

## Music Year 10 Curriculum End Points and key vocabulary

|                     | Autumn Term 1   | Autumn Term 2   | Spring Term 1  | Spring Term 2  | Summer Term 1  | Summer Term 2 |
|---------------------|---|---|--|--|--|---------------|
| <b>Unit of Work</b> | Forms and Devices   | Popular Music   | Music for Ensemble   | Film Music   | Revisiting Forms, Devices and Popular Music<br>Revisiting Music for Ensemble and Film Music.   |               |
| <b>Ethos Links</b>  | Character (developing Respect, Responsibility and Kindness within our students to make them good global and local citizens)   | Character (developing Respect, Responsibility and Kindness within our students to make them good global and local citizens)   | Character (developing Respect, Responsibility and Kindness within our students to make them good global and local citizens)  | Character (developing Respect, Responsibility and Kindness within our students to make them good global and local citizens)  | Character (developing Respect, Responsibility and Kindness within our students to make them good global and local citizens)  |               |
| <b>Knowledge</b>    | <p>By the end of this unit students will know and understand:</p> <p>Terms related to area of study 1:<br/>Forms and Devices with terminology as appropriate:</p> <ul style="list-style-type: none"> <li>• Binary, ternary and rondo forms</li> <li>• repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio,</li> </ul> | <p>By the end of this unit students will know and understand:</p> <p>Popular Music, with terminology as appropriate:<br/>rock and pop styles (revisiting Blues from KS3)<br/>strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros,</p> | <p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> <li>• Key features of Chamber Music, Musical Theatre, Jazz and Blues</li> <li>• How to compose using texture and sonority (chords and melody):</li> <li>• Additional concepts of melody,</li> </ul> | <p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> <li>• Film Music, with devices and terminology:</li> <li>• The relationship between the story and the music</li> <li>• The effect of audience, time and place, and how to achieve this through use of the musical elements</li> </ul> | <p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> <li>• The relation of all topics from year 10 to different pieces and wider listening and performing examples</li> <li>• How to complete aural analysis and aural dictation</li> <li>• The key terms and vocabulary covered in half terms 1-4 in further detail with a greater</li> <li>• How to complete a full exam paper.</li> </ul> |               |

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|                              | <p>melodic and rhythmic motifs, simple chord progressions</p> <p>Initial information on prepared extract – J.S. Bach: Badinerie from suite no. 2 in B Minor.</p>   | <p>backing tracks, improvisation</p> <p>Initial information on prepared extract “Africa” by Toto</p>  | <p>harmony and tonality, listed in the vocabulary for this topic:</p>   | <ul style="list-style-type: none"> <li>• Use of sonority, texture and dynamics to create a mood</li> <li>• How to achieve contrasts and develop initial ideas when composing</li> </ul>       |   |
| <p><b>Key Vocabulary</b></p> | <ul style="list-style-type: none"> <li>• J.S. Bach: Badinerie from suite no. 2 in B Minor.</li> <li>• Appoggiatura; Badinerie; Baroque era; Basso Continuo; Inversion; Neapolitan chord; Sequence; Suite; Suspension; Terraced Dynamics; Transverse flute; Trill;</li> </ul> | <ul style="list-style-type: none"> <li>• Toto: Africa</li> <li>• E Major; Riff; Popular Music Structural terms; Anacrusis; Ostinato; Split common time 2/2; African Pitched Percussion; Phrasing; Harmonic Rhythm; Chord Pattern; Countermelody/ Descant; Grace Notes; NME; Pentatonic</li> </ul> | <ul style="list-style-type: none"> <li>• Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody</li> <li>• inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor</li> </ul> | <ul style="list-style-type: none"> <li>• Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas</li> </ul> | <p>Vocabulary linked to chosen pieces, linked to topics covered so far, see left.</p> |