

Year 11 Music Curriculum Map

YEAR 11	Autumn 1	Autumn 2	Spring 1	Spring 2
Curriculum Content	<p>Module 1: Western Classical Tradition Since 1910</p> <p>In this module pupils will study the development of 20th Century Classical music since 1910 through performance, listening & compositional activities.</p> <p>Free Composition Pupils will continue to refine the free composition</p> <p>Set Brief Composition Pupils will choose one of the set briefs and develop a composition, score and appraisal.</p> <p>Solo & Ensemble Performance Pupils will refine their solo and ensemble pieces for performance and recording in the spring term</p>	<p>Module 2: Unfamiliar Listening - Western Classical Tradition and Popular Music</p> <p>In this module pupils will study a range of pieces outside the boundaries of the set works to broaden their understanding of stylistic features and context.</p> <p>Free Composition Pupils will continue to refine the free composition</p> <p>Set Brief Composition Pupils will choose one of the set briefs and develop a composition, score and appraisal.</p> <p>Solo & Ensemble Performance Pupils will refine their solo and ensemble pieces from this term and the previous year for performance and recording in the spring term</p>	<p>Module 3: Traditional Music</p> <p>In this module pupils will study the developments of Folk Music from Europe, America and South America through performance, listening & compositional activities.</p> <p>Set Brief Composition Pupils will complete the set brief composition and</p> <p>Solo & Ensemble Performance Pupils will perform their solo and ensemble pieces in the Spring Concert. The pieces will be recorded during the performance exam day.</p>	<p>Completion of Set Brief composition, score and appraisal.</p> <p>Revision & Practise Papers Areas of Study 1 -4.</p> <p>Final Submission of Performance & Composition Coursework</p>
Prior knowledge and skills (from previous year / key stage)	<p>Knowledge of the timeline of styles in Western Classical Music from the Baroque to the contemporary.</p> <p>Understanding of the treble clef, bass clef, key signatures, transposing instruments.</p> <p>The development of the orchestra through the 19th Century.</p> <p>Tonality and atonality.</p> <p>Texture: monophonic, homophonic, contrapuntal, antiphonal</p> <p>Understanding of Logic Pro music software.</p> <p>An appreciation and understanding of a range of classical music including 20th Century film scores</p> <p>Instrumental and vocal skills.</p>	<p>Knowledge of a range of popular music styles and features from the 1960s to the present day. (Year 8 – ‘Beyond the Blues’, Year 9 – Reggae and Hip Hop, Year 10 Module 1)</p> <p>Understanding of syncopation and polyrhythms</p> <p>Instrumentation and texture related to popular music – melody and accompaniment</p> <p>A comprehensive understanding of major, minor, dominant 7th and diminished chords.</p> <p>Understanding of Logic Pro music software: Use of the score editor and piano roll.</p> <p>Instrumental and vocal skills.</p>	<p>Major, minor, pentatonic and modal scales associated with folk music.</p> <p>Major, minor and dominant 7th chords.</p> <p>Knowledge of The Blues as a traditional form (Year 8)</p> <p>The influence of African music (year 8) and Samba (Year 9)</p> <p>Knowledge of musical elements: Texture, Tempo and Metre, harmony, instrumentation and structure.</p> <p>Instrumental and vocal skills.</p>	
Core Knowledge Organiser content	Theory/practical skills (technique)	Theory/practical skills (technique)	Theory/practical skills (technique)	Theory/contextual understanding/practical skills (technique)
Assessment Objectives	<p>Component 1: Theoretical Understanding/Listening & Appraising Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p>	<p>Component 1: Theoretical Understanding/Listening & Appraising Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p>	<p>Component 1: Theoretical Understanding/Listening & Appraising Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p>	<p>Component 1: Theoretical Understanding/Listening & Appraising Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language.</p>

	<p>Component 2: Performing Music Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p>Component 3: Composing Music Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>	<p>Component 2: Performing Music Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p>Component 3: Composing Music Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>	<p>Component 2: Performing Music Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p>Component 3: Composing Music Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>	<p>Component 2: Performing Music Perform with appropriate techniques and communicate musical ideas with accuracy and expression and interpretation.</p> <p>Component 3: Composing Music Compose using methods appropriate to the style/genre using combination of vocal/instrumental and technology.</p>
Vocabulary / Key Subject Terminology	<p>Major, minor, and atonality. modulation to dominant, subdominant in major or minor keys Conjunct, disjunct, triadic, broken chords, scalar, arpeggio intervals within the octave passing notes diatonic, chromatic slide/portamento, ornamentation including acciaccaturas, appoggiaturas ostinato p. mp, mf, f, ff including the Italian terms cresc, crescendo, dim, diminuendo including hairpins</p>	<p>Riff, pitch bend, melisma, hook, slide, glissando, improvisation Ostinato, blue notes. Pentatonic, modal, blues scale. intro/outro, verse, chorus, break, twelve-bar blues, drum fill. bpm (beats per minute) mm (metronome marking) groove backbeat syncopation off-beat shuffle, swing/swung.</p>	<p>blue notes, pentatonic, whole tone, modal slide/glissando/portamento, pitch bend, appoggiaturas, ostinato, riff, melody-scat melisma, improvisation.</p> <p>Modal, pentatonic</p> <p>strophic, verse and chorus, cyclic call and response popular song forms structure-12/16 bar blues</p> <p>skank, clave (Bo Diddley type beat) augmentation, diminution, anacrusis hemiola, bi-rhythm, cross-rhythm, polyrhythm shuffle beat, backbeat, syncopation, off-beat bossa nova, samba, salsa.</p>	
Assessment 1	<p>Practical assessment of solo and ensemble performances.</p> <p>Written assessment of the features and terminology associated with 20th Century classical music.</p>	<p>Practical assessment of solo and ensemble performances.</p> <p>Written assessment of the features and terminology associated with popular music.</p>	<p>Practical assessment of solo and ensemble performances.</p> <p>Written assessment of the features and terminology associated with traditional music.</p>	
Assessment 2	<p>Assessment of stylistic features and language associated with 20th Century classical music.</p> <p>Appraisal of free composition.</p>	<p>Written assessment of set works for popular music.</p> <p>Appraisal of free and set brief composition.</p>	<p>Written assessment of set works for traditional music.</p> <p>Appraisal of set brief composition.</p>	
Cross Curricular Links with other Faculties	<p>Maths – note values, metre Languages – numerous Italian terms e.g piano, forte, crescendo, tutti. History – e.g. Influences from the 18th Century revolutions on the Romantic period in music. Geography – The German and Italian traditions. Nationalism in the late 19th Century. 20th Century atonality following World War 1. Physics – the nature of sound, music technology RE- The relationship to worship and the structure of the Mass.</p>	<p>Maths – note values, metre Languages – numerous Italian terms e.g piano, forte, crescendo, tutti. History – e.g. Influences from the 18th Century revolutions on the Romantic period in music. Geography – The German and Italian traditions. Nationalism in the late 19th Century. 20th Century atonality following World War 1. Physics – the nature of sound, music technology RE- The relationship to worship and the structure of the Mass.</p>	<p>Maths – note values, metre Languages – numerous Italian terms e.g piano, forte, crescendo, tutti. History – e.g. Influences from the 18th Century revolutions on the Romantic period in music. Geography – The German and Italian traditions. Nationalism in the late 19th Century. 20th Century atonality following World War 1. Physics – the nature of sound, music technology RE- The relationship to worship and the structure of the Mass.</p>	<p>Maths – note values, metre Languages – numerous Italian terms e.g piano, forte, crescendo, tutti. History – e.g. Influences from the 18th Century revolutions on the Romantic period in music. Geography – The German and Italian traditions. Nationalism in the late 19th Century. 20th Century atonality following World War 1. Physics – the nature of sound, music technology RE- The relationship to worship and the structure of the Mass.</p>
Extra-Curricular Offer	<p>Instrumental tuition through Resonate. Early Morning Music Club (Notre Dame) College Orchestra College Chamber Choir College band Grade 5 theory class (Resonate) Resonate Music Studios (Wednesday evenings)</p>	<p>Instrumental tuition through Resonate. Early Morning Music Club (Notre Dame) College Orchestra College Chamber Choir College band Grade 5 theory class (Resonate) Resonate Music Studios (Wednesday evenings)</p>	<p>Instrumental tuition through Resonate. Early Morning Music Club (Notre Dame) College Orchestra College Chamber Choir College band Grade 5 theory class (Resonate) Resonate Music Studios (Wednesday evenings)</p>	<p>Instrumental tuition through Resonate. Early Morning Music Club (Notre Dame) College Orchestra College Chamber Choir College band Grade 5 theory class (Resonate) Resonate Music Studios (Wednesday evenings)</p>

