group? ● What constitutes good rehearsal technique? ● How can my group use other performances to help influence our own?

Assessment week and content	● Weekly check-ins and guidance when composing. Written and verbal feedback given when necessary ● The song shall be bounced and handed in at the end of the project with a mark given reflecting the adherence to grading criteria ● All songs shall be played in class and given both teacher and peer feedback.	● Weekly check-ins and guidance in where to find resources and how to learn parts on specific instruments. ● Groups will be based on instruments to begin with allowing for the teacher to constantly supervise instrumental development. ● Before half term groups will be formed and an intermediary performance will be given to the teacher alone to allow for verbal feedback and guidance	● weekly check-ins and guidance during rehearsals on how to improve both musicianship and performance. ● A performance in the final lesson of the sequence in front of the class. The assessment will then be marked according to previously shared grade boundaries ●