

Curriculum Map: Music Year 12

	Autumn			Spring			Summer			Composition
Content	AoS 1 Piano music of Chopin	AoS 6 Piazzolla	AoS 1 Baroque Concerto	AoS 6 A. Shankar	AoS 2 Beyoncé, Daft Punk	AoS 1 Baroque Concerto	AoS 1 Piano music of Brahms	AoS 1 Baroque Concerto	AoS 6 Bellowhead	
Declarative knowledge 'I Know'	History and development of the piano including temperament. Stylistic features of Chopin. Stylistic features of early Romanic music.	Background of Piazzolla as a composer Analysis of set works. Features including elements, fusion aspects, instruments and their use.	Typical features of Baroque concerto, use of soloist and orchestra, basso continuo.	Performing forces and their handling. Features of interest for each piece, especially the fusion aspects. Influences on Shankar.	Features of R&B, hip hop and rap. EDM, Disco, House Production eg sampling, vocoder, drum machine. Artists as performers. Aspects of their styles.	Typical features of Baroque concerto, use of soloist and orchestra, basso continuo.	Stylistic features of Brahms. Stylistic features of Romanic music. Use of the piano.	Typical features of Baroque concerto, use of soloist and orchestra, basso continuo.	Background of the band and English folk music. Analysis of set works. Features including elements, fusion aspects, instruments and their use.	Bach Chorale Stylistic features, linking to their context. Harmony theory, chords, cadences, inversions, key signature, related keys. Extending melodic and harmonic ideas.
Skills Procedural Knowledge 'I know how to'	Identify elements making critical judgements on their effect. Compare with other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	Identify elements making critical judgements on their effect. Compare with other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	Identify elements making critical judgements on their effect. Compare with other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	Identify elements making critical judgements on their effect. Compare with other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	Identify elements making critical judgements on their effect. Compare with other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	Identify elements making critical judgements on their effect. Compare with other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	Identify elements making critical judgements on their effect. Compare with other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	Identify elements making critical judgements on their effect. Compare with other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	Identify elements making critical judgements on their effect. Compare with other music of the time. Draw conclusions about musical decisions and their effect on the listener. Link time and culture to the music.	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.
Strategies Conditional Knowledge 'I know when to'	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music.	Know when to use the different cadences, approach chords and harmonic interest stylistically

	Gain inspiration for own compositions.	Creating own 'free' composition ideas.									
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? How can I extend my ideas, write idiomatically for chosen forces?
Assessment topics	Short form listening questions. Long form essay questions, comparing the set works 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 Free composition
Cross curricular links/ Character Education	Literacy: Essay writing Numeracy: Rhythm and structure History: context of the Romantic era	Literacy: Essay writing Numeracy: Rhythm and structure History: social background in Brazil	Literacy: Essay writing Numeracy: Rhythm and structure History: context of the Baroque era	Literacy: Essay writing Numeracy: Rhythm and structure Other: Indian instruments and playing techniques	Literacy: Essay writing Numeracy: Rhythm and structure ICT: use of electronics	Literacy: Essay writing Numeracy: Rhythm and structure History: context of the Baroque era	Literacy: Essay writing Numeracy: Rhythm and structure History: Context of the Romantic era	Literacy: Essay writing Numeracy: Rhythm and structure History: context of the Baroque era	Literacy: Essay writing Numeracy: Rhythm and structure.		History: technology and church in the Baroque era