

## Curriculum Map 2023-24

## Year 10

Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1 and 2	<a href="#">The Concerto Through Time, Composition to a Set Brief and Solo Performance</a>	Learners should study The Concerto and its development from 1650 to 1910 through: the Baroque Solo Concerto, the Baroque Concerto Grosso, the Classical Concerto, and the Romantic Concerto. Pupils will also be provided with an example set brief from an OCR practice paper and will create their own composition using one of the provided stimuli, thus developing their compositional skills and deepening their knowledge of the elements of music. Throughout this term pupils will also be set the homework task of practising a solo performance piece and submitting versions of this for feedback.	<b>Listening and Appraising:</b> Learners should study and develop an understanding of: what a concerto is and the way it has developed through time; the instruments that have been used for the solo part in the concerto and how they have developed through time; the growth and development of the orchestra through time; the role of the soloist(s); the relationship between the soloist(s) and the orchestral accompaniment; how the concerto has developed through time in terms of length, complexity and virtuosity; the characteristics of Baroque, Classical and Romantic music as reflected in The Concerto. <b>Composition:</b> Pupils will have the chance to compose Baroque, Classical and Romantic works for chamber ensembles using Logic or Sibelius software, plus pupils will learn how to compose appropriately to a defined brief set by OCR, showing an understanding of the appropriate style, audience and/or occasion. <b>Performance:</b> Pupils will learn how to practice effectively and what makes a good performance. Pupils will learn about the importance of technical control and expressive playing, and will watch and mark multiple performances as examples.	Revising elements of music knowledge from last year, particularly melody, rhythm and instrumentation. Pupils will also be utilising their knowledge of the elements of music and song components (such as melodies, chord sequences, basslines and drumlines) when experimenting with their compositions.	Small formative assessments within each of the genres through book-work, practice questions and questioning. Formative assessments for compositions and performances throughout lessons.	Summative assessment in the form of a submitted composition and solo performance homework task which will be graded by their teacher according to OCR criteria. There will also be a listening and appraising summative assessment at the end of the topic.
Spring 1 and 2	<a href="#">Rhythms of the World: The Indian Subcontinent and Latin America, Free Composition and Solo Performance</a>	Learners will study and develop an understanding of the characteristic rhythmic features of music from the Indian Subcontinent and Latin America. Pupils will also start to experiment with ideas for their free compositions and become more confident performers.	<b>Listening and appraising:</b> Learners should study and develop an understanding of the following for each geographical region including: characteristic rhythms and metres; the origins and cultural context of the traditional music; the musical characteristics of the folk music; the impact of modern technology on traditional music; the names of performers and groups; ways in which performers work together. <b>Composition:</b> Pupils will have the chance to compose music from these different genres using our Logic software, as well as starting to create their free compositions. <b>Performance:</b> Students will have access to our Djembe drums and Samba instruments and we will perform together as a whole-class ensemble, plus pupils will be working on their solo performances.	Mostly new content, however there will be many references to the elements of music and comparisons to instruments of the orchestra covered in the <i>Concerto Through Time</i> module. Pupils will also be developing their composition and performance skills through our practical lessons.	Small formative assessments within each of the genres through book-work, practice questions and questioning. Formative assessments for compositions and performances throughout lessons.	Summative assessment in the form of a submitted composition and solo performance homework task which will be graded by their teacher according to OCR criteria. There will also be a listening and appraising summative assessment at the end of the topic.
Summer 1	<a href="#">Revising all covered areas of study for mocks, solo performance recordings and free composition.</a>	Learners will be completing their official Solo Performance recordings in the studio by the end of this half-term, as well as continuing to work on their free compositions. Pupils will also be revising all covered areas of study for their upcoming music mock paper.	<b>Listening and appraising:</b> There will be multiple revision starters and plenaries focused around the skills learned this year, such as listening activities focused around the elements of music, the concerto through time, rhythms of the world, film music and pop music. <b>Performance:</b> Pupils will revise the importance of technical control and expressive playing and apply this to their own solo performance recordings. <b>Composition:</b> Pupils will continue to develop their compositional skills as they experiment with the elements of music to work towards completing their free composition.	Revisiting compositional skills and instrumental learning as a soloist. Revising topics learned this year in starters and plenaries, including the elements of music, the concerto through time, rhythms of the world, film music and pop music.	Small formative assessments within each of the genres through book-work, practice questions and questioning. Formative assessments for compositions and performances throughout lessons.	Summative assessment in the form of an official solo performance recording in the studio, which will be graded by their teacher according to OCR criteria and will make up 15% of their Music GCSE course.
Summer 2	<a href="#">Ensemble Performance, Free Composition and Mocks</a>	During this half term, pupils will be completing their music mock papers to test their listening and appraising learning so far. Pupils will also be provided with an ensemble group and performance piece (this will be a collaborative process decided with the pupils so they will be working on a piece they enjoy). Pupils will be guided through finding the own music, working out the individual parts, and rehearsing effectively as a group and as individuals until they are performance ready. Pupils will also continue to work on their free compositions and submit these at the end of the term.	<b>Performance and Composition:</b> Pupils will be responsible for creating small group performances and completing their free compositions. <b>Listening and appraising:</b> There will be multiple revision starters and plenaries focused around the skills learned this year, such as listening activities focused around the elements of music, the concerto through time, rhythms of the world, film music and pop music.	Revisiting compositional skills and instrumental learning as both a soloist and ensemble musician. Revising topics learned this year in starters and plenaries, including the elements of music, the concerto through time, rhythms of the world, film music and pop music.	Small formative assessments within each of the genres through book-work, practice questions and questioning. Formative assessments for compositions and performances throughout lessons.	Summative assessment in the form of a free composition submission, which will be graded by their teacher according to OCR criteria and will make up 15% of their Music GCSE course.