

## Year 10

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KEY TOPIC	Elements of Music and Reading Notation	Film Music and Composition	Musical Forms/Devices and Set Work	Popular Music and Set Work	Ensemble Music and Composition	Revision and Composition
KEY CONTENT	<ul style="list-style-type: none"> <li>Know the different elements of music as follows: Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instruments, Rhythm, and Texture.</li> <li>Understand the role these elements play in a range of musical styles and traditions.</li> <li>Understand how these elements can be varied and altered by a musical composer or creator and develop the musical terminology necessary to accurately describe these key features.</li> <li>Be able to identify key features of each of these elements within varied pieces of music chosen from across a broad range of musical traditions and contexts.</li> <li>Be able to explain and correlate the significance of some of these key features with their effect on piece of music and its mood or atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>Know the common musical features of film score throughout the various eras of development up to contemporary film and across various styles and types of film from Hollywood blockbuster to low-budget independent film.</li> <li>Know the works of some of the most iconic and influential musicians involved in the composition, production and curation of film scores.</li> <li>Understand the process by which film music composers seek to match music and sound to moving image and ensure it appropriately captures.</li> <li>Be able to explain and correlate the significance of some of these key features with their effect on piece of music and its mood or atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>Know the common forms and devices of art music as well as the most significant aspects of these in relation the development of art music.</li> <li>Understand how musical forms and devices as we know and understand them today developed over centuries from the medieval period to the present day.</li> <li>Understand how composers of music throughout the main eras of art music have created new and imaginative sounds and pieces of music through the use of these forms and devices.</li> <li>Be able to identify common musical features, forms, and themes of art music from various musical eras.</li> <li>Be able to identify or estimate the broad era of art music a piece belongs to using musical features.</li> </ul>	<ul style="list-style-type: none"> <li>Know the common musical features of popular music at its various stages of development up to contemporary popular forms.</li> <li>Know the work of some of the most iconic and influential musicians involved in the development and promotion of popular music.</li> <li>Understand the historical and cultural context of popular music and the impact this had on the development of the music.</li> <li>Be able to identify musical features of particular popular songs and explain the significance of these features within the song and more widely in a broad cultural sense.</li> <li>Be able to identify or estimate the broad period a popular song belongs to using musical features.</li> </ul>	<ul style="list-style-type: none"> <li>Know the various types of musical ensemble commonly used across a number of musical styles including; jazz and blues, musical theatre, and chamber music.</li> <li>Understand how texture and sonority can be manipulated and altered across musical styles and ensembles.</li> <li>Understand how music is composed for small groups of instruments and voices.</li> <li>Be able to perform simple pieces of music in small ensemble combinations and as an entire class.</li> <li>Be able to compose music in a range of varying styles for a range of small to medium ensemble types.</li> </ul>	<ul style="list-style-type: none"> <li>Know the methods by which composers can create and develop music from an initial idea to a full composition.</li> <li>Know the requirements of the compositional brief and which musical techniques might be most appropriate or relevant to this brief.</li> <li>Understand how to notate an original composition using musical technology and software available to us.</li> <li>Be able to create a piece of music relate to a brief which is appropriate in its use of musical techniques and the musical elements.</li> <li>Be able to utilize musical technology to create innovative and original works of music.</li> </ul>
KEY ASSESSMENTS	Y10 key assessment 1: Elements of music and reading notation.	Y10 key assessment 2: Film music.	Y10 key assessment 3: Musical forms and devices.	Y10 key assessment 4: Popular music.	Y10 key assessment 5: Ensemble music.	Y10 key assessment 6: Composition submission.

## Year 11

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
KEY TOPIC	Elements of Music and Reading Notation	Musical Forms/Devices and Set Work	Film Music and Composition	Popular Music and Set Work	Ensemble Music and Composition
KEY CONTENT	<ul style="list-style-type: none"> <li>▪ Know the different elements of music as follows: Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instruments, Rhythm, and Texture.</li> <li>▪ Understand the role these elements play in a range of musical styles and traditions.</li> <li>▪ Understand how these elements can be varied and altered by a musical composer or creator and develop the musical terminology necessary to accurately describe these key features.</li> <li>▪ Be able to identify key features of each of these elements within varied pieces of music chosen from across a broad range of musical traditions and contexts.</li> <li>▪ Be able to explain and correlate the significance of some of these key features with their effect on piece of music and its mood or atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know the common forms and devices of art music as well as the most significant aspects of these in relation the development of art music.</li> <li>▪ Understand how musical forms and devices as we know and understand them today developed over centuries from the medieval period to the present day.</li> <li>▪ Understand how composers of music throughout the main eras of art music have created new and imaginative sounds and pieces of music through the use of these forms and devices.</li> <li>▪ Be able to identify common musical features, forms, and themes of art music from various musical eras.</li> <li>▪ Be able to identify or estimate the broad era of art music a piece belongs to using musical features</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know the common musical features of film score throughout the various eras of development up to contemporary film and across various styles and types of film from Hollywood blockbuster to low-budget independent film.</li> <li>▪ Know the works of some of the most iconic and influential musicians involved in the composition, production and curation of film scores.</li> <li>▪ Understand the process by which film music composers seek to match music and sound to moving image and ensure it appropriately captures.</li> <li>▪ Be able to explain and correlate the significance of some of these key features with their effect on piece of music and its mood or atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know the common musical features of popular music at its various stages of development up to contemporary popular forms.</li> <li>▪ Know the work of some of the most iconic and influential musicians involved in the development and promotion of popular music.</li> <li>▪ Understand the historical and cultural context of popular music and the impact this had on the development of the music.</li> <li>▪ Be able to identify musical features of particular popular songs and explain the significance of these features within the song and more widely in a broad cultural sense.</li> <li>▪ Be able to identify or estimate the broad period a popular song belongs to using musical features.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know the various types of musical ensemble commonly used across a number of musical styles including; jazz and blues, musical theatre, and chamber music.</li> <li>▪ Understand how texture and sonority can be manipulated and altered across musical styles and ensembles.</li> <li>▪ Understand how music is composed for small groups of instruments and voices.</li> <li>▪ Be able to perform simple pieces of music in small ensemble combinations and as an entire class.</li> <li>▪ Be able to compose music in a range of varying styles for a range of small to medium ensemble types.</li> </ul>
KEY ASSESSMENTS	Y11 key assessment 1: Elements of music and reading notation.	Y11 key assessment 2: Musical forms and devices.	Y11 key assessment 3: Film music.	Y11 key assessment 4: Popular music.	Y11 key assessment 5: Ensemble music.

## Frequently Asked Questions

### **Do I need to already be really good at an instrument/singing and do I already need to be a band/group/ensemble?**

Not necessarily, although of course it helps. You will have to perform with your chosen instrument/voice though so it is very important that you are willing to begin learning right away and are committed to practising and rehearsing in order to meet the required standard by the end of the course. You will be required to perform as part of a band/group/ensemble as part of the coursework but we will have opportunities to develop these within our class. Hopefully, when things return to normal, you will be able to join one of our after-school ensembles, such as the school choir.

### **Do I need to be really good at reading music notation already?**

No, but again you will need to become more confident at this as the course progresses so you will need to be willing to learn. You might remember a little about how to read musical notation from your lessons in Years 7, 8 and 9 but we will cover and revise everything you need to know in Year 10.

### **Will I have to perform in front of people?**

Not really, the only person you HAVE to perform in front of for the course is me (Mr Teague). However, I would love for all of my GCSE music students to be confident performing in front of audiences by the end of the course – don't worry though as we can work on this over time.

### **I've never composed a piece of music before; will I be able to learn?**

Yes, absolutely. You are not expected to have ever composed a piece of music before. Most of our music composition at GCSE takes places on computer programmes (either notation programmes like Sibelius or DAW programmes like garage band). We will be learning how to use these as well as the basics of how to construct an original piece of music from scratch.