



Music



Archdiocese of Liverpool

Curriculum intent:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. The school's Catholic ethos is at the forefront of what we do and we develop pupils' spirituality through the use of music for liturgy, contributing to whole school Masses and events.

Year 10

TERM 1

Content

Area of Study 3

Latin/Caribbean Music: Bob Marley, Santana, Blues, Folk Music

Composition: Blues/Jazz

Music Technology Task: Snow Patrol
(Quantising, layering, rhythm and note values)

Concepts and Skills

Theory Booklet

Treble/Bass Clef

Intervals

Instruments

Cadences

Time signatures

Note values

TERM 2

Area of Study 2: Popular Music

Study Piece: "Sgt. Pepper's Lonely Hearts Club Band" by The Beatles

Area of Study 2: Popular Music

Musical Theatre e.g. "Little Shop of Horrors" & "West Side Story"

Rock Music e.g. Led Zeppelin & Pink Floyd
Film Music e.g. "Star Wars"

Composition: Bhangra

World music instrumentation

Use of Meend, Tan and Drone

Pop Music Structure/Instrumentation

What makes a successful melody line?

Musique Concrete.

Rhythms and time signatures.

TERM 3

Area of Study 1: Western Classical Tradition

Study Piece: Haydn's Symphony No. 101 in D major "The Clock Symphony". Detailed analysis

Baroque: Oratorios

Classical: Mozart Symphonies

Romantic: Piano Music of Chopin.

Composition:

Ternary Waltz

Ternary form

Ornamentation e.g. acciaccatura/trill

Tonality, modulation, ternary Form

Sonata Form

Instrumentation

Development of the Orchestra

Transposing Instruments

Texture: Monophonic, Homophonic, Polyphonic and

Melody and accompaniment.

