



Music Department Year 10 Curriculum and Assessment Map

	Term 1	Term 2	Term 3
Year 10	Music Forms and Devices: Baroque to Romantic Music development: Set Work Study Bach Badinerie	Classical Composition: String Quartet using Sibelius Software	Popular Music and Musical Fusions: Set Work Study Toto Africa
Fundamental Knowledge	<p>Knowledge of Baroque music features including ornamentation, sequences and imitation etc.</p> <p>-Understanding of how to rehearse as part of an ensemble.</p> <p>Understanding of how parts communicate with one another within the overall texture of an ensemble piece of music interaction, balance, interplay and communication between parts.</p> <p>Understanding the role of the soloist/main line and how to play the role of the accompanist.</p> <p>-Continue to develop ability to read notated music quickly including how to interpret performance and compositional directions.</p> <p>-In-depth analysis of musical features of Bach Badinerie</p>	<p>Developing knowledge of progression of music composition from Baroque to Romantic.</p> <p>Understanding musical form and structure</p> <p>Developing ability to read and follow notated scores for string quartet.</p> <p>To experience music of the three main Classical composers Haydn, Mozart and Beethoven.</p> <p>To embed and develop knowledge of using compositional software including how to add dynamics, tempo and ornamentation markings.</p>	<p>Understanding the background and influence on the composition of Toto Africa</p> <p>Knowledge of the fundamental use of the elements in Toto Africa</p> <p>Knowledge of the Form and Structure of Toto Africa</p> <p>Toto Africa detailed musical analysis including intervals, chords, cadence points, riffs etc. (annotated score)</p>

	<p>-Understanding of key signatures, relative keys and how to find out a key from a given key signature.</p> <p>-How to follow a musical score.</p> <p>-Understanding of the roles of violin, viola, cello and bass players within a string ensemble (the types of parts they play).</p> <p>-Specific technical capabilities of string instruments.</p> <p>-Understanding of key terms,</p> <ul style="list-style-type: none"> • Conjunct melody • Disjunct melody • Imitation • Degrees of the scale (Tonic, Mediant, Dominant, Leading note etc.) • Intervals • Plagal, perfect, interrupted cadences • Dictation • Sonority • Triplet rhythms <p>- Understanding of primary and secondary chords, inversions, triads, broken and arpeggiated chords.</p> <p>-Embedding knowledge of set works in preparation for written GCSE examination.</p>	<p>Knowledge of the viola clef to enable writing for viola clef.</p> <p>Knowledge of suspensions to create tension and release.</p> <p>Understanding of cadence points and creating a 4 bar question 4 bar answer phrase.</p> <p>Ability to identify aurally Classical features.</p> <p>-The ability to apply performance directions, ornamentation and articulation to compositions with full understanding of their role and effect on the final sound.</p>	<p>Knowledge of key terms: Grace notes, harmonic rhythm, coda, melisma, syllabic, pentatonic scale and riff.</p> <p>Developing instrumental technique – performance rehearsal progress log.</p> <p>Developing score reading exercises – ability to interpret notation.</p> <p>Performing as part of an ensemble.</p> <p>-Understanding of the pop song structure, intro, verse, chorus, bridge, instrumental etc.</p>
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Learning Checkpoint Tasks	Teacher observations of practical progress Theory, listening and appraising checkpoints	Teacher observations Regular composition progress submissions	Teacher observations of practical progress Theory, listening and appraising checkpoints
Common Assessment Task	CA1: Performance Assessment Music Theory Assessment – Trust	CA2: Composition Assessment Music Theory Assessment – Trust	Ensemble performance Toto Africa - Listening and Appraising assessment
Mock Exam (if applicable)	N/A	N/A	N/A
Interleaved Knowledge	All aspects of vocabulary underpin performance and composition as well as listening and appraising tasks. Regular focussed workshops reinforce continuous study and repetition of key terminology and use of it in practical, spoken and written outlets. Terminology is also reinforced on entry to the classroom by rote making use and understanding of a breadth of vocabulary habitual and therefore more familiar.	All aspects of vocabulary underpin performance and composition as well as listening and appraising tasks. Regular focussed workshops reinforce continuous study and repetition of key terminology and use of it in practical, spoken and written outlets. Terminology is also reinforced on entry to the classroom by rote making use and understanding of a breadth of vocabulary habitual and therefore more familiar.	All aspects of vocabulary underpin performance and composition as well as listening and appraising tasks. Regular focussed workshops reinforce continuous study and repetition of key terminology and use of it in practical, spoken and written outlets. Terminology is also reinforced on entry to the classroom by rote making use and understanding of a breadth of vocabulary habitual and therefore more familiar.