

# Curriculum Map

School: Bohunt School Worthing

Subject: Music

Year Group: 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit(s)</b>	<b>Area of Study 4: Western Classical Tradition since 1910</b>	<b>Area of Study 1  COMPULSORY  Western Classical Tradition  1650 - 1910</b>	<b>Area of Study 2: Popular Music</b>	<b>Area of Study 3: Traditional Music</b>	<b>Revision of all AOS and exam preparation.</b>	<b>Revision of all AOS and exam preparation.</b>
<b>Key knowledge</b>	<p>Read staff notation</p> <p>Writing staff notation</p> <p>Identify chords in aural and written form</p> <p>Listening and musical analysis</p> <p>Use correctly musical vocabulary and terminology</p> <p>Know and understand musical elements</p> <p>Develop compositional and performance skills</p>	<p>Read staff notation</p> <p>Chords and chord symbols</p> <p>Musical vocabulary and terminology</p> <p>Listening and musical analysis</p> <p>Know and understand musical elements</p> <p>Develop compositional and performance skills</p>	<p>Read staff notation</p> <p>Chords and chord symbols</p> <p>Musical vocabulary and terminology</p> <p>Listening and musical analysis</p> <p>Know and understand musical elements</p> <p>Develop compositional and performance skills</p>	<p>Read staff notation</p> <p>Chords and chord symbols</p> <p>Musical vocabulary and terminology</p> <p>Listening and musical analysis</p> <p>Know and understand musical elements</p> <p>Develop compositional and performance skills</p>	<p>Read staff notation</p> <p>Chords and chord symbols</p> <p>Musical vocabulary and terminology</p> <p>Listening and musical analysis</p> <p>Know and understand musical elements</p>	<p>Read staff notation</p> <p>Chords and chord symbols</p> <p>Musical vocabulary and terminology</p> <p>Listening and musical analysis</p> <p>Know and understand musical elements</p>

<p><b>Key skills/ concepts</b></p>	<p>Critical appreciation of Study piece - Aaron Copland: <i>Saturday Night Waltz</i> and <i>Hoedown</i> from Rodeo.</p> <p>Listening to unfamiliar music</p> <ul style="list-style-type: none"> <li>- The orchestral music of Copland.</li> <li>- British music of Arnold, Britten, Maxwell-Davies and Tavener.</li> <li>- The orchestral music of Zoltán Kodály and Béla Bartók.</li> <li>- Minimalist music of John Adams, Steve Reich and Terry Riley.</li> </ul> <p>Component 1 (AO3&amp;4)</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply musical knowledge.</li> <li>• Use appraising skills to make evaluative and critical judgements</li> </ul>	<p>Critical appreciation of Study piece - Haydn: Symphony 101 in D major the clock mvmt 2</p> <p>Listening to unfamiliar music</p> <ul style="list-style-type: none"> <li>- Coronation Anthems and Oratorios of Handel</li> <li>- The orchestral Music of Haydn, Mozart and Beethoven</li> <li>- Piano music of Chopin and Schumann</li> <li>- Requiem of the late romantic period</li> </ul> <p>Component 1 (AO3&amp;4)</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply musical knowledge.</li> <li>• Use appraising skills to make evaluative and critical judgements</li> </ul> <p>Component 2 (AO1)</p>	<p>Critical appreciation of Study piece - The Beatles: Sgt Peppers Lonely Heart Club Band</p> <p>Listening to unfamiliar music</p> <ul style="list-style-type: none"> <li>- Music of Broadway 1950s-1990s</li> <li>- Rock Music of 1960s and 1970s</li> <li>- Film and computer game music 1990s to present</li> <li>-Pop music 1990s to present</li> </ul> <p>Component 1 (AO3&amp;4)</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply musical knowledge.</li> <li>• Use appraising skills to make evaluative and critical judgements</li> </ul> <p>Component 2 (AO1)</p> <p>Reflection from ensemble</p>	<p>Critical appreciation of Study piece – Santana- Supernatural</p> <p>Listening to unfamiliar music</p> <ul style="list-style-type: none"> <li>- Blues music from 1920 – 1950</li> <li>- Fusion music inc.african and Caribbean music</li> <li>- Contemporary latin music</li> <li>- Contemporary folk music of the british isles</li> </ul> <p>Component 1 (AO3&amp;4)</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply musical knowledge.</li> <li>• Use appraising skills to make evaluative and critical judgements</li> </ul> <p>Component 2 (AO1)</p> <p>Second ensemble</p>		
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	<p>about music.</p> <p><b>Component 2 (AO1)</b></p> <ul style="list-style-type: none"> <li>• Planning first assessed solo performance.</li> </ul> <p><b>Component 3 (AO2)</b></p> <ul style="list-style-type: none"> <li>• Beginning composition 2- to a Brief. Planning a preparation/re search time using composition journals.</li> </ul>	<p>First recorded and assessed ensemble performance: November.</p> <p><b>Component 3 (AO2)</b></p> <p>Composition 2- to a brief. Completion and write-up of score.</p>	<p>performance 1.</p> <p>Preparation for second ensemble performance in Feb.</p> <p><b>Component 3 (AO2)</b></p> <p>Complete composition 2- to a brief. Final submission.</p>	<p>performance submission.</p> <p><b>Component 3 (AO2)</b></p> <p>Composition coursework complete.</p>		
<p>Link to Exam Board AOs</p>	<p><b>Component 1 (AO3&amp;4)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and apply musical knowledge.</li> <li>• Use appraising skills to make evaluative and critical judgements</li> </ul> <p><b>Component 2 (AO1)</b></p> <ul style="list-style-type: none"> <li>• Perform with technical control, expression and interpretation.</li> </ul> <p><b>Component 3 (AO2)</b></p> <ul style="list-style-type: none"> <li>• Select and use musical elements in composition with perception</li> </ul>	<p><b>Component 1 (AO3&amp;4)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and apply musical knowledge.</li> <li>• Use appraising skills to make evaluative and critical judgements</li> </ul> <p><b>Component 2 (AO1)</b></p> <ul style="list-style-type: none"> <li>• Perform with technical control, expression and interpretation.</li> </ul> <p><b>Component 3 (AO2)</b></p> <ul style="list-style-type: none"> <li>• Select and use musical elements in composition with perception</li> </ul>	<p><b>Component 1 (AO3&amp;4)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and apply musical knowledge.</li> <li>• Use appraising skills to make evaluative and critical judgements</li> </ul> <p><b>Component 2 (AO1)</b></p> <ul style="list-style-type: none"> <li>• Perform with technical control, expression and interpretation.</li> </ul> <p><b>Component 3 (AO2)</b></p> <ul style="list-style-type: none"> <li>• Select and use musical elements in composition with perception</li> </ul>	<p><b>Component 1 (AO3&amp;4)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and apply musical knowledge.</li> <li>• Use appraising skills to make evaluative and critical judgements</li> </ul> <p><b>Component 2 (AO1)</b></p> <ul style="list-style-type: none"> <li>• Perform with technical control, expression and interpretation.</li> </ul> <p><b>Component 3 (AO2)</b></p> <ul style="list-style-type: none"> <li>• Select and use musical elements in composition with perception</li> </ul>	<p><b>Component 1 (AO3&amp;4)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and apply musical knowledge.</li> <li>• Use appraising skills to make evaluative and critical judgements</li> </ul> <p><b>Component 2 (AO1)</b></p> <ul style="list-style-type: none"> <li>• Perform with technical control, expression and interpretation.</li> </ul> <p><b>Component 3 (AO2)</b></p> <ul style="list-style-type: none"> <li>• Select and use musical elements in composition with perception</li> </ul>	<p><b>Component 1 (AO3&amp;4)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and apply musical knowledge.</li> <li>• Use appraising skills to make evaluative and critical judgements</li> </ul> <p><b>Component 2 (AO1)</b></p> <ul style="list-style-type: none"> <li>• Perform with technical control, expression and interpretation.</li> </ul> <p><b>Component 3 (AO2)</b></p> <ul style="list-style-type: none"> <li>• Select and use musical elements in composition with perception</li> </ul>

	<ul style="list-style-type: none"> <li>and insight</li> <li>Develop awareness of a variety of instruments, styles and approaches to performing and composing</li> </ul>	<ul style="list-style-type: none"> <li>and insight</li> <li>Develop awareness of a variety of instruments, styles and approaches to performing and composing</li> </ul>	<ul style="list-style-type: none"> <li>and insight</li> <li>Develop awareness of a variety of instruments, styles and approaches to performing and composing</li> </ul>	<ul style="list-style-type: none"> <li>and insight</li> <li>Develop awareness of a variety of instruments, styles and approaches to performing and composing</li> </ul>	<ul style="list-style-type: none"> <li>and insight</li> <li>Develop awareness of a variety of instruments, styles and approaches to performing and composing</li> </ul>	<ul style="list-style-type: none"> <li>and insight</li> <li>Develop awareness of a variety of instruments, styles and approaches to performing and composing</li> </ul>
<b>School specific assessment</b>	<ul style="list-style-type: none"> <li>- <b>Preparation for ensemble performance 1 assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>First recorded and assessed ensemble performance: November</b></li> <li>- <b>First submission of composition 2.</b></li> <li>- <b>Mock exams- December. Complete listening exam paper.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Second attempt at ensemble performances.</b></li> <li>- <b>Final submission of composition 2.</b></li> </ul>	<p><b>Practice listening assessments/ exam preparation.</b></p>	<p><b>Practice listening assessments/ exam preparation.</b></p>	<p><b>Final exam- June.</b></p>