



Aspire Achieve Thrive

**Autumn Term  
(Half Term 1 & 2)**

# **Music**

**Year 10**

**Name:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

## Year 10 Homework Timetable

<b>Monday</b>	English Task 1	Ebacc Option A Task 1	Option C Task 1	
<b>Tuesday</b>	Sparx Science	Option B Task 1	Modern Britain Task 1	
<b>Wednesday</b>	Sparx Maths	Science Task 1	Option C Task 2	
<b>Thursday</b>	Ebacc Option A Task 2	Sparx Science	Option B Task 2	Sparx Maths
<b>Friday</b>	Modern Britain Task 2	Science Task 2	English Task 2	

### Sparx Science

- Complete 100% of their assigned homework each week

### Sparx Maths

- Complete 100% of their assigned homework each week

Option A (EBACC)
French
Geography
History

Option B
Art
Business Studies
Catering
Music
Sport
IT
Childcare
Triple Science
Travel and Tourism

Option C
Business Studies
Catering
Drama
Health & Social Care
Sport
Computer Science
Media
Photography
Sociology

**Half Term 1 (6 weeks) - Year 10**

<b>Week / Date</b>	<b>Homework task 1 Cornell Notes</b>	<b>Homework task 2 Exam Question</b>
Week 2 11th September 2023	<b>Cornell Notes:</b> Popular music Styles 1-3	<b>Question 1</b> Explain the popular music styles from the 50s to the present day.
Week 3 18th September 2023	<b>Cornell Notes:</b> Strings, Woodwind, Brass instrumental families	<b>Question 2</b> Which instruments fit into the instrumental families for Strings, Woodwind and Brass?
Week 4 25th September 2023	<b>Cornell Notes:</b> Melody right through to Vivace	<b>Question 3</b> Explain the key musical terms from the list starting with Melody and finishing with Vivace.
Week 5 2nd October 2023	<b>Cornell Notes:</b> Other music styles 4-7	<b>Question 4</b> Explain the other music styles from groups 4-7.
Week 6 9th October 2023	<b>Cornell Notes:</b> Percussion, Keyboards, Other instruments and Voice?	<b>Question 5</b> Which instruments fit into the instrumental families for Percussion, Keyboards, Other and Voice?
Week 7 16th October 2023	<b>Cornell Notes:</b> Tempo right through to Rallentando.	<b>Question 6</b> Explain the key musical terms from the list starting with Tempo and finishing with Rallentando.

### Half Term 2 (8 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 8 30th October 2023	<b>Cornell Notes:</b>  Baroque and Classical Era key features	<b>Question 1</b>  Describe the important features of Baroque and Classical Music.
Week 9 6th November 2023	<b>Cornell Notes:</b>  Chord, Triad, Chord Sequence/Pattern and Diatonic Harmony	<b>Question 2</b>  Explain the meaning of CHORD, TRIAD, CHORD sequence/pattern and DIATONIC HARMONY
Week 10 13th November 2023	<b>Cornell Notes:</b>  Repetition to Albertini Bass	<b>Question 3</b>  Explain the definition of the musical terms starting with Repetition and finishing with Albertini Bass
Week 11 20th November 2023	<b>Cornell Notes:</b>  Romantic era music	<b>Question 4</b>  Describe the music of the Romantic era.
Week 12 27th November 2023	<b>Cornell Notes:</b>  Features of Film Music	<b>Question 5</b>  Describe how music is used in Film, using examples.
Week 13 4th December 2023	<b>Cornell Notes:</b>  'Anacrusis' to 'Regular Phrasing'	<b>Question 6</b>  Explain the definition of the musical terms starting with 'Anacrusis' and finishing with 'Regular Phrasing'
Week 14 11th December 2023	<b>Online annotated log</b> via Google Classroom	<b>Update coursework document</b> on Google Classroom
Week 15 18th December 2023	<b>Online annotated log</b> via Google Classroom	<b>Update coursework document</b> on Google Classroom

# Knowledge Organiser

BTEC Level 1 / 2 Tech Award in Music Practice

Year 10

Half Term 1

<b>Weeks 2 and 5</b> <b>Musical Styles (A1)</b>	<b>Weeks 3 and 6</b> <b>Instrumental Families:</b>	<b>Weeks 4 and 7</b> <b>Musical Terms and definitions</b>
<p>Music styles have adapted and changed over time. You will explore at least 5 (3 must come from popular music, 2 from other styles)</p> <p>Popular Music Styles - a minimum of 1 from each group</p> <p>1) <b>50s and 60s</b> - Rock 'n' roll, British invasion, Folk revival, Motown and soul, Psychedelic.            2) <b>70s and 80s</b> - Heavy Metal, Prog, Pun, Disco, Reggae, Synth Pop, Hip-Hop, Post Punk, Hardcore.            3) <b>90s to Present</b> - Grunge, Britpop, Rave, Techno, House/techno, Drum and Bass, Nu-metal, Dubstep, Reggeton, Grime, Rap.</p> <p>Other Music Styles - a minimum of 1 from two of the following groups:</p> <p>4) <b>World music and Fusion</b> - Samba, Bhangra, African Drumming, Gamelan.            5) <b>Music for Media</b> (Film/TV/Games) - Jingles, Theme tunes, Soundscapes, Ambient music, Foley, Diegetic, Non-diegetic, Motifs and Leitmotifs, Thematic development.            6) <b>Western Classical Styles</b> - Baroque, Classical, Romantic, Orchestral, Leitmotif, Minimalism, Serialism.            7) <b>Jazz and Blues</b> - Delta Blues, Traditional Jazz, Bebop, Swing/Big Band, Modal Jazz.</p>	<p><b>Strings:</b>            Violin, Cello, Viola, Double bass, Harp</p> <p><b>Woodwind:</b>            Flute, Piccolo, Clarinet, Oboe, Bassoon, Saxophone</p> <p><b>Brass:</b>            Trumpet, Cornet, Trombone, French horn, Tuba, Euphonium, Baritone, Tuba</p> <p><b>Percussion:</b>            Bass drum, Snare drum, Triangle, Cymbal, Drum kit, Timpani, Glockenspiel, Xylophone, Cajon, Djembe, CowBell</p> <p><b>Keyboards:</b>            Piano, Electronic, keyboard, Harpsichord, Organ, Synthesiser</p> <p><b>Other:</b>            Electric guitar, Bass guitar, Spanish/classical guitar, Traditional world instruments</p> <p><b>Vocals:</b>            Male - Bass, Baritone, Tenor,            Female - Alto (Mezzo-Soprano), Countertenor, Soprano,</p>	<p><b>Melody</b> - The main tune/theme  <b>Harmony</b> - combination of notes played to support the melody to add interest</p> <p><b>Dynamic</b> - The Volume  <b>Pianissimo</b> - very soft - pp  <b>Piano</b> - soft/quiet - p  <b>Mezzo piano</b> - moderately soft/quiet - mp  <b>Mezzo forte</b> - moderately loud - mf  <b>Forte</b> - loud - f  <b>Fortissimo</b> - very loud ff  <b>Crescendo</b> - gradually loud  <b>Diminuendo</b> - gradually quiet  <b>Sforzando</b> - suddenly loud  <b>Vivace</b> - 'lively', fast and upbeat tempo</p> <p><b>Tempo</b> - the speed of the Music  <b>Allegro</b> - 'Cheerful', to be played fast  <b>Allegretto</b> - Faster than 'andante', but not 'Allegro'  <b>Moderato</b> - To be played, 'Moderately'  <b>Andante</b> - at a 'walking pace'  <b>Adagio</b> - slow  <b>Lento</b> - slow  <b>Accelerando</b> - speeding up  <b>Rallentando</b> - slowing down</p>

<p><b>Weeks 8 and 11</b> <b>Musical Styles:</b></p>	<p><b>Weeks 9 and 12</b> <b>Key terms and Film Music:</b></p>	<p><b>Weeks 10 and 13</b> <b>Devices</b></p>																										
<p><b><u>Baroque Era (1600-1750)</u></b></p> <ul style="list-style-type: none"> <li>• Harpsichord</li> <li>• Ornaments</li> <li>• Terraced dynamics</li> <li>• Basso continuo</li> <li>• Small orchestra (mostly strings, plus some wind)</li> <li>• Suite, sonata, oratorio, chorales, trio sonata</li> <li>• Composers: <b>Bach, Handel, Vivaldi</b></li> </ul> <p><b><u>Classical Era (1750-1810)</u></b></p> <ul style="list-style-type: none"> <li>• Slightly larger orchestra</li> <li>• Piano introduced</li> <li>• Alberti bass</li> <li>• String quartets</li> <li>• Symphony, solo sonata, solo concerto</li> <li>• Balanced, regular phrases</li> <li>• Composers: <b>Haydn, Mozart, Beethoven</b></li> </ul> <p><b><u>Romantic Era (1810-19-10)</u></b></p> <ul style="list-style-type: none"> <li>• Lyrical, expressive melodies</li> <li>• Large orchestra</li> <li>• Wider range of dynamics</li> <li>• Richer harmonies and use of chromatic chords</li> <li>• Programme music</li> <li>• Opera symphony</li> <li>• Composers: <b>Tchaikovsky, Grieg, Schumann, Dvorak, Brahms, Verdi, Wagner</b></li> </ul>	<p>A <b>CHORD</b> is a group of two or more notes played at the same time.  A <b>TRIAD</b> has three notes.  A <b>CHORD SEQUENCE/ PATTERN</b> is a series of chords.  <b>DIATONIC HARMONY</b> is based on the chords of major/minor scales.</p> <p><b><u>Film Music</u></b>  Some film <b>SOUNDTRACKS</b> include specially composed <b>SCORES</b>, either for orchestra (e.g. composers like John Williams, Ennio Morricone) or songs written especially for the film (e.g. Disney films). Other films use pre-existing music e.g. popular songs from the era/place in which the film is set.</p> <p>Film composers use the <b>MUSICAL ELEMENTS (tempo, texture, dynamics, timbre, tonality, rhythm, melody, harmony)</b> to create mood and atmosphere to help to tell the story and enhance the action.</p> <p>E.g In a sad, reflective scene, a composer might use slow tempo, minor tonality, soft dynamics, legato, homophonic texture, long sustained notes, and a conjunct melody.  OR An exciting car chase scene in a thriller might have a fast tempo, busy, polyphonic texture, dissonant chords, loud dynamics, syncopated rhythms, a disjunct melody and short riffs.</p> <p>Composers will often use <b>CONTRASTS</b> to create effect (e.g. using a wide range of pitch from very high to very low).</p>	<table border="1"> <tr> <td data-bbox="1556 272 1733 328">Repetition</td> <td data-bbox="1733 272 2128 328">A musical idea is repeated exactly.</td> </tr> <tr> <td data-bbox="1556 328 1733 384">Imitation</td> <td data-bbox="1733 328 2128 384">An idea is copied in another part.</td> </tr> <tr> <td data-bbox="1556 384 1733 472">Sequence</td> <td data-bbox="1733 384 2128 472">Repetition of an idea in the same part at a higher/lower pitch.</td> </tr> <tr> <td data-bbox="1556 472 1733 560">Ostinato</td> <td data-bbox="1733 472 2128 560">A short, repeated pattern or phrase.</td> </tr> <tr> <td data-bbox="1556 560 1733 647">Drone</td> <td data-bbox="1733 560 2128 647">A long held or constantly repeated note(s).</td> </tr> <tr> <td data-bbox="1556 647 1733 735">Arpeggio/ broken chord</td> <td data-bbox="1733 647 2128 735">The notes of a chord played individually.</td> </tr> <tr> <td data-bbox="1556 735 1733 839">Alberti bass</td> <td data-bbox="1733 735 2128 839">A broken chord accompaniment (I,V,iii,V) common in the Classical era.</td> </tr> <tr> <td data-bbox="1556 839 1733 927">Anacrusis</td> <td data-bbox="1733 839 2128 927">An 'up-beat' or pick-up before the first strong beat.</td> </tr> <tr> <td data-bbox="1556 927 1733 1031">Dotted rhythms</td> <td data-bbox="1733 927 2128 1031">A rhythm using dotted notes (gives a 'jagged' or 'bouncy' type of effect).</td> </tr> <tr> <td data-bbox="1556 1031 1733 1102">Syncopation</td> <td data-bbox="1733 1031 2128 1102">Off beat accents.</td> </tr> <tr> <td data-bbox="1556 1102 1733 1158">Conjunct</td> <td data-bbox="1733 1102 2128 1158">Notes that move in steps.</td> </tr> <tr> <td data-bbox="1556 1158 1733 1246">Disjunct</td> <td data-bbox="1733 1158 2128 1246">Notes that move in leaps/ intervals.</td> </tr> <tr> <td data-bbox="1556 1246 1733 1390">Regular phrasing</td> <td data-bbox="1733 1246 2128 1390">Balanced parts of a melody (like the phrases in a sentence) e.g. four bar phrases.</td> </tr> </table>	Repetition	A musical idea is repeated exactly.	Imitation	An idea is copied in another part.	Sequence	Repetition of an idea in the same part at a higher/lower pitch.	Ostinato	A short, repeated pattern or phrase.	Drone	A long held or constantly repeated note(s).	Arpeggio/ broken chord	The notes of a chord played individually.	Alberti bass	A broken chord accompaniment (I,V,iii,V) common in the Classical era.	Anacrusis	An 'up-beat' or pick-up before the first strong beat.	Dotted rhythms	A rhythm using dotted notes (gives a 'jagged' or 'bouncy' type of effect).	Syncopation	Off beat accents.	Conjunct	Notes that move in steps.	Disjunct	Notes that move in leaps/ intervals.	Regular phrasing	Balanced parts of a melody (like the phrases in a sentence) e.g. four bar phrases.
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Regular phrasing	Balanced parts of a melody (like the phrases in a sentence) e.g. four bar phrases.																											

## STEP 2: CREATE CUES

**What:** Reduce your notes to just the essentials.

**What:** Immediately after class, discussion, or reading session.

**How:**

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

**Why:** Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

## STEP 1: RECORD YOUR NOTES

**What:** Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

**When:** During class lecture, discussion, or reading session.

**How:**

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

**Why:** Important ideas must be recorded in a way that is meaningful to you.

## STEP 3: SUMMARISE & REVIEW

**What:** Summarise the main ideas from the lesson.

**What:** At the end of the class lecture, discussion, or reading session.

**How:** In complete sentences, write down the conclusions that can be made from the information in your notes.

**Why:** Summarising the information after it's learned improves long-term retention.

# WEEK 2: Cornell Notes (Homework task 1)

<b>Date</b> 11 / 09 / 23	<b>Topic:</b> Popular music Styles 1-3	Revision guide page:
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 3: Cornell Notes (Homework task 1)

<b>Date</b> 18 / 09 / 23	<b>Topic:</b> Strings, Woodwind, Brass instrumental families	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 4: Cornell Notes (Homework task 1)

<b>Date</b> 25 / 09 / 23	<b>Topic:</b> Melody right through to Vivace	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# Week 5: Cornell Notes (Homework task 1)

<b>Date</b> 2 / 10 / 23	<b>Topic:</b> Other music styles 4-7	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 6: Cornell Notes (Homework task 1)

<b>Date</b> 9 / 10 / 23	<b>Topic:</b> Percussion, Keyboards, Other instruments and Voice?	Revision guide page
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	<b>Notes</b>
<b>links</b>	
<b>Questions</b>	

**Summary**



# WEEK 7: Cornell Notes (Homework task 1)

<b>Date</b> 16 / 10 / 23	<b>Topic:</b> Tempo right through to Rallentando.	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 8: Cornell Notes (Homework task 1)

<b>Date</b> 30 / 10 / 23	<b>Topic:</b> Baroque and Classical Era key features	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 9: Cornell Notes (Homework task 1)

<b>Date</b> 6 / 11 / 23	<b>Topic:</b> Chord, Triad, Chord Sequence/Pattern and Diatonic Harmony	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 10: Cornell Notes (Homework task 1)

<b>Date</b> 13 / 11 / 23	<b>Topic:</b> Repetition to Albertini Bass	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**











# WEEK 13: Cornell Notes (Homework task 1)

<b>Date</b> 4 / 12 / 23	<b>Topic:</b> 'Anacrusis' to 'Regular Phrasing'	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summar**



# WEEK 14: Cornell Notes (Homework task 1)

Date 11 / 12 / 23	Topic: Google Classroom document on <i>COMP 1</i>	Revision guide page
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links	Notes
Questions	

Summary



# WEEK 15: Cornell Notes (Homework task 1)

<b>Date</b> 18 / 12 / 23	<b>Topic: Google classroom coursework</b>	Revision guide page
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<b>link</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**











Aspire  
ACHIEVE  
Thrive

Develop your character



Aspire | Achieve | Thrive