Yr10 (KS4)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support	
GCSE					at home	
Autumn 1	Analysis: Music for a While Basic Theory Exercises Listening exercises Dictation exercises Composition: Creating a brief Performance: Solo 1	<ol> <li>Analysis of musical elements         <ul> <li>Baroque Music.</li> <li>Revision of Music Theory.</li> <li>Musical Connections             between pieces and genres.</li> <li>Music literacy.</li> <li>Composition skills.</li> <li>Performance skills</li> </ul> </li> </ol>	Students build upon KS3 knowledge and apply keywords and components to analysis. Composition skills will be revisited and built upon on a regular basis. Performance skills will be practiced on a regular basis.	Using exemplar students will begin to formulate answers that can be used in analytical tasks. Students will use prior knowledge to analyse set works. They will begin to add keywords and more complex terminology to their answers. Compositions will be simple but capable of more complex development. Students will create a composition brief that can be realised over the term and built upon throughout the year. Students will self and peer assess solo performances using GCSE marking criteria.	<ol> <li>MP3s</li> <li>Bandlab</li> <li>Midi Keyboard</li> <li>Google Classroom</li> <li>Laminates - Theory sheets</li> <li>Booklets</li> <li>Websites - available on GC</li> <li>Composition support group</li> <li>FMC Saturdays</li> <li>School Ensembles</li> <li>Lunchtime recital</li> </ol>	
Autumn 2	Analysis: <b>Defying</b> <b>Gravity</b> Theory Exercises Listening exercises Dictation exercises Composition: Creating a brief Draft One Comp Ensemble 1	<ol> <li>Analysis of musical elements         <ul> <li>Musical Theatre.</li> </ul> </li> <li>Revision of Music Theory.</li> <li>Musical Connections             between pieces and genres.</li> <li>Music literacy.</li> <li>Composition skills.</li> <li>Performance skills</li> </ol>	Students build upon KS3 knowledge and apply keywords and components to analyze Musical Theatre- Verse Chorus Structure. Composition skills will be revisited and built upon on a regular basis. Performance skills will be	Using exemplar students will build upon previous answers and critique one anothers analytical tasks - they will draw upon their prior knowledge of the Baroque Period and apply terminology in their more extended answers. Regular theory questions and dictation exercises will build upon students knowledge and	<ol> <li>MP3s</li> <li>Bandlab</li> <li>Midi Keyboard</li> <li>Google Classroom</li> <li>Laminates - Theory sheets</li> <li>Booklets</li> <li>Websites - available on GC</li> </ol>	

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			practiced on a regular basis.	enable them to answer more demanding questions for the analysis paper. Students will refine their compositions and hand in a 1st draft for marking along with their rationale and brief.	<ol> <li>8. Composition support group</li> <li>9. FMC Saturdays</li> <li>10. School Ensembles</li> <li>11. Lunchtime recital</li> </ol>
				Students will self and peer assess ensemble performances using GCSE marking criteria.	
Spring 1	Analysis: Brandenburg Theory Exercises Listening exercises Dictation exercises Composition: Revision of work Solo 2	<ol> <li>Analysis of musical elements         <ul> <li>Baroque Music</li> <li>Revision of Music Theory.</li> <li>Musical Connections             between pieces and genres.</li> <li>Music literacy.</li> <li>Composition skills.</li> <li>Performance skills</li> </ul> </li> </ol>	Students build upon KS4 knowledge and apply keywords and components to analyze Baroque Music - but this time instrumental. Composition skills will be revisited and built upon on a regular basis. Performance skills will be practiced on a regular basis.	Using exemplar students will build upon previous answers and critique one anothers analytical tasks - they will draw upon their prior knowledge of the Baroque Period and apply terminology in their more extended answers. Regular theory questions and dictation exercises will build upon students' knowledge and enable them to answer more demanding questions for the analysis paper. Students will refine their compositions having been reviewed by the teacher on their 1st draft. Students will self and peer assess	<ol> <li>MP3s</li> <li>Bandlab</li> <li>Midi Keyboard</li> <li>Google Classroom</li> <li>Laminates - Theory sheets</li> <li>Booklets</li> <li>Websites - available on GC</li> <li>Composition support group</li> <li>FMC Saturdays</li> <li>School Ensembles</li> <li>Lunchtime recital</li> </ol>

				Solo performances using GCSE	
				marking criteria.	
Spring 2	Analysis: <b>Killer Queen</b> Theory Exercises Listening exercises Dictation exercises Composition: Revision of work Ensemble 2 Comp One Final	<ol> <li>Analysis of musical elements         <ul> <li>Popular Music (Rock)</li> <li>Revision of Music Theory.</li> <li>Musical Connections             between pieces and genres.</li> <li>Music literacy.</li> <li>Composition skills.</li> <li>Performance skills</li> </ul> </li> </ol>	Students build upon KS4 knowledge and apply keywords and components to analyze - (Verse / Chorus Structure) Composition will be refined and comments that have been made by the teacher will be actioned. The student will look through the marking criteria and ensure that the work is cohesive and convincing. Performance skills will be practiced on a regular basis.	<ul> <li>Using exemplar students will build upon previous answers and critique one anothers analytical tasks - they will draw upon their prior knowledge and apply terminology in their more extended answers.</li> <li>A comparison question will be attempted by students with an unheard work. This will be scaffolded with appropriate keywords and sentence builders.</li> <li>More theory questions and dictation exercises will build upon students' knowledge and enable them to answer more demanding questions for the analysis paper.</li> <li>Students will refine their compositions having been reviewed by the teacher on their 1st draft and submit a final draft for year 10.</li> <li>Students will self and peer assess Ensemble performances using GCSE marking criteria.</li> </ul>	<ol> <li>MP3s</li> <li>Bandlab</li> <li>Midi Keyboard</li> <li>Google Classroom</li> <li>Laminates - Theory sheets</li> <li>Booklets</li> <li>Websites - available on GC</li> <li>Composition support group</li> <li>FMC Saturdays</li> <li>School Ensembles</li> <li>Lunchtime recital</li> </ol>
	Analysis: Preludio Em	1. Analysis of musical elements	Students build upon KS4	Using exemplar students will	1. MP3s

			MUSIC KS4 Curriculum	Map 2021-22			
	Samba		- Popular Music (Rock)	knowledge and apply keywords	build upon previous answers and	2.	Bandlab
	Theory Exercises	2.	Revision of Music Theory.	and components to analyze -	critique one anothers analytical	3.	Midi Keyboard
	Listening exercises	3.	Musical Connections	(Verse / Chorus Structure)	tasks, a comparison question will	4.	Google
	Dictation exercises		between pieces and genres.		be completed by students with an		Classroom
	Composition:	4.	Music literacy.	Composition will be refined and	unheard work. This will be	5.	Laminates -
	Composing to a Brief	5.	Composition skills.	comments that have been	scaffolded with appropriate		Theory sheets
	Ensemble 3	6.	Performance skills	made by the teacher will be	keywords and sentence builders.	6.	Booklets
	Comp One			actioned. The student will look		7.	Websites -
	resubmission			through the marking criteria	More theory questions and		available on
				and ensure that the work is	dictation exercises will build		GC
				cohesive and convincing.	upon students' knowledge and	8.	Composition
					enable them to answer more		support group
				Performance skills will be	demanding questions for the	9.	FMC
				practiced on a regular basis.	analysis paper.		Saturdays
						10	. School
					Students will refine their		Ensembles
					compositions having been	11	. Lunchtime
					reviewed by the teacher on their		recital
					final draft for year 10.		
					Students will self and peer assess		
					Ensemble performances using		
					GCSE marking criteria.		
Summer 2	Analysis: Star Wars	1.	Analysis of musical elements	Students will build upon KS4	Using exemplar students will	1.	MP3s
	Composing to a Brief		- Orchestral Film Music	knowledge and apply keywords	build upon previous answers and	2.	Bandlab
	Theory Exercises	2.	Revision of Music Theory.	and components to analyze a	critique one anothers analytical	3.	Midi Keyboard
	Listening exercises	3.	Musical Connections	film score for Star Wars.	tasks, a comparison question will	4.	Google
	Dictation exercises		between pieces and genres.		be completed by students with an		Classroom
	Solo 3	4.	Music literacy.	Composition will be refined and	unheard work. This will be	5.	Laminates -
	Comp One	5.	Composition skills.	handed in - marks will be added	scaffolded with appropriate		Theory sheets
	resubmission	6.	Performance skills	to the Mock result for analysis.	keywords and sentence builders.	6.	Booklets
						7.	Websites -
				Solo Performance for Year 10	Year 10 Mocks will provide a		available on

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			mock.	<ul> <li>mark for Solo Performance,</li> <li>Analysis Paper and Compositions.</li> <li>This will provide data for teacher and student as to areas for improvement for Year 11.</li> <li>Students will refine their compositions having been reviewed by the teacher on their final draft for year 10.</li> <li>Students will self and peer assess Ensemble performances using GCSE marking criteria.</li> </ul>	GC 8. Composition support group 9. FMC Saturdays 10. School Ensembles 11. Lunchtime recital
Yr11 (KS4) GCSE	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Analysis: <b>Afro Celt</b> Keywords and exam technique Composing to a Brief Theory Exercises Listening exercises Dictation exercises Solo 3 Solo Performance 4	<ol> <li>Analysis of musical elements         <ul> <li>Afro Celt (Fusion Music)</li> </ul> </li> <li>Revision of Music Theory.</li> <li>Musical Connections         between pieces and genres.</li> <li>Music literacy.</li> <li>Composition skills -         Composition Brief Comp 2</li> <li>Performance skills</li> </ol>	Students will build upon KS4 knowledge and apply keywords and components. Comparative work is done between set works and unknown pieces. Composition - Students will research chosen brief and begin work on comp 2. Solo Performance	Listening exercise completed that show a thorough understanding of fusion music and its place within the syllabus. Students are able to draw comparisons with other set works such as the Samba Em Preludio. Year 10 Mocks have provided a base level mark for year 11 and strategies are drawn up between student and teacher to improve in areas that are weaker. Students will plan and develop their composition to a brief.	<ol> <li>MP3s</li> <li>Bandlab</li> <li>Midi Keyboard</li> <li>Google Classroom</li> <li>Laminates - Theory sheets</li> <li>Booklets</li> <li>Websites - available on GC</li> <li>Composition support group</li> <li>FMC Saturdays</li> <li>School</li> </ol>

Autumn 2	Analysis: <b>Beethoven</b>	1. Analysis of musical elements	Students will build upon KS4	Students will self and peer assess Solo performances using GCSE marking criteria. Listening exercise completed that	Ensembles 11. Lunchtime recital <b>1. MP3s</b>
Autuminiz	Keywords and exam technique Composing to a Brief Theory Exercises Listening exercises Dictation exercises Ensemble Performance 4	<ol> <li>Analysis of Musical elements         <ul> <li>Beethoven (Romantic Piano Music)</li> </ul> </li> <li>Sonata Form</li> <li>Revision of Music Theory.</li> <li>Musical Connections between pieces and genres.</li> <li>Music literacy.</li> <li>Composition skills - Composition Brief Comp 2</li> <li>Performance skills</li> </ol>	<ul> <li>Students will build dport KS4</li> <li>knowledge and apply keywords and components. Comparative work is done between set works and unknown pieces.</li> <li>Structure is revisited and students will learn about Sonata Form.</li> <li>Composition - Students will continue to work on their chosen brief throughout the term and hand in first draft at the end of term.</li> <li>Solo and Ensemble Performance</li> </ul>	<ul> <li>Students will continue to work on comparative writing. Teacher will choose one set work every 3 weeks and ask for a piece of extended writing when compared to another work from another composer. There will be less scaffolding and students will be encouraged to peer and self assess.</li> <li>Students will plan and develop their composition to a brief.</li> <li>Students will self and peer assess Solo performances using GCSE marking criteria.</li> </ul>	<ol> <li>Bandlab</li> <li>Midi Keyboard</li> <li>Google Classroom</li> <li>Laminates - Theory sheets</li> <li>Booklets</li> <li>Websites - available on GC</li> <li>Composition support group</li> <li>FMC Saturdays</li> <li>School Ensembles</li> <li>Lunchtime recital</li> </ol>
Spring 1	Set works overview Composition review (1+2) Solo Performance FINAL	<ol> <li>Analysis of musical elements</li> <li>Revision of Music Theory.</li> <li>Musical Connections between pieces and genres.</li> <li>Music literacy.</li> <li>Composition skills</li> <li>Performance skills</li> </ol>	<ul> <li>Analysis overview:</li> <li>Music for a While</li> <li>Defying Gravity</li> <li>Star Wars</li> <li>Beethoven</li> <li>Students will perform their Solo</li> </ul>	Students will revise set works and practice exam questions: a) Set work generic b) Skeleton score c) Longer exam type questions d) Comparative essay	<ol> <li>MP3s</li> <li>Bandlab</li> <li>Midi Keyboard</li> <li>Google Classroom</li> <li>Laminates - Theory sheets</li> </ol>

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			piece in exam conditions (2-4		6. Booklets
			mins)	Students will complete both	7. Websites -
				compositions for half term.	available on
			Compositions will be reviewed		GC
			and students will look at	Students will self and peer assess	8. Composition
			suggestions made and revisit	solo performances using GCSE	support group
			the marking criteria.	marking criteria up to their final	9. FMC
			Composition - Students will	performance.	Saturdays
			continue to work on their		10. School
			chosen brief throughout the		Ensembles
			term and hand in their final		11. Lunchtime
			draft at half term.		recital
Spring 2	Ensemble	1. Analysis of musical elements	Analysis Overview:	Students will revise set works	1. MP3s
	Performance	- Beethoven (Romantic	Afro Celt	and practice exam questions:	2. Bandlab
	Set works overview	Piano Music)	Samba Em Preludio	e) Set work generic	3. Midi Keyboard
	Composition review	2. Sonata Form	Brandenburg	f) Skeleton score	4. Google
	(1+2)	3. Revision of Music Theory.	Killer Queen	g) Longer exam type	Classroom
		4. Musical Connections		questions	5. Laminates -
		between pieces and genres.	Students will perform their	h) Comparative essay	Theory sheets
		5. Music literacy.	Ensemble piece in exam		6. Booklets
		6. Composition skills -	conditions (2-4 mins)	Students will continue to work on	7. Websites -
		Composition Brief Comp 2		both compositions if needed -	available on
		7. Performance skills	Compositions will be reviewed	After school and FMC.	GC
			if needed in after school		8. Composition
			sessions or at FMC.	Students will self and peer assess	support group
				Ensemble performances using	9. FMC
				GCSE marking criteria up to their	Saturdays
				final performance.	10. School
					Ensembles
					11. Lunchtime
					recital

Summer 1	Set works revision	1.	Analysis of musical elements	Set works revision:	Studer	nts will revise set works	1.	MP3s
	Skeleton Score	2.	Revision of Music Theory.	Afro Celt	and pr	actice exam questions:	2.	Bandlab
		3.	Musical Connections	Samba Em Preludio	1.	Set work generic	3.	Midi Keyboard
			between pieces and genres.	Brandenburg	2.	Skeleton score	4.	Google
		4.	Music literacy.	Killer Queen	3.	Longer exam type		Classroom
				Music for a While		questions	5.	Laminates -
				Defying Gravity	4.	Comparative essay		Theory sheets
				Star Wars			6.	Booklets
				Beethoven			7.	Websites - available on GC
							8. 9.	
							10	. School
								Ensembles
Summer 2								