

Y11 Music – Curriculum Map

Advent

AoS4: Western Classical Tradition since 1910

Unit intent: Each unit has been designed to deliver the 'Assessment Objectives 1-4' which are integral to the growth of knowledge and understanding required from students to succeed in all components of the course. During term 4 we explore 'Western Classical Tradition since 1910' strand of learning.

Curriculum content;

- **Minimalism** - revisit from KS3, developing further knowledge and depth of how composers make use of the elements and their impact on the music of today.
- **Composition activity** - explore minimalistic conventions focussing on melodic cells, textures, syncopated rhythms, sonority/timbre.
- **Set works** - 'Queen' tracks retrieval activities and exam question practise.
- **Set works** - 'Beethoven' continue supported by retrieval activities/do it nows.
- **Composition** - Free choice piece deadline - October half term. **Extra drop-in tutorials begin September** to support progress. Begin program notes.
- **Composing to a brief** - published mid September.
- **Performance** - decisions to be made regarding solo/ensemble performance prior to year 11 mock.
- **Orchestral Music of Belá Bartók** - to appreciate the importance of his role and influences in orchestral music of the 20th century.
- **Composition** - begin preparation - composing to a brief, 'Composition 1'.
- **British music of Arnold, Britten & Tavener** - introduction to their contemporary classical methods of composition.
- **The Orchestral music of Copland** - develop understanding of how he uses the elements.
- **Mock listening exam [Nov/Dec]** - covering all AoS1-4 and set works covered.

Lent

Consolidation of learning so far and submission of coursework [60% course weighting]

Unit intent: to consider the impact and quality of learning thus far and implement strategies to support further progress and overcome potential barriers to learning.

Curriculum content;

- **Review** of mock examination.
- **Extra-curricular assigned tutorials** to continue to support composition and performance coursework.
- **Mock 2** - as per school calendar - emphasis on the listening exam held in the examination hall.
- **Performance** - solo and ensemble choices to be finalised and rehearsal requirements to be made [end of January].
- **Composition** - composing to a brief, work towards February half term completion date.
- **Composition** - program notes, candidate record forms to be completed, compositions to be 'realised/recorded'.
- **Performance examinations** - scheduled for early March and completed before the Easter holidays.
- **Set works** - revision for both continue, retrieval activities, various apps to support cognitive load 'Quizlet'. Focus on examination techniques.
- **AoS1-4** - strands of learning targeted revision resources distributed, emphasis on use of the elements supported by continued learning and revision of set works materials and resources.

Review of learning

Takes place during and at the end of each half term.

Disciplinary knowledge

- AO1** Perform with technical control, expression and interpretation.
- AO2** Compose and develop musical ideas with technical control and coherence.
- AO3/4** Demonstrate and apply musical knowledge.

Formative assessments; AO3/4; 'do it nows', key terms and retrieval activities [set works/exam style questions], dual coding, metacognition strategies and exam technique.

AO1/2; ongoing formative teacher feedback provided. Summative assessments; formal review of performance skills DIRT activity, bespoke teacher feedback - mark to GCSE specification.

Careers

[Music GCSE for options 2024.docx](#)

British Values

CST

The curriculum for Music consistently exposes children to a wide range of backgrounds, abilities, beliefs and cultures. This enables children to understand, appreciate and respect differences in the world and its people, including the things we share in common across cultural, religious, ethnic and socioeconomic communities. Dignity, solidarity, the common good, the option for the poor, peace, creation and environment and the dignity of work and participation are all promoted within Music lessons at St Thomas More and are underpinned by the school's ASPIRE values #BeMore