

# Music Year 9 Curriculum Map

Dates	Autumn Term	Spring Term	Summer Term
Focus	Blues Music	Film Music	Forming a band
Key Knowledge	<p>The history of blues music.</p> <p>The key components of blues music including 12 bar chord sequence, blues walking bass, swung rhythms and blues lyrics.</p>	<p>Students will...</p> <p>Know the purposes of a film trailer and its music</p> <p>Understand the concept of a cliché</p> <p>Understand the role of the bass ostinato.</p> <p>Understand the role of the Heroic melody cliché. Understand the role of hits and drones.</p>	<p>What makes a good band.</p> <p>History of bands and their music.</p> <p>Choosing the right material for the band.</p> <p>Promoting the band.</p> <p>How to rehearse.</p> <p>How to perform as a band.</p>
Key Skills	<p>To be able to use musical language to identify the elements of blues music.</p> <p>To write blues lyrics.</p> <p>To play a 12 bar blues chord sequence.</p> <p>To play a blues walking bass.</p> <p>To play swung rhythms on a drum kit.</p> <p>To compose a blues song with a sense of style.</p>	<p>Compose with an understanding of how the Heroic melody, bass ostinato, drone and hits combine.</p> <p>Compose with an understanding of how their music needs to fit the film trailer.</p> <p>Be confident about performing in front of the class.</p>	<p>To be able to identify instruments in a band.</p> <p>To be able to identify the elements of band music.</p> <p>To be able to discuss how bands are put together and produced.</p> <p>To use musical judgement and consideration of peer ability level to decide material for the band.</p> <p>To perform a part in a band.</p> <p>To perform with an awareness of the audience and sense of style.</p>

	<p>To improvise using the blues scale.</p> <p>To perform the blues song as part of an ensemble.</p> <p>Using Logic Pro X for Blues composition.</p>		
Assessment tasks	<p>History of the Blues essay.</p> <p>Blues lyrics in blues song structure.</p> <p>Blues ensemble performance.</p>	<p>Compose music to a film trailer in a chosen style.</p> <p>Upload trailer of choice into Logic Pro and compose to visuals</p> <p>Demonstrate the musical devices explored in prior lessons</p>	<p>Profile on a specific band.</p> <p>Band performance.</p>
Homework	<p>History of the blues essay.</p> <p>Blues lyrics.</p> <p>Listening log.</p>	<p>Keywords test</p> <p>Profile of a Film Composer</p> <p>Listening to Film Music</p>	<p>Profile on a specific band.</p> <p>Rehearsal log.</p> <p>Listening log.</p>
Link to GCSE /GCE	<p>Blues influence in set works such as 'Killer Queen' and 'Defying Gravity'.</p> <p>Music in historical context.</p>	<p>AOS 3 Stage and Screen 'Star Wars' and composing in this genre.</p> <p>Solo Performance.</p>	<p>Ensemble Performance.</p> <p>AOS 2 'Killer Queen'</p>

# Music Year 10 Curriculum Map

Dates	Autumn Term	Spring Term	Summer Term
Focus	<p>Music Theory for Analysis                      Music Theory for Composition                      Performance Skills                      AOS 2 Purcell and Queen                      Unheard Listening and Practice questions for Paper 3                      AOS 4 Afro Celt and Esperanza</p>	<p>Completion of AOS 2/4                      AOS 1 Bach and Beethoven                      Comparison Questions                      Unheard Listening and Practice questions for Paper 3                      Free Composition                      Ongoing solo/ensemble rehearsing</p>	<p>AOS 3 John Williams and Schwartz                      Unheard listening and Practise Questions for Paper 3                      Free Composition                      Ongoing solo/ensemble rehearsing</p>
Key Knowledge	<p>Basic theory of Music                      Elements of Music                      Listening and interpreting (Analysis)                      Performance on chosen instrument.                      Background to Vocal and Fusion music.                      Elements of rock (glam) music and in particular Killer Queen.                      Elements of Baroque vocal music and in particular Music for a While.                      Elements of African, Afro-Cuban Jazz, Celtic and Latin American music.                      Elements in different pieces of music from the same genres.</p>	<p>Background to Baroque, Classical and Romantic Music                      Appropriate musical terminology.                      Elements of Baroque instrumental music and in particular Bach:                      Brandenburg Concerto No.5.                      Elements of Classical instrumental music and in particular Beethoven:                      Piano Sonata No.8</p>	<p>Background to film Music.                      Elements of Film Music and in particular that of John Williams.                      Elements of Musicals and Defying Gravity from Wicked in particular                      Elements in different pieces of music from the same genre.</p>

<p>Key Skills</p>	<p>To analyse the set pieces using appropriate musical language.          To identify instrumentation, techniques, form, tempo changes, dynamic, key, melodic and harmonic components.          To expand listening vocabulary and repertoire.          Performing to an audience and performance as an ensemble member.          Essay writing.          To explore Sibelius and Logic Pro X with mini composition briefs.</p>	<p>To analyse the set piece using appropriate musical language.          To identify instrumentation, techniques, form, tempo changes, dynamic, key, melodic and harmonic components.          To use appropriate musical terminology to compare elements in different pieces of music from the same genre.          To expand listening vocabulary and repertoire.          Answering techniques for exam style questions.          Using Sibelius software and Logic ProX as compositional tools.</p>	<p>To analyse the set piece using appropriate musical language.          To identify instrumentation, techniques, form, tempo changes, dynamic, key, melodic and harmonic components.          To use appropriate musical terminology to compare elements in different pieces of music from the same genre.          To expand listening vocabulary and repertoire.          Answering techniques for exam style questions.          Using Sibelius software and Logic ProX as compositional tools.</p>
<p>Assessment tasks</p>	<ul style="list-style-type: none"> <li>● Initial Theory Test.</li> <li>● Solo Performance.</li> <li>● Ensemble Performance.</li> <li>● Music for a While &amp; Killer Queen test / Release &amp; Samba em Preludio</li> <li>● Listening Questions.</li> </ul>	<ul style="list-style-type: none"> <li>● Bach and Beethoven essay.</li> <li>● Essay on Baroque and Bach.</li> <li>● Comparison questions for all pieces studied to date.</li> <li>● Listening Questions.</li> <li>● Free Composition.</li> </ul>	<ul style="list-style-type: none"> <li>● Essay on Star Wars and Defying Gravity.</li> <li>● Practise exam paper.</li> <li>● Completed Free Composition (15% coursework)</li> </ul>

Homework	<p>Theory Questions.</p> <p>Term 1: Essays on Music for a While and Killer Queen.</p> <p>Term 2: Essays on Release &amp; Samba em Preludio</p> <p>Revision using revision guides</p> <p>Preparation for solo and ensemble performances.</p>	<p>Essay on Beethoven.</p> <p>Essay on Bach and Beethoven.</p> <p>Revision of elements for all pieces studied.</p> <p>Listening log and Unheard listening booklet.</p> <p>Revision using revision guides.</p>	<p>Essay on Star Wars and Defying Gravity.</p> <p>Revision of elements for all pieces studied.</p> <p>Listening log.</p> <p>Revision using revision guides.</p>
Link to GCSE /GCE	Link to Set Works, Composition and GCE Performance	Link to Set Works, Composition and GCE Performance	Link to Set Works, Composition and GCE Performance

# Music Year 11 Curriculum Map

Dates	Autumn Term	Spring Term	Summer Term
Focus	<p>Unheard Listening and Practise Paper 3 questions.</p> <p>Practise Essay questions.</p> <p>Composition workshops.</p> <p>Composition from a brief.</p> <p>Ongoing solo and ensemble rehearsal.</p>	<p>Unheard Listening and Practise Paper 3 questions.</p> <p>Practise Essay questions.</p> <p>Solo and Ensemble Performances (30%).</p> <p>Composition from a brief (15%).</p>	<p>Paper 3</p> <p>AOS 1,2, 3 and 4 revision</p> <p>Exam techniques</p>
Key Knowledge	<p>How to analyse set works.</p> <p>How to answer Paper 3 listening questions.</p> <p>How to write essays for Paper 3.</p> <p>Keywords related to AOS.</p> <p>Key facts related to AOS.</p> <p>Further pieces related to AOS.</p> <p>Performance criteria on which pieces are assessed.</p> <p>Compositional criteria on which pieces are assessed.</p> <p>Compositional techniques relating to chosen composition brief.</p>	<p>Writing music essays in preparation for Paper 3.</p> <p>Comparing pieces of music in the same genre/style.</p> <p>Composing from a set brief.</p> <p>Solo Performance.</p> <p>Ensemble Performance</p>	<p>Revise all set works through learning key elements. keywords and listening analysis of the pieces.</p> <p>Practise of exam techniques.</p> <p>Practise exam questions.</p>

Key Skills	<p>To analyse the set songs using appropriate musical language. To identify instrumentation, techniques, form, tempo changes, dynamic, key, melodic and harmonic components. To compare elements in different pieces of music from the same genre. To expand listening vocabulary and repertoire. To write essays with a clear understanding of the marking criteria. To compose a piece of music to a set brief fulfilling criteria set for Paper 2 assessment.</p>	<p>To develop musical vocabulary in order to write essays in preparation for Paper 3. To develop essay technique. To be able to compare pieces using correct musical vocabulary relating to the elements and key concepts. To complete composition from a brief for Paper 2 assessment. To review and complete Free Composition for Paper 2 Assessment. To refine solo and ensemble pieces for Paper 1 assessment.</p>	<p>To answer listening exam questions correctly using prior knowledge and correct musical vocabulary. To answer listening exam questions correctly with an in-depth understanding of the elements of music. To write essays with a clear understanding of the marking criteria.</p>
Assessment tasks	<p>Unheard listening and Paper 3 practise questions. Comparison essays for each Area of Study. Composition from a brief Year 11 PPE1. Internally assessed and externally moderated, 15% Controlled Assessment.</p>	<p>Unheard Listening and practice questions for Paper 3. Comparison essays for each Area of Study. Free Composition. 15% Controlled Assessment. Internally assessed and externally moderated. Solo and Ensemble Performances. Year 11 PPE2 Internally assessed and externally moderated. 30%</p>	<ul style="list-style-type: none"> <li>● Practise Questions.</li> <li>● Externally Assessed Exam.40%</li> </ul>

Homework	Unheard listening questions. Preparation for composition. Comparison essays for each Area of Study. Keywords tests. Revision using revision guides	Unheard listening questions. Comparison essays for each Area of Study. Keywords tests. Revision using revision guides. Preparation and rehearsal for Solo and Ensemble Performances	Various revision exercises for Paper 3.
Link to GCSE /GCE	Link to Set Works and Composition at GCE.	Link to Composition, Set Works and Recital Performance at GCE.	GCE Set Works Paper 3.