**HTCS Curriculum Intent**

**Creativity**

**Subject: Music Year: 10 Half term: 3**

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|  | **Progress** | | | **To Improve I will** |
|  | **R** | **A** | **G** |  |
| I understand the key features of The Brandenburg Concerto AOS1 and Killer Queen AOS2 |  |  |  |  |
| I can identify key features of other songs from the same genre and compare and contrast them with the 2 set works that I have studied thus far. |  |  |  |  |
| I have an understanding of basic theory and have started to add more ideas to my free composition. |  |  |  |  |
| I have grasped some challenging aspects of my solo performance and have started to work on these parts slowly. |  |  |  |  |
| I can understand the key features of Star Wars Rebel Blockade Runner from AOS3 |  |  |  |  |
| I can compare and contrast the set work with unfamiliar music, describing how the piece is similar or different. |  |  |  |  |

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| **week** | **Learning Focus** | **Skill** | **Key Words** |
| 1 | Killer Queen AOS2 Vocal music. | Performance and composition, Listening and Appraising. | Syllabic, syncopated, conjunct, homophony, cadences, chord sequence, panning, reverb, overdubbing, vocal harmonies, 4-part harmonies, 3-part harmonies, vibrato, wah wah, flanger, word painting. |
| 2 | Killer Queen AOS2 Vocal music. | Performance and composition, Listening and Appraising. | Syllabic, syncopated, conjunct, homophony, cadences, chord sequence, panning, reverb, overdubbing, vocal harmonies, 4-part harmonies, 3-part harmonies, vibrato, wah wah, flanger, word painting. |
| 3 | Star Wars Rebel Blockade Runner | Performance and composition, Listening and Appraising. | Fan Fare, Fortissimo, inverted pedal, inner pedal, leitmotif, pianissimo, rall, rit, trumpets, triplets, dotted quavers, dotted semi-quavers, waltz, ¾ time signature. |
| 4 | Star Wars Rebel Blockade Runner | Performance and composition, Listening and Appraising. | Fan Fare, Fortissimo, inverted pedal, inner pedal, leitmotif, pianissimo, rall, rit, trumpets, triplets, dotted quavers, dotted semi-quavers, waltz, ¾ time signature. |
| 5 | Composition | Composition | Chord sequence and melody, counter melody, bass lines/ostinatos, modulations, cadences, key signatures, time signatures, cow bell. |
| 6  7 | Composition/performance  Students will recap and revise all of the set works studied thus far in preparation for their up-coming mock exams.  Students will recap and revise all of the set works studied thus far in preparation for their up-coming mock exams. | Composition/performance  Performance and composition, Listening and Appraising. | Chord sequence and melody, counter melody, bass lines/ostinatos, modulations, cadences.  Chord sequence and melody, counter melody, bass lines/ostinatos, modulations, cadences. |
| 8 | Students will recap and revise all of the set works studied thus far in preparation for their up-coming mock exams.  Students will recap and revise all of the set works studied thus far in preparation for their up-coming mock exams. | Performance and composition, Listening and Appraising. | Chord sequence and melody, counter melody, bass lines/ostinatos, modulations, cadences. |
| 9 | This will include, watching videos, creating knowledge organisers, spider diagrams, flash cards, quizzes, games and answering questions on unfamiliar music. | Performance and composition, Listening and Appraising. | Chord sequence and melody, counter melody, bass lines/ostinatos, modulations, cadences. |
| 10 | This will include, watching videos, creating knowledge organisers, spider diagrams, flash cards, quizzes, games and answering questions on unfamiliar music. | Performance and composition, Listening and Appraising. | Chord sequence and melody, counter melody, bass lines/ostinatos, modulations, cadences. |
| 11 | Students will recap and revise all of the set works studied thus far in preparation for their up-coming mock exams.  Students will recap and revise all of the set works studied thus far in preparation for their up-coming mock exams. | Performance and composition, Listening and Appraising. | Chord sequence and melody, counter melody, bass lines/ostinatos, modulations, cadences. |
| 12  13 | This will include, watching videos, creating knowledge organisers, spider diagrams, flash cards, quizzes, games and answering questions on unfamiliar music.  Unfamiliar music is a part of the exam that requires students to recognise intervals, chords, chord progressions, rhythms and short melodic phrases. | Performance and composition, Listening and Appraising.  Performance and composition, Listening and Appraising. | Chord sequence and melody, counter melody, bass lines/ostinatos, modulations, cadences.  Chord sequence and melody, counter melody, bass lines/ostinatos, modulations, cadences. |