

## Concept and skills map: Music

### **Curriculum intent – To ignite a creative spark and develop musicianship through performance, composition and discussion.**

We study music at Beckfoot to inspire young people to have a lifelong love of music. We will enable young people to understand and discuss both historical and current approaches to music making, and how music is a product of its time, culture and place in society. We will ignite a love for performing through the study of great composers, their works and performance of various musical styles and develop creativity through the various compositional techniques used in a range of genres.

Why now: Why do we teach topics when we teach them. What is the purpose of each scheme

Techniques learnt / links to KS4: What skills do the schemes focus on and how do these develop throughout.

Our Golden Threads run through everything we do in music. These are the core of our curriculum.

These golden threads are:

Performance

Composition

Appraising

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Year 7</b>	NA	<b>Elements of Music</b>	<b>Gamelan</b>	<b>Chords</b>	<b>Riffs</b>	<b>Caribbean</b>
<b>Iconic musicians</b>		Debussy	Semara Ratih, from Ubud Degung Bali	Vance Joy Glenn Miller	Monty Norman Lalo Schifrin	Bob Marley The Mills Brothers Michel Mauléart Monton
<b>Why now?</b>		Bridging unit – introduces the elements of music – rhythmic focus.	Intro to world music. Intro to pitch – first correct use of rhythm and pitch together – simple 5 note performances.	Introduction to accompaniments. Intro the use of harmony and left hand keyboard parts.	Repeated patterns. Rhythmically complex performances. Intro to composition.	Link to world music. Difficult rhythmical parts in both the melody and the chords. Use of chromatic melodies.
<b>Techniques learnt / links to KS4</b>		<p>Introduction to all of the elements of DR SMITH</p> <p>Focus on performing simple rhythms in time</p> <p>Composing rhythmic ideas using notation and graphic score notation</p> <p>Simple appraising question with support.</p>	<p>Development of rhythm and pitch from DR SMITH</p> <p>Performing using pitch. Performing in time as a pair.</p> <p>Composing short melodies</p> <p>Intro to treble clef</p> <p>Appraising question includes key terms and rhythm questions.</p>	<p>Development of pitch and harmony from DR SMITH</p> <p>Use of two hands at the keyboard to perform chords and melody</p> <p>Composing chord sequences</p> <p>Introduction to the bass clef.</p> <p>Appraising questions focus on keywords and recognising what they sound like.</p>	<p>Development of harmony, rhythm and texture from DR SMITH.</p> <p>Development of performance skills with complex timing.</p> <p>Composition skills developed with pitch.</p> <p>Appraising will develop understanding of instruments.</p>	<p>Development of rhythm, melody and harmony from DR SMITH.</p> <p>Complex timing and co-ordination on own and with others.</p> <p>Performance skills developed with treble and bass clef.</p> <p>Appraising will focus more on instruments and melodic writing.</p>

<b>What I must know/understand and can do</b>		<p>Know the elements of music</p> <p>Perform rhythms in time with others</p> <p>Understand how long quavers, crotchets, minims and semibreves last for</p> <p>Compose using the above rhythmic values</p> <p>Understand what a graphic score is</p> <p>Compose and perform a piece of music to represent a theme.</p>	<p>Know where the notes are on the keyboard</p> <p>Understand how long quavers, crotchets, minims and semibreves last for</p> <p>Play in time on your own and with others</p> <p>Understand how to read the treble clef</p> <p>Compose your own melody</p>	<p>Understand what a chord is and be able to play C, F and G Major chords</p> <p>Play a chord sequence using block, broken and um pa pa technique</p> <p>Play chords and a melody in time with your partner</p> <p>Learn to play chords on the keyboard and Ukulele</p> <p>Sing with accurate pitch as a class</p>	<p>Understand what a riff and ostinato are</p> <p>Be able to play a riff/ostinato in time</p> <p>Be able to play a melody in time with a riff/ostinato played by a partner</p> <p>Be able to write you own riff</p> <p>Understand different time signatures</p>	<p>Perform the first eight bars of both melodies in time with others.</p> <p>Perform the Yellow Bird chords in time with the melody.</p> <p>Understand and play with syncopation.</p> <p>Know the rhythmic values of quavers, crotchets, minims and dotted minims.</p> <p>Know the notes of the treble clef.</p> <p>Play the chords for Three Little Birds on the offbeat.</p>
<b>Year 8</b>	<b>Music and advertising</b>	<b>Blues</b>	<b>Pop Music</b>	<b>Film Music</b>	<b>Latin America</b>	<b>Hip Hop</b>
<b>Iconic musicians</b>	Jose Gonzalez	Bessie Smith, Ray Charles, B.B. King, Louis Armstrong, Ella Fitzgerald, Muddy Waters	The Weeknd, Jason Derulo, Tracey Chapman, Jonas Blue	John Williams, Bernard Herrmann, Hans Zimmer, Ennio Morricone	Gerardo Matos Rodriguez	Grandmaster Flash, Sugar Hill Gang, The Beastie Boys, Kriss Kross, Eminem.
<b>Why now?</b>	The power of music. Links to industry. More complex melodic parts. Use of composition for jingles and underscore.	Links to history and morals of slavery. Intro to improvisation and further composition. Intro to dotted rhythms, triplets and syncopation. Composition work. Use of bass clef	Engages students through relatable pieces.  Music industry links  Complex chord patterns.  Arrangement task to develop creativity.	Use of popular film motifs to once again develop melodic playing. Some chord addition of more complex chords.  Composition element and use of films to put music to – short clips.	Link to world music.  Rhythmically complex parts further than other schemes.  Use of chords, melody and bass lines together.	Link to popular styles.  Lyric writing for the first time.  Impact of music technology and to introduce the use of music technology.

<b>Techniques learnt / links to KS4</b>	<p>Development of dynamics, structure and melody from DR SMITH</p> <p>Music and the media as an employment route.</p> <p>Focus on performing complex melodies and accurately in time.</p> <p>Composing music to a brief. To fit with an advert. Creating music for a target audience</p> <p>Appraising will focus on instrumentation and creating mood through complex use of the elements of music</p>	<p>Development of melody and harmony from DR SMITH</p> <p>Introduction to improvisation and more advanced performance with more parts.</p> <p>Composition of melody using a blues scale and the 12 bar blues pattern</p> <p>Appraising looks at instruments/melody/harmony/keywords.</p>	<p>Development of melody, harmony and texture from DR SMITH.</p> <p>Two handed and syncopated performance skills</p> <p>Focus on chord construction and accompaniments. Looking at the formula for composing pop music, including the four chord trick</p> <p>Appraising removes some support and looks at structure and instrumentation.</p>	<p>Development of melody, instrumentation, and tonality from DR SMITH.</p> <p>Performance tasks extend range and rhythmic identity.</p> <p>Composing a light motif</p> <p>Appraising will focus on instrumentation, rhythm and metre.</p>	<p>Development of rhythm, harmony and tonality in DR SMITH</p> <p>Complex performance skills and rhythmic understanding</p> <p>Development of world music theory and appraising</p> <p>Appraising will focus on world music theory, rhythm, instrumentation.</p>	<p>Development of Rhythm, instrumentation and harmony from DR SMITH.</p> <p>Modern genre links to BTEC</p> <p>Performing complex melodies with chords. Performing raps with understanding of syncopation and flow.</p> <p>Intro composition using technology</p> <p>Lyric writing</p> <p>Appraising focuses on lyric delivery, structure, melody and rhythm and pulse.</p>
<b>What I must know/understand and can do</b>	<p>Understand what a jingle, voiceover and underscore are.</p> <p>Be able to perform several short jingles.</p> <p>Write your own jingle.</p>	<p>Identify and perform the chords used in the 12-bar blues</p> <p>Play a syncopated blues melody in time with your partner</p> <p>Improvise whilst somebody else plays chords</p> <p>Understand key points about the history of the blues and slavery</p>	<p>Understand and perform a hook</p> <p>Add a bass line and play this in time with your partner</p> <p>Use DR SMITH to discuss different versions of pop pieces</p> <p>Use music technology loops to create your own pop song, using a pop structure</p> <p>Write your own drum loop</p>	<p>Perform several film motifs</p> <p>Perform the first 16 bars of Pirates of the Caribbean</p> <p>Play the chords for the first 8 bars of Pirates of the Caribbean</p> <p>Compose your own light motif for a character in a film clip</p>	<p>Perform the melody for La Cumparsita in time with a partner</p> <p>Perform the chords for La Cumparsita</p> <p>Compose a tango chord sequence</p> <p>Perform Samba rhythms as part of a class performance</p> <p>Improvise rhythms as part of a Samba solo</p>	<p>Perform the first eight bars of both melodies in time with others.</p> <p>Compose a rap which introduces your crew and discusses a topic important to you.</p> <p>Perform the chords and bass for Still DRE.</p> <p>Perform your rap in time with a backing.</p> <p>Use Mixcraft to sequence your backing track</p>

Year 9	What is music to you?	History of music – Baroque and Classical	Grunge and Britpop.	Musicals	Disco, EDM, Grime	World Music and Fusion
<b>Iconic musicians</b>	Ed Sheeran, Hot 8 Brass Band, Chopin	Pachelbel, Vivaldi, Mozart, Beethoven	Nirvana, Oasis, Blur	Benj Pasek and Justin Paul, Abba, Rodgers and Hammerstein II, Queen, Lin-Manuel Miranda, Kander & Ebb, Leonard Bernstein, Lloyd Webber	Donna Summer, Lipps inc, Diana Ross, Earth Wind and Fire, Bee Gees, Avicii, Calvin Harris, Dave	Bombay Talkie, Panjabi MC, Paul Simon, Ladysmith Black Mambazo, Afrocelt soundssystem, Kokolo, Mozart, Beethoven, Vivaldi, A.R. Rahman, Anoushka Shankar, Nora Jones, Fanfare, Ciocarlia, Bernstein
<b>Why now?</b>	<p>Students take leadership of their learning.</p> <p>Links to modern pieces for students to play and identify with.</p> <p>Chords and melody and group performances will extend students further.</p>	<p>A look back at the building blocks of music.</p> <p>Importance of the use of chords, and their formation on pieces.</p> <p>Historically important period to discuss here.</p>	<p>Looking at various instruments</p> <p>Social developments impact on music</p> <p>Combination of melody and lyrics</p> <p>Compositional possibilities.</p>	<p>Development of previous units of work.</p> <p>Intro of stage musicals and their history – link to GCSE set works.</p> <p>Performance tasks again become more complex.</p> <p>Screen builds on film music – looking at Star Wars, Leitmotifs and composition work.</p>	<p>Link to the modern music industry.</p> <p>Social developments impact on music</p> <p>Developing use of Music technology</p> <p>Looking at links between styles of music and understanding the timeline of modern dance music</p>	<p>Fusing together more musical styles is more complex again than anything that has come before.</p> <p>Understanding and recapping on previous musical styles.</p> <p>Most complex performance tasks</p> <p>Ability to once again compose in the style.</p>
<b>Techniques learnt / links to KS4</b>	<p>Development of Rhythm, structure, harmony and melody from DR SMITH.</p> <p>Links to modern pop genres.</p> <p>Development of performances using</p>	<p>Development of rhythm, structure, melody, instrumentation and harmony from DR SMITH.</p> <p>Complex performance tasks based on</p>	<p>Development of structure, harmony, tonality and melody.</p> <p>Performance of iconic pieces using performance</p>	<p>Development of all elements of DR SMITH..</p> <p>Complex performance skills. Performing through composed pieces and pieces that</p>	<p>Development of all elements of DR SMITH.</p> <p>Performing modern pieces of music that show influence of different styles of music. Using music</p>	<p>Development of all elements of DR SMITH.</p> <p>Complex performance tasks that develop students understand of musical features and ability to work</p>

	<p>music technology and performing as an ensemble.</p> <p>Appraising will focus on all elements with limited support. Students will take responsibility of researching styles and using the elements of using as a tool for analysing genres independently</p>	<p>multiple parts playing as an ensemble</p> <p>Development of composing melodies using Sibelius.</p> <p>Appraising will focus on the theory of differing musical styles and the basis of harmony and melody</p>	<p>techniques linked to the style</p> <p>Composition of catchy riffs and chordal patterns that show a strong awareness of the different styles</p> <p>Appraising will focus on development of pop theory and research.</p> <p>Understanding the similarities and differences between popular styles of music and the influences behind each of them</p>	<p>have tempo and key changes.</p> <p>Development of composition skills, looking at leitmotifs to represent characters and places.</p> <p>Appraising will focus on theory of stage and screen. In particular the use of the musical elements to compose music for theatre and looking at difficult features of film that are harder to grasp</p>	<p>technology within performance</p> <p>Developing music technology skills when composing. Using DAWs to manipulate samples.</p> <p>Appraising will focus on modern production and song writing techniques and the use of music technology as an instrument.</p>	<p>independently as an ensemble</p> <p>Composing in different styles of fusion. Bringing together ideas from previous genres looked at in KS3</p> <p>Appraising will focus on the development of music theory and world music understanding</p> <p>Understanding key concepts from different styles and how they combine to create fusion.</p>
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<b>What I must know/understand and can do</b>	<p>Use DR SMITH to discuss your favourite music</p> <p>Play the melody and chords to Shape of you in time with a partner</p> <p>Play the hook for shape of you</p> <p>Write your own hook</p>	<p>Perform parts from Pachelbels canon, in time with others.</p> <p>Compose own melody to fit with Pachelelbel's canon ground bass</p> <p>Use DR SMITH to answer listening questions</p> <p>Perform parts from Fur Elise</p>	<p>Perform the Smells like teen spirit riff in time</p> <p>Play the chords for the opening four bars of smells like teen spirit</p> <p>Use DR SMITH to comment on pieces of music</p> <p>Perform Don't look back in anger chords in time</p>	<p>Perform all of the melody for Do-Re-Mi</p> <p>Describe and perform a Leitmotif</p> <p>Use DR SMITH to comment on songs from musicals</p> <p>Perform 'My shot' riff from Hamilton</p>	<p>Perform the melody to Funky Town</p> <p>Play the bass line for Funky Town</p> <p>Compose your own Disco riff</p> <p>Perform the hook and chords for Wake me up</p> <p>Perform the chord sequence for Samantha in time</p> <p>Use DR SMITH to comment on Disco, House and Grime music</p>	<p>Perform the bass and tune for Mundian to Bach ke</p> <p>Understand what a fusion is, and be able to name some musical fusions</p> <p>Compose your own Bhangra melody, using conventions of the style</p> <p>Play the chords for You can call me AI</p> <p>Be able to play a Djembe backing rhythm to add to You can call me AI</p> <p>Play the melody for Ode to Joy in time with a backing track</p>
<b>Tech award year 10</b>	<p><b>SOL: Component 1 LAA</b></p> <p>Develop appreciation of styles and genres of music.</p> <p>Links to KS3 schemes on various styles. Learning about features of styles in more depth.</p> <p>Builds on listening skills. Develops composition and performance skills</p>	<p><b>SOL: Component 1 LAA</b></p> <p>Develop appreciation of styles and genres of music.</p> <p>Links to KS3 schemes on various styles. Learning about features of styles in more depth.</p> <p>Builds on listening skills. Develops composition and</p>	<p><b>SOL: Component 1 LAB</b></p> <p>Exploring techniques used to create music products.</p> <p>Selecting three musical products to develop further showing how skills and techniques from learning aim A have been implemented.</p> <p>Develops performance and</p>	<p><b>SOL: Component 1 LAB</b></p> <p>Exploring techniques used to create music products.</p> <p>Selecting three musical products to develop further showing how skills and techniques from learning aim A have been implemented.</p> <p>Develops performance and</p>	<p><b>SOL: Component 2 LAA</b></p> <p>Exploring professional and commercial skills for the music industry.</p> <p>Developing understanding of how musicians share music with others within the industry.</p>	<p><b>SOL: Component 2 LAB</b></p> <p>Applying and developing individual musical skills and techniques.</p> <p>Focusing on developing practical skills worked on throughout the whole of KS3.</p> <p>Self-evaluating improvements made in these skills and techniques.</p>

	<p>through practical workshops</p> <p>Using Music Technology as a tool for composition- Links to KS3 schemes such as Pop and Hip Hop</p>	<p>performance skills through practical workshops</p> <p>Using Music Technology as a tool for composition- Links to KS3 schemes such as Pop and Hip Hop</p>	<p>composition skills even further.</p> <p>Evaluating and analysing how to develop composition and performance.</p>	<p>composition skills even further.</p> <p>Evaluating and analysing how to develop composition and performance.</p>	<p>Exploring and developing skills and evaluating own skills set.</p>	
<p><b>Tech award year 11</b></p>	<p><b>SOL: Component 2 LAB</b></p> <p>Applying and developing individual musical skills and techniques.</p> <p>Focusing on developing practical skills worked on throughout the whole of KS3.</p> <p>Self-evaluating improvements made in these skills and techniques.</p>	<p><b>SOL: Component 3 prep</b></p> <p>Practice and preparation for component 3.</p> <p>Exploring different methods for changing a styles of music.</p> <p>This will take influence from Component 1 and 2 as well as linking to KS3 work on styles of music.</p> <p>Links to Pop unit in year 8. Students creating a cover version.</p>	<p><b>SOL: Component 3 prep</b></p> <p>Practice and preparation for component 3.</p> <p>Exploring different methods for changing a styles of music.</p> <p>This will take influence from Component 1 and 2 as well as linking to KS3 work on styles of music.</p> <p>Links to Pop unit in year 8. Students creating a cover version.</p>	<p><b>SOL: Component 3- External</b></p> <p>Learners will be given the opportunity to develop and present music in response to a given commercial music brief.</p>	<p><b>SOL: Component 3- External</b></p> <p>Learners will be given the opportunity to develop and present music in response to a given commercial music brief.</p>	



<b>GCSE Year 10</b>	<p><b>SOL: Building blocks of music</b></p> <p>Generic music history focus on keywords based around DR SMITH.</p> <p>Intro to GCSE listening and appraising questions.</p> <p>Start on essay questions and how to answer.</p> <p><b>Composition techniques</b></p> <p>Builds on KS3 curriculum. Focus on</p>	<p><b>SOL: Killer Queen</b></p> <p>Understanding of set work. Links to exam content with less support. Exam practice.</p> <p>Most relatable set work based on KS3 curriculum.</p> <p>Start on essay questions and how to answer.</p> <p><b>Mock composition 1</b></p> <p>Builds on last half term to introduce</p>	<p><b>SOL: Music for a while</b></p> <p>Intro to the Baroque period. Wider listening and shared features.</p> <p>Song writing and links to Killer Queen discussed.</p> <p>Focus on history, theory content and links to the exam.</p> <p><b>Mock composition 1</b></p> <p>Continued development and</p>	<p><b>SOL: Star Wars</b></p> <p>Development of stage and screen from year 9. Focus on all the elements of DR SMITH and putting the work in context.</p> <p>Exam questions and essay writing.</p> <p><b>Composition 1</b></p> <p>Intro to the first composition task. Depending on student ability it could be theme and variation/blues</p>	<p><b>SOL: Brandenburg</b></p> <p>Return to the Baroque period with a more complex piece. Continual development of context, DR SMITH, essay writing and listening questions.</p> <p><b>Composition 1</b></p> <p>Further development ensuring all</p>	<p><b>SOL: Release</b></p> <p>Focus on fusion and music technology. Links to work from year 9.</p> <p>Development of theory, context, essay and listening question.</p> <p><b>Composition 1 completion</b></p> <p>To complete composition one completely before the summer break.</p>

	elements one at a time to build up to shorter challenges.	longer practice tasks based around melody and harmony.	refinement from previous content.	piece/rock song/own choice if confident.	students are covering all of DR SMITH in their writing to get the best marks possible.	
<b>Iconic musicians</b>	Purcell, Vivaldi, Bach, Handel, Mozart, Beethoven, Schubert, Wagner, Chopin, Kern, Bernstein, Sondheim, Lloyd Webber,	Queen, Beach Boys	Purcell	John Williams	J.S. Bach	Afro Celt Sound System
	Performance work happens throughout the year, linked to progress reports and supported through work of instrumental staff. Aural skills and wider listening are extended in each half term with standalone lessons to focus on them.					
<b>Year 11</b>	<p><b>SOL: Pathetique</b> Intro to Beethoven, Classical and Romantic writing, development of Purcell and Bach.</p> <p>Focus on all elements of DR SMITH and links to listening and essay questions at GCSE.</p> <p><b>Composition 2 prep</b> Exam boards release the briefs. Focus on the styles involved and their compositional features.</p>	<p><b>SOL: Essay and listening prep</b> Revision of topics covered. Focus on unfamiliar listening and aural dictation building on one off lessons previously.</p> <p>Focus on essay writing / structure.</p> <p><b>Samba Em Preludio</b> Intro to new set work. Look at general stylistic conventions and then focus on</p>	<p><b>SOL: Defying Gravity</b> Start the final set work. Understand context and DR SMITH.</p> <p><b>Revision</b> Of all set works, context, DR SMITH, wider listening, unfamiliar listening and aural dictation.</p> <p><b>Composition 2</b> Aim to complete the composition this half term.</p>	<p><b>SOL: Listening practice</b> Of all set works, context, DR SMITH, wider listening, unfamiliar listening and aural dictation.</p> <p><b>Performance exam prep</b> Spend time in lesson ensuring all have developed their mock performances ready for the final recordings.</p>	<p><b>SOL: All set work revision</b> Of all set works, context, DR SMITH, wider listening, unfamiliar listening and aural dictation.</p>	

		<p>learning about DR SMITH.</p> <p><b>Composition 2</b></p> <p>Start the composition 2 task. Start with either chords or melody to develop the composition.</p>				
<b>Iconic musicians</b>	Beethoven	Esperanza Spalding	Stephen Schwartz			
	<p>Performance work happens throughout the year, linked to progress reports and supported through work of instrumental staff.</p> <p>Aural skills and wider listening are extended in each half term with standalone lessons to focus on them</p>					
<b>Year 12</b>		<p><b>Instrumental - Schumann</b></p> <p>Understanding of Baroque, Classical and Romantic chamber music. Development into the romantic period and how females made their own voice as composers.</p> <p><b>Popular Music and Jazz – Kate Bush</b></p> <p>Intro to iconic British artist, look at context around this,</p>	<p><b>Film Music – Batman</b></p> <p>Intro to the film genre with iconic blockbuster music scores. Multi movement and advanced unpredictable harmony.</p> <p><b>Vocal – Bach</b></p> <p>Start with the Baroque period – looking at the past Vivaldi set work, plus the features of the period, before</p>	<p><b>New directions – Petals</b></p> <p>Really complex new piece, look at this more contemporary style of composition and the wider listening linked to it. All backed up with listening and essay questions.</p> <p><b>Fusions – Shankar</b></p> <p>Combines work on world and pop music, particularly Kate Bush. Strong wider listening links.</p>	<p><b>New directions – Petals</b></p> <p>Continuation of petals</p> <p><b>Pop – Courtney Pine</b></p> <p>Intro to Jazz and the context this brings. Focus on exam analysis and collaborations with other musicians.</p> <p><b>Instrumental Music – Berlioz</b></p>	<p><b>Revision of year 12 set works</b></p> <p>Exam practice and consolidation.</p> <p><b>Composition one</b></p> <p>Completion of composition one.</p> <p><b>Performance three</b></p> <p>Further performance session for students to demonstrate their progress – look to extend the performance time.</p>

		<p>focus on DR SMITH and essay questions</p> <p><b>Rhythm, melody composition</b></p> <p>Development of small tasks from GCSE. Focus on rhythm, melody and simple chord patterns.</p> <p><b>Exploring unfamiliar music and performance preparation</b></p> <p>Intro to wider listening and unfamiliar listening as wanted in the exam.</p>	<p>moving onto this multi movement work, the first movement is very complex</p> <p><b>Chord patterns and advanced progressions</b></p> <p>Focus on advanced harmony and modulations.</p> <p><b>Short composition tasks</b></p> <p>Exercises that bring everything together.</p> <p><b>Performance to the class</b></p> <p>Perform to the class and mark each other.</p>	<p><b>Composition one</b></p> <p>Start free choice composition based on tasks completed and looking at a plan.</p>	<p>Final set work on instrumental music, leads on well from Schumann and the musical language used there. Has links to Debussy from year 12.</p> <p><b>Composition one</b></p> <p>Development of main musical content for composition.</p> <p><b>Performance two</b></p> <p>Further performance session for students to demonstrate their progress.</p>	
<b>Iconic musicians</b>		<b>Schumann, Bush</b>	<b>Elfman, Bach</b>	<b>Saariaho and Shankar</b>	<b>Berlioz and Pine</b>	
	Throughout the year - essay and listening work backs up the set work topics – This is done with aural dictation lessons once per week					

<b>Asses sment Map</b>		<p><b>Week 4</b></p> <p>Performance assessment – Prepare a performance of at least one minute</p> <p>Composition assessment – Rhythmic and melody task</p> <p><b>Week 6</b></p> <p>Listening question on: Bush Schumann Essay question Question 5 – Baroque period</p>	<p><b>Week 3</b></p> <p>Performance assessment – Prepare a performance of at least two minutes</p> <p>Composition assessment – 16 bar chord and melody task</p> <p><b>Week 6</b></p> <p>Listening question on: Batman Bach Essay question Question 5 – Romantic period Question 6 - Bush</p>	<p><b>Week 3</b></p> <p>Performance assessment – Prepare a performance of at least three minutes</p> <p>Composition assessment – Film music composition task – 45 seconds+</p> <p><b>Week 6</b></p> <p>Listening question on: Bush Aural dictation Essay question Question 5 – 80s Pop Question 6 – One of Batman OR schumann</p>	<p><b>Week 3</b></p> <p>Performance assessment – Prepare a performance of at least four minutes</p> <p>Composition assessment – Free composition – 60 seconds+</p> <p><b>Week 6</b></p> <p>Listening question on: Saariaho Shanker Essay question Question 5 – Film Question 6 – Bach OR Bush</p>	<p><b>Week 3</b></p> <p>Performance assessment – Prepare a performance of at least five minutes</p> <p>Composition assessment – Mock brief – 90 seconds</p> <p><b>Week 6</b></p> <p>Listening question on: Berlioz Pine Aural dictation Essay question Question 5 – New directions Question 6 – Saariaho OR Shanker</p>
<b>Year 13</b>	<b>Film Music – Hermann</b>	<b>Pop Music – The Beatles</b>	<b>Vocal Music – On Wenlock Edge</b>	<b>Revision</b>	<b>Revision</b>	

<p>Complete the film music set works. Multi movement and motivic development. Focus on listening and essay questions.</p> <p><b>Instrumental Music – Berlioz</b></p> <p>Final set work on instrumental music, leads on well from Schumann and the musical language used there. Has links to Debussy from year 12.</p> <p><b>Revision</b></p> <p>Completed through cumulative essay and listening question practice.</p> <p><b>Composition 1</b></p> <p>Completion of composition one – could also start a second if students would like to bring all ideas together to work on something new, then choose the best.</p> <p><b>Technical Study</b></p> <p>Introduction to the technical study, look at past examples and</p>	<p>Final lessons on The Beatles. Students can go on to write their own listening questions for development.</p> <p><b>Vocal Music – On Wenlock Edge</b></p> <p>Final vocal set work. Advanced harmony. Builds on both Mozart and Schumann from year 12.</p> <p><b>Composition 1</b></p> <p>Could work on comp one or two aiming for final version.</p> <p><b>Technical Study</b></p> <p>Development of exercises and understanding.</p> <p><b>Performance 4</b></p> <p>Further performance session for students to demonstrate their progress – look to extend the performance time.</p>	<p>Completion of the work.</p> <p><b>Fusions – Debussy</b></p> <p>Continued development of the fusions, but also developing from some of the instrumental work we looked at last half term.</p> <p><b>New Directions – Stravinsky</b></p> <p>Most complex work, builds on all previous set works.</p> <p><b>Composition 1</b></p> <p>Total completion of composition one or two.</p> <p><b>Technical Study</b></p> <p>Final prep for the technical study.</p>	<p>Final revision in preparation for the exam.</p> <p><b>Performance focus 5</b></p> <p>Further performance session for students to demonstrate their progress – look to extend the performance time.</p> <p><b>Technical study</b></p> <p>Exam board release technical study for students to complete.</p>	<p>Final revision in preparation for the exam.</p>	
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	how to approach them. Allow students to focus on either four part or arranging. If four part start work on Mrs D harmony book.					
<b>Iconic Musicians</b>	<b>Berlioz Hermann</b>	<b>The Beatles Ralph Vaughan-Williams</b>	<b>Debussy, Stravinsky</b>			
	Throughout the year - essay and listening work backs up the set work topics – This is done with aural dictation lessons once per week					
<b>Assessment Map</b>	<p><b>Week 3</b></p> <p>Performance assessment – Prepare a performance of at least six minutes</p> <p>Composition assessment – Mock brief – 3 minutes</p> <p><b>Week 6</b></p> <p>Listening question on: Pine</p> <p>Aural dictation</p> <p>Essay question</p> <p>Question 6 – Berlioz</p>	<p><b>Week 4</b></p> <p>Performance assessment – Prepare a performance of at least seven minutes</p> <p>Composition assessment – Composition technical study – 2 minutes</p> <p><b>Week 6</b></p> <p>Listening question on: Bach</p> <p>Batman</p>	<p><b>Week 3</b></p> <p>Performance assessment – Prepare a performance of at least eight+ minutes</p> <p>Composition assessment – Set composition 3 minutes 30</p> <p><b>Week 6</b></p> <p>Listening question on: Beatles</p> <p>Vaughan Williams</p>	<p><b>Week 3</b></p> <p>Performance assessment – Prepare a performance of at least eight+ minutes</p> <p>Composition assessment – Set brief – 4 minutes 30</p> <p><b>Week 6</b></p> <p>Listening question on: Stravinsky</p> <p>Debussy</p>		

	OR Shanker	Essay question Question 5 – Fusion	Aural dictation Essay question Question 5 – Jazz Question 6 – Hermann OR Schumann	Aural dictation Essay question Question 5 – New directions Question 6 – Beatles OR Vaughan Williams		
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