







Music CURRICULUM MAP YEAR 10

<p>HALF TERM 1: Exploring Music Products and Styles</p> <p>Pupils will learn;</p> <p>Pupils will develop your understanding of different types of music products and the techniques used to create them. They will explore how musical elements, technology and other resources are used in the creation, production and performance of music. They will also practically explore the key features of different styles of music and music theory and apply their knowledge and understanding to developing Their own creative work.</p>		<p>Rock 'n' roll - Popular music styles - National 5 Music Revision - BBC Bitesize</p> <p>GCSE Music Revision - Rock n Roll (musicgcse.co.uk)</p> <p>Reggae - Popular music styles - National 5 Music Revision - BBC Bitesize</p>
<p>Musical Elements, Stylistic features and characteristics</p> <p>Pupils will be required to learn and show an understanding of the following key terms and features. They will be able to identify these through listening and analysis of music</p> <ul style="list-style-type: none"> - Instrumentation – instrumental techniques, types of ensembles, alternative instrumentation, sonic features, electronic sounds - Textures – Solo, Duet, Monophonic, Homophonic, Polyphonic, Unison - Timbre - sonic features, electronic sounds, FX - Tonality, scales and modes - major scale, minor scales, blues scale, pentatonic scale, modes, ragas, exotic scales. - Harmony - major and minor triads, power chords, 7th chords, sus chords, extended chords, suspensions, inversions, chord sequences, arpeggios, broken chords. - Rhythmic techniques - metre, tempo/bpm, syncopation, swing, one drop/skanking, polyrhythms, hemiola, phasing. - Structure/ form - verse/ chorus, 12-bar blues, through-composed, bridge, intro, outro, ABACAD. - Melodic techniques - conjunct, disjunct, chromatic, diatonic, phrasing, repetition, sequence, ornamentation, motifs, round/canon, riffs, hooks, head, improvisation. - Production - microphone use, recording styles, sampling, FX, looping, controllerism, turntablism, quantisation, sequencing, automation. 		<p>Key Listening Analysis questions</p> <p>Listen to Jailhouse Rock, Describe and explain the key features of Rock n Roll you can hear within the piece?</p> <p>Listen to Good Golly Miss Molly, Describe and explain the key features of Rock n Roll you can hear within the piece?</p> <p>Listen to What'd I say, Describe and explain the key features of Rock n Roll you can hear within the piece?</p>
<p>Students will listen to a number of different styles of music and will be required to analyse which musical features can be heard.</p> <p><u>1950's Rock n Roll Music</u></p> <p><u>History and Famous Artists</u></p> <ul style="list-style-type: none"> - When and where did Rock n Roll music originate? - What influenced the style? Jazz, Blues, Gospel, Country - Famous Artists – Elvis Presley, Chuck Berry, Buddy Holly, Jerry Lee Lewis 		<p>Key Words</p> <ul style="list-style-type: none"> - Textures - Timbre - Tonality - Scales - Harmony - Rhythmic Techniques - Melodic Techniques - Primary chords - 12 bar blues - Walking bassline - Backbeat - Syncopation - Homophonic - Off-beat
		<p>Careers Opportunities – Session musician/ composer/ music producer</p> <p>History links – 1950's 60's and 70's</p> <p>Students will develop performance skills and build confidence through performing.</p>



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Key Musical Characteristics of Rock n Roll

Melody

- Often uses 'blue notes' (flattened 3rd, 5th and 7th against a major chord).
- "Catchy" Melodies have a narrow vocal range.
- Vocal and guitar melodies use repeated phrases, riffs and hooks.

Harmony/ Tonality

- Major tonality using mainly simple and repetitive Primary Chords – I, IV & V with slow Harmonic Rhythm
- Often in the 12-Bar Blues Structure: I, I, I, I, IV, IV, I, I, V, IV, I, I.
- Close Harmonies used in the vocals.

Rhythm

- Backbeat (accenting 2nd and 4th beats of the bar on the snaredrum).
- Walking Bass Line
- Syncopation
- Swung Rhythms
- Boogie-Woogie rhythms

Texture

- Homophonic (Melody & Accompaniment) Texture – a solo singer accompanied by instruments. Some textural variety within songs e.g. instruments

Lyrics

- Simple, repetitive and easily memorable – teenage concerns: love, relationships, cars, school life and holidays

Instrumentation

- Early Rock 'n' Roll – lead vocalist accompanied by a small group of acoustic instruments – piano, drum kit, saxophone, trumpet, harmonica, trombone and double bass. The Electric Guitar soon became an essential part of Rock 'n' Roll and Backing Singers/Vocalists were frequently used in Rock 'n' Roll songs.

Key Listening Analysis questions

Listen to Jailhouse Rock, Describe and explain the key features of Rock n Roll you can hear within the piece?

Listen to Good Golly Miss Molly, Describe and explain the key features of Rock n Roll you can hear within the piece?

Listen to What'd I say, Describe and explain the key features of Rock n Roll you can hear within the piece?

Performance Task – Twist and Shout

Pupils will learn either a vocal, piano, drum or guitar part for the piece 'Twist and Shout' by the Beatles.

Students will be assessed on;

- Learning their parts
- Group rehearsals
- Accuracy of pitch



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- Inclusion of stylistic features of Rock n Roll

Rock n Roll Quiz – Students will complete a quiz based off the key features of Rock n Roll music

Reggae Music

History and Famous Artists

- When and where did Reggae music originate?
- What influenced the style? Mento, Ska, Rocksteady
- Famous Artists – Bob Marley, Peter Tosh, Jimmy Cliff

Key Musical Characteristics of Reggae music

Rhythm

- Reggae incorporates lots of off-beat rhythms.
- These are usually staccato beats played by a guitar or piano (sometimes both) on the off-beats (also known as “upbeats”) of a measure. This gives most reggae music a ‘jumpy’ feel.
- The “one drop rhythm” is another pattern often noticed in reggae - the third beat in the measure is given more emphasis while having no emphasis on the first beat.
- The bass guitar plays an important role in holding the rhythm down in reggae. Most reggae bass parts are just repeating riffs (melodic patterns) with frequent octave jumps.
- other instruments such as percussion and guitar fill in the ‘holes’ to create complex polyrhythmic patterns.

Tempo and meter

- The average tempo of a reggae tune ranges between 80 – 110 BPM
- Most Reggae songs are written using the 4/4 time signature with heavy emphasis on the backbeat

Harmony

- The chord progressions of reggae songs are simple.
- Most of the chords follow common progressions such as I – V – vi – IV (in the key of C, this would be C – G – A min – F) like in Bob Marley’s “No Woman No Cry.”

Instrumentation





- Drums
- Bass guitar - reggae music is bass-heavy. Most reggae songs have the bass upfront in the mix, with low subs that are meant to rock the dance floor.
- Electric guitar (many bands have both a rhythm guitar and lead guitar player)
- Keyboard
- Lead vocals
- Horn section (or synth horns)

Key Listening Analysis questions

Listen to ‘Could you be Loved’ Bob Marley - Describe which key features of Reggae music can be heard within this song?



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<p>Composition Task</p> <p>Students will compose a DAW arrangement of 3 little birds on Garageband. Students will take aspects of the piece and create their own version within the style of reggae</p> <p>Half Term Test – Students to complete a quiz on the stylistic features of Reggae and Rock n Roll Music</p>		
<p>HALF TERM 2 Exploring Music Products and Styles</p> <p>Britpop Music</p> <p>History and Famous Artists</p> <ul style="list-style-type: none"> - When and where did Britpop music originate? - What influenced the style? - Famous Artists – Oasis, Blur 		<p>Britpop Bands, Songs, & Facts Britannica</p> <p>Diving into britpop music. or how britishness helped indie music... by The Music Garden Medium</p>
<p>Key Musical Characteristics of Britpop music</p> <p>Rhythm</p> <ul style="list-style-type: none"> - Drums – driving and energetic beat - Steady Backbeat – snare on beats 2 or 4 - Syncopation – accents on off-beats (Blur – girls and boys) - Use of tambourine and percussion – Liam Gallagher - Catchy Grooves - Variety in Drumming styles – straightforward rock beats to more intricate patterns - Rhythmic hooks 		<p>Key Listening Analysis questions</p> <p>Listen to ‘Don’t look back in anger’ Oasis, Describe and explain the key features of Britpop you can hear within the piece?</p> <p>Listen to Parklife Blur, Describe and explain the key features of Britpop you can hear within the piece?</p>
<p>Scales and Modes</p> <ul style="list-style-type: none"> - Usually in a Major Key signature - Major and Minor Pentatonic scales used - Blues style sound in the melodies <p>Harmony</p> <ul style="list-style-type: none"> - Uses mostly Primary Chords - I – IV – V = Most commonly used - I – V – vi – IV = ‘pop punk progression - Vocal Harmonies used 		<p>Key Words</p> <ul style="list-style-type: none"> - Syncopation - Grooves - Hooks - Pentatonic - Harmonies - Distortion - Reverb - Mickey Mousing - Dissonance - Monophonic
<p>Instrumentation</p> <ul style="list-style-type: none"> - Guitars/ Bass/ Drums/ Synthesisers/Keyboards/ Brass and String (a stylistic feature of Britpop) <p>Texture</p> <ul style="list-style-type: none"> - primarily Homophonic texture - Lead vocals with melodic line – harmony provided by vocal harmonies or chordal instrument accompaniments supporting the main melodic line - Some hints at Polyphonic but mostly homophonic <p>Production</p> <ul style="list-style-type: none"> - Guitar effects – Distortion and reverb - The guitar parts were Jangly, distorted and often crunchy tones (British Rock Tradition) - Britpop often used a dual guitar approach (use of electric and acoustic guitars) to create a rich and textured sound. <p>Melody</p>		<p>Career opportunities – Music composer/ Performer</p> <p>Students will develop skills in IT and music production through the use of Garageband</p>









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<ul style="list-style-type: none"> - Guitar Solos and Riffs – catchy and memorable melodies <p><u>Key Listening Analysis questions</u> Listen to ‘Don’t look back in anger’ Oasis, Describe and explain the key features of Britpop you can hear within the piece?</p> <p>Listen to Parklife Blur, Describe and explain the key features of Britpop you can hear within the piece?</p> <p><u>Film Music</u></p> <p><u>Key Characteristics of Film Music</u></p> <p>Melody</p> <ul style="list-style-type: none"> - Leitmotifs are used to identify a particular person, situation or idea. - Micky Mousing: Copying exactly what is on the screen <p>Harmony</p> <ul style="list-style-type: none"> - Chords or discords used in the music to underpin melodies and emotion <p>Scales and Modes</p> <ul style="list-style-type: none"> - Can use diatonic scales (major or minor) - Can also be atonal (not using any particular key) for dissonance <p>Rhythm</p> <ul style="list-style-type: none"> - Specific rhythms can be used to convey certain feelings (like a marching rhythm if a character is marching) <p>Instrumentation</p> <ul style="list-style-type: none"> - Mostly orchestral <p>Textures</p> <ul style="list-style-type: none"> - Depends on the film. Can use monophonic (one melody with no harmony) for really simple micky mousing - Homophonic or Polyphonic for more complicated films providing more intense emotion. <p><u>Composition Task</u></p> <p>Students will be given a short silent film trailer. They will be required to compose the music for this trailer and will be assessed on the inclusion of key characteristics of the style and whether the music is fit for purpose</p> <p><u>End of Half Term Test</u></p> <ul style="list-style-type: none"> - Quiz on the stylistic features of Britpop and Film Music 		
<p>Half TERM 3 and 4: Component 1 PSA</p> <p>Pupils will prepare and complete their assignments for the Component 1 PSA.</p> <p>Assignments Pearson sets the assignments for the assessment of this component.</p>		<p>Rock 'n' roll - Popular music styles - National 5 Music Revision - BBC Bitesize</p> <p>GCSE Music Revision - Rock n Roll (musicgcse.co.uk)</p> <p>Reggae - Popular music styles - National 5 Music Revision - BBC Bitesize</p>




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<p>The assignment for Component 1 consists of two tasks.</p> <ul style="list-style-type: none"> - In response to Task 1, learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme. - In response to Task 2, learners will create three 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques. 		<p>Britpop Bands, Songs, & Facts Britannica</p> <p>Diving into britpop music. or how britishness helped indie music... by The Music Garden Medium</p>
<p>Task 1</p> <ul style="list-style-type: none"> - Pupils will be required to show an understanding of 4 different styles of music that they have studied and analyse examples from these styles. - They will be given a theme to link their analysis to. 		<p>learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme.</p>
<p>4 Styles</p> <ul style="list-style-type: none"> - Rock n Roll - Reggae - Britpop - Film Music <p>Task 2</p> <ul style="list-style-type: none"> - Pupils will be required to create 3 musical products relating to the theme given based around the styles they have studied <p>3 Products</p> <ul style="list-style-type: none"> - Rock N Roll Performance – Twist and Shout by the Beatles or a piece of their choice - Reggae Composition remix - Film Music Composition – Students will be given a short clip from ‘Minions’ movie and they will be required to compose the music for this. 		<p>Key words</p> <ul style="list-style-type: none"> - Syncopation - Grooves - Hooks - Pentatonic - Harmonies - Distortion - Reverb - Mickey Mousing - Dissonance - Monophonic - Textures - Timbre - Tonality - Scales - Harmony - Rhythmic Techniques - Melodic Techniques - Primary chords - 12 bar blues - Walking bassline - Backbeat - Syncopation - Homophonic - Off-beat
<p>Once completed all students are required to write a commentary based around their products</p>		<p>Curriculum Links – ICT use of Garageband</p>
<p>Half Term 5: Music Skills Development</p> <p>Pupils will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement</p> <p>Learning outcome A: Demonstrate professional and commercial skills for the music industry</p> <p>Learners will explore professional techniques for musicians and look at how musicians share their music with others. They will learn to use a variety of methods of evidencing processes and outcomes and communicating skills development.</p>		<p>Performing music - KS3 Music - BBC Bitesize</p>
		<p>Pupils will complete practical tasks in relation to a brief. Focusing on performance and learning a new piece for a final performance</p>
		<p>Key Words</p> <ul style="list-style-type: none"> - Rehearsals - Time management - Technical Exercises - Accuracy of pitch - Articulation






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<p>A1 Professional skills for the music industry Learners will explore the expectations and professional skills required to succeed in the industry:</p> <ul style="list-style-type: none"> - time management - self-discipline - working with others - correct and safe use of equipment - identifying resources required - auditing existing skills and maintaining a development plan. <p>A2 Planning and communicating music skills development</p> <ul style="list-style-type: none"> ● Planning development processes. ● Strategies for skills development. ● Managing equipment and resources. ● Methods of capturing musical development, such as: <ul style="list-style-type: none"> - digital or traditional portfolios, including studio track sheets, production notes, rehearsal diaries, screenshots, key milestone performances and reviews from others - recorded auditions - compositional sketches - raw recordings - drafts - application of effects - initial mixes. ● Having a clear and organised approach to communicating: <ul style="list-style-type: none"> - key points in the process are referenced and in a logical order - videos and recordings are clear - written commentary supports the quality of work. ● Sharing and commenting on work: <ul style="list-style-type: none"> - social media, e.g. Soundcloud™, Facebook™, YouTube™ - jam sessions, improvisation sessions, mixtapes, demos, sharing samples, remixing and reworking, white label, remote collaboration <p>Learning outcome B: Apply development processes for music skills and techniques</p> <p>Learners will participate in workshops and sessions to identify and develop musical skills and techniques in the following three disciplines:</p> <ol style="list-style-type: none"> 1. Music performance 2. Creating original music 3. Music production. <p>They will then select and develop their individual musical and professional techniques appropriate to context and style and demonstrate the application of these skills and techniques in the creation of musical outcomes across two of the three disciplines.</p> <p>B1 Development of technical music skills and techniques</p> <ul style="list-style-type: none"> ● Development processes: <ul style="list-style-type: none"> - individual development routines - identifies technical exercises for development - includes setting goals 		<p>- Tonality Stylistic accuracy</p> <p>Link to ICT – Use of Garageband</p>
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<p>- includes monitoring and tracking of progress</p> <p>B2 Development of music skills and techniques</p> <ul style="list-style-type: none"> • Developing musical skills appropriate to style and context, such as: <ul style="list-style-type: none"> - timing and phrasing - using rhythm and pitch in the creation or recreation of music - using equipment, instrumentation or software appropriately - expression - combining instruments/sounds - health and safety in the use of equipment and/or instruments. • Applying skills development to the creation of content/material: <ul style="list-style-type: none"> - creative intentions - skills needed - stylistic accuracy - creation of content/material <p>Workshops</p> <p><u>Music Performance Workshop</u></p> <ul style="list-style-type: none"> - Pupils will choose the instrument of their choice - The style of their choice - The piece of music of their choice - They will set themselves targets for each rehearsal conducted – at the end of rehearsals students will analyse their rehearsal and whether they have hit their targets - They will set targets for the next rehearsal - Regular recorded sessions - Final Performance of musical piece <p>Assessment</p> <ul style="list-style-type: none"> - Assessed on performance of their piece - Accuracy of pitch - Articulation - Tonality - Stylistic accuracy 		
<p><u>Half Term 6: Musical Workshops</u></p> <p><u>Composition Workshop</u></p> <p>Music Theory</p> <ul style="list-style-type: none"> - Circle of fifths - Major and Minor scales - Key signatures - Textures - Structure - Melodic movement – conjunct/disjunct <p><u>Composition Task</u></p> <p>Pupils will decide on a style of music they want to compose for. They will be required to compose a short piece in that style using stylistic features and compositional devices.</p>	  	<p>Key Signature Hacks: Easy Tricks for Memorizing Major and Minor Keys — Musicnotes Now</p> <p>Major Key Signatures (pugetsound.edu)</p> <p>MusicTheory.net</p> <p>Pupils will complete practical tasks in relation to a brief. Focusing on Composition and the key characteristics required</p> <p>Pupils will also complete a practical task in relation to a brief. Focusing on music production</p> <p>Key Words</p> <ul style="list-style-type: none"> - Circle of fifths - Major and Minor scales - Key signatures - Textures



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<p>Creating original music:</p> <ul style="list-style-type: none">- exploring and extending ideas- using structure effectively- using rhythmic and melodic patterns- development of harmony.		<ul style="list-style-type: none">- Structure- Conjunct- Disjunct
<p><u>Music Production Workshop</u></p> <p>Pupils will choose a piece of music they wish to remix into a different style of music.</p> <p>Skills required</p> <ul style="list-style-type: none">- using software instruments- using audio and software tools- manipulation techniques- inputting and editing audio- using effects- structuring music. <p>Pupils will use different skills and Garageband to remix a famous piece into their own. 3 little birds by Bob Marley.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none">- Students will be marked on their composition task and music production task		<p>Career links – Composer/ music producer</p>