

Music Knowledge Organiser

Unit/Term 1: Music For Stage & Screen Part 2

Year: 10 (3 Year Option)

Purpose of Unit:

- To learn more about the instruments used in a full orchestra
- To develop a wider understanding of harmonic and rhythmic devices
- To develop an understanding of how to link musical themes with visual cues
- To develop ensemble performance skills
- To plan a clear brief and musical material for the free brief composition

Set Work: Star Wars



Key Learning/Knowledge:

- What is a fanfare?
- What is meant by the terms Bitonal and Atonal?
- Orchestral Percussion
- The 'full' orchestra
- Leitmotif
- What is an appropriate piece to perform as an ensemble?

Key Vocabulary and meanings:

Leitmotif
a recurrent theme throughout a musical or literary composition, associated with a particular person, idea, or situation

Fanfare
A melody played on brass instruments used to announce the arrival of important people or important news

Atonal
Music without any sense of key or home chord

Bitonal
Music which seems to have two keys or main chords at the same time

Triplet Rhythm
Three notes played in the space of two

Elements of Music
This is what we use to talk about music. We use the acronym SMARTTT

Structure
Melody
Accompaniment and Chords
Rhythm
Texture
Timbre
Technology

Key Skills:

- ✓ Planning and writing a clear composing brief
- ✓ Being aware of my own composing strengths and weaknesses
- ✓ Identifying more complex harmony and chords
- ✓ Identifying more complex time signatures and rhythms
- ✓ Performing with an awareness of how to respond to others
- ✓ Choosing a performing part with a clear awareness of difficulty levels

Links to prior knowledge/learning:

Leitmotif previously discussed in 'Wicked'. Year 10 exam covers set works from Year 9.
Fanfares are composed in Year 7 (chords topic)

Cross Curricular link/ World Issues

Media - music for film & tv. Star wars moral and social themes - good vs evil.
Working with other musicians successfully.

Music Knowledge Organiser

Unit/Term 2: Fusions Part 2

Year: 10 (3 Year Option)

Purpose of Unit:

- To complete a review of a complete section A listening exam
- To complete the online musical glossary to aid future exam revision
- To identify the features of samba in a world jazz fusion
- To record an ensemble performance and provide a clear score
- Create ideas for the free brief composition

Set Work: Samba Em Preludio



Key Learning/Knowledge:

- What is a Bossa Nova?
- What is meant by chord extensions?
- What is Rubato?
- How do I gain more marks when performing in a group?
- How do I create a successful chord sequence and melody line?

Key Vocabulary and meanings:

- Prelude**
An orchestral piece played to introduce a larger work (usually technically complex or difficult)
- Bossa Nova**
A Jazz style popular in the 1950s.
- Rubato**
Freedom taken with the tempo
- Samba**
A Brazilian style of music associated with drumming and festivals
- Elements of Music**
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Key Skills:

- ✓ Creating successful musical ideas
- ✓ Revising key terms and developing deeper subject knowledge
- ✓ Evaluating my own revision techniques and creating useful revision resources.
- ✓ Identifying more complex harmony and chords
- ✓ Understanding key terms - Prelude, Bossa Nova, Rubato, Samba

Links to prior knowledge/learning:

'Release' fusion piece studied in Year 9. Students need to revise all set works for their mock exam. Planning work for both the ensemble and the free composition needed for the work in this term.

Cross Curricular link/ World Issues

The music and culture of Brazil. 1950s and 1960s Jazz trends and culture.

Music Knowledge Organiser

Unit/Term 3: Compare and Contrast - Part 1

Year: 10 (3 Year Option)

Purpose of Unit:

- To learn how to approach a written response to the section B comparison task.
- To peer and self-assess your own ensemble performance recording using the score.
- Developing musical material created in term 2 to ensure your free composition is on track to achieve a good grade.
- Learn how to use the score feature on Logic Pro
- Use the elements (smart guide) and your online glossary to compare two pieces of music with appropriate terminology.

Set Works: Revision - Music for Stage and Screen (Wicked and Star Wars)



Key Learning/Knowledge:

- How do I identify and explain comparison points in an extended written response (section b listening exam)
- Are my online sharepoint notes detailed enough for exam revision?
- Have I chosen an appropriate piece for my ensemble performance?
- How do I develop the ideas created for my free composition?

Key Vocabulary and meanings:

Evaluate
Calculate the importance or value of something with careful study and research

Develop
Changing and re-stating a musical theme in a variety of ways

Identify
Establish what something is

Explain
Make an idea clear to someone by describing it in detail.

Key Skills:

- ✓ Using the elements (SMARTTT) to make a bullet point plan.
- ✓ Learning how to evaluate a piece of music in relation to its purpose, title or brief
- ✓ Comparing the specific musical features between a familiar and unfamiliar piece of music.
- ✓ Developing musical material
- ✓ Printing a musical score on Logic Pro

Elements of Music

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Links to prior knowledge/learning:

Stage and Screen works - Star wars and Wicked were studied in Year 9/10. Students have recorded their ensemble performances and now need to re-visit the mark scheme to develop a deeper understanding of how their recording is assessed.

Cross Curricular link/World Issues

The context of how music is used in stage and screen links to media studies, drama, english and science

Music Knowledge Organiser

Unit/Term 4: Compare and Contrast - Part 2

Year: 10 (3 Year Option)

Purpose of Unit:

- To continue to develop the skill of providing a written response to the section B comparison task.
- To record a solo performance recording
- Use the elements (smart guide) and your online glossary to compare two pieces of vocal music with appropriate terminology.
- Developing musical material created in term 3 to ensure your free composition is on track to achieve a good grade.

Set Works: Revision - Vocal Music
(Music for a While and Killer Queen)



Key Learning/Knowledge:

- How do I identify and explain comparison points in an extended written response (section b listening exam)
- Are my online sharepoint notes detailed enough for exam revision?
- How have my solo performance skills developed since last year?
- How do I continue to develop the ideas created for my free composition?

Key Vocabulary and meanings:

Evaluate
Calculate the importance or value of something with careful study and research

Develop
Changing and re-stating a musical theme in a variety of ways

Identify
Establish what something is

Explain
Make an idea clear to someone by describing it in detail.

Key Skills:

- ✓ Using the elements (SMARTTT) to make a bullet point plan.
- ✓ Learning how to evaluate a piece of music in relation to it's purpose, title or brief
- ✓ Comparing the specific musical features between a familiar and unfamiliar piece of music.
- ✓ Developing musical material
- ✓ Printing a musical score on Logic Pro

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Links to prior knowledge/learning:

Vocal Music set works - Killer Queen and Music for a While were studied in Year 9.

Cross Curricular link/World Issues

No new content will be taught in this unit but students will continue to develop a deeper understanding of rock music and opera.

Music Knowledge Organiser

Unit/Term 5: Free Composition

Year: 10 (3 Year Option)

Purpose of Unit:

- To record and peer assess a solo performance
- To develop a clear understanding of how to approach the unseen listening question.
- Develop composing skills with a focus on idiomatic part writing, texture and creating a clear score.
- Revise the key words and features associated with the instrumental music area of study

Set Works: Revision - Instrumental Music (Brandenburg Concerto and Pathetique)



Key Learning/Knowledge:

- How do I ensure I have at least one solo piece ready to record in Year 11?
- Have I composed music that is playable and exploits the instruments or voices I have chosen?
- Do I understand how to create a musical score to accompany my composition?
- Do I understand all the key words associated with the Beethoven and Bach set works?

Key Vocabulary and meanings:

Idiomatic

The technical and expressive capabilities of an instrument or voice

Texture

The layers and parts contained within a piece of music - Monophonic, Homophonic, Polyphonic

Score

Musical notation provided to ensure that the examiner can follow the intentions of the composer

Instrumental

Music composed purely for instruments and excluding the voice

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Key Skills:

- ✓ Using the score edit window in Logic software
- ✓ Using SMARTTT to approach questions related to a piece of music I haven't studied before
- ✓ Recording a fluent solo performance with expression and control
- ✓ Making sure the texture of my composition is varied

Links to prior knowledge/learning:

Instrumental set works - Bach and Beethoven were studied in Year 9.

Cross Curricular link/World Issues

No new content will be taught in this unit but students will continue to develop a deeper understanding of the Baroque, Classical and Romantic eras.

Music Knowledge Organiser

Unit/Term 6: Preparing for Year 11

Year: 10 (3 Year Option)

Purpose of Unit:

- To gain a clear understanding of the work required in preparation for the listening exam
- To hand in a completed 'free brief' composition with a completed recording and score
- To re-visit and prepare for the ensemble performance
- To revise the features and vocabulary of world music fusion
- To identify strengths and targets for improvement in preparation for Year 11

Set Works: Revision - Fusions
(Release and Samba em Preludio)



Key Learning/Knowledge:

- Do I have a successful ensemble performance piece ready to record in Year 11?
- Have I completed one of the two compositions required for submission in Year 11?
- Am I able to use the revision resources I have created to prepare for a full listening exam?
- Do I understand all the key words associated with both Samba em Preludio and Release?

Key Vocabulary and meanings:

Section A

The main section of the listening exam - students are asked specific questions on short extracts of music

Section B

The final section of the listening exam where students are asked to compare and evaluate two contrasting pieces of music in prose (one familiar the other unfamiliar)

Fusion

Two styles of music combined to make a new and original piece of music (usually combining world music with a popular style)

Bossa Nova

Meaning 'new style' a fusion of Samba and Jazz

Elements of Music

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Key Skills:

- ✓ Working to a deadline and completing a final composition
- ✓ Successful revision techniques and using revision resources
- ✓ Choosing challenging but achievable music to perform
- ✓ Successful and meaningful self-evaluation

Links to prior knowledge/learning:

Fusions were studied in Year 9 and 10. Students will use their share point resources together with the study guides to revise for a complete listening exam paper.

Cross Curricular link/World Issues

No new content will be taught in this unit but students will continue to develop a deeper understanding of the two fusion pieces.