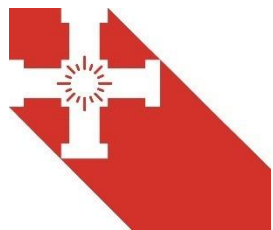


Curriculum Map: Year: 11 Subject: Music



Year 11 Music 2024-2025

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Revision of Music Theory	<p>All students will:</p> <ul style="list-style-type: none"> • Revise and further knowledge and understanding of basic theory skills • Read the notes of the treble, bass and alto clef • Recognise and read: <ul style="list-style-type: none"> • Writing and listening for Cadences • Pitch and Rhythm aural recognition • Primary and Secondary chords • Extended Harmony including 7th 9th and Neapolitan chords. • Listening exercises to develop notation skills; aural recognition of the difference between major and minor, and ‘perfect’ intervals i.e. 4th, 5th, 8ve • Score reading, Notation skills, Rhythm, Pitch, Scales, Sharps and Flats, Key Signatures, Major/Minor and related keys • Develop knowledge and understanding of the elements of music using MAD T-SHIRT mnemonic 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Improve score reading and listening • Improve understanding of extended harmony and apply this to composition • Improve Composition skills • Apply elements of music when listening, using ‘MAD TSHIRT’ 	<p>All students will</p> <ul style="list-style-type: none"> • Homework to consolidate skills

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<p>Area of Study 2 Music for Ensemble</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Know and identify various musical ensembles in three key genres: <ul style="list-style-type: none"> • Jazz • Chamber Groups • Musical Theatre • Understand and apply how composers combine musical lines in the following textures: <ul style="list-style-type: none"> • Monophonic • Polyphonic • Homophonic • Unison • Chordal • Melody and accompaniment • Cannon and Round • Counter melody 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Describe and identify different instrumental ensembles, how they developed throughout history and recognise the sounds by ear. • Identify and analyse different musical Textures and textural devices in music, and start to consider how this can be used in their own music • Compose using different textures and sonorities 	<p>All students will:</p> <ul style="list-style-type: none"> • Complete weekly exam-style listening homework • Listening tasks in lessons
<p>Composing for a brief</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Understand how to create a developed piece of music using the elements of music to enhance the piece: <ul style="list-style-type: none"> • Writing interesting rhythms • Writing memorable melodies • Creating a coherent chord structure • Idiomatic writing, within instrumental limitations • Learn how to achieve contrasts and develop initial ideas when composing 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Apply the skill learnt in music theory to enhance their own music • Apply knowledge of texture and sonority to produce idiomatic music fit for purpose • Use composition portfolio to extend and develop initial ideas. • Compose melodies with simple structure and devices • Develop existing compositions to show clear contrast of ideas 	<p>All students will:</p> <ul style="list-style-type: none"> • 3 'check in' assessments of compositions with written feedback

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<p>Ensemble Performance</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Understand the expected standard and parameters of GCSE ensemble performance • Know how to practice their instrument effectively • Understand balance and blend in an ensemble • Learn how to practically apply their knowledge of the elements of music to enhance their performance and communicate effectively to an audience 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Set appropriate and challenging targets for small ensemble practice • Demonstrate fluency and control of the elements of music when performing on their instrument • Demonstrate ability to reach to other performers to achieve balance and blend. 	<p>All students will:</p> <ul style="list-style-type: none"> • Participate in termly performance showcase lessons with peers
<p>Area of Study 3 Music for Film</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Develop understanding of Film music with particular attention to: <ul style="list-style-type: none"> • Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas. • Learn the relationship between the story and the music: choosing appropriate elements of music to represent characters and plot • The effect of audience, time and place, and how to achieve this through use of the musical elements • Use of sonority, texture and dynamics to create a mood • Understand how composers use leitmotifs and thematic transformation to develop thematic material 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Apply their understanding of the elements of music to analyse Film music • Apply their understanding of typical Film score writing to unprepared extracts, using 'MAD-TSHIRT' as a framework • Independently Read and annotate a score • Compose their own theme or leitmotif • Develop existing compositions to show clear contrast of ideas 	<p>All students will:</p> <ul style="list-style-type: none"> • Complete practice exam questions on Film Music for homework and as part of formal assessments • Regular extended writing projects to prepare for longer exam question
	<p>All students will:</p> <ul style="list-style-type: none"> • Develop understanding of Popular Music from 1950 – present. Including styles such as: <ul style="list-style-type: none"> • Blues 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Compose a short piece of music which considers audience, place and purpose • Use music technology to achieve best effect 	<p>All students will:</p> <ul style="list-style-type: none"> • Exam-style questions for homework and during mock exam

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<p>Area of Study 4 – Popular Music</p>	<ul style="list-style-type: none"> • Rock • Pop • Disco • Soul • Funk • Understand and identify key structures used in Popular Music: <ul style="list-style-type: none"> • Strophic form • 32 bar song form • Verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation • Understand key devices used in popular Music: <ul style="list-style-type: none"> • Primary and secondary chords • Cadences • Standard chord progressions • Power chords • Rhythmic devices such as syncopation, driving rhythms • the relationship between melody and chords 	<ul style="list-style-type: none"> • Produce a score / leadsheet • How to ‘describe’ a piece using the elements of musical language 	
<p>Revision of AoS, Set works and focus on exam technique</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Know Toto and their background and influence • Learn how to read a score with chord diagrams and abbreviations • Complete a chordal analysis using popular chord symbols • Understand the links with ensemble performing and AoS2. • Develop aural, notational and listening skills • Develop an advanced understanding of chords and harmony: <ul style="list-style-type: none"> • Inversions • Dissonance 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Apply their understanding of the elements of music to analyse Africa • Perform a part of Africa as an ensemble • Play through the difference chord sequences used in Africa • Demonstrate understanding of 	<p>All students will:</p> <ul style="list-style-type: none"> • Listening and Appraising Examination • Composition coursework • Performance coursework

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	<ul style="list-style-type: none">• Range• Intervals• Typical modulations		
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