



Curriculum Map For Music Year 12

YEAR 12	Autumn 1 & 2 Spring 1
Topics	Unit 1 Practical Music Theory and Harmony
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none">• Students develop knowledge of fundamental musical theory and how it's applied in practical musical activities.• They develop an understanding of the signs and symbols associated with the notation of pitch, rhythm, tempo, dynamics and expression; how to interpret both traditional and alternate forms of notation with a high degree of accuracy. Notation such as guitar tablature, tonic sol-fa, graphic scores, drum notation and chord charts are all deconstructed and reviewed.• They learn how scales are constructed and apply them to compose melodies and how to use chords and progressions in different ways when making music. Scales studied include major, natural, melodic and harmonic minors, pentatonic, Blues, whole-tone and modes.• Students are taught a range of devices to create melodic lines that are diatonic, chromatic, use arpeggios, sequences imitation and more. They then select and deploy these appropriately to create melodies that are creative and convincing.• Students also cover harmonic devices including primary and secondary chords, sevenths, augmented and diminished chords, cadences, chord progressions.• Finally, students learn how to apply these compositionally using idiomatic and stylistic techniques such as transposition for different voices and instruments, structures and ensembles.
Disciplinary Knowledge – The Interpretation of Music Knowledge By Students When Performing, Composing or Improvising to Create Original Pieces and Performances	<ul style="list-style-type: none">• Through a composition or arrangement, students look to gain a thorough understanding of a variety of types of chords and learn to apply them with high levels of skill and proficiency in the use of harmony. They will use this learning to produce a piece of musical notation that fully articulates intentions so that they can be efficiently realised and interpreted in a performance situation.
Skills	<ul style="list-style-type: none">• Research, Examination and Written Analysis of Sign and Symbols of Notation• Practical and Theoretical Exploration and Application of Melodic and Harmonic Techniques• Notation Production and Composition Skills
Links To Prior Learning	<ul style="list-style-type: none">• Music theory is embedded throughout the Years 10 and 11 Level 2 BTEC course when discussing genres and music products.• Musical elements taught and developed in Years 7 to 9, used throughout Years 10 and 11 and in Year 12 when developing compositions with expression and feeling.

Literacy/ Numeracy	<ul style="list-style-type: none"> • Use of SIR policy with key word glossary, writing frames and sentence starters. • Verbal discussions & written/verbal discussions. Significant writing skills used in analysis of notation with range key musical language used. • Students will use knowledge of note values/lengths in musical composition, counting note values in melodic and harmonic rhythms and being aware of bar numbers, particularly 4s, 8s, 16s and 32s when considering musical structures. Counting in more complex time signatures such as 6/8, 5/4 and 7/8 is required.
Cross Curricular	<ul style="list-style-type: none"> • Students explore a range of modern and historic cultures and music to explore notation and composition such as blues scales, Indian ragas, baroque cadences and other modes and techniques from around the world and across the ages.
Assessment	<ul style="list-style-type: none"> • Summative assessment fed back to students throughout to help develop and improve knowledge and skills. • Final assessment provided through teacher observations, written analysis, video or audio portfolio of students' examples of notation, melodic composition, harmonic composition and production of notation.

YEAR 12	Spring 2 Summer 1 & 2
Topics	<p style="text-align: center;">Unit 2</p> <p style="text-align: center;">Professional Practice in the Music Industry</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Students gain an understanding of what is meant by the term 'professional practice' as well as what it means to be a freelancer working in the music industry. • They will learn the meaning, relevance and application of professional skills that are important in the industry, such as preparation, communication, teamwork and time management and learn the importance of financial management, project planning, legal requirements, health and safety. • Students also learn about a range of roles within the Music Industry sectors such as venues and live performance, recording, production, record labels, film and television, marketing and promotion. • The unit emphasises the importance of continual self-development in a rapidly changing sector and looks more deeply at working on a freelance basis. Students learn about self-employment, funding, client relationships, quality and standards, presentation of ideas and final products.
Disciplinary Knowledge – The Interpretation of Music Knowledge By Students When Performing, Composing or Improvising to Create Original Pieces and Performances	<ul style="list-style-type: none"> • Students consider the importance of professional practice in the music industry. They take a deeper look behind the bright lights, costumes, gigs, sessions and festivals, seeing the music industry is run by people who are measured by how professional they are in their behaviour. • Students will consider what industry professionals expect of people working with them in order to progress, whether to employment or higher education.
Skills	<ul style="list-style-type: none"> • Professional and Personal Skills <ul style="list-style-type: none"> ◦ e.g. Communication and Organisation • Project Planning including time management and research • Financial and Budget Management Skills

	<ul style="list-style-type: none"> • Written Skills • Presentation Skills
Links To Prior Learning	<ul style="list-style-type: none"> • BTEC Level 2 Tech Award in Music Practice (Years 10 and 11) shows a range of live and recorded music products and the musicians/producers/composers involved, giving students a feel for the people and sectors involved in the music industry. • Students in Years 10 and 11 Music also learn analytical skills, organisational skills and research skills.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Use of SIR policy with key word glossary, writing frames and sentence starters. • Written/verbal discussions. • Reading and writing skills used in research and analysis of music industry sectors and roles with range key musical and industry language used. • Students required to use a significant amount of numerical skills when calculating project budgets.
Cross Curricular	<ul style="list-style-type: none"> • Strong business influence in this unit with project planning, marketing, budgets and client feedback/presentations. • Music Industry/Business guest speakers involved. • Cultural and Social links with real-life scenarios such as weddings, concerts, studio sessions.
Assessment	<ul style="list-style-type: none"> • External Assessment Brief provided and work sent off for external assessment by Pearson. • Students are given the task and allowed three hours to carry out research under monitored conditions. They then are given five hours to complete the task under supervised conditions. Both monitored preparation and supervised assessment are arranged over a number of sessions during the two-week period timetabled by Pearson.