

Curriculum Map: Music Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Declarative knowledge 'I Know'	Vocal Graphics Understand that music can be described by its component parts ie tempo, pitch, dynamics, duration, texture, timbre, silence, structure Understand that music can be notated through graphic symbols. Use and interpret graphic symbols in a score. Appraise music from composers who used graphic scores. Use the voice creatively. Use elements to compare versions.	Emerald Crown Sing/rap with clear diction and sense of phrasing. Sing in harmony. Improvise melodically and rhythmically. Basic understanding of some keyboard features. Aleatoric music, brief introduction. Using graphic notations to create scores. Compare and contrast music using Double Bubble sheet, promoting accurate and wider use of elements vocabulary	Mediæval Music Give musical context to history unit on Mediæval realms. Understand that music can be sacred or secular. Understand and describe features used in Mediæval music. Perform solo melodic parts with accuracy of pitch and timing. Understand some history of music notation, also that many modern instruments are descended from Mediæval ones.	Orient Express Aspects of traditional instrumental Chinese music. Some common Chinese instruments. Pentatonic scales, performing and composing. Stereotypes in music. Traditional Chinese song. Compare modern Chinese pop music with British pop music.	Orchestra Explorers What on orchestra is and the role of the conductor. Learn about each family of instruments in turn through video, actual instruments, performance and personal account. How to identify and classify orchestral instruments. Identify instruments by ear.	Fanfares Purposes of fanfares. Typical instruments and why used. Typical conventions and their effect. Notes C, E, G on the keyboard. Simple notation of melodies including some rhythms.
Skills Procedural Knowledge 'I know how to'	How to change an element in a performance. How to create and perform from a graphic score.	Keyboard skills – use backbeat; melodic and rhythmic improvisation. Rapping and singing	Greater familiarity with simple rhythms and pitches in the treble clef. Improve ensemble skills such as maintaining independent part, taking a lead in rehearsing, and performing.	Play and compose using a pentatonic scale. Use an ostinato as a backing. Notate own melody using note names and/or staff notation.	Change voice on keyboard. Read own part in a score. Perform as part of a large ensemble.	Choose appropriate voice on keyboard. Use a range of fanfare techniques. Perform using correct playing technique.
Strategies Conditional Knowledge 'I know when to'	Know why graphic symbols may be used instead of conventional notation.	Use previous graphic score knowledge to create dice game. Choose appropriate backbeat and tempo.	Know why music notation was invented and developed. Choose appropriate timbres for music.	Know when to take the lead and when to accompany. Whether to use major or minor pentatonic scale.	Choose appropriate voice on keyboard. Know when to play as part of ensemble.	Know when and why a fanfare is used.
Key Questions	Describe the elements. How can graphic symbols be used to notate music?	How does tempo affect a piece? What is the effect of the backbeat you have chosen? Why?	Why do some Mediæval instruments sound different to modern ones? How are the different layers performed?	What is a stereotype in music? In what ways can we notate our ideas? How can we change the feel of music?	How can you tell the instruments by ear/by sight?	Why are fanfares still used? What forms do modern fanfares take? Why do they traditionally use a limited range of notes?

Assessment topics	Graphic score, performance(s)	Performing and creating simple raps, singing	Performing Mediæval melody; composing Mediæval style melody	Composition of melody with ostinato accompaniment using pentatonic scale.	Perform in an ensemble	Compose and perform a fanfare
Cross curricular links/Character Education	Art: pop art (may have been studied in feeder school) Literacy: correct use of music vocabulary for elements Citizenship: team working, working with unfamiliar people ICT: use SMHW to access homework	Environmental issues esp rainforest destruction, sustainability Geography: Amazon river, indigenous peoples eg Ticuna, Brazil Numeracy: counting beats, tempo (bpm), Dice game	History: unit on Mediæval realms Numeracy: interval of a 5 th , every other (note) Literacy: vocabulary, evaluating skills	Cultural: Chinese New Year Literacy: Mandarin lessons taught to some year 7 students Numeracy: Lucky and unlucky numbers esp number 5 Citizenship: Expressing opinions verbally and written	Numeracy: counting beats ICT: research skills Citizenship: working in teams, teaching others	SMSC: use of fanfares in Remembrance services and other ceremonial occasions Science: frequencies of notes, harmonic series History: bugle calls and fanfares in war; Tutankhamun's trumpets

Curriculum Map: Music Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Declarative knowledge 'I Know'	Hip Hop and Grime Hip Hop encompasses four main elements (graffiti art, break-dancing, MC/rapping, DJ-ing/scratching/sampling). Discuss the merits of Hip Hop and the ethics of using samples from other music. Basic history of the genre.	Reggae Stylistic conventions of Reggae music. How chords contribute to the texture of a song. Key features of a Reggae bass line. Syncopation and how it is used in Reggae music. Key themes and style of Reggae lyrics and Jamaican patois. Bob Marley and his influence.	Blues Develop general keyboard technique including the <i>acmp</i> feature. Basic facts about the Blues including a brief history, conventions such as AAB structure, use of improvisation, topics for lyrics, walking bass, swung quavers, blue notes.	Adverts How music was first used in advertising. How music is used to enhance an advert. Value of a slogan and/or earworm. Different types of sonic branding eg ident, jingle. How an advert might be shot, what is involved. Evaluate different adverts, including over time.	Musical Theatre Origins and development of musical theatre which have led to the modern day musical. Distinction between musicals and opera. Different types of songs . Voice types. Explore the relationship between music and drama.	Under Cover How bands work as a team, utilising individual strengths. Play and perform confidently using voice/ playing instruments fluently, and with accuracy and expression. Song structure.
Skills Procedural Knowledge 'I know how to'	Compose and perform an effective bass riff. Change the beats in BandLab, use this to create an idiomatic backing track. Create rap lyrics to a suitable theme, put to a looped back-beat.	Play tonic and dominant chords; extension task of sub-dominant chord, different chord shapes. Play riffs from different reggae songs.	Build on knowledge of basic chords. Compose simple melodies in a suitable style, improvise short melodies. Play the Blues scale. Play a walking bass.	Create an advert from a brief. Write a slogan and use it in context. Use a musical 'bed'.	Plan a musical including plot, characters, song choices, scenery, costume. Research skills. Appraise different Musical Theatre songs.	How to find the resources to learn a piece of own choice. How to support and lead a group performance. Rehearse effectively.
Strategies Conditional Knowledge 'I know when to'	Explain the effect of changing tempo on the back beat.	Which part to play and when.	When to use intro and ending buttons; change the backing style.	Judicious use of music including underscoring.	How to pitch an idea. When to lead and when to support in a group endeavour.	Applying knowledge in a practical context. <i>Musical Futures</i> style of peer/informal learning.
Key Questions	What is the difference between Hip Hop and rap? What makes a good rap performance?	What musical genres resulted in reggae?	How did the music of enslaved people influence the Blues?	Why is music effective in an advert? How do adverts aim to influence people?	How are different voice types matched to characters? Why? What is the difference between opera and musical?	What makes a suitable piece for performance in school? What makes an effective performance?
Assessment topics	Create and perform rap lyrics; create a backbeat	Ensemble skills Performance of <i>Three Little Birds</i>	Improvisation Perform different parts of a Blues.	Create and present/ perform an advert from a brief.	Presentation of 'new' musical. Performance	Group performance of piece of own choice, playing and/or singing and/or rapping

<p>Cross curricular links/Character Education</p>	<p>Literacy: poetry, rhyming patterns, syllables, exact and slant rhymes Numeracy: BPM, changing tempo, counting beats, rapping in time Art: graffiti art ICT: using StageLight/BandLab British values: copyright, sampling</p>	<p>History: Windrush generation; social and historic context for the music English: poetry and lyrics British values: Black lives matter Geography: location of Jamaica</p>	<p>History: slavery in America British values: ethics of slavery/freedom, modern slavery Numeracy: counting beats, 12-bar structure Literacy: spellings of vocabulary, rhyming patterns in lyrics</p>	<p>Media: use of music in adverts Numeracy: counting beats, changing tempo, BPM Literacy: stating preference and why, writing a slogan</p>	<p>Drama: plot, acting, characters, narrative, dialogue Art: scenery Dance: opera and musical Literacy: libretto, presentation skills</p>	<p>British values: collaboration, communication, team work, shared responsibility, independence and democratic decision making</p>
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Curriculum Map: Music Year 9

	Autumn	Autumn	Autumn	Spring	Spring	Spring/Summer	Summer	Summer
Content Declarative knowledge 'I Know'	The Passenger This is a Musical Futures project that involves whole-group creative music making, building upon and extending skills and experiences students may have developed through outside interests.	James Bond How a film composer uses devices such as leitmotifs in film soundtracks to represent characters or situations. Perform several JB themes. Use a storyboard.	Xmas Songs How Christmas songs can be created using structure, melody, rhythmic detail, accompaniment, harmony selection of instruments, lyrics	Variations Understand variation form as a type of musical structure. Explore basic ways to vary an existing theme using the elements of music and simple musical devices. Identify a range or orchestral instruments.	Folk Music Purposes of folk songs. Learn about England's oldest known folk song (from Reading Abbey). How/why music notation began. Basic theory of scales including modes; tones and semitones.	Minimalism/EDM Why, where and when Minimalism began. It's effect on other genres including EDM. Typical compositional techniques associated with genre.	Modal Jazz Build on Blues learning from year 8. Recap theory of scales including modes; tones and semitones. Extended ternary form/32-bar song form. How modal jazz differs from other jazz genres.	Samba Origins of Samba and Bossa Nova; background to <i>Samba em Prelúdio</i> . Basics of jazz harmony building on previous topic. Understand how jazz fused with at least two styles. Main features of the piece.
Skills Procedural Knowledge 'I know how to'	Contribute instrumental/singing skills to group. Ensemble skills.	Compose own soundtrack to a JB film trailer using a cuesheet to create music to fit with exact timings.	Work as a song-writing team to compose an effective performance using vocals, keyboards and/or other instruments	Use different variation techniques. Use the basic functions of Sibelius, one of the main music writing software packages.	Perform and compose in 6/8 metre. Learn music by ear (aural skills). Arrangement skills.	Develop motifs into longer compositions. Use the basic functions of Cubase, one of the main music writing software packages.	Simple transposition. Improvisation using different modes. Create a melody using a mode.	Perform samba rhythms Follow a vocal score Identify main features Create extended chords
Strategies Conditional Knowledge 'I know when to'	When to take the lead, when to accept ideas from others	When to use musical effects, how they work.	Choose suitable tonality/chords to fit lyrics	How the elements of music can be used and manipulated to create different effects.	Appropriate choice of instruments and timbres; compose using stylistic features of genre	How development of small melodic fragments can be used to create a calming effect.	Choice of mode Adapt improvisations to fit genre	Use of specific vocabulary to explain key features.
Key Questions	How do bands work as an ensemble? How do you create an effective arrangement?	What devices can be used to underscore different scenes?	How will your music reflect the sentiment of your lyrics?	How can we use the elements of music to change or vary a melody? How can we change or vary the tonality using major and minor?	Why is folk music popular and relevant in today's society? What are typical conventions of folk music?	What musical, compositional and performance techniques are used in Minimalism?	How are scales and modes constructed? How does modal jazz improvisation differ from other jazz genres?	What are the main features of this set work and how can you locate them? What are the fusions, how can you tell?

Assessment topics	Group arrangement and performance of <i>The Passenger</i>	Performance of own underscore to JB trailer	Performance of own song; one song from class to be performed in carol service	Using Sibelius to input existing melody before adding at least two variations	Performance by ear. Arrangement of a folk song. Composition using 6/8 metre.	Creation and performance of cells, longer compositions.	Performance of So What and/or Impressions Improvisation Composition of modal jazz piece	Short answer questions, essay question
Cross curricular links/Character Education	British values: teamworking, peer support, mutual respect Numeracy: counting bars, syncopation	Media: use of music in films Numeracy: accurate timings	Literacy: writing lyrics SMSC: wider implications of Christmas, how seasonal songs reflect this	Literacy: writing a report on the compositional process ICT: using Internet for research; using Sibelius	SMSC: preservation of culture History: often reflects local history, work songs Literacy: oracy skills	SMSC: use of Minimalist style pieces in popular culture ICT: using Cubase	Numeracy: counting beats and bars, syncopation Literacy: vocabulary and spellings	Numeracy: bar locations, lengths of sections, extended chords History: origins of jazz, samba MFL: Portuguese lyrics Literacy: writing skills, vocabulary

Curriculum Map: Music Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	On-going
Content Declarative knowledge 'I Know'	Music for a While Importance of ground bass, basso continuo. Word painting Voice parts Analysis of set work.	Killer Queen Structure of a pop song. Identify basic guitar techniques by ear. Analysis of set work.	Brandenburg Features of the genre. Revision of basso continuo. Analysis of set work.	Beethoven How piano developed and its influence on contemporary compositions. Beethoven as an innovative composer. Analysis of set work.	Star Wars How a film composer uses devices such as leitmotifs to represent characters and situations. Analysis of set work.	Defying Gravity Brief history of the Musical. Background to <i>Wicked</i> . Analysis of set work. Orchestration.	Assessment criteria for both performances and compositions. How to answer questions from Paper 3.
Skills Procedural Knowledge 'I know how to'	Follow a score. Recognise variety of common ornaments. Create a simple melody over a ground bass.	Identify basic features of a score such as structure, instruments, different types of notations.	Follow an instrumental score. Identify a concerto/concerto grosso. Identify Baroque music by ear.	Use a motif as a basis for composition. Exploit basic features of an instrument.	Follow a short score indicating a range of instruments. How elements such as melody, texture, rhythm, tonality, harmony are used to create atmosphere and story	Recognise different vocal techniques. Identify main features and explain their relevance. Identify unusual instruments used.	Choose and use range of chords; write idiomatically for performing forces. Perform with expression and control.
Strategies Conditional Knowledge 'I know when to'	Why and when ornamentation used. Begin to explore use of perfect cadence.	Compare and contrast set work with selected pop songs from before and after this set work.	Use of specific vocabulary to explain key features.	How elements of music can set up expectation. Basic use of modulation.	When to manipulate elements of music to best effect. How/when to use a fanfare.	Use major and minor tonalities for different effects. 'Aspirational' chorus	Compose idiomatically. Perform in correct genre(s).
Key Questions	What features are typical of Baroque music?	What features are typical of Glam Rock?	What features are typical of Baroque music?	How is this adventurous writing for the piano?	How does the music fit the action onscreen?	How does the music reference <i>The Wizard of Oz</i> ?	How do I meet the assessment criteria?
Assessment topics	Short-answer questions Essay question	Short-answer questions Essay question Ensemble performance (of part of a Queen song)	Short-answer questions Essay question Basic ternary form composition	Short-answer questions Essay question Developing a short motif in composition.	Short-answer questions Essay question Creating a short underscore using Cubase.	Short-answer questions Essay question Choosing and using a chord sequence. Performance	In-class performances; practice compositions
Cross curricular links/Character Education	Baroque existed in Art, Literature, Architecture, Dance and Theatre	History: pop music in late 1950s-60s. Social issues of the early 1970s.	History: patronage system and its influence on composers. How	D+T: improvements in technology	ICT: technology in Music, Cubase	Drama: setting a play/story to music SMSC: friendship, standing up against oppression	ICT: using Cubase, Musescore and Sibelius

	<p>History: Re-opening of theatres during Reformation</p> <p>Literacy: vocabulary</p> <p>ICT: Sibelius</p>	<p>Literacy: presentation of research to class.</p> <p>Vocabulary</p> <p>Tech: use of technology as an element</p>	<p>instruments have changed over time.</p> <p>Literacy: vocabulary</p>	<p>History: development of the piano inc fortepiano</p> <p>Art: Classical to Romantic</p>	<p>Numeracy: fitting music to exact timings of a film</p> <p>Media: compare with use of music in TV, other films</p>		<p>SMSC: peer review</p>
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Curriculum Map: Music Year 11

	Autumn 1	Autumn 2, Spring, Summer					
Content Declarative knowledge 'I know'	Afro Celt Sound System African, Celtic, and electronic musical features and traditions. Identify where and how the elements of music are utilised in this set work and what effect it gives. Analysis of set work.	Performance Develop performing skills individually and in groups to communicate musically with fluency and control of the forces used. Develop knowledge, understanding and skills needed to communicate effectively as musicians	Composition Develop an awareness of music technologies and their use in the creation and presentation of music. Idiomatic features of different instruments. Understand the principles of rhythmic, melodic and harmonic construction; form and structure.	Dictation Skills for rhythmic and melodic dictation. Know and use treble clef; greater awareness of tab, and other clefs.	Unfamiliar listening Typical features of different musical styles/genres and eras.	Revision Know the content and context of each of the eight set works.	On-going What the links are between the integrated activities of performing, composing and appraising and how this informs the development of music Assessment criteria.
Skills Procedural knowledge 'I know how to'	Follow the score and loops. Identify the main features of African, Celtic and electronic music. Draw conclusions and compare to other music.	Play their instrument/sing with good technique, accuracy and interpretation. Work with other musicians to create a successful performance.	Apply different compositional techniques to their own work. Use different music technology programmes to record their compositions. Compose appropriately for different musical forces.	Read notation(s). Know how to identify intervals and rhythmic values. Use music notation to write down short melodies and rhythms.	Transfer skills used for the set works to unfamiliar pieces of music. Identify typical features of different musical styles/genres and eras. Identify different elements of music.	Apply knowledge to exam questions Draw conclusions and compare to other music in this style. How to answer exam questions. Revision techniques.	How to recognise contrasting genres, styles and traditions of music, and develop an awareness of musical chronology
Strategies Conditional knowledge 'I know when to'	When to apply/use subject specific vocabulary.	When to use phrasing and dynamics appropriate to chosen style and mood of music.	Appropriate choice of instruments. Idiomatic use of the elements, techniques and resources for developing and manipulating ideas.	Strategies for notating melodies and rhythms.	Strategy for answering questions, using existing knowledge.	Apply knowledge that is relevant for that question. When to use subject specific vocabulary.	Apply knowledge of style and genre to their performance, composition and exam questions.

<p>Key questions</p>	<p>What is fusion? How can you tell this is a fusion piece? What are the main features of this set work?</p>	<p>Does this performance fit the style/genre? Is this performed with accuracy, technique and interpretation?</p>	<p>Does this piece of music fit the purpose/genre/audience/occasion? Have you exploited the instruments you have used? Does your composition show musical coherence, development of ideas and technical control?</p>	<p>Does your notation add up the correct number of beats on the bar? Does your notation follow the shape of the melody?</p>	<p>What are the typical features of this genre/style/era?</p>	<p>What are the main features of the set works and how can you locate them? Can you link information to the elements of music?</p>	<p>Are you drawing links between performance, composition and appraisal?</p>
<p>Assessment topics</p>	<p>Short answer questions Essay questions</p>	<p>Two performances: solo and ensemble, combined time of four minutes. Assessed on their skills demonstrated during a live, unedited, uninterrupted performance.</p>	<p>Two compositions: Free and to a brief supplied by the exam board. Combined time of 3 minutes.</p>	<p>Part of the GCSE exam paper, we will use past paper exam style questions.</p>	<p>Short form questions on the unfamiliar work. This will be one of the questions in the GCSE exam paper.</p>	<p>Practice exam questions - short form and essay. GCSE Exam in the Summer term.</p>	<p>Coursework and exam.</p>
<p>Cross curricular links/ Character Education</p>	<p>Literacy: essay writing MFL: Celtic culture Numeracy: rhythm and structure History: musical tradition of different times and places.</p>	<p>Develop creative thinking, aesthetic sensitivity, critical awareness, self-confidence, self-motivation and their own musical interests and skills. Ensemble skills: be able to work as part of a team.</p>	<p>Students consider the effect of the purpose and intention of their composition, the effect of audience, time and place. ICT: using Cubase, Musescore and Sibelius</p>	<p>Numeracy: Rhythmic and melodic dictation.</p>	<p>Being aware of different time periods and what technological developments happen at that time – history, computing, design and technology and science</p>	<p>Exam skills.</p>	

Curriculum Map: Music Year 12

	Autumn	Autumn	Autumn	Spring	Spring	Spring	Summer	Summer	Summer	Composition
Content Declarative knowledge 'I Know'	AoS 4 The Beatles Who <i>The Beatles</i> were and history of the band. Features of: 60s pop, barbershop choirs, Indian classical. <i>The Revolver</i> Album analysis.	AoS 5 Debussy Background both of Debussy as a composer and set work. Features including elements, fusion aspects, use of piano, stylistic aspects. <i>Estampes</i> analysis	AoS 3 Herrmann Genesis of film <i>Psycho</i> and its music. Use of strings and their varied timbres to point up the story. Hitchcock chord and how/why used. Leitmotifs and how used. <i>Psycho</i> analysis	AoS 2 Clara Schumann Features of instrumental music in the Romantic era. History and development of the Piano. Context – influences on composition. Sonata Form and Fugue. <i>Piano trio in G major Op17 Mvt1</i> analysis	AoS 1 VW Features of vocal music in the late Romantic era. What a song cycle is. <i>On Wenlock Edge</i> by Vaugh Williams analysis	AoS 6 Stravinsky Innovative use of orchestra and timbres. How music supports the ballet. Background of Stravinsky and music. Features including elements. <i>Le sacre du printemps</i> analysis	AoS 2 Berlioz Features of orchestration in the Romantic era. What programme music is and how a story can be told through an orchestral work. How the idee fixe is used throughout a symphony. <i>Symphony fantastique</i> analysis	AoS 3 Elfman Background to Elfman and his music. Performing forces and their handling, use of elements and their effect. Leitmotifs and how used. How music fits the action on screen. <i>Batman Returns</i> music analysis	AoS 4 Pine Jazz features and genres over time. Hip hop, R&B and jazz fusion. Jazz harmony theory. Understand the playing techniques on the saxophone. <i>Back in the Day</i> album analysis	Bach Chorale Stylistic features of a Bach Chorale, linking to the context of the time and place. Typical choral music of the Baroque. Harmony theory, chords, cadences, inversions, key signature, related keys. Extending melodic and harmonic ideas.
Skills Procedural Knowledge 'I know how to'	Identify elements making critical judgements on their effect. Compare this work and other music of the time.	Identify elements making critical judgements on their effect. Compare this work and other music of the time.	Identify elements making critical judgements on their effect. Compare this work and other music of the time.	Identify elements making critical judgements on their effect. Compare this work and other music of the time.	Identify elements making critical judgements on their effect. Compare this work and other music of the time.	Identify elements making critical judgements on their effect. Compare this work and other music of the time.	Identify elements making critical judgements on their effect. Compare this work and other music of the time. Draw conclusions about musical	Identify elements making critical judgements on their effect. Compare this work and other music of the time.	Identify elements making critical judgements on their effect. Compare this work and other music of the time.	Recreate Bach's harmony theory in own work to compose a Bach-style chorale. Identify key signatures, what chords to use and why. Variety of compositional techniques.

	Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music. Link the lyrics to the music.	Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	decisions and their effect on the listener. Link time and culture to the music.	Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	
Strategies Conditional Knowledge 'I know when to'	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions .	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	Know when to use the different cadences, approach chords and harmonic interest stylistically
Key Questions	What are the key features? Is this work typical of its time and place? How?	What are the key features? Is this work typical of its time and	What are the key features? Is this work typical of its time and	What are the key features? Is this work typical of its time and	What are the key features? Is this work typical of its time and	What are the key features? Is this work typical of its time and	What are the key features? Is this work typical of its time and place? How?	What are the key features? Is this work typical of its time and place? How?	What are the key features? Is this work typical of its time and	What are the features of a Bach chorale? Does your chorale sound idiomatic?

	What is the inspiration behind this work?	place? How? What is the inspiration behind this work?	place? How? What is the inspiration behind this work?	place? How? What is the inspiration behind this work?	place? How? What is the inspiration behind this work?	place? How? What is the inspiration behind this work?	What is the inspiration behind this work?	What is the inspiration behind this work?	place? How? What is the inspiration behind this work?	
Assessment topics	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Assessed in Yr13: Composition to a brief, Bach Chorale harmonisation
Cross curricular links/ Character Education	Literacy: Essay writing Numeracy: Rhythm and structure RE: Religion in 1960s Britain; Hinduism. History: cultural climate of 1960s Britain Media: How music consumed in 1960s Britain	Literacy: Essay writing Numeracy: Rhythm and structure Art: impressionism History: Paris exposition Culture: music from Java	Literacy: Essay writing Numeracy: Rhythm and structure History: <i>mores</i> of the time	Literacy: Essay writing Numeracy: Rhythm and structure History: Feminism – female composers in the 19 th Century	Literacy: Essay writing Numeracy: Rhythm and structure History: Context of the Romantic era History of the countryside in England Geography: terminology about natural landforms	Literacy: Essay writing Numeracy: Rhythm and structure History: why this piece was so shocking, reactions from the time	Literacy: Essay writing Numeracy: Rhythm and structure History: Context of the Romantic era	Literacy: Essay writing Numeracy: Rhythm and structure Media: film genres	Literacy: Essay writing Numeracy: Rhythm and structure. Extended chords and general jazz harmony	History: technology and church in the baroque era Science: the use of the voice and how to give the illusion of a large choir Maths: problem solving

Curriculum Map: Music Year 13

	Autumn	Autumn	Autumn	Spring	Spring	Composition	Summer
Content Declarative knowledge 'I Know'	AoS 4 Bush Features of Pop music music technology developments in the 1980's Features of folk and synth-pop fusion How Kate Bush creates her unique sound <i>Hound of Love</i> album analysis	AoS 5 A Shankar Performing forces and their handling Features of interest for each piece, especially the fusion aspects. Influences on Shankar. <i>Breathing Under Water</i> analysis	AoS 1 Bach Vocal music in the Baroque era. Features of a Baroque Cantata Idiomatic use of the elements of music in this era <i>Ein feste Burg ist unser Gott</i> analysis	AoS 6 Saariaho Background both of Saariaho as a composer and set work. Features including elements, innovative use of 'cello and electronics, spectralism, stylistic aspects. <i>Petals</i> analysis	Performance Idiomatic features of chosen instrument or voice. Background information on each piece.	free or to a brief/ Bach chorales Use stylistic features of Bach chorale to complete two melodies. Use inspiration from set work to create a free composition	Revision Revise all set works
Skills Procedural Knowledge 'I know how to'	Identify elements making critical judgements on their effect. Compare this work and other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	Identify elements making critical judgements on their effect. Compare this work and other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	Identify elements making critical judgements on their effect. Compare this work and other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	Identify elements making critical judgements on their effect. Compare this work and other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	Research background to composer and genre. Write and present programme notes. Create a balanced programme of pieces. Interpret musical ideas through performing, with technical and expressive control.	Variety of composition conventions, when used and how. Techniques of modulation. Create balance of repetition and contrast.	Techniques for answering the different types of questions on the written paper. Rhythmic and melodic dictation techniques.
Strategies Conditional Knowledge 'I know when to'	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	Demonstrate an understanding of style and context.	Use and apply harmonic and melodic devices. Identify key signatures, what chords to use, why. Variety of compositional techniques	Use and apply knowledge to the exam question
Key Questions	What are the key features? Is this work typical of its time and place? How?	What are the key features? Is this work typical of its time and place? How?	What are the key features? Is this work typical of its time and place? How?	What are the key features? Is this work typical of its time and place? How?	What is the background to each piece? How can it be performed stylistically?	What are the stylistic features? What are the assessment criteria?	How is each question assessed? What are the main features?

	What is the inspiration behind this work?	What is the inspiration behind this work?	What is the inspiration behind this work?	What is the inspiration behind this work?			How are the elements used, what is their effect?
Assessment topics	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Performance in recital form of at least 8 minutes of music. Recording sent to exam board.	One composition of at least 4 minutes. Two chorale melodies completed under controlled conditions of up to 6 hours. Marked by exam board.	Written exam paper, set and marked by the exam board.
Cross curricular links/Character Education	Literacy: Essay writing Numeracy: Rhythm and structure SMSC: lyrics about near death experiences ICT: Music technology and developments of tech in the 1980's	Literacy: Essay writing Numeracy: Rhythm and structure SMSC: Indian instruments; engage with, and extend appreciation of, the diverse heritage of music in order to promote personal, social, intellectual and cultural development.	Literacy: Essay writing Numeracy: Rhythm and structure History: context of the baroque era	Literacy: Essay writing Numeracy: Rhythm and structure ICT: use of electronics as a performing force	Drama: performance skills English: presentation of self	Media: Film music (if chosen as free composition) Numeracy: Problem solving and harmony theory	Literacy: Essay writing Numeracy: Rhythm and structure History: context of the relevant time period