

Curriculum Knowledge Map



Year 11 GCSE	AUTUMN		SPRING		SUMMER
	Popular Music		Traditional Music		Western Classical Tradition 1650-1910
Declarative <i>What should they know?</i>	Popular Music - Reading staff notation of up to 12 bars of unfamiliar music - Music Vocabulary relevant to Pop Music linked to dynamics, articulation, melody and sonority (timbre) - Technology in Pop Music - Contextual information about Mozart's Clarinet Concerto in A	Popular Music - Reading staff notation of up to 12 bars of unfamiliar music - Understanding how to perform, compose and aurally recognise syncopation - Music Vocabulary relevant to Pop Music linked to structure, texture, tempo, metre and rhythm - Contextual information about Mozart's Clarinet Concerto in A - Unfamiliar music – Music of Broadway 1950s – 1990s, Rock Music of 1960s and 1970s, Film and computer gaming music 1990s to present, Pop music 1990s to present	Traditional Music - Reading staff notation of up to 12 bars of unfamiliar music - Chord systems - Scales - Musical Vocabulary linked to harmony and tonality - Unfamiliar music – Blues music from 1920-1950, Fusion music incorporating African and/or Caribbean music, Contemporary Latin music, Contemporary folk music of the British Isles	Traditional Music - Reading staff notation of up to 12 bars of unfamiliar music - Chord systems - Scales - Musical Vocabulary linked to harmony and tonality - Unfamiliar music – Blues music from 1920-1950, Fusion music incorporating African and/or Caribbean music, Contemporary Latin music, Contemporary folk music of the British Isles	Western Classical Tradition 1650-1910 - Reading staff notation of up to 12 bars of unfamiliar music - Writing staff notation up to 8 bars - Musical Vocabulary linked to Structure, texture, tempo, metre and rhythm - Recap Contextual information about Haydn - Unfamiliar music – The Coronation Anthems and Oratorios of Handel, The orchestral music of Haydn, Mozart and Beethoven, The piano music of Chopin and Schumaan, The Requiem of the late Romantic period
Procedural <i>What should they be</i>	- Performance Skills: Performing an extract of 'Mozart's Clarinet	- Performance Skills: Performing an extract of 'Lucy in the Sky with	- Listening and Appraising: Be able to aurally identify musical	- Listening and Appraising: Be able to aurally	- Listening and Appraising: Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm



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<i>able to do?</i>	<p>Concerto'</p> <p>- Listening skills: Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre) in Classical Music</p> <p>- Composition skills linked to the musical elements of dynamics and articulation melody and sonority (timbre) found within Classical Music</p>	<p>Diamonds'</p> <p>- Listening skills: Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm in Classical Music</p> <p>- Composition skills linked to the musical elements of linked to structure, texture, tempo, metre and rhythm found within Classical Music</p>	<p>elements linked to harmony and tonality</p> <p>- Composition skills linked to the musical elements of harmony and tonality</p>	<p>identify musical elements linked to dynamics and articulation melody and sonority (timbre)</p> <p>- Composition skills linked to the musical elements of dynamics and articulation melody and sonority (timbre)</p>	
Disciplinary Literacy (Tier 3 Vocab)	Rondo Transposing Episode	Neapolitan 6th Harmonic Flux Perfect Cadence	Enharmonic Falsetto Bossa Nova	Staccato Ostinato Riff	Suspension Tutti Virtuoso
Assessment	MP1: Free Composition Final Draft	MP2: Solo Exam MP3: CEE MP4: Set Brief Composition Draft 1	MP1: Set Brief Composition Draft 2	MP1: Ensemble Exam MP2: Set Brief Composition Final Draft	MP1: MOCK Exam



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Year 11 Music Technology	AUTUMN		SPRING	SUMMER	
	Exam Skills		Component 3: Responding to a Music Brief		
<p>Declarative <i>What should they know?</i></p>	<ul style="list-style-type: none"> • Understand note values and rhythm • Understand how to use Software Instruments in Logic Pro to create a track • Understand how to input a chord sequence • Understand how to input a bass line • Understand how to add a drum beat • Understand a variety of production features 	<ul style="list-style-type: none"> • Understand how to write a chord sequence in Logic Pro • Understand how to write a bass line in Logic Pro • Understand how to add a melody • Understand how to add a harmony • Understand how to structure a piece • Understand technological techniques used within popular music 	<ul style="list-style-type: none"> • Understand key musical features of the Disco genre • Understand the origins and history of the Disco genre • Understand artist roles in the Disco genre • Understand how to create a Disco composition using Software Instruments on Logic Pro 	<ul style="list-style-type: none"> • Understand how different genres of music are composed • Understand how to compose music to suit its brief, for example for a particular culture, atmosphere, location etc • Understand how to compose using motifs and riffs • Understand how to change a composition to make it fit within a set genre • Understand how to compose in a particular genre to a set brief 	<ul style="list-style-type: none"> • Understand how to respond to a music brief • Select and apply musical skills in response to a music brief • Present a final musical product in response to a music brief • Comment on the creative process and outcome in response to a music brief
<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> • Be able to apply the music theory knowledge and independence in order to recreate a cover song on Logic Pro • Be able to compose either through music notation software or a music sequencer • Be able to compose 	<ul style="list-style-type: none"> • Be able to compose using major and minor keys • Be able to modulate between two keys • Be able to compose effective chord sequences in contrasting keys • Be able to compose with articulation, a 	<ul style="list-style-type: none"> • Be able to apply the music theory knowledge and independence in order to compose in a set genre on Logic Pro • Be able to compose either through music notation software or a music sequencer • Be able to compose 	<ul style="list-style-type: none"> • Be able to apply the knowledge learnt in order to create a cover song in a set genre on Logic Pro • Be able to compose either through music notation software or a music sequencer • Be able to compose an effective drum beat, 	<ul style="list-style-type: none"> • Be able to plan to meet the demands of the music brief • Consider constraints and intentions • Develop and produce a response to a brief • Be able to apply the music theory knowledge and independence in order to compose in a set genre on Logic Pro • Be able to compose either through music notation software or a music sequencer • Be able to compose an effective drum beat, chord sequence with developments, bass line and



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	an effective drum beat, chord sequence with developments, bass line and melody Be able to compose with effective automation	variety of timbres and develop a composition effectively	an effective drum beat, chord sequence with developments, bass line and melody Be able to compose with effective automation	chord sequence with developments, bass line and melody • Be able to compose with effective automation Be able to write a detailed commentary on the work completed	melody • Be able to compose with effective automation • Refining musical skills for a musical product • Be able to write a detailed commentary on the work completed
Disciplinary Literacy (Tier 3 Vocab)	Loop Riff Hook	Modulation Legato Staccato	Delay Automation Panning	Producer Promoter Singer Songwriter	Genre Reverb Multitrack
Assessment	MP1: Production Assessment	MP2: Composition Assessment	MP1: Composition Assessment	MP2: Composition Assessment	Exam: Composition Assessment & Commentary according to brief

