

Curriculum Knowledge Map

Year 11 GCSE	AUTUMN		SPRING		SUMMER
	Popular Music		Traditional Music		Western Classical Tradition 1650-1910
<p>Declarative <i>What should they know?</i></p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p>Procedural <i>What should they be able to do?</i></p>	<p>- Performance Skills: Performing an extract of 'Mozart's Clarinet Concerto' - Listening skills: Be able to aurally identify musical elements</p>	<p>- Performance Skills: Performing an extract of 'Lucy in the Sky with Diamonds' - Listening skills: Be able to aurally identify musical elements</p>	<p>- Listening and Appraising: Be able to aurally identify musical elements linked to harmony and tonality - Composition skills linked to the musical</p>	<p>- Listening and Appraising: Be able to aurally identify musical elements linked to dynamics and articulation melody</p>	<p>- Listening and Appraising: Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm</p>



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	linked to dynamics and articulation melody and sonority (timbre) in Classical Music - Composition skills linked to the musical elements of dynamics and articulation melody and sonority (timbre) found within Classical Music	linked to structure, texture, tempo, metre and rhythm in Classical Music - Composition skills linked to the musical elements of linked to structure, texture, tempo, metre and rhythm found within Classical Music	elements of harmony and tonality	and sonority (timbre) - Composition skills linked to the musical elements of dynamics and articulation melody and sonority (timbre)	
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

Year 11 Music Technology	AUTUMN		SPRING	SUMMER	
	Unit 1: The Music Industry	Unit 6: Studio Recording	Unit 7: Introducing Music Sequencing		Unit 2: Managing a Music Product
Declarative <i>What should they know?</i>	Unit 1: The Music Industry Learning Aims: Be able to understand the roles and responsibilities in the	Unit 6: Studio Recording Learning Aims: A Plan a recording session in response to a given scenario	Unit 7: Introducing Music Sequencing Learning Aims: A Explore music sequencing techniques B Use music	Unit 7: Introducing Music Sequencing Learning Aims: A Explore music sequencing techniques B Use music	Unit 2: Managing a Music Product Learning Aims: A Plan Develop and Deliver a Product B Promote a Music Product C Review the Management of a Music Product



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	music industry	B Undertake a studio recording session	sequencing software to create music	sequencing software to create music	
Procedural <i>What should they be able to do?</i>	Exam skills Preparation skills Writing skills Comprehensive skills Balancing an argument	Understanding Health and Safety - Setting up microphones (placement and DI) - How to work an audio interface - How to set up preamps - Using a multitrack recorder Health and Safety in the Industry - How to monitor sound levels - How to effectively plan a studio session	Investigating hardware and software used in the music industry Use of Logic Evaluation of compositions	Investigating hardware and software used in the music industry Use of Logic Evaluation of compositions	Creativity Preparation skills Team work Self manages Use of Logic
Disciplinary Literacy (Tier 3 Vocab)	Licensing Demographic Score	Mastering Engineer Stylist	A & R Agent MCPS	PPL FOH Distribution	Sample Pitch Client
Assessment	Music Industry Exam Past Paper	Self and peer assessment throughout the unit. Formative assessment at the end in line with BTEC specification. Work to be assessed: Studio plan Studio session videos Health & Safety Microphone Questions Microphone Placement	Self and peer assessment throughout the unit. Formative assessment at the end in line with BTEC specification. Work to be assessed: Track Evaluation Effects PowerPoint Hardware Logic Tutorial	Self and peer assessment throughout the unit. Formative assessment at the end in line with BTEC specification. Work to be assessed: Track Evaluation Effects PowerPoint Hardware Logic Tutorial	Self and peer assessment throughout the unit. Formative assessment at the end in line with BTEC specification. Work to be assessed: Plan Progress Log Music Track CD Cover Poster CD Research Evaluation



Curriculum Knowledge Map



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