

**Curriculum Map: Music Year 13**

	Autumn				Spring			
<b>Content</b>	<b>AoS 1 Mozart Opera</b>	<b>AoS 1 Piano music of Grieg</b>	<b>AoS 2 Wonder</b>	<b>AoS 6 Mariza, Diabaté</b>	<b>AoS 2 Muse, Labrinth, Mitchell</b>	<b>Performance coursework</b>	<b>Free composition/ Bach chorales</b>	<b>Revision</b>
Declarative knowledge 'I Know'	Typical features of Classical opera. Use of soloists and orchestra. Mozart's style. Conventions of Classical music.	Stylistic features of Grieg. Stylistic features of Romantic music including nationalism. Use of the piano.	Features of Funk, Soul. Clavinet, Moog, Fender Rhodes piano. Analysis of suggested works. Wonder's style and impact.	Background of Mariza and Diabaté as a composers and performers. Analysis of suggested works. Features including elements, fusion aspects, instruments and their use.	Features of Folk, Jazz, Prog and Glam Rock styles. Remixing, studio-based music. Analysis of suggested works Aspects of their styles.	Idiomatic features of chosen instrument or voice. Background information on each piece.	Use stylistic features of Bach chorale to complete two melodies. Create a free composition	Revise all set works
<b>Skills</b> 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.	Research background to composer/genre. Create a balanced programme of pieces. Write programme notes. Interpret musical ideas through performing, with technical and expressive control.	Variety of composition conventions, when used and how. Techniques of modulation. Create balance of repetition and contrast.	Techniques for answering the different types of questions on the written paper. Rhythmic and melodic dictation techniques.
<b>Strategies</b> Conditional Knowledge 'I know when to'	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	Use subject specific vocabulary to make observations and critical evaluations of the set work and other music. Gain inspiration for own compositions.	Demonstrate an understanding of style and context.	Use and apply harmonic and melodic devices. Identify key signatures, what chords to use, why. Variety of compositional techniques	Use and apply knowledge to the exam question.
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 is the background to each piece? How can it be performed stylistically?	What are the stylistic features? What are the assessment criteria?	How is each question assessed? What are the main features? How are the elements used, what is their effect?

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.	Performance pieces lasting at least 10 minutes of music. Recordings sent to exam board for assessment.	One free composition, two chorale melodies; completed under controlled conditions. Total: at least 4 mins 30 seconds Marked by exam board.	Written exam paper, set and marked by the exam board.
Cross curricular links/Character Education	Literacy: Essay writing Numeracy: Rhythm and structure History: context of the Classical era	Literacy: Essay writing Numeracy: Rhythm and structure History: rise of Nationalism in Europe	Literacy: Essay writing Numeracy: Rhythm and structure History: context of 1970s-present	Literacy: Essay writing Numeracy: Rhythm and structure	Literacy: Essay writing Numeracy: Rhythm and structure History: hippie counter-culture ICT: use of electronics as a performing force	Drama: performance skills	Literacy: 150-word write-up for each aspect. Numeracy: Problem solving and harmony theory	Literacy: Essay writing Numeracy: Rhythm and structure History: context of the relevant time period