

# Music

## Module 1

**Topic Title:** Conventions of Pop - Blues and Rock'n'Roll The Concerto Through Time - Baroque

**Brief Summary of Content Studied:** The unit recaps and goes through the blues, rock'n'roll and jazz. The development of each genre is taught along with musical features.

A big focus is working as an ensemble. Time will be taken to put pupils into groups that they will work in all through the year.

Descriptive, comparison and notation questions given as summative assessment, tasks set through the unit in preparation.

Pupils play the blues as an ensemble then a rock'n'roll piece. Pupils develop a much higher ensemble awareness, fluency and improvisation skills.

Concerto through time is covered in one lesson per week. Starts with recap of notation. Stave, clefs, pitch, rhythm, Baroque musical features, instruments and composers.

Pupils will be starting to work on their compositions. There will be time in lessons to discuss and learn more about compositional techniques and the criteria.

**Knowledge Organiser:**

<https://drive.google.com/file/d/10AA5xVQ57yqS8FZYHJGLmcDK2XrEdtU/view?usp=sharing>

## Module 2

**Topic Title:** Conventions of Pop - Rock  
The Concerto Through Time - Baroque

**Brief Summary of Content Studied:** Pupils study different types of rock music: Hard Rock Glam Rock Heavy Metal Punk Rock Progressive Rock Rock Anthems These styles incorporate the skill of learning how to describe accompaniment. Pupils are introduced to ways music technology can be used, e.g. distortion, reverb, phasing etc.. Pupils learn to play Living on a Prayer in their ensemble groups. Baroque focuses on continuo basso, ground bass and theme and Variation. Pupils will have made a good start on their compositions. There will be time in lessons to revise and learn more about compositional techniques and the criteria.

**Knowledge Organiser:**

<https://drive.google.com/file/d/1l8lZ3qeBXN7ayr1549jUdSLIT3KvPmD3/view?usp=sharing>

## Module 3

**Topic Title:** Conventions of Pop - Pop Ballads  
The Concerto Through Time - Classical and Baroque

# Music

**Brief Summary of Content Studied:** Introduction to pop ballads, look at singer song writers. Compare cover songs to use in the comparison question. Adele and Bob Dylan Make Me Feel Your Love. Pupils play through some of these pieces. Focus on how instruments interact. This will be done within Baroque and Popular music. Introduction to Classical music. Main musical features. Instruments and composers. Descriptive, comparison and notation questions given as summative assessment, tasks set through the unit in preparation. Pupil will be still working on their compositions - focus should be on development.

**Knowledge Organiser:**

<https://drive.google.com/file/d/1fIFfFak9EgC9K84cNpcQYeeIPibE98Kv/view?usp=sharing>

## Module 4

**Topic Title:** Descriptive Music - Film Music  
The Concerto Through Time - Classical and Baroque

**Brief Summary of Content Studied:** Introduction to film and programme music. Pupils learn key vocabulary. Pupils learn how to make musical links between the musical elements being used and the scene the music is describing. Pupils learn how to use the mark scheme to mark the descriptive question. Classical music - describing the music and the accompaniment. Comparing Classical to baroque music. Notation. Descriptive, comparison and notation questions given as summative assessment, tasks set through the unit in preparation. Composition focus is on structure, particularly the middle eight. Pupils should complete their compositions at the end of this module.

**Knowledge Organiser:**

[https://drive.google.com/file/d/1mrR7w\\_x6KMPGFXRyUIPMnbTvVG1qYa8q/view?usp=sharing](https://drive.google.com/file/d/1mrR7w_x6KMPGFXRyUIPMnbTvVG1qYa8q/view?usp=sharing)

## Module 5

**Topic Title:** Descriptive Music - Game Music  
The Concerto Through Time - Romantic, Classical and Baroque

# Music

**Brief Summary of Content Studied:** Introduction and understanding of the key features and the development of game music with given examples.  
Continues with practise on the long descriptive questions.  
Introduction to romantic music, instruments, composers.  
Comparison of the concerto through time.  
Descriptive, comparison and notation questions given as summative assessment, tasks set through the unit in preparation.  
Pupils should be working on their solo and ensemble performances with their individual tutors.

**Knowledge Organiser:**

[https://drive.google.com/file/d/1\\_9j5eB2VM6RdrM\\_LNxZMBf5uflBZ\\_O1T/view?usp=sharing](https://drive.google.com/file/d/1_9j5eB2VM6RdrM_LNxZMBf5uflBZ_O1T/view?usp=sharing)

## Module 6

**Topic Title:** "Rhythms of the World - Recaps of African Music, Samba and Calypso  
The Concerto Through Time - Romantic, Classical and Baroque "

**Brief Summary of Content Studied:** Recap the practical aspects of African, Calypso and Samba. Go through the musical features, instruments and use these to answers typical questions from the exam. Continue with romantic music, key features and comparison to baroque and classical. Focus on reading the notation from the concerto through time. Comparison of the concerto through time. Descriptive, comparison and notation questions given as summative assessment, tasks set through the unit in preparation. Pupils should be working on their solo and ensemble performances with their individual tutors.