



Topic name	Term	Skills developed	Link to subject content	Prior learning	Assessment	Next link in curriculum
Theory	Autumn, Spring, Summer	<ul style="list-style-type: none"> Utilise prior theoretical knowledge to score compositions and develop where appropriate 	<ul style="list-style-type: none"> Use staff and other relevant notations..... appropriately and accurately 	<p>Staff notation: Pitch, note values, Key signatures, major/minor. Treble and bass clef</p> <p>Structure and form e.g. binary/ternary</p> <p>Aural discrimination between instruments/voices</p> <p>Triads and chords</p>	<p>WB Short and regular written exercises</p>	<ul style="list-style-type: none"> Create notationally accurate scores for final composition submissions (may use software) Use more complex keys for different effects in GCSE composition Rapid independent identification of keys in set pieces Use interval recognition for dictation exercises Use of extended chords and more sophisticated harmony to access higher marks Fluent score analysis <p><i>All the above would apply to Years 12 and 13</i></p>
Topic Area 1: Music for Stage and Screen	Autumn	<ul style="list-style-type: none"> Recap of the general context of the genre Go over analysis of scores Identify chords aurally (listening exercises) Identify effects of the instrumentation and timbre Revisit structures Retrieve characteristics 	<ul style="list-style-type: none"> Develop a deepening understanding of the music and its history 	Notes and score analysis from year 10	Specimen questions Verbal questioning 6 grid work	<ul style="list-style-type: none"> Embedding and reinforcing knowledge from score analysis in order to answer listening questions accurately and rapidly Apply these techniques to other music in Years 12 and 13
Composition: Begin a composition to a set brief	Autumn	<ul style="list-style-type: none"> Individual discussion with staff: brief/ free/redraft – making a choice Work on own choice independently with 	<ul style="list-style-type: none"> Improvise and compose Develop musical ideas. Use different types of scales 	<p>Previous composition to redraft</p> <p>Knowledge of structures, harmonisation,</p>	<p>Staff assessment of first draft when appropriate Annotation and verbal feedback for development</p>	<ul style="list-style-type: none"> Years 12 and 13 composition – use 'tools' from knowledge in independent composition and build further 1st draft used for mock exam assessment



		<ul style="list-style-type: none"> monitoring and be able to act on advice Be confident in composing and apply previous learning e.g. chords, melody writing, use of technology 		<ul style="list-style-type: none"> melody shape, instrumentation Use of technology to create a score 		
Topic Area 2: Instrumental Music	Autumn	<ul style="list-style-type: none"> Go over standard orchestra set up, Baroque, Classical and Romantic orchestras, Development of key signatures and major/minor keys Knowledge of accidentals Use listening exercises and past papers to practice listening skills and identification 	<ul style="list-style-type: none"> Listen with increasing discrimination to a wide range of music from great composers/musicians from different musical eras Play and perform confidently Use different types of scales 	<ul style="list-style-type: none"> Notes and score analysis from Year 10 	<ul style="list-style-type: none"> Specimen questions 6 grid work 	<ul style="list-style-type: none"> Year 12 and 13 - analysing Bach Violin Concerto and retrieving knowledge from GCSE
Performance: prepare a solo/ensemble piece for final recording	Autumn	<ul style="list-style-type: none"> Making an informed choice of piece through discussion with subject staff and instrumental staff Using rehearsal time to the maximum benefit Working on intonation, technical control and expression Using self awareness or advice to develop these areas Working with an accompanist Making a formal recording for submission 	<ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble contexts using their voice Play instruments with accuracy and expression 	<ul style="list-style-type: none"> Use of notation Instrumental/vocal performance skills Understanding techniques Feedback from previous performance assessments 	<ul style="list-style-type: none"> Formal initial written assessment as per exam board criteria Marks shared with pupils via mock exam 	<ul style="list-style-type: none"> Preparation for a longer recital in Years 12 and 13 This recording will be assessed for the mock examination This will be the final recording for submission unless advised by staff/extenuating circumstances



Mock examination	Autumn	<ul style="list-style-type: none"> Past paper under formal examination conditions 	<ul style="list-style-type: none"> Retrieval of all topics 	Analysis and application of set works	Papers marked by staff Amalgamation of performance mark for total	Practice for summer examination paper
Vocal Music	Spring	<ul style="list-style-type: none"> Recap of historical context/function, use of music technology in more recent examples, knowledge of appropriate musical vocabulary for each genre Applying knowledge to listening exercises and questions 	<ul style="list-style-type: none"> Develop a deepening understanding 	Notes and score analysis from year 10	Retrieval – verbal/WB Listening questions Past papers	Further analysis of vocal music and compositional techniques in Years 12 and 13 in AOS1: The Operas of Mozart
Performance: Final recording of Solo/Ensemble performance (and 2nd recording opportunity if advised)	Spring	<ul style="list-style-type: none"> Prepare a performance for assessment and final recording if required 	<ul style="list-style-type: none"> Play and perform confidently, Use staff notation in a range of musical styles 	C.f. Autumn performance	Formal written assessment by staff and verbal feedback Marks shared with students	Further preparation for KS5 recital CURRICULUM MAP
Fusions	Spring	<ul style="list-style-type: none"> Recap of fusion of folk styles from the UK with African and rock influences Retrieve vocabulary and further embed Re-familiarise sounds of vernacular instruments in the piece 	<ul style="list-style-type: none"> Identify use of tonalities, different types of scales... Develop a deeper understanding of the music which they perform, listen, and its history Listen with increasing discrimination to a wide range of music. 	Notes and score analysis from year 10	Past papers 6 grid work Retrieval WB	Year 12 and 13: foundation knowledge for optional area of study



		<ul style="list-style-type: none"> Aurally identify certain features relevant to folk music/world music 				
Dictation	Spring	<ul style="list-style-type: none"> Weekly practice of dictation skills Intervals Major/minor Rhythms Exam type questions 	<ul style="list-style-type: none"> Use staff....notation Listen with increasing discrimination 	Notation Intervals Major/minor	Assessment of short and regular exercises	Years 12 and 13: More advanced dictation skills
Composition	Spring	<ul style="list-style-type: none"> Complete composition requirements to a deadline Act on advice and add details where appropriate Produce an accurate score or a detailed annotation Record final submission(s) 	<ul style="list-style-type: none"> Improvise and compose. Develop musical ideas 	Notation Intervals Major/minor	Formal staff assessment using exam board criteria for submission	Years 12 and 13: develop more sophisticated compositions
Revision of set works and exam practice	Summer	<ul style="list-style-type: none"> Retrieval of vocabulary associated with different genres Revision of theoretical skills Practice of aural recognition in all set works Revision techniques Practice questions 		All notation so far Score analysis Notes Previous listening questions/exam papers	Past papers WB 6 grid work	Years 12 and 13: revision for assessments/exams
Examination	Summer					