

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?	What is the background to each piece? How	What are the stylistic features?	How is each question assessed?			

	Is this work typical of its time and place? How? What is the inspiration behind this work?	Is this work typical of its time and place? How? What is the inspiration behind this work?	Is this work typical of its time and place? How? What is the inspiration behind this work?	Is this work typical of its time and place? How? What is the inspiration behind this work?	can it be performed stylistically?	What are the assessment criteria?	What are the main features? 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