The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Music
Year Group	Year 10
Intent	**Successful and resilient learners:** Learners will engage in a number of styles and genres which all pose their own individual challenges and will need determination and commitment to complete the work with success. **Confident individuals:** Learners will demonstrate a number of different approached to practical, composition and theoretical work and will develop confidence through a variety of Performances and Self-Evalution, **Responsible citizens:** Students will understand the impact that their studied music has had on society and culture, and understand the impact this has had on their own learning and their responsibility to the music world and industry.

Narrative	***How are they going to be different when they finish the year?*** Students will have now put all of theoretical knowledge into practice here through the analysis of huge amounts of music. These are split between Areas of Study and the different genres withing each of these, and the Set Works – which need in-depth analysis of the music, meaning that their understanding of the theory will be deepened by the use of it in a practical sense. ***How does this link to what they have done before?*** E.g. All of the key elements in all of the Theory Areas (Rhythm, Metre, Melody, Harmony, Timbre, Texture, Tonality, Dynamics, Instruments, Structure) will be analyses within real musical contexts and the set works for the exam board. ***How does this set them up for the years to come?*** The use of these elements will continue into the set topics in Y11 and ultimately for the Y11 exam.					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	Rhythm and Metre Texture and Melody Harmony and Tonality	Timbre and Dynamics Melodic Shapes and Development Structure and Form	Area of Study 1: The Western Classical Tradition 1650-1910	ANALYSIS: Classical Set Work	Area of Study 2: Popular Music	ANALYSIS: Pop Set Work: 3 songs Composition Coursework
Key skills	Extension of rhythms knowledge to cover more complicated concepts - Note values and more notes, Time Signatures, Compound and Simple Time,	Development of the understanding on Timbre and how instruments sounds and are used with a better knowledge of dynamic markings and the associated Italian term.	LISTENING to set area works to explore all the music features and skills covered in Y9 - Harmony, Tonality, Rhythm, Metre, Melody, Texture, Dynamic, Articulation,	LISTENING to set area works to explore all the music features and skills covered in Y9 - Harmony, Tonality, Rhythm, Metre, Melody, Texture, Dynamic, Articulation, Structure and Form. Not only	LISTENING to set area works to explore all the music features and skills covered in Y9 - Harmony, Tonality, Rhythm, Metre, Melody, Texture, Dynamic, Articulation,	Set Work Analysis require in-depth use of these skills in a theoretical setting and ANALYSIS of the musical content, again with CONTEXTUAL UNDERSTANDIN

	syncopation, triplets, Free time, hemiola, Cross rhythms, irregular metre. Melodic and Textural aspects explored and developed to include melodic shapes, melodic devices, textures including Homophony, Polyphony, Contrapuntal, Single Line, Antiphony, and Heterophony. Extension of Knowledge of the existing chord knowledge of triads, to more complicated 4-note chords such as Dominant 7th and Diminished 7th and use of Cadences. The grows to an understanding of Tonality and keys through the use of different scales - major, minor, chromatic,	Developing a new understanding of different Melodic shapes including arpeggio, triadic, conjunct, disjunct etc. and then how the develop melodic ideas within a piece of music. Key structures include Ternary ABA, Binary AB, Rondo ABACA, Sonata Form, Scherzo and Trio and the Concerto.	Structure and Form. Not only identification of these, but being able to now make them relevant to the context of the music they are studying CONTEXTUAL UNDERSTANDING. Set Work Analysis require in-depth use of these skills in a theoretical setting and ANALYSIS of the musical content, again with CONTEXTUAL UNDERSTANDING of the composer	identification of these, but being able to now make them relevant to the context of the music they are studying CONTEXTUAL UNDERSTANDING.	Structure and Form. Not only identification of these, but being able to now make them relevant to the context of the music they are studying CONTEXTUAL UNDERSTANDING. Set Work Analysis require in-depth use of these skills in a theoretical setting and ANALYSIS of the musical content, again with CONTEXTUAL UNDERSTANDING of the composer	G of the composer

	pentatonic and whole tone as well as the circle of firths and key signatures.					
Cultural capital and Careers	Cultural understanding of techniques and their context within music and different styles and different cultures. These theory aspects form the basis of future musical analysis, composition and allows for performances to be more accurate, contextually accurate and allows for own interpretation. <u>Careers – discussions in lessons will occur based around:</u> Music Theory – how can this be covered at university and beyond and related careers. A common question crops up "Why do I need to know this" and they is the perfect opportunity to discuss why this music theory knowledge is crucial to any musical career. Composition – Careers in writing and creating music. This could be in terms of composing for Performances, TV, Film (media) or in terms of song-writing. CAREERS SKILLS are covered during the two terms when Mock Performances take place, and compositional exercises. Learners will explore:		Historical context of the classical orchestra. Analytical skills needs to process the music and the contextual understanding of the music. <u>Careers</u> - Discussion occurs around being a "gigging musician" performing this type (and others) of music – as videos watched of musicians performing these topic works.	Contextual understanding of the different genre of music within the topic. Discussion of different careers around performing these different styles in their new contexts now. <u>Careers</u> - Discussion occurs around being a "session musician" performing this type (and others) of music – as videos watched of musicians performing these topic works	Historical context of recording techniques and use of retro techniques now, <u>Careers</u> - discussion in lesson one of LSOH on music recording and production and creation of popular music. Discussion around performing in Musicals and how to get into this type of show business.	Historical context of recording techniques and use of retro techniques now. <u>Careers</u> - Skills are promoted when composition coursework is started: **- TIME MANAGEMENT** **- PROBLEM SOLVING** **- CAN DO ATTITUDE** **- RESILIENCE**

	RESILIENCE **TIME MANAGEMENT** **POSITIVITY** **SELF AWARENESS** **PROBLEM SOLVING** **CAN DO ATTITUDE**					
Assessment	3 end of unit tests	3 end of unit tests.	Mock Solo performance End of Topic Listening Test.	Practice Set work Section B questions	Mock Ensemble performance. End of Topic Listening Test.	Practice Set Work Questions Section B questions