

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	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.

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