

St Cuthbert Mayne School Curriculum Map



Performing Arts - Music Year 11

We continue to hone our skills in performing, composing and listening to and appraising music throughout year 11, beginning with completing an independent composition to a set brief - the brief is released by the exam board and student work should link with the Musical Elements (DR SMITH) and they should provide a score (*e.g. stave notation, graphic score, annotated screenshots, lead sheet* - the ways of writing their music down are endless!). Students will submit their final performance pieces and compositions in the Autumn Term alongside completing their final listening exam in the Summer Term.

Coursework for submission:

- Solo performance
- Ensemble performance (at least one minute in length) - both performances should last a combined total of 4 minutes
- Free composition
- Set Brief composition - both compositions should last a combined total of 3 minutes

Autumn Term

Topic/Unit	Developing ensemble skills Listening Skills AoS3: Film Music AoS4: Popular Music (set work 'Africa' by Toto) Refining a solo performance		
Knowledge (Content covered)	Students will refine their knowledge and understanding of Musical Elements by continuing to describe unfamiliar and familiar pieces of music using extended GCSE-level vocabulary with preparation for a listening mock exam, which will take place for students to demonstrate and apply their musical knowledge. They will look at two AoS this term where they must be able to listen attentively to unfamiliar music from the following styles/genres to identify and accurately describe musical elements, musical contexts and musical language of: AoS4 - Popular Music Through this area of study learners are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to perform popular music as well as compose music associated with a popular music genre. Learners are also encouraged to use music technology, understanding the impact this has on the way music is developed and performed in popular music. The set work for this is Africa by Toto. AoS3 - Film Music: Through this area of study learners are encouraged to consider how music for film is created, developed and performed, and the impact this has on the audience. Learners will have the opportunity to compose and perform film music and are encouraged to use musical technology to create mood and atmosphere through engaging with the story of the film. Students will think about their ensemble skills some more with the focus remaining on listening to other musicians, playing in time and creating a balanced performance. Ensemble rehearsals will continue to be scheduled and structured by students independently outside of lesson time so that preparations towards their listening exam can take place within curriculum time. Students will be given an audio recording of their solo performance to reflect on their progress and how they can further develop. Students will complete their composition alongside creating a score and programme notes (around 100-150 words) to accompany their piece - this will be submitted..		
Skills	- Component 1: - Perform with technical control, expression and interpretation.	- Component 2: - Compose and develop musical ideas with technical control and coherence	Component 3: Demonstrate and apply musical knowledge Use appraising skills to make evaluative and critical judgements about music
Assessment	Students will be assessed on their ability to evaluate music and demonstrate knowledge and understanding of the musical elements and musical language. They will analyse and evaluate music that is both familiar and unfamiliar to them through listening tests and practice essay questions. Students will be assessed on a mock composition which will have a focus on rhythm, metre and tempo and this will be assessed in line with the GCSE marking grid. Ensemble performances will be peer marked in line with assessment criteria and marking grids.		

**Gatsby 4 (Linking
curriculum
learning to
careers)**

[GATSBY
BENCHMARK 4](#)

- Music producer
- Music therapist
- Musician
- Private music teacher
- Secondary school teacher
- Sound designer
- Talent agent

- Sound engineer
- Sound technician, broadcasting/film/video
- Broadcast engineer
- Community arts worker
- Marketing executive
- Radio broadcast assistant
- Theatre stage manager

- Special effects technician
- Arts administrator
- Choreographer
- Event manager
- Private tutor
- Radio producer
- Composer

Spring Term

Topic/Unit	Listening Skills AoS1: Musical Forms and devices (<i>Set work: Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067)</i>) Refining a composition				
Knowledge (Content covered)	Students will solidify their ability to coherently articulate the building bricks of music in preparation for their Summer listening exam and will now start to critically appraise their second set study works - Mozart Clarinet Concerto in A Major, K. 622, 3rd Movement, Rondo (AoS1 - Western Classical Music 1650 - 1900) . They will learn need-to-know context through a mixture of listening, appraising and performing tasks to build a firm foundation for their learning, complete regular consolidation tasks to encourage engagement and build confidence to apply theory independently and put this all into practice through exam questioning with both 2 mark and 8 mark questions. Throughout the Spring Term students will refine their final composition focusing on completing their scores - the focus will be on score accuracy and adding expression in order for their creative intentions to be fully realised. Their original piece will be a minimum of 2 minutes long with a clear structure. Both compositions will be assessed on students' ability to demonstrate: • Creative and effective selection and use of musical elements • Appropriate selection and use of musical elements (to the compositional intention) • Technical and expressive control in the use of musical elements.				
Skills	- Component 2: - Compose and develop musical ideas with technical control and coherence	Component 3: - Demonstrate and apply musical knowledge - Use appraising skills to make evaluative and critical judgements about music			
Assessment	Students will be assessed on their ability to evaluate music and demonstrate knowledge and understanding of the musical elements and musical language. They will analyse and evaluate music that is both familiar and unfamiliar to them through listening tests and practice essay questions. Students' progress on their mock composition will be assessed with the focus on Texture, Harmony and Tonality. Solo performance will be formally assessed in line with the GCSE marking grid.				
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> - Music producer - Music therapist - Musician - Private music teacher - Secondary school teacher - Sound designer - Talent agent </td><td style="vertical-align: top; width: 33%;"> - Sound engineer - Sound technician, broadcasting/film/video - Broadcast engineer - Community arts worker - Marketing executive - Radio broadcast assistant - Theatre stage manager </td><td style="vertical-align: top; width: 33%;"> - Special effects technician - Arts administrator - Choreographer - Event manager - Private tutor - Radio producer - Composer </td></tr> </table>		- Music producer - Music therapist - Musician - Private music teacher - Secondary school teacher - Sound designer - Talent agent	- Sound engineer - Sound technician, broadcasting/film/video - Broadcast engineer - Community arts worker - Marketing executive - Radio broadcast assistant - Theatre stage manager	- Special effects technician - Arts administrator - Choreographer - Event manager - Private tutor - Radio producer - Composer
- Music producer - Music therapist - Musician - Private music teacher - Secondary school teacher - Sound designer - Talent agent	- Sound engineer - Sound technician, broadcasting/film/video - Broadcast engineer - Community arts worker - Marketing executive - Radio broadcast assistant - Theatre stage manager	- Special effects technician - Arts administrator - Choreographer - Event manager - Private tutor - Radio producer - Composer			

Summer Term

Topic/Unit	Listening and Appraising Skills AoS1:Musical Forms and Devices AoS2: Ensemble Music AoS3: Film Music AoS4: Popular Music Revisiting Set Works: <i>Badinerie and Africa</i>		
Knowledge (Content covered)	With coursework complete and submitted, students will spend time revising for their listening exam. They will continue to work on their ensemble music making skills.		
Skills	Component 3: - Demonstrate and apply musical knowledge - Use appraising skills to make evaluative and critical judgements about music		
Assessment	Students will complete the Component 1 exam in June (1hr 30minutes). All coursework will be submitted and signed ready to be sent off for the examiners.		
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	- Music producer - Music therapist - Musician - Private music teacher - Secondary school teacher - Sound designer - Talent agent	- Sound engineer - Sound technician, broadcasting/film/video - Broadcast engineer - Community arts worker - Marketing executive - Radio broadcast assistant - Theatre stage manager	- Special effects technician - Arts administrator - Choreographer - Event manager - Private tutor - Radio producer - Composer