

## The Warriner School Subject Curriculum Map

Subject: Music	Year Group: 10	Unit: Term 1
<p>Unit objectives: (NC Statements)</p> <p>To recognise different time signatures  To identify different time signatures both aurally and visually  To understand simple and compound time signatures</p> <p>To learn all durations, rhythms and associated rests</p> <p>To understand appropriate beamings  To be able to identify accurate and inaccurate beamings</p> <p>To recognise treble and bass clef notations including leger lines</p> <p>To understand the needs for key signatures  To recognise key signatures up to 4 flats and 4 sharps  To identify accidentals</p> <p>To know the vocabulary relating to DRMATSMITH</p> <p>To being to apply tier 3 vocabulary to</p> <p>Understand melody terms</p> <ul style="list-style-type: none"> <li>Tonic dominant etc</li> <li>Conjunct</li> <li>Disjunct</li> <li>Ascending</li> <li>Descending</li> <li>Semitone</li> <li>Tone</li> <li>Scalic</li> <li>Range</li> </ul> <p>Understand TTsTTTs - scalic</p> <p>Understand Major intervals</p> <p>Understand - triads on points of the scale</p>		



Context for study: Prepares students for listening and appraising standards at GCSE and level and puts into context previous procedural knowledge

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- To know that dynamics refers to volume (dec)
- To know that rhythm refers to patterns of duration (dec)
- To know that melody refers to the tune (dec)
- to know that articulation refers to how a note is played (dec)
- To know that tempo refers to speed (dec)
- To know that texture refers to layers (dec)
- To know that structure refers to musical organisation (dec)
- To know that metre refers to the number of beats in a bar (dec)
- To know that instrumentation refers to identifying instruments (dec)
- To know that harmony refers to chords and combinations of pitches (dec)
- To know what a time signature looks like (dec)
- To know what the numbers in a time signature stand for (disc)
- To identify different time signatures aurally (disc)
- To know that simple time signatures refer to crotchet beats (dec)
- To know that compound time signatures refer to quaver beats (dec)
- To know and recognise all durations from semiquavers to semibreves (dec)
- To recognise all durations aurally (disc)
- To know and recognise all associated duration rests (dec)
- To recognise all associated rest durations aurally (disc)
- To understand that duration have beaming rules (dec)
- To recognise inaccurate beaming (disc)
- To be able to read treble clef staff notations (disc)
- To be able to read bass clef staff notation (disc)
- To know what a key signature is (dec)
- To know the correct order for key signatures up to 4 sharps and flats (dec)
- To be able to recognise key signatures up to 4 sharps and flats (disc)
- To know what an accidental is (dec)
- To identify an accidental and know what it does to a note (disc)
- To know the vocab for DRMATSMITH
- Understand melody terms: Tonic dominant etc Conjunct Disjunct Ascending Descending Semitone Tone Scalic Range (dec)
- To understand major scale intervals TTSTTTS - (dec)
- To understand major intervals (dec)
- To understand how to build triads on points of a scale (disc)

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Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i>	Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i>
Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i>  Grade 1 theory test to start and finish	