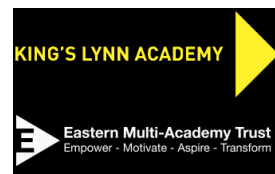


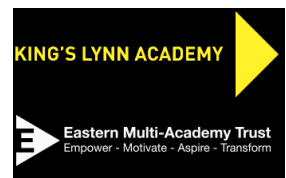
# Implementation: Curriculum Narrative



<b>Subject: Music</b>	<b>Year: 11</b>	<b>Author: G. Worledge</b>
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<b>Key Knowledge</b> <i>Pupils will know</i>	<b>Key Skills</b> <i>Pupils will be able to</i>
<p style="text-align: center;"><b>Key Threshold Concepts:</b></p> <p><b><u>Term 1: Composition/ Performance Focus</u></b></p> <ul style="list-style-type: none"> <li>Finalising Composition 1</li> <li>Completing Composition 2 to Brief</li> <li>Confirming Performance pieces</li> </ul> <p><b><u>Term 2: AOS 2 and 3</u></b></p> <ul style="list-style-type: none"> <li>Film Music</li> <li>Ensemble Music</li> <li>Performance Recordings and Submissions</li> </ul> <p><b><u>Term 3: Revision</u></b></p> <ul style="list-style-type: none"> <li>Exam Revision of the 4 Areas of Study:               <ul style="list-style-type: none"> <li><i>Forms and Devices</i></li> <li><i>Ensemble Music</i></li> <li><i>Film Music</i></li> <li><i>Popular Music</i></li> </ul> </li> </ul>	<p style="text-align: center;"><b>Subject Skills:</b></p> <p style="text-align: center;"><b>Composition Skills</b></p> <ul style="list-style-type: none"> <li>Confidence in composition software               <ul style="list-style-type: none"> <li>Compose an effective melody</li> <li>Compose using a chord progression</li> </ul> </li> <li>Understand how different instruments are written for</li> <li>Write for different instrument groupings               <ul style="list-style-type: none"> <li>Complete composition 1</li> </ul> </li> </ul> <p style="text-align: center;"><b>Performance Skills</b></p> <ul style="list-style-type: none"> <li>An effective rehearsal process               <ul style="list-style-type: none"> <li>Peripatetic lessons</li> <li>Performing to a brief                   <ul style="list-style-type: none"> <li>Performing solo</li> </ul> </li> <li>Performing as an ensemble</li> </ul> </li> </ul> <p style="text-align: center;"><b>Appraising Skills</b></p> <ul style="list-style-type: none"> <li>Describing music of different styles through listening</li> <li>Identifying different features of music</li> <li>Understanding the context and purpose of different styles of music</li> </ul>

<p style="text-align: center;"><b>Subject Specific Knowledge and Sequencing:</b></p> <p><b><u>Term 1: Composition/ Performance Focus</u></b></p> <p>Students will begin Year 11 by finalising their first composition. They will then plan and complete their second composition set to a brief provided by the exam board. This will then be marked and submitted.</p> <p>Within this time students will also confirm with their classroom teacher as well as their peripatetic teachers their pieces for performance to be recorded in the Spring Term.</p> <p><b><u>Term 2: AOS 2 and 3</u></b></p>	<p style="text-align: center;"><b>Prerequisites and Spiral Teaching:</b></p> <ul style="list-style-type: none"> <li>Students will have a basic understanding of music theory</li> <li>Identify basic musical features through listening</li> <li>Previous experience of playing an instrument/ singing</li> <li>Students will continue to receive peripatetic lessons</li> </ul>
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Students will learn the context and features of Area of Study 2 and 3 (Music for Ensemble and Film Music). Students will continue to develop their understanding of how music is used for different purposes, the evolution of music and different techniques used for different styles. Students will be able to identify features and structures of music through music notation and listening. During this term, students will record and submit their performance coursework.

**Term 3: Revision**

Once all content is taught, students will begin revision lessons focussing on key words and different aspects of the exam. Students will complete past paper questions, melodic and rhythmic dictations as well as recap games to help them remember as much information as possible.

**Cross-Curricular Knowledge Links:**

- English** – Writing, Reading, Listening, Speaking and Analysis that builds subject specific vocabulary.
- History** – Exploring Musical styles with a focus on its historical context and place in society and different cultures.
- Personal Development** – Exploring the use of music in different cultures.
- Languages** - Subject specific language taught in other languages including Latin and Italian.
- Performing Arts** – Confidence building and performance skills.

**Reading Lists / Sources / Reading around the subject recommendations:**

**Reading:**

- The Ultimate Guide to Music: A fascinating introduction to music and the instruments of the orchestra (Paperback)
- The AB Guide to Music Theory – Part 1 / Eric Taylor – ABRSM
- The AB Guide to Music Theory – Part 2 / Eric Taylor – ABRSM
- WJEC/ Eduqas GCSE Music Revision Guide

**Online Resources:**

The following are websites to aid with music theory practice:

- [www.musictheory.net](http://www.musictheory.net)
- [www.musictechteacher.com](http://www.musictechteacher.com)
- [www.mymusictheory.com](http://www.mymusictheory.com)

