

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



Curriculum Knowledge Map

<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



Curriculum Knowledge Map

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



Curriculum Knowledge Map



	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

