

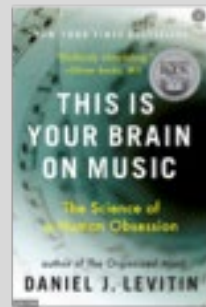
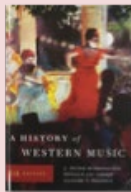
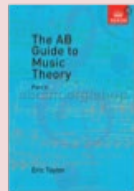
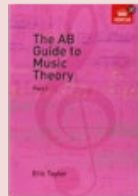
The English Martyrs Catholic School and Sixth Form College



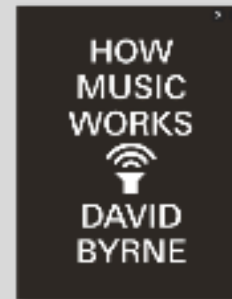
<u>Subject Year 12</u>	<u>Module 1</u>	<u>Module 2</u>	<u>Module 3</u>
<u>Topic Theme and Intent</u>	Students will be able to identify musical devices aurally to a wide variety of musical examples from 1750-1900, identifying the key features of the style specifically and in detail.	Students will focus on the work of six musical theatre composers along with analysing the distinct musical styles of the early twentieth century and how this was a time of change and experimentation in music.	Students will apply knowledge of Musical Theatre, into the twentieth century, The classical period and with a further focus upon composing and appraising
<u>Knowledge</u>	Students will comment on the music they hear, providing their opinion and explaining how the music uses the elements effectively. They are to provide a critical and detail analysis in full prose regarding a specific topics, drawing on examples from bar numbers and referencing wider composers from across timelines.	Students through the analysis of key composers from a range of decades are to appraise and highlight the importance between lyrics and music. Students are to analyse how the symphony and orchestra developed throughout the 19 th century and how composers such as Debussy enhanced the sonic pallet of musical ideas.	Students will develop their ability to identify complex chords and internals and apply their knowledge of complex harmony to both aurally and visually analyse scores.
<u>Skills</u>	The effect of audience, time and place on how the set works were created, developed and performed How and why the music across the selected strand is different. How the composer's purpose and intention's form the set works is reflected in their use of musical elements Relevant musical vocabulary and terminology from the set works. The complex independencies between musical elements. The sophisticated connections between music and its contexts.		
<u>Literacy Links</u>	Reading - reading for meaning, reading musical notation Writing - responding to musical questions, using music specific vocabulary effectively. Oracy - forming opinions and articulating them through class discussions, speaking confidently and effectively, describing what they have heard using specific musical vocabulary. Engaging in discussion with other students.	Reading - reading for meaning, reading musical notation Writing - responding to musical questions, using music specific vocabulary effectively. Oracy - forming opinions and articulating them through class discussions, speaking confidently and effectively, describing what they have heard using specific musical vocabulary. Engaging in discussion with other students.	Reading - reading for meaning, reading musical notation Writing - responding to musical questions, using music specific vocabulary effectively. Oracy - forming opinions and articulating them through class discussions, speaking confidently and effectively, describing what they have heard using specific musical vocabulary. Engaging in discussion with other students.
<u>Essential Vocabulary</u>	Harmony, Tonality, Structure, Sonority, Texture, Tempo, Metre, Rhythm, Dynamics, Articulation , all key words linked to Musical Theatre and Haydn Symphony.	A cappella, accompanied recitative, auxiliary notes. Chromaticism, Diatonic, dominant pedal, disjunct, extended chords, half-diminished chords, Hemiola, Melismatic	Word painting, underscore, suspensions, 4-3 suspensions, sonority, quodlibet, phrase structure, portamento, Parlando, leitmotif, melody dominated homophony.

Disciplinary Reading

Reading for Pleasure



This is Your Brain on Music



How Music Works



The Piano Lesson