

Year 11 Music Curriculum Plan

Listen to a playlist of all the Music GCSE set works with scores here:

https://www.youtube.com/watch?v=nkAJaROj7jA&list=PLpfuzG_Ysm1DD3X6qfqHSPf42IYeD5XoO

	Key concept/ Key question	Overview of the unit	Assessment	Cross Curricular Skills	Suggested reading material and websites
<i>Autumn Term 1: AoS 4 – Afro Celt Sound System</i>	<p>AoS 4 – Fusions</p> <p>Afro Celt Sound System - Release</p>	<p>Listening lessons will follow the structure below:</p> <ul style="list-style-type: none"> • Background of band, composition and performance of the song • Context and features of the two styles fused to create this piece • Structure • Analysis of score • Learning to listen and identify the elements of music and modern recording features aurally and find these in the score • Wider Listening – other songs of the same period and in the same style • Testing (listening, exam style questions) • Evaluation and addressing the gaps with a set work knowledge audit <p>Practical lessons will be for composition coursework completion, and include the teaching points below:</p> <ul style="list-style-type: none"> • Analysing the briefs and exploring typical, model or previous outcomes • Review these against the mark scheme • Choosing a brief and exploring sound world –writing own brief based on wider listening around the genre and ideas • Notating first ideas, keeping a written log of development • Listening to other compositions in a similar style • Development of ideas • Peer assessment, self assessment and reviewing against brief 	<p>Exam style question starters based on prior areas of study to keep knowledge fresh</p> <p>Features of fusions test</p> <p>Revision based plenaries to get revision techniques instilled</p> <p>Wider listening exam style questions in the end of unit test to explore students ability to link thinking and learning</p> <p>Composition peer assessment</p> <p>Composition formative teacher assessment</p>	<p>Numeracy – note values recognition and writing rhythms</p> <p>SMSC- Music of other times and places</p> <p>Literacy – using academic subject specific vocabulary in exam style questions</p> <p>ICT – composing using Sibelius</p>	<p>http://www.rhinegold.co.uk/wp-content/uploads/2015/10/MT0717-scheme-KS4_Fusions.pdf</p> <p>At WOMAD: http://womad.co.uk/artist/afro-celt-sound-system/</p>

<p>Autumn Term 2: AoS 3 – Defying Gravity</p>	<p>AoS 3 – Music for Stage and Screen</p> <p>Defying Gravity from the Musical Wicked – Stephen Schwartz</p>	<p>Listening lessons will follow the structure below:</p> <ul style="list-style-type: none"> • Background of band, composition and performance of the song • Context and features of the two styles fused to create this piece • Structure • Analysis of score • Learning to listen and identify the elements of music and modern recording features aurally and find these in the score • Wider Listening – other songs of the same period and in the same style • Testing (listening, exam style questions) • Evaluation and addressing the gaps with a set work knowledge audit <p>Practical lessons will focus on developing composition 2.</p> <p>Regular features include:</p> <ul style="list-style-type: none"> • Peer assessment • Sharing sessions • Listening to examples of famous compositions • Listening to model answers • Self-assessment 	<p>Exam style question starters based on prior areas of study to keep knowledge fresh</p> <p>Features of musical theatre</p> <p>Revision based plenaries to get revision techniques instilled</p> <p>Mock listening exam</p> <p>Composition peer assessment</p> <p>Composition formative teacher assessment</p>	<p>Numeracy – note values recognition and writing rhythms</p> <p>SMSC- Music of other times and places</p> <p>Literacy – using academic subject specific vocabulary in exam style questions</p> <p>ICT – composing using Sibelius</p>	<p>http://www.rhinegold.co.uk/wp-content/uploads/2015/10/MT0617-scheme-KS4_Music-for-stage-and-screen.pdf</p> <p>https://getrevising.co.uk/diagrams/defying-gravity-3</p> <p>file://aa-dc02/CJones\$/Downloads/Set-Work-5---Defying-Gravity.pdf</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring Term 1: AoS 3 – Star Wars</p>	<p>AoS 3 – Music for Stage and Screen</p> <p>Main Title and Rebel Blockade from Star Wars – John Williams</p>	<p>Listening lessons will follow the structure below:</p> <ul style="list-style-type: none"> • Development of film music over time – from talkies and silent films to epic scores in surround sound • Background of the composer • Context of the music and placement in the film, purpose • Analysis of score • Listening to identify the elements in the music and find these in the score • Wider Listening – other film scores of the same period and in the same style. Film scores from various genres and footprints of these styles. • Testing (listening, exam style questions) • Evaluation and addressing the gaps with a set work knowledge audit <p>Practical lessons will focus on completion of composition 2 and revisiting composition 1 to polish and finish, and complete paperwork.</p>	<p>Exam style question starters based on prior areas of study to keep knowledge fresh</p> <p>Features of film music</p> <p>Revision based plenaries to get revision techniques instilled</p> <p>Wider listening exam style questions in the end of unit test to explore students ability to link thinking and learning</p> <p>Composition 1 summative teacher assessment</p>	<p>Numeracy – note values recognition and writing rhythms</p> <p>SMSC- Music of other times and places</p> <p>Literacy – using academic subject specific vocabulary in exam style questions</p> <p>ICT – composing using Sibelius</p>	<p>http://www.rhinegold.co.uk/wp-content/uploads/2015/10/MT0617-scheme-KS4_Music-for-stage-and-screen.pdf</p> <p>https://www.youtube.com/watch?v=BHOBHM935co</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring Term 2: Revision of AoS 1 and 2</p>	<p>AoS 1 – Bach and Beethoven</p> <p>AoS 2 – Purcell and Queen</p>	<p>Listening lessons will follow the structure below:</p> <ul style="list-style-type: none"> • Revision of Bach and Wider listening • Revision of Beethoven and Dictation • Revision of Purcell and essay writing • Revision of Queen and essay writing <p>Practical lessons will focus on revisiting composition 2 to finish and polish, and developing ensemble performance skills.</p>	<p>Exam style questions in a number of formats</p> <p>Composition 2 summative teacher assessment</p>	<p>SMSC- Music of other times and places</p> <p>Literacy – using academic subject specific vocabulary in exam style questions</p>	<p>As previous resources.</p> <p>Students will be given past papers and homework to complete at home and revision lists from their teachers.</p>



<p>Summer Term 1: Revision of AoS 3 and 4</p>	<p>AoS 3 – Star Wars and Defying Gravity</p> <p>AoS 4 – Esperanza Spalding and Afro Celt Sound System</p>	<p>Listening lessons will follow the structure below:</p> <ul style="list-style-type: none"> • Revision of Star Wars and wider listening • Revision of Defying Gravity and dictation • Revision of Esperanza Spalding and essay writing • Revision of Afro Celt Sound System and essay writing <p>Practical lessons will focus on revisiting solo performance where necessary (completed in year 10) and recording ensemble performances.</p>	<p>Exam style questions in a number of formats</p> <p>Ensemble performance teacher marking</p>	<p>SMSC- Music of other times and places</p> <p>Literacy – using academic subject specific vocabulary in exam style questions</p>	<p>As previous resources.</p> <p>Students will be given past papers and homework to complete at home and revision lists from their teachers.</p>
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