

### Curriculum Map: Music Year 12

	Autumn	Autumn	Autumn	Spring	Spring	Spring	Summer	Summer	Summer	Composition
<p><b>Content</b> Declarative knowledge 'I Know'</p>	<p><b>AoS 4 The Beatles</b> Who <i>The Beatles</i> were and history of the band. Features of: 60s pop, barbershop choirs, Indian classical. <i>The Revolver</i> Album analysis.</p>	<p><b>AoS 5 Debussy</b> Background both of Debussy as a composer and set work. Features including elements, fusion aspects, use of piano, stylistic aspects. <i>Estampes</i> analysis</p>	<p><b>AoS 3 Herrmann</b> Genesis of film <i>Psycho</i> and its music. Use of strings and their varied timbres to point up the story. Hitchcock chord and how/why used. Leitmotifs and how used. <i>Psycho</i> analysis</p>	<p><b>AoS 2 Clara Schumann</b> Features of instrumental music in the Romantic era. History and development of the Piano. Context – influences on composition. Sonata Form and Fugue. <i>Piano trio in G major Op17 Mvt1</i> analysis</p>	<p><b>AoS 1 VW</b> Features of vocal music in the late Romantic era. What a song cycle is. <i>On Wenlock Edge</i> by Vaugh Williams analysis</p>	<p><b>AoS 6 Stravinsky</b> Innovative use of orchestra and timbres. How music supports the ballet. Background of Stravinsky and music. Features including elements. <i>Le sacre du printemps</i> analysis</p>	<p><b>AoS 2 Berlioz</b> Features of orchestration in the Romantic era What programme music is and how a story can be told through an orchestral work. How the idee fixe is used throughout a symphony. <i>Symphony fantastique</i> analysis</p>	<p><b>AoS 3 Elfman</b> Background to Elfman and his music. Performing forces and their handling, use of elements and their effect. Leitmotifs and how used. How music fits the action on screen. <i>Batman Returns</i> music analysis</p>	<p><b>AoS 4 Pine</b> Jazz features and genres over time. Hip hop, R&amp;B and jazz fusion. Jazz harmony theory Understand the playing techniques on the saxophone. <i>Back in the Day</i> album analysis</p>	<p>Bach Chorale Stylistic features of a Bach Chorale, linking to the context of the time and place. Typical choral music of the Baroque. Harmony theory, chords, cadences, inversions, key signature, related keys. Extending melodic and harmonic ideas.</p>
<p><b>Skills</b> Procedural Knowledge 'I know how to'</p>	<p>Identify elements making critical judgements on their effect. Compare this work and other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music. Link the lyrics to the music.</p>	<p>Identify elements making critical judgements on their effect. Compare this work and other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.</p>	<p>Identify elements making critical judgements on their effect. Compare this work and other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.</p>	<p>Identify elements making critical judgements on their effect. Compare this work and other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.</p>	<p>Identify elements making critical judgements on their effect. Compare this work and other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.</p>	<p>Identify elements making critical judgements on their effect. Compare this work and other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.</p>	<p>Identify elements making critical judgements on their effect. Compare this work and other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.</p>	<p>Identify elements making critical judgements on their effect. Compare this work and other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.</p>	<p>Identify elements making critical judgements on their effect. Compare this work and other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.</p>	<p>Recreate Bach's harmony theory in own work to compose a Bach-style chorale. Identify key signatures, what chords to use and why. Variety of compositional techniques.</p>
<p><b>Strategies</b></p>	<p>Use subject specific</p>	<p>Use subject specific</p>	<p>Use subject specific</p>	<p>Use subject specific</p>	<p>Use subject specific</p>	<p>Use subject specific</p>	<p>Use subject specific</p>	<p>Use subject specific</p>	<p>Use subject specific</p>	<p>Know when to use the</p>

Conditional Knowledge 'I know when to'	vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	different cadences, approach chords and harmonic interest stylistically
Key Questions	What are the key features? Is this work typical of its time and place? How? What is the inspiration behind this work?	What are the key features? Is this work typical of its time and place? How? What is the inspiration behind this work?	What are the key features? Is this work typical of its time and place? How? What is the inspiration behind this work?	What are the key features? Is this work typical of its time and place? How? What is the inspiration behind this work?	What are the key features? Is this work typical of its time and place? How? What is the inspiration behind this work?	What are the key features? Is this work typical of its time and place? How? What is the inspiration behind this work?	What are the key features? Is this work typical of its time and place? How? What is the inspiration behind this work?	What are the key features? Is this work typical of its time and place? How? What is the inspiration behind this work?	What are the key features? Is this work typical of its time and place? How? What is the inspiration behind this work?	What are the key features? Is this work typical of its time and place? How? What is the inspiration behind this work?	What are the features of a Bach chorale? Does your chorale sound idiomatic?
Assessment topics	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Short form listening questions. Long form essay questions, comparing the set work to other music.	Assessed in Yr13: Composition to a brief, Bach Chorale harmonisation
Cross curricular links/ Character Education	Literacy: Essay writing Numeracy: Rhythm and structure RE: Religion in 1960s Britain; Hinduism. History: cultural climate of 1960s Britain Media: How music consumed in 1960s Britain	Literacy: Essay writing Numeracy: Rhythm and structure Art: impressionism History: Paris exposition Culture: music from Java	Literacy: Essay writing Numeracy: Rhythm and structure History: <i>mores</i> of the time	Literacy: Essay writing Numeracy: Rhythm and structure History: Feminism – female composers in the 19 <sup>th</sup> Century	Literacy: Essay writing Numeracy: Rhythm and structure History: Context of the Romantic era History of the countryside in England Geography: terminology about natural landforms	Literacy: Essay writing Numeracy: Rhythm and structure History: why this piece was so shocking, reactions from the time	Literacy: Essay writing Numeracy: Rhythm and structure History: Context of the Romantic era	Literacy: Essay writing Numeracy: Rhythm and structure Media: film genres	Literacy: Essay writing Numeracy: Rhythm and structure. Extended chords and general jazz harmony	History: technology and church in the baroque era Science: the use of the voice and how to give the illusion of a large choir Maths: problem solving	