



Topic name	Term	Skills developed	Link to NC subject content	Prior learning	Assessment	Next link in curriculum
<p><b>Theory:</b></p> <p><b>Recap of prior learning</b></p>	Autumn	<ul style="list-style-type: none"> <li>Recap of basic terms such as root, 3<sup>rd</sup>, 5<sup>th</sup> and understanding their meaning; understanding their role in a triad</li> <li>Identify and discriminate between major and minor chords aurally</li> <li>Construction of major/minor triads</li> <li>Understanding the term 'interval'</li> <li>Retrieval of tone/semitone knowledge</li> <li>Understanding primary chords</li> <li>Extended chords and their construction</li> <li>Using this knowledge in a practical context e.g. composing/dictation/analysis</li> <li>Recognise key signatures more efficiently</li> <li>Introduce scales – different types</li> <li>Intervals – practice how to work them out both visually and aurally</li> </ul>	Use staff and other relevant notations appropriately and accurately	Staff Notation Major/minor keys Chords Use of extended chords and harmony	Written work Verbal questioning Short regular tests Retrieval (WB)	Create more notationally accurate scores for final composition submissions (may use software)  Use more complex keys for different effects in GCSE composition  Continue independent identification of keys in Year 11 using scores for set pieces more quickly  Use interval recognition for dictation exercises in Year 11 – again – faster identification due to practice  More fluent score analysis in Year 11



<p><b>Area of Study 3: Music for Stage and Screen – Wider Listening and Analysis</b></p>	<p>Autumn</p>	<ul style="list-style-type: none"> <li>• General context of the genre</li> <li>• Begin full and detailed analysis of scores and <b>annotate</b></li> <li>• <b>Identifying chords</b> and harmony in the music/on the score</li> <li>• Understanding the <b>effect</b> of the <b>instrumentation</b> of the music and also the effect of <b>timbre</b></li> <li>• Understand compositional <b>techniques</b> and <b>structures</b> used by composers in this AoS and identifying sections and repeated material</li> <li>• Identifying characteristics of the genre that can be found in the set works</li> </ul>	<p>Develop a deepening understanding of the music and its history</p>	<p>Notation for analysing the score</p> <p>Previous context {e.g. Film music Year 9 and Musical Theatre Year 8)</p> <p>Elements Aural recognition of characteristics</p>	<p>Informal verbal questioning Listening questions 3 points on specific elements e.g. harmony (homework) Specimen questions</p>	<p>Year 11 – embedding and reinforcing knowledge from score analysis in order to answer listening questions more accurately and at a faster pace</p>
<p><b>Suggested Composition: Song from a Musical</b></p>	<p>Autumn</p>	<ul style="list-style-type: none"> <li>• Using the knowledge from both the context and theory (chords/harmony/effects) to create a short song suitable for a musical</li> <li>• Always apply knowledge in a practical context</li> <li>• Develop confidence in composing – take more risks with harmonies/ become more proficient at successful word setting</li> </ul>	<p>Improvise and compose, develop musical ideas.</p> <p>Use different types of scales</p>	<p>Notation Knowledge of relevant genres to use as models Improvisation</p> <p>Technology</p>	<p>Staff assessment</p>	<p>Year 11 – revisit composition with a view to submitting after redrafting and adding features such as an extra voice in harmony; or redrafting ‘Space’ composition to fit the ‘composition to a given brief’</p> <p>Year 11 composition – use ‘tools’ from knowledge in independent composition</p>



<p><b>Area of Study 1: Instrumental Music – Wider Listening and Analysis</b></p>	<p>Autumn</p>	<ul style="list-style-type: none"> <li>Reinforcing the standard orchestra set up</li> <li>Identifying the Baroque, Classical and Romantic orchestras</li> <li>Remembering the development of key signatures and major/minor keys</li> <li>Practical use of notation through performance of typical stylistic pieces</li> <li>Using a minor key and embedding knowledge of accidentals</li> </ul>	<p>Listen with increasing discrimination to a wide range of music from great composers/musicians from different musical eras</p> <p>Play and perform confidently</p> <p>Use different types of scales</p>	<p>Previous genres (e.g. Baroque in Year 8 and Classical/Romantic in Year 9)</p> <p>Notation</p> <p>Key signatures</p>	<p>Verbal questioning</p> <p>3 points on each element</p> <p>Use of vocab</p> <p>Specimen questions</p>	<p>Year 11 - analysing Bach and Beethoven and different musical eras and recognising the development of instruments</p>
<p><b>Suggested Composition: Instrumental composition in Ternary Form</b></p>	<p>Autumn</p>	<ul style="list-style-type: none"> <li>Creating symmetrical melodic phrases</li> <li>Using harmonic knowledge to create endings for sections on appropriate chords (e.g. tonic/dominant)</li> <li>Understanding the structure of ternary form</li> <li>Composing music to a given structure</li> <li>Sharing ideas</li> <li>Using wider chord knowledge to create an accompaniment</li> <li>Performing together</li> <li>Extending their composition for instruments</li> </ul>	<p>Improvise and compose; and extend and develop musical ideas.</p> <p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments with accuracy and expression</p>	<p>Notation</p> <p>Ternary form (Year 9)</p> <p>Chords/cadences</p> <p>Extended chords</p> <p>Performance skills</p> <p>Technology</p>	<p>Staff assessment and feedback</p>	<p>Year 11 – AOS Instrumental Music composition</p> <p>Developing knowledge of writing parts for a variety of instruments</p> <p>Differentiating between timbres</p>



<p><b>Area of Study 4 – Fusions: Wider Listening and Analysis</b></p>	<p>Spring</p>	<ul style="list-style-type: none"> <li>Learn about the fusion of folk styles from the UK with African and rock influences</li> <li>Retrieve and embed vocabulary re: world music</li> <li>Listen to other sounds of vernacular instruments in the piece</li> <li>Further develop ability to identify certain features relevant to folk music/world music</li> </ul>	<p>Identify use of tonalities, different types of scales.</p> <p>Develop a deeper understanding of the music which they perform, listen, and its history</p> <p>Listen with increasing discrimination to a wide range of music.</p>	<p>Folk genre (Year 7) World music (Year 7-9) Rock (year 9 dev of pop) Timbres of instruments Notation Rhythm Ostinato Scales</p>	<p>Verbal questioning 3 points on a specific element Specimen questions Use of new vocab</p>	<p>Year 11 – reinforce vocabulary and knowledge of instruments/styles in set piece</p> <p>Utilise ideas and techniques in independent composition where appropriate</p>
<p><b>Area of Study 2: Vocal Music - Wider Listening and Analysis</b></p>	<p>Spring</p>	<ul style="list-style-type: none"> <li>Recognising different genres of vocal music and their historical context/function e.g.20<sup>th</sup> century v Baroque</li> <li>Improving melody writing and word setting</li> <li>Using music technology in more recent examples</li> <li>Developing usage of knowledge of appropriate musical vocabulary for each genre</li> <li>Composing a melody for lyrics and improving word setting</li> <li>Developing performance in an ensemble</li> <li>Using notation knowledge to create a score</li> </ul>	<p>Develop a deepening understanding.</p>	<p>Genres from Years 7-9 (e.g. folk,pop,rock) Musical eras (e.g. Baroque/20<sup>th</sup> Century) Elements Notation Compositional techniques (e.g.ground bass from Year 8/ostinato Year7) Retrieval of relevant vocabulary Chords/extended chords Technology</p>	<p>As above</p>	<p>Year 11 – analysing vocal music scores and identifying compositional techniques/music technology in the set works</p>



<p><b>Performance:</b></p> <p><b>Individual performance</b></p>	<p>Once every half term</p>	<ul style="list-style-type: none"> <li>• Prepare an individual performance for assessment</li> </ul>	<p>Play and perform confidently.</p> <p>Use staff notation in a range of musical styles</p>	<p>Notation Performance skills</p>	<p>Formal written staff assessment with verbal discussion per pupil</p>	
<p><b>Theory:</b></p> <p><b>Recap of prior learning and further theory (as the need arises during analysis)</b></p>	<p>Every term</p>	<ul style="list-style-type: none"> <li>• Recap of basic terms such as root, 3<sup>rd</sup>, 5<sup>th</sup> and understanding their meaning; understanding their role in a triad</li> <li>• Identify and discriminate between major and minor chords aurally</li> <li>• Construction of major/minor triads</li> <li>• Understanding the term 'interval'</li> <li>• Retrieval of tone/semitone knowledge</li> <li>• Understanding primary chords</li> <li>• Extended chords and their construction</li> <li>• Using this knowledge in a practical context e.g. composing/dictation/analysis</li> <li>• Recognise key signatures more efficiently and learn more</li> <li>• Introduce scales – different types</li> <li>• Intervals – practice how to work them out both visually and aurally</li> </ul>	<p>Use staff and other relevant notations, appropriately and accurately</p>	<p>Staff Notation Major/minor keys Chords Use of extended chords and harmony</p>	<p>Exercises WB Written work</p>	<p>Create more notationally accurate scores for final composition submissions (may use software)</p> <p>Use more complex keys for different effects in GCSE composition</p> <p>Continue independent identification of keys in Year 11 using scores for set pieces more quickly</p> <p>Use interval recognition for dictation exercises in Year 11 – again – faster identification due to practice</p>



						More fluent score analysis in Year 11
<b>Recap of topics and retrieval of knowledge</b>	Summer	<ul style="list-style-type: none"> <li>• Retrieval of vocabulary associated with different genres</li> <li>• Revision of theoretical skills</li> <li>• Practice of aural recognition in a variety of genres/topics</li> </ul>		All relevant knowledge from KS3	Specimen questions	Year 11– embed background, context and a wide range of listening in all 4 study areas in revision for analysis
<b>Examination</b>	Summer	<ul style="list-style-type: none"> <li>• GCSE questions based on the topics studied throughout the year testing the vocabulary and skills learned re: the set works</li> <li>• Prepare a piece for performance to be formally assessed</li> <li>• Review of all 3 components with staff</li> </ul>			Examination marked by staff	Practice of GCSE questions and skills learned
<b>Post Examination: Composition/Performance</b>					Final draft of free composition marked by staff and verbal /written feedback	Preparation for performing in front of an audience pre-GCSE recording  Feedback and self analysis of performance in order to move forward.



**West Kirby**  
Grammar School

## Curriculum Map – Year 10 - Music (2023-24)

