



CURIOSITY

COMPASSION

COURAGE



Curriculum overview

Subject	KS4 MUSIC	Year group	10
<p>Vision statement:</p>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
<p>Curriculum intent:</p>	<p>Our curriculum is designed to give all students opportunities to enjoy, develop and explore the arts, allowing students to experience a purposeful and enjoyable experience which is accessible for all.</p> <p>The core values for our curriculum within our directorate is to provide the students with a broad experience in a wide range of topics, ensuring the students build upon prior knowledge but experience new themes in which broaden their understanding of the wider world, whilst exploring the school values, curiosity, compassion and courage.</p> <p>In Performing Arts; dance, music and drama, our students work on themed topics which are linked across all three subjects. The topics cover a broad range of genres which are essential to performing arts yet also provide cross-curricular links to other subjects across this school. We expose the students to a wider range of practitioners and consider the wider world of work within this. The students also have access to a broad range of enrichment activities that support their learning and provide opportunities such as travelling abroad playing in concert band or performing with dance company or attending county concerts with choir.</p> <p>The students in this school are particularly successful in the creative, practical subjects. We have a lot of excellent musicians and are known to be a centre of excellence with a Platinum award from ENTRUST for Music. We are well known within the community for the quality of productions and ensembles we have on offer.</p> <p>Our curriculum throughout the directorate is:</p> <ul style="list-style-type: none"> • ambitious for all pupils; • coherently planned and sequenced; 		



CURIOSITY

COMPASSION

COURAGE



- successfully adapted, designed and developed for pupils with special educational needs and/or disabilities
- broad and balanced for all pupils and builds upon prior knowledge learnt

The national curriculum, in Music and Dance (PE), has been embedded within our topics. The language for learning used in our assessments and in lessons reflects this. All three areas prepare the students in readiness for GCSEs and further education and for a future within the industry, providing the students the knowledge needed in order to be successful learners. Our curriculum builds upon embedding knowledge, reinforcing and testing their understanding through written and practical based activities.

Performing Arts is particularly successful in engaging disadvantaged students, who thrive and are successful in this environment.

We encourage our students to be resourceful and strive for them to become independent learners. We encourage them to show curiosity in order to think and process new ideas, both independently and as part of a team, exploring different themes across the key stages. We give them experience beyond the classroom through trips, visiting practitioners and competitions. We provide our student with a nurturing environment in order for them to thrive and succeed, showing courage through performance to others. We teach them to show compassion towards others performing, discuss what it is to be an audience member and theatre etiquette. We support their aspirations both in the classroom and in their extra-curricular activities. Our directorate is particularly successful with providing them transferable skills, to support them in developing positive behaviours and attitudes across their academic career and beyond.

Threshold Concepts (TCs):

Threshold concepts MUSIC KS4

TC1: They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions.

TC2: They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

TC3: Pupils should be taught to: play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression, improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

TC4: Pupils should use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

TC5: Pupils should identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices

TC6: Pupils should listen with increasing discrimination to a wide range of music from great composers and musicians, developing a deepening understanding of the music that they perform and to which they listen, and its history.

KS2 National Curriculum summary

Students should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.







Students should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand staff and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

<p>KS2 National Curriculum summary</p>	<p>Develop an understanding of the history of music. Students will play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Improve and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices Listen with increasing discrimination to a wide range of music from great composers and musicians Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>					
<p>Learner skills:</p>	<p>Critical thinking</p>  <p>CRITICAL THINKING</p>	<p>Organisation</p>  <p>ORGANISATION</p>	<p>Collaboration</p>  <p>COLLABORATION</p>	<p>Adaptability</p>  <p>ADAPTABILITY</p>	<p>Oracy</p>  <p>ORACY</p>	<p>Self-quizzing</p>  <p>SELF QUIZZING</p>
<p>Subject</p>	<p>KS4 MUSIC</p>		<p>Year group</p>		<p>10</p>	
	<p>Term 1 Aug-Oct</p>	<p>Term 2 Nov-Dec</p>	<p>Term 3 Jan-Feb</p>	<p>Term 4 Mar-Apr</p>	<p>Term 5 Apr-May</p>	<p>Term 6 Jun-Jul</p>
<p>The Big Question</p>	<p>What skills do you need in order to be successful musician?</p>					
<p>Big picture questions:</p>	<p>What skills do we need as a musician? Do all musicians read music? The orchestra – what is it? Genre – how many different musical genres are you aware of? What is your understanding of interpreting music?</p>	<p>What is your understanding of popular song? Are you aware of the musical journey? What is a ballad? Rock and roll – Are you aware of this genre? Composition – What is it? What are the different musical components of composition? Expression in playing can enhance a performance. What do you need to add</p>	<p>How many different genres of world music can you think of? What is cyclic music? What can this music also be used for? Is this music used for sacred purposes? What composition devices can we use? Harmony and tonality – what do they mean? Can you write a melody using your ear?</p>	<p>How many film composers can you think of? What is the purpose of film music? How can atmosphere be represented by music? Does music make a difference to game and film? How can musical devices develop your compositions? What are the symbols for dynamics?</p>	<p>Have you fully met the mark scheme provided for performance? Have you fully met the mark scheme for composition? What are the musical features of Music from the Middle East? What is the musical features of ‘Pop and</p>	<p>How can mark schemes help develop you as a learner? Are you an effective performer? Harmony is important. What is it? How do we use tonality to represent film and game genres?</p>



CURIOSITY

COMPASSION

COURAGE



	Performance is an art. How do we practice effectively?	to your performance in order to do this?			Rock Music' (Refer to the subgenres)? Have you added expression and performance directions to your work?	Can you remember the different features for each Is listening important?
Content (Linked to TCs):	<p>Understanding Rhythm and notation. PERFORMANCE, COMPOSITION, LISTENING TC4</p> <p>Understanding instruments and the orchestra.</p> <p>Learning how to identify different genres of music. LISTENING TC2</p> <p>They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. PERFORMANCE TC1</p>	<p>Understanding Rhythm and notation. PERFORMANCE, COMPOSITION, LISTENING TC4</p> <p>Understanding instruments and the orchestra</p> <p>Learning how to identify different genres of music. ROCK AND ROLL, ROCK ANTHEMS, SOLO ARTIST, BALLAD - LISTENING TC2</p> <p>Understanding time-signatures, chords and harmony. PERFORMANCE AND COMPOSITION TC4</p> <p>Understanding musical devices COMPOSITION TC5</p> <p>-Improving confidence when performing TC3</p> <p>Improving ensemble skills PERFORMANCE TC1</p> <p>Improving your solo performance TC1</p> <p>Understanding composition COMPOSITION TC2,3</p>	<p>Understanding Rhythm and notation. PERFORMANCE, COMPOSITION, LISTENING TC4</p> <p>Understanding instruments and the orchestra</p> <p>Learning how to identify different genres of music and being able to answer exam style questions GREEK/ INDIAN AND BHANGRA/ ISRAEL/ PALISTINE. - LISTENING.TC2</p> <p>Understanding time-signatures, chords and harmony. PERFORMANCE, COMPOSITION and LISTENING TC4 TC5</p> <p>Improving confidence when performing TC3</p> <p>Improving solo and ensemble skills PERFORMANCE TC1</p> <p>Understanding composition. COMPOSITION TC2,3</p>	<p>Understanding Rhythm and notation. PERFORMANCE, COMPOSITION, LISTENING TC4</p> <p>Understanding instruments and the orchestra</p> <p>Learning how to identify different genres of music. – MUSIC OF FILM AND GAME - LISTENING.TC2</p> <p>Understanding time-signatures, chords and harmony. COMPOSITION/ LISTENING. TC4 TC5</p> <p>Understanding musical devices. COMPOSITION/ LISTENING TC5</p> <p>Improving confidence when performing TC3</p> <p>Improving ensemble/ solo skills PERFORMANCE TC1</p> <p>Understanding composition. COMPOSITION TC2,3</p>	<p>To complete all compositions and submit for moderation. COMPOSITION. TC4/ TC5</p> <p>Understanding instruments and the orchestra. Learning how to identify different genres of music. ALL AREAS OF STUDY - LISTENING TC2</p> <p>To complete all performances for moderation. SOLO/ ENSEMBLE PERFORMANCE TC1/ TC3</p>	<p>Understanding Rhythm and notation. COMPOSITION. TC4</p> <p>Understanding instruments and the orchestra</p> <p>Learning how to identify different genres of music. FILM MUSIC. TC2</p> <p>Learning how to identify different genres of music. – CALYPSO - LISTENING.TC2</p> <p>Understanding time-signatures, chords and harmony TC4 TC5-</p> <p>Understanding musical devices – COMPOSITION TC5</p> <p>Improving confidence when performing</p> <p>Improving ensemble skills ENSEMBLE PERFORMANCE TC1</p>



CURIOSITY

COMPASSION

COURAGE



Vocabulary Instruction:	Rhythm, Syncopation, timing, texture, tempo, structure	Homophony Polyphony Cross-rhythmic Syncopated	Cyclic, scalar, contrapuntal, chordal, intervals	Layered, motif, leitmotif, counterpoint, development	Notation, signature, phrase, harmony, audience, performance	Listening, ensemble, rhythm, notation
Assessment:	Formative Assessment 1 Solo performance Composition skills Listening questions Low stakes quizzes	Formative Assessment 1 Ensemble performance Composition skills Listening questions Low stake quizzes	Summative Assessment 1 Mock Listening PPE Mock performance x2 Mock composition x1	Formative Assessment 1 Composition x1 Solo performance Ensemble performance Listening questions Low stakes quizzes	Formative Assessment 1 Composition x1 Solo performance Ensemble performance Listening questions Low stakes quizzes	Summative Assessment Mock Listening PPE Mock performance Mock composition
Key/Historical misconceptions in this unit:	That a concerto is a musical conversation That harpsichord is only used in Baroque music The range of ornamentation used The word tonality causes confusion The growth of the orchestra and the instruments added throughout the time periods.	Music technology features The descriptions of the voice – melisma, syllabic.	Understanding the difference between Israel and Palestine. Getting the instruments of the orchestra confused Features of the rhythm What the question is asking.	Primary chords Secondary chords Dictation techniques The difference between raga and tala.	Identifying time-signatures Identifying features of the melody Identifying features of the rhythm What the questions are asking.	When analysing film music the students do not refer to the action when discussing the music. Confusing the world music genres. Confusing the features of the work music genres.
Sequencing:	We have chosen to sequence the year 10 curriculum like this because... It prepares the students for GCSE coursework and exams whilst giving them a broad understanding of music across different genres, preparing them for a career in music.					
Values	This scheme of work promotes the school values of Compassion, Curiosity and Courage by: Compassion – Working with others in paired work and in groups. Listening to the teachers and using the modelled examples to support their progress. Supporting each other and asking for help when needed. Being kind and helpful when packing away resources. Being respectful to students when performing and following theatre etiquette. Understanding different religions and cultures showing respect for diversity.					



CURIOSITY

COMPASSION

COURAGE



Curiosity – Showing interest in new things. Asking questions to seek a better understanding. Learning about different genres of music. Exploring composition and being brave when experimenting with new ideas and devices. Performing with challenge.
Courage – Performing to each other and to the teacher. Exploring ideas and concepts that maybe new and difficult to understand. Asking for support when needed. Experimenting with new genres of music.

National Curriculum plus: **In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)**
 MATHS: Addition, fractions, division, ART: Genres of the world
 HISTORY: Development of the orchestra through time.
 PSHE: Working as a group, problem solving.
 Careers: Exploring practitioners. Discussing job roles appropriate to Music – being a performer, a composer, a conductor.

Subject	KS4 MUSIC		Year group		11	
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul

The Big Question Have you got the knowledge and understanding needed in order to pass GCSE music?

Big picture questions:	What is an orchestra? What is a concerto? What time periods do you know? Music uses structure. What is sonata form? Is your performance at the correct standard for GCSE? What composition brief are you going to choose? What is a stimulus? What is dictation	What other art forms refer to Baroque, Classical and Romantic genres? What is a Concerto Grosso? What components does a virtuoso player have and where might you hear this? Sonata form. What sections might you hear? Is your performance refined? Is your composition developing? What compositional techniques are you using within your work?	Can you answer the exam questions effectively? How would you relate action to the music heard? Can you name a composer/performer for each genre? What does Dr P SMITH mean? In your extended writing are you using all the features? Assess your performance – What have you done well? What have you got to improve? Assess your composition – What have you done well? What have you got to improve?	Have you used the stimuli within your composition? Have you developed your stimuli? Have you used interesting orchestration within your piece? Have you performed showing good communication with others? Performing accurately with expression is essential for the higher mark bands. How do you feel you are doing in your piece?	How do we identify key features within our listening work? Extended writing in music needs to be structured carefully. What components do we use to help us structure our writing? How do you link action to music? How important is it to perform with others? What process do you think a band goes through in order to be performance ready?	



CURIOSITY

COMPASSION

COURAGE



<p>Content (Linked to TCs):</p>	<p>Understanding Rhythm and notation. PERFORMANCE AND COMPOSITION TC4 Understanding instruments and the orchestra. Learning how to identify different genres of music. LISTENING TC2 They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. PERFORMANCE TC1</p>	<p>Understanding Rhythm and notation. PERFORMANCE AND COMPOSITION TC4 Understanding instruments and the orchestra Learning how to identify different genres of music. ROCK AND ROLL, ROCK ANTHEMS, SOLO ARTIST, BALLAD - LISTENING TC2 Understanding time-signatures, chords and harmony. PERFORMANCE AND COMPOSITION TC4 Understanding musical devices TC5 -Improving confidence when performing TC3 Improving ensemble skills PERFORMANCE TC1 Understanding composition COMPOSITION TC2,3</p>	<p>Understanding Rhythm and notation. PERFORMANCE AND COMPOSITION. TC4 Understanding instruments and the orchestra Learning how to identify different genres of music. GREEK/ INDIAN AND BHANGRA - LISTENING.TC2 Understanding time-signatures, chords and harmony. PERFORMANCE AND COMPOSITION TC4 TC5 Improving confidence when performing TC3 Improving ensemble skills PERFORMANCE TC1 Understanding composition. COMPOSITION TC2,3</p>	<p>Understanding Rhythm and notation. PERFORMANCE AND COMPOSITION. TC4 Understanding instruments and the orchestra Learning how to identify different genres of music. – ISRAEL/ PALISTINE. - LISTENING.TC2 Understanding time-signatures, chords and harmony. COMPOSITION. TC4 TC5 Understanding musical devices. COMPOSITION TC5 Improving confidence when performing TC3 Improving ensemble skills PERFORMANCE TC1 Understanding composition. COMPOSITION TC2,3 To understand how music represents pictures/ story LISTENING TC1, TC6</p>	<p>To complete the first draft of free-choice composition. COMPOSITION. TC4 Understanding time-signatures, chords and harmony. TC4 TC5 Understanding instruments and the orchestra. Learning how to identify different genres of music. FILM MUSIC TC2 Learning how to identify different genres of music. – SAMBA/ AFRICAN DRUMMING - LISTENING.TC2 Understanding musical devices COMPOSITION TC5 Improving confidence when performing Improving ensemble skills. ENSEMBLE PERFORMANCE TC1</p>
<p>Vocabulary Instruction:</p>	<p>Rhythm, Syncopation, timing, texture, tempo, structure</p>	<p>Homophony Polyphony Cross-rhythmic Syncopated</p>	<p>Cyclic, scalic, contrapuntal, chordal, intervals</p>	<p>Layered, motif, leitmotif, counterpoint, development</p>	<p>Notation, signature, phrase, harmony, audience, performance</p>



CURIOSITY

COMPASSION

COURAGE



Assessment:	Formative Assessment 1 Solo performance Composition 1 Listening questions Low stakes quizzes	Formative Assessment 1 Ensemble performance Composition 1 and 2 Listening questions Low stake quizzes	Summative Assessment 1 Mock Listening PPE Mock performance x2 Mock composition x2	Formative Assessment 1 Composition x2 Solo performance Ensemble performance Listening questions Low stakes quizzes	Formative Assessment 1 Integrated portfolio submitted for moderation Performing portfolio submitted for moderation Practice listening exams Low stakes quizzes	
Key/Historical misconceptions in this unit:	Correct understanding of notation values – American and British – misconceptions by guitar and drummers. Bass clef has different notes to treble. Reading of rhythm.	The writing of musical notation – practising how the music is written. Learning where sharps and flats are placed. Learning about the range of instruments. Learning what the chords are called. Identifying the	Following the correct shape of the melody line – reading of notation and matching the correct pitch. Using the correct notes of the keyboard. Using layers within composition work to make compositions more interesting.	Understanding the difference between Israel and Palestine. Identifying the correct guitars. Getting the instruments of the orchestra confused.	Lack of understanding of film composers. Naming the samba instruments incorrectly. Understanding the word syncopation. Understanding what homo-rhythmic means and that it is a type of texture.	
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National Curriculum plus:	In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context) MATHS: Addition, fractions, division, ART: Genres of the world HISTORY: Development of the orchestra through time. PSHE: Working as a group, problem solving. Careers: Exploring practitioners. Discussing job roles appropriate to Music – being a performer, a composer, a conductor.					