



Dallam School

Curriculum overview

Department: Music
Year Group: 10

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme / Topic What Do I Need To Know For GCSE Music?	Theme / Topic How Did Classical Music Develop? (Part I)	Theme / Topic How Did Classical Music Develop? (Part II)	Theme / Topic How Has Popular Music Evolved? (Part I)	Theme / Topic How Has Popular Music Evolved? (Part II)	Theme / Topic How Much Do I Understand So Far?
By the end of this half term pupils will know (<i>key knowledge, including tier 3 vocabulary</i>)					
<ul style="list-style-type: none"> ➤ How to identify time signatures ➤ Key melodic features including conjunct, disjunct and balanced phrase ➤ How chord sequences are created ➤ How to compose a melody from a given starting point <p>Tier 3 vocabulary</p> <ul style="list-style-type: none"> ➤ Time signatures e.g. simple time, compound time, duple, triple and quadruple metre ➤ Melody e.g. conjunct and disjunct, degrees and types of scale e.g. tonic, dominant ➤ Harmony e.g. chords and key signatures, cadences, major and minor, added note chords 	<ul style="list-style-type: none"> ➤ Important features of the Baroque, Classical and Romantic Periods ➤ Key composers from these periods ➤ How to compose 'freely' i.e. without a starting point ➤ How to maximise the benefits of personal practice <p>Tier 3 vocabulary</p> <ul style="list-style-type: none"> ➤ A more extensive list is available as a glossary, but they are stimulated by the key elements of music including melody, harmony, texture, rhythm, metre, dynamics and articulation ➤ Please refer to the AQA GCSE Specification for further detail (pages 12-13) 	<ul style="list-style-type: none"> ➤ Why Mozart composed a concerto for the clarinet ➤ Key musical features of the third movement of the concerto ➤ How to develop melodic ideas when composing ➤ How to contribute to ensemble rehearsal <p>Tier 3 vocabulary</p> <ul style="list-style-type: none"> ➤ Melodic features e.g. trill, arpeggio, mordent ➤ Harmonic features e.g. augmented, tonic and dominant and cadence ➤ Composition terms including structure, development, motif and phrasing ➤ Practice terminology including scales and lip slurs 	<ul style="list-style-type: none"> ➤ Important features from a variety of genres in 20th and 21st century popular music ➤ Leading artists and composers from these genres ➤ How to compose in a particular style ➤ How recordings can improve practice <p>Tier 3 vocabulary</p> <ul style="list-style-type: none"> ➤ A more extensive list is available as a glossary, but they are stimulated by the key elements of music including melody, harmony, texture, rhythm, metre, dynamics and articulation ➤ Please refer to the AQA GCSE Specification for further detail (pages 14-16) 	<ul style="list-style-type: none"> ➤ What Alan Menken's inspirations were when composing the Music for 'Little Shop of Horrors' ➤ Key musical features of three numbers from the show ➤ How to use musical elements to develop compositions ➤ How to improve the standard of ensemble performance <p>Tier 3 vocabulary</p> <ul style="list-style-type: none"> ➤ Melodic features e.g. melisma, glissando, sequence ➤ Harmonic features e.g. diminished, added note ➤ Instrument specific technique e.g. distortion, tremolo 	<ul style="list-style-type: none"> ➤ Why it is important to read exam questions and focus on 'terminology' and tier 3 vocabulary ➤ How to efficiently answer longer answer exam style questions ➤ Why it is important to begin revising now ➤ How to use exam mark schemes to improve all elements of the course <p>Tier 3 vocabulary</p> <ul style="list-style-type: none"> ➤ Tier 3 vocabulary from all stages of the course so far will be revisited and challenged. ➤ There will be increased focus on linking descriptive terms with the correct elements e.g. homophonic - texture, conjunct - melody, etc.

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Theme / Topic What Do I Need To Know For GCSE Music?	Theme / Topic How Did Classical Music Develop? (Part I)	Theme / Topic How Did Classical Music Develop? (Part II)	Theme / Topic How Has Popular Music Evolved? (Part I)	Theme / Topic How Has Popular Music Evolved? (Part II)	Theme / Topic How Much Do I Understand So Far?
They will understand (<i>key concepts</i>)					
<ul style="list-style-type: none"> ➤ The difference between simple time and compound time ➤ How to compose a simple 'balanced' melody ➤ The relationship between melody and harmony and their influences on each other ➤ How to compose music from a given starting point 	<ul style="list-style-type: none"> ➤ How to identify features of music and suitable composers through listening ➤ How to explain why extracts may be typical of a certain period ➤ How to compose and develop a melody using features of the classical period ➤ Why it is important to reflect and review upon performance practice 	<ul style="list-style-type: none"> ➤ The context surrounding the composition of Mozart's Clarinet Concerto ➤ Why the concerto might be typical of the Classical period ➤ How to consider musical elements when developing a melody e.g. articulation, harmony ➤ The differences between playing as a soloist and as part of an ensemble 	<ul style="list-style-type: none"> ➤ How to identify features of popular music by extensive listening ➤ How to explain why features may be typical of some genres and not others ➤ How to utilise some of these genre specific techniques to develop ideas when composing ➤ The importance of self-appraisal, review and reflection when practising 	<ul style="list-style-type: none"> ➤ The context surrounding the creation of 'Little Shop of Horrors' ➤ How the musical showcases influences from a variety of genres in popular music ➤ How to respond to challenging feedback to develop composition ideas or themes ➤ The importance or recording and appraisal to develop ensemble performance 	<ul style="list-style-type: none"> ➤ How to interpret exam style questions ➤ How to apply prior knowledge to answer listening questions based on studies so far ➤ How to use tier 3 vocabulary to improve the quality of written answers ➤ Why it is important to use exam mark criteria to help improve work
They will know how to (<i>key skills</i>)					
<ul style="list-style-type: none"> ➤ Identify the time signature of a piece of music and specify if it is in simple or compound time ➤ Analyse music and identify key signatures and rhythmic and melodic features ➤ Create a chord sequence ➤ Compose a 4-8 bar melody ➤ Compose in a style from a given brief 	<ul style="list-style-type: none"> ➤ Identify music and key features from the Baroque, Classical and Romantic periods ➤ Describe and compare music from these periods using tier 3 terminology ➤ Compose a melody that develops an idea ➤ Reflect upon a practice routine to improve technique 	<ul style="list-style-type: none"> ➤ Appraise Mozart's Clarinet Concerto, applying appropriate musical terminology where relevant ➤ Recall key information in order to complete exam style questions ➤ Consider musical and non-musical points when composing ➤ Consider and overcome the challenges faced when rehearsing as an ensemble 	<ul style="list-style-type: none"> ➤ Identify music and key features from a wide variety of popular music genres ➤ Describe and compare music from these genres using tier 3 terminology ➤ Apply genre-related techniques to influence compositions ➤ Use performance recordings to improve musicianship when performing 	<ul style="list-style-type: none"> ➤ Appraise three pieces from 'Little Shop of Horrors' and use appropriate musical terminology where relevant ➤ Recall key information in order to complete exam style questions ➤ Use feedback from staff to develop and improve compositions, incorporating 'tier 3' technique ➤ Converse with peers to improve the standard of ensemble performance 	<ul style="list-style-type: none"> ➤ Apply prior knowledge to learning conversations and analysis ➤ Recall specific terminology to answer questions based on 'unfamiliar music' i.e. unheard ➤ Recall specific terminology to answer questions based on the set works studied ➤ Use exam marking criteria to improve and refine practical coursework



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Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme / Topic How Did Classical Music Influence The 20 th Century? (Part I)	Theme / Topic How Did Classical Music Influence The 20 th Century? (Part II)	Theme / Topic How Are We Influenced By Music From Around The World?	Theme / Topic How Much Do I Understand?	Theme / Topic Am I As Prepared As I Can Be?	Theme / Topic END OF COURSE
By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>					
<ul style="list-style-type: none"> ➤ Musical developments between the end of the Romantic Period and into the 20th Century ➤ Key composers from this period ➤ How to formulate ideas to compose from a brief ➤ How to prepare for a future performance <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ A more extensive list is available as a glossary, but they are stimulated by the key elements of music including melody, harmony, texture, rhythm, metre, dynamics and articulation ➤ Please refer to the AQA GCSE Specification for further detail (pages 18-19) 	<ul style="list-style-type: none"> ➤ Musical developments in classical music during the 20th Century ➤ Key composers from this period ➤ How to develop musical ideas when composing to a brief ➤ How responsibility for learning can continue to develop performance standards <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ As with the previous term, a more extensive list is available as a glossary and they are stimulated by the key elements of music ➤ Please refer to the AQA GCSE Specification for further detail (pages 18-19) 	<ul style="list-style-type: none"> ➤ Musical developments from outside of the 'western classical' world e.g. Blues, Latin Music ➤ Key musical features of these genres ➤ How to use musical elements to develop compositions ➤ How to finalise preparations for recital <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ A more extensive list is available as a glossary, but they are stimulated by the key elements of music including melody, harmony, texture, rhythm, metre, dynamics and articulation ➤ Please refer to the AQA GCSE Specification for further detail (pages 16-18) 	<ul style="list-style-type: none"> ➤ How to use exam mark schemes to improve all elements of the course ➤ Revision techniques and strategies ahead of the listening exam ➤ How to tackle some of the 'musicianship questions' e.g. filling in the melody <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Tier 3 vocabulary from all stages of the course will be revisited and challenged. ➤ Focus on misconceptions e.g. homophonic, monophonic and melody and accompaniment, ornaments, cadences and intervals 	<ul style="list-style-type: none"> ➤ How to prepare and revise for Section B of the paper (based on the set works) ➤ How to use WAGOLL and WABOLL in this area ➤ How to best revise independently <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Tier 3 vocabulary from all stages of the course will be revisited and challenged. ➤ There will be a focus on any final misconceptions, tailored for on an individual basis 	<p>END OF COURSE</p>

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They will understand (<i>key concepts</i>)					
<ul style="list-style-type: none"> ➤ How to identify features of 20th century classical music and suitable composers by extensive listening ➤ How to explain why extracts may be typical of a certain genre ➤ How to compose and develop a melody building on features taught earlier in the GCSE course ➤ Why it is important to reflect and review upon performance practice 	<ul style="list-style-type: none"> ➤ How to identify features of mid-late 20th century classical music and suitable composers by extensive listening ➤ How to explain why extracts may be typical of a certain genre ➤ How to develop musical ideas in response to a given starting point ➤ Why being pro-active can aid musical development in ensemble rehearsals 	<ul style="list-style-type: none"> ➤ How to identify features of some more traditional genres around the world, including suitable composers ➤ How to identify influences from popular music on some of these genres ➤ How to respond to challenging feedback to develop composition ideas or themes ➤ The importance or recording and appraisal to develop performance 	<ul style="list-style-type: none"> ➤ How to interpret exam style questions for all areas of study ➤ How to apply prior knowledge to answer listening questions based on studies so far ➤ How to use tier 3 vocabulary to improve the quality of extended written answers ➤ A variety of revision technique in preparation for the final listening exam 	<ul style="list-style-type: none"> ➤ What the exam board is looking for when engaging with the Section B part of the paper ➤ How WAGOLs can help to develop ideas ➤ Why an honest appraisal of knowledge can aid revision in the final stages of the course 	END OF COURSE
They will know how to (<i>key skills</i>)					
<ul style="list-style-type: none"> ➤ Identify genres and key features of classical music from the early 20th Century ➤ Describe and compare music from these genres using tier 3 terminology ➤ Consider musical and non-musical factors when composing from a given starting point ➤ Capitalise on the benefits of practice technique to prepare for GCSE coursework submission 	<ul style="list-style-type: none"> ➤ Identify genres and key features of classical music from the latter 20th Century ➤ Describe and compare music from these genres using tier 3 terminology ➤ Develop ideas to a composition in response to a starting point ➤ Lead and schedule ensemble rehearsals in preparation for GCSE coursework submission 	<ul style="list-style-type: none"> ➤ Identify genres and key features of music that are not necessarily part of the 'western classical' tradition ➤ Describe and compare music from these genres using tier 3 terminology ➤ Use feedback from staff to develop and improve compositions, incorporating 'tier 3' technique ➤ Use exam marking criteria to improve and refine practical coursework 	<ul style="list-style-type: none"> ➤ Apply prior knowledge to learning conversations and analysis ➤ Recall specific terminology to answer questions based on 'unfamiliar music' ➤ Recall specific terminology to answer questions based on the set works studied ➤ Reflect upon performances to improve musical technique post-GCSE 	<ul style="list-style-type: none"> ➤ Use exam mark schemes to identify final areas of revision ➤ How to plan, form and write an extended written answer within a timeframe ➤ How to 'reach for the top' in the exam ➤ Challenge themselves musically 'on the spot' e.g. 'Classic FM Challenge', 'Teaching Teddy' techniques 	END OF COURSE