## **Curriculum Map: Music Year 12**

	Autumn	Autumn	Autumn	Spring	Spring	Spring	Summer	Summer	Summer	Composition
Content	AoS 4 The	AoS 5 Debussy	AoS 3	AoS 2 Clara	AoS 1 VW	AoS 6	AoS 2 Berlioz	AoS 3 Elfman	AoS 4 Pine	Bach Chorale
Declarative	Beatles	Background	Herrmann	Schumann	Features of	Stravinsky	Features of	Background to	Jazz features	Stylistic
knowledge	Who The Beatles	both of	Genesis of film	Features of	vocal music in	Innovative use	orchestration in	Elfman and his	and genres	features of a
'I Know'	were and history	Debussy as a	Psycho and its	instrumental	the late	of orchestra	the Romantic	music.	over time. Hip	Bach Chorale,
	of the band.	composer and	music.	music in the	Romantic era.	and timbres.	era	Performing	hop, R&B and	linking to the
	Features of: 60s	set work.	Use of strings	Romantic era.	What a song	How music	What	forces and their	jazz fusion.	context of the
	pop, barbershop	Features	and their varied	History and	cycle is.	supports the	programme	handling, use of	Jazz harmony	time and place.
	choirs, Indian	including	timbres to	development of	On Wenlock	ballet.	music is and	elements and	theory	Typical choral
	classical.	elements,	point up the	the Piano.	Edge by Vaugh	Background of	how a story can	their effect.	Understand the	music of the
	The Revolver	fusion aspects,	story.	Context –	Williams	Stravinsky and	be told through	Leitmotifs and	playing	Baroque.
	Album analysis.	use of piano,	Hitchcock	influences on	analysis	music.	an orchestral	how used.	techniques on	Harmony
	, , , , , ,	stylistic	chord and	composition.		Features	work.	How music fits	the saxophone.	theory, chords,
		aspects.	how/why used.	Sonata Form		including	How the idee	the action on	Back in the Day	cadences,
		Estampes	Leitmotifs and	and Fugue.		elements.	fixe is used	screen.	album analysis	inversions, key
		analysis	how used.	Piano trio in G		Le sacre du	throughout a	Batman		signature,
			Psycho analysis	major Op17		printemps	symphony.	Returns music		related keys.
			, syene analysis	Mvt1 analysis		analysis	Symphony	anlysis		Extending
							fantastique	,5.5		melodic and
							analysis			harmonic ideas.
Skills	Identify elements	Identify	Identify	Identify	Identify	Identify	Identify	Identify	Identify	Recreate Bach's
Procedural	making critical	elements	elements	elements	elements	elements	elements	elements	elements	harmony
Knowledge	judgements on	making critical	making critical	making critical	making critical	making critical	making critical	making critical	making critical	theory in own
'I know how	their effect.	judgements on	judgements on	judgements on	judgements on	judgements on	judgements on	judgements on	judgements on	work to
to'	Compare this	their effect.	their effect.	their effect.	their effect.	their effect.	their effect.	their effect.	their effect.	compose a
	work and other	Compare this	Compare this	Compare this	Compare this	Compare this	Compare this	Compare this	Compare this	Bach–style
	music of the time.	work and other	work and other	work and other	work and other	work and other	work and other	work and other	work and other	chorale.
	Draw conclusions	music of the	music of the	music of the	music of the	music of the	music of the	music of the	music of the	Identify key
	about musical	time.	time.	time.	time.	time.	time.	time.	time.	signatures,
	decisions and	Draw	Draw	Draw	Draw	Draw	Draw	Draw	Draw	what chords to
	their effect on	conclusions	conclusions	conclusions	conclusions	conclusions	conclusions	conclusions	conclusions	use and why.
	the listener.	about musical	about musical	about musical	about musical	about musical	about musical	about musical	about musical	Variety of
	Link time and	decisions and	decisions and	decisions and	decisions and	decisions and	decisions and	decisions and	decisions and	compositional
	culture to the	their effect on	their effect on	their effect on	their effect on	their effect on	their effect on	their effect on	their effect on	techniques.
	music.	the listener.	the listener.	the listener.	the listener.	the listener.	the listener.	the listener.	the listener.	
	Link the lyrics to	Link time and	Link time and	Link time and	Link time and	Link time and	Link time and	Link time and	Link time and	
	the music.	culture to the	culture to the	culture to the	culture to the	culture to the	culture to the	culture to the	culture to the	
		music.	music.	music.	music.	music.	music.	music.	music.	
Strategies	Use subject	Use subject	Use subject	Use subject	Use subject	Use subject	Use subject	Use subject	Use subject	Know when to
	specific	specific	specific	specific	specific	specific	specific	specific	specific	use the

Conditional	vocabulary to	vocabulary to	vocabulary to	vocabulary to	vocabulary to	vocabulary to	vocabulary to	vocabulary to	vocabulary to	different
Knowledge	make	make	make	make	make	make	make	make	make	cadences,
'I know when	observations and	observations	observations	observations	observations	observations	observations	observations	observations	approach
to'	critical	and critical	and critical	and critical	and critical	and critical	and critical	and critical	and critical	chords and
	evaluations of the	evaluations of	evaluations of	evaluations of	evaluations of	evaluations of	evaluations of	evaluations of	evaluations of	harmonic
	set work and	the set work	the set work	the set work	the set work	the set work	the set work	the set work	the set work	interest
	other music.	and other	and other	and other	and other	and other	and other	and other	and other	stylistically
	Gain inspiration	music.	music.	music.	music.	music.	music.	music.	music.	Stylistically
	for own	Gain inspiration	Gain inspiration	Gain inspiration	Gain inspiration	Gain inspiration	Gain inspiration	Gain inspiration	Gain inspiration	
	compositions.	for own	for own	for own	for own	for own	for own	for own	for own	
	compositions.	compositions.		compositions.	compositions.		compositions.	compositions.		
V	M/hat and the line.		compositions.			compositions.		•	compositions.	\\/\  \  \  \  \  \  \  \  \  \  \  \  \  \
Key	What are the key	What are the	What are the	What are the	What are the	What are the	What are the	What are the	What are the	What are the
Questions	features?	key features?	key features?	key features?	key features?	key features?	key features?	key features?	key features?	features of a
	Is this work	Is this work	Is this work	Is this work	Is this work	Is this work	Is this work	Is this work	Is this work	Bach chorale?
	typical of its time	typical of its	typical of its	typical of its	typical of its	typical of its	typical of its	typical of its	typical of its	Does your
	and place? How?	time and place?	time and place?	time and place?	time and place?	time and place?	time and place?	time and place?	time and place?	chorale sound
	What is the	How?	How?	How?	How?	How?	How?	How?	How?	idiomatic?
	inspiration	What is the	What is the	What is the	What is the	What is the	What is the	What is the	What is the	
	behind this work?	inspiration	inspiration	inspiration	inspiration	inspiration	inspiration	inspiration	inspiration	
		behind this	behind this	behind this	behind this	behind this	behind this	behind this	behind this	
		work?	work?	work?	work?	work?	work?	work?	work?	
Assessment	Short form	Short form	Short form	Short form	Short form	Short form	Short form	Short form	Short form	Assessed in
topics	listening	listening	listening	listening	listening	listening	listening	listening	listening	Yr13:
	questions.	questions.	questions.	questions.	questions.	questions.	questions.	questions.	questions.	Composition to
	Long form essay	Long form	Long form	Long form	Long form	Long form	Long form	Long form	Long form	a brief, Bach
	questions,	essay	essay	essay	essay	essay	essay	essay	essay	Chorale
	comparing the set	questions,	questions,	questions,	questions,	questions,	questions,	questions,	questions,	harmonisation
	work to other	comparing the	comparing the	comparing the	comparing the	comparing the	comparing the	comparing the	comparing the	
	music.	set work to	set work to	set work to	set work to	set work to	set work to	set work to	set work to	
		other music.	other music.	other music.	other music.	other music.	other music.	other music.	other music.	
Cross	Literacy: Essay	Literacy: Essay	Literacy: Essay	Literacy: Essay	Literacy: Essay	Literacy: Essay	Literacy: Essay	Literacy: Essay	Literacy: Essay	History:
curricular	writing	writing	writing	writing	writing	writing	writing	writing	writing	technology and
links/	Numeracy:	Numeracy:	Numeracy:	Numeracy:	Numeracy:	Numeracy:	Numeracy:	Numeracy:	Numeracy:	church in the
Character	Rhythm and	Rhythm and	Rhythm and	Rhythm and	Rhythm and	Rhythm and	Rhythm and	Rhythm and	Rhythm and	baroque era
Education	structure	structure	structure	structure	structure	structure	structure	structure	structure.	Science: the
	RE: Religion in	Art:	History: mores	History:	History:	History: why	History:	Media: film	Extended	use of the voice
	1960s Britain:	impressionism	of the time	Feminism –	Context of the	this piece was	Context of the	genres	chords and	and how to give
	Hinduism.	History: Paris	0	female	Romantic era	so shocking,	Romantic era	80 00	general jazz	the illusion of a
	History: cultural	exposition		composers in	History of the	reactions from			harmony	large choir
	climate of 1960s	Culture: music		the 19 <sup>th</sup>	countryside in	the time				Maths:
	Britain	from Java		Century	England					problem solving
	Media: How			Century	Geography:					prodictiti solvillig
	music consumed				terminology					
	in 1960s Britain				about natural					
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