



## Roundwood Park School Curriculum Map – MUSIC Year 10

*A curriculum that stimulates curiosity, values diversity and offers challenge.*

*We help every student to love learning for life, to follow their passions and to reach their full potential.*

| Year 10                     | Autumn Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Autumn Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring Term 1                                                                                                                                                                                                                                                                                                                         | Spring Term 2                                                                                                                                                                                                                                                | Summer Term 1                                                                                                                                        | Summer Term 2                                                                                                                   |
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| Unit of Work                | World Music/<br>Conventions of Pop                                                                                                                                                                                                                                                                                                                                                                                                                                  | Concerto Through<br>Time/Conventions of Pop                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Film/Conventions of Pop                                                                                                                                                                                                                                                                                                               | Film/Gaming Music                                                                                                                                                                                                                                            | All AoS                                                                                                                                              | Coursework                                                                                                                      |
| <b>Key knowledge topics</b> | <p>Musical elements deep dive, theory and identifying instruments.</p> <p>AOS3- Part 1 rhythms of the world: African drumming, Calypso and Samba.</p> <p>AoS 5: Conventions of Pop Exploration of the different styles.</p> <ul style="list-style-type: none"> <li>- Rock n Roll</li> <li>- Rock Anthems</li> </ul> <p>This is delivered through class/group performances, composition tasks and listening exercises</p> <p><b>Composition Workshops: (LDY)</b></p> | <p>AoS2: The Concerto Through Time Part 1: Baroque (Solo Concerto and Concerto Grosso)</p> <p>AoS2 Part 2: The Concerto Through Time: Classical &amp; Romantic Concerto</p> <p>Students should now be able to: Aurally identify an unfamiliar piece of music as Baroque, Classical or Romantic, identify whether it is a solo or concerto grosso, and describe the features they can hear. Students will conduct diction and score reading exercises.</p> <p>AOS5: Conventions of pop</p> <p>-Pop Ballads<br/>-Modern day artists</p> <p><b>Begin composition 1: (Free composition)</b></p> | <p>AoS 4: Film music Introduction to the extended writing question.</p> <p>Students compose short compositions for different film genres. Aurally identify instruments and write a paragraph about how the music depicts a certain mood/scene.</p> <p>Score reading and dictation</p> <p><b>Composition 1: (Free composition)</b></p> | <p>AoS 4: Film music Continuation of film music. Students will learn about video game composers and begin to compose a short piece for a video game using garageband.</p> <p>Score reading and dictation</p> <p><b>Composition 1: (Free composition)</b></p> | <p>Going over the whole content so far in preparation for the Y10 exam.</p> <p>General listening and theory.</p> <p><b>Solo performance exam</b></p> | <p>AOS5: Conventions of pop</p> <p>-Pop Ballads<br/>-Modern day artists</p> <p><b>Plan ensemble performance for Year 11</b></p> |

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| <b>Assessments</b>           | Solo performance<br>Composition                                                                                                 | Composition<br>End of unit test- AOS2                                                                                                               | AoS4 - end of unit test                                                                                                                                         | Film music style questions<br>Composition<br>Solo performance                                                                       | Mock paper<br>Solo performance                                                                                                                | Composition                                                                                                                    |
| <b>Oracy</b>                 | In pairs, students will orally compare and contrast the use of rhythm in African drumming and Samba, using specific terminology | Students are given an unfamiliar piece of music and must justify to a partner why it is either a Solo Concerto or a Concerto Grosso, using keywords | Students act as directors and will orally describe a scene to a "composer," explaining exactly how the film music should sound to create a specific atmosphere. | Students lead a short discussion on how video game music differs from film music, focusing on the roles of different game composers | Following their solo performance exam, students give a reflective talk on the technical challenges of their piece and how they addressed them | Students present a deep dive into a modern-day artist, explaining their musical style and its roots in earlier pop conventions |
| <b>ASPIRE habits</b>         | Collaborative                                                                                                                   | Resourceful                                                                                                                                         | Responsible                                                                                                                                                     | Responsible                                                                                                                         | Resilient                                                                                                                                     | Reflective learners                                                                                                            |
| <b>Reading opportunities</b> | Read How to Write a Hit Song. Use these ideas for your own composition.                                                         | Read the Rhythms of the World information on GCSE bitesize.                                                                                         | Read about the different concertos on the classic fm website                                                                                                    | Read the book <i>Film Themes</i> by John Williams.                                                                                  | Read the score of Corelli's Concerto Grosso in F major. Highlight the concertino and ripieno                                                  |                                                                                                                                |



## Roundwood Park School Curriculum Map – MUSIC Year 11

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| Year 11                                                                                                                                                                                                                                                                                                                                                                                             | Autumn Term 1                                                                                                                                                                                                                                                                                                                                                    | Autumn Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spring Term 1                                                                                                                                                                                                                                                                                                                                                                                      | Spring Term 2                                                                                                                                          | Summer Term 1                                                                         | Summer Term 2                                    |
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| Unit of Work                                                                                                                                                                                                                                                                                                                                                                                        | Rhythms of the world                                                                                                                                                                                                                                                                                                                                             | Revision for mock                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Revision                                                                                                                                                                                                                                                                                                                                                                                           | Revision                                                                                                                                               | Revision                                                                              | Coursework sent<br>No students                   |
| <b>Key knowledge topics</b><br><br>AOS3: Part 2- Indian Classical and Bhangra<br><br>Students should now be able to: Aurally identify Punjabi/Western fusion & describe the features they can hear. Aurally identify Romantic concerto & describe features they can hear<br><br>AOS 4: Recap Film and Video music<br><br>Score reading and dictation<br><br><b>Begin composition 2: (Set Brief)</b> | AOS3: Part 2- Indian Classical and Bhangra<br><br>Students should now be able to: Aurally identify Punjabi/Western fusion & describe the features they can hear. Aurally identify Romantic concerto & describe features they can hear<br><br>AOS 4: Recap Film and Video music<br><br>Score reading and dictation<br><br><b>Begin composition 2: (Set Brief)</b> | Aos5: Pop Ballads (70s/80s/90s) and Solo Artists from 1990 onwards<br><br>Students should now be able to: Aurally identify the era of an unfamiliar piece of popular music and describe the features they can hear<br><br>AOS3: Part 2- Indian and Bhangra<br><br>Students should now be able to: Aurally identify Punjabi/Western fusion & describe the features they can hear. Aurally identify Romantic concerto & describe features they can hear<br><br>AOS 4: Recap Film and Video music<br><br><b>Revision for Mock</b><br><br><b>Composition 2: (Set Brief)</b> | AoS1: Continue to act on teacher feedback for Compositions and performances<br><br>AOS3- Part 3 Eastern Mediterranean/Arabic (Palestinian, Israeli and Greek)<br><br>Students should now be able to: Aurally identify an unfamiliar piece of music as Middle Eastern or Arabic and describe fingerprints of the style<br><br>Prepare for Performance exam<br><br><b>Composition 2: (Set Brief)</b> | AoS1: Coursework Deadline: Composition(s) and performances<br><br>Revising all areas of study. Exam practice questions<br><br><b>Performance exams</b> | Recap of all GCSE topics<br><br>Student-led revision activities<br><br>Exam technique | <b>LISTENING EXAM first week after half term</b> |
| <b>Assessments</b>                                                                                                                                                                                                                                                                                                                                                                                  | Solo performance<br>Composition                                                                                                                                                                                                                                                                                                                                  | Mock exam<br>End of unit test- AOS5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | AoS 3 unit test                                                                                                                                                                                                                                                                                                                                                                                    | Final performance exam                                                                                                                                 |                                                                                       |                                                  |

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| <b>Oracy</b>                 | Students lead a discussion on how Punjabi and Western styles are fused in Bhangra music, identifying specific features they can hear | Students present their plan for Composition 2 (Set Brief), explaining how they will meet the specific requirements of the chosen brief | In small groups, students compare Palestinian, Israeli, and Greek music, identifying the unique "fingerprints" of each style and present it to the class | Students work in groups to deconstruct a mock exam question, orally planning the most effective way to structure an extended writing answer | Students design and orally deliver a revision quiz or game for their peers covering any of the Areas of Study |                     |
| <b>ASPIRE habits</b>         | Collaborative                                                                                                                        | Resourceful                                                                                                                            | Responsible                                                                                                                                              | Responsible                                                                                                                                 | Resilient                                                                                                     | Reflective learners |
| <b>Reading opportunities</b> | Read How to Write a Hit Song. Use these ideas for your own composition.                                                              | Read the Rhythms of the World information on GCSE bitesize.                                                                            | Read about the different concertos on the classic fm website                                                                                             | Read the book <i>Film Themes</i> by John Williams.                                                                                          | Read the score of Corelli's Concerto Grosso in F major. Highlight the concertino and ripieno                  |                     |