



Curriculum Map For Music Year 13

YEAR 13	Autumn 1 & 2 Spring 1
Topics	Unit 3 Ensemble Music Performance
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • In this unit, students will gain knowledge and understanding of skills needed for rehearsal and ensemble performance. They will learn the importance of attendance and punctuality, health and safety issues, personal practise, rehearsal etiquette and instrumental care and techniques. • They will gain knowledge and understanding of how to interpret an original musical piece. Listening and appraising music, its stylistic qualities and key musical features is essential in creating their own arrangement of a piece. Students will learn to be aware of instrumental resources and relative skills levels in their groups, transcribing and transposing suitably. • They will need to understand how to apply skills and techniques whilst contributing to an ensemble during rehearsal and performance. Listening to others, warming up, accuracy of pitch and rhythm, following direction, teamwork and collaboration, reading music and preparation and awareness of their own part within the ensemble are all discussed and practised to ensure successful rehearsals and performances. • Students will learn how to identify and set targets, monitor progress analyse and feedback constructively to ensure musical development is successful. • They will need to understand how to contribute towards a live performance as part of a performance considering cues, presentation, stage presence, movement, interaction and communication with an audience. • Students also need to understand how to reflect and make connections between responding, planning, rehearsing and performing, at all times considering musical and stylistic choices such as texture, timbre, melody, harmony, genre and performance techniques.
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"> • This unit helps to develop students' ability to enquire into a topic and work in a team towards a common goal, discussing, communicating and planning together. Students will understand how musicians rarely work in isolation and the ability to perform as part of an ensemble is an essential skill for any musician, regardless of style. Whether they are part of a pop group or a large symphony orchestra, the skills of teamwork and communication are vital. • This unit can also help learners to progress to employment opportunities in music.
Skills	<ul style="list-style-type: none"> • Personal Management Skills <ul style="list-style-type: none"> ○ Attendance ○ Punctuality ○ Organisation ○ Health and Safety

	<ul style="list-style-type: none"> ○ Motivation ○ Encouragement ○ Etiquette ● Ensemble Performance Skills <ul style="list-style-type: none"> ○ Accuracy of Pitch and Rhythm ○ Timing ○ Tuning ○ Listening ○ Directing and Following Direction ○ Music Reading ○ Transcribing ○ Arranging ● Teamwork and Collaboration ● Self and Peer Evaluation ● Selecting Repertoire ● Musical and Physical Performance Skills <ul style="list-style-type: none"> ○ On-Stage Movement ○ Audience Communication ○ Confidence ○ Presentation
Links To Prior Learning	<ul style="list-style-type: none"> ● BTEC Level 2 Tech Award in Music Practice (Years 10 and 11) provides learners opportunities to develop ensemble performance skills. It also focuses heavily on a range of music genres and their key features. ● In the current BTEC music course students have developed an in-depth knowledge of music notation, melody, rhythms and harmony in their Unit 1, helping them develop, read and transcribe their own musical arrangements.
Literacy/ Numeracy	<ul style="list-style-type: none"> ● Use of SIR policy with key word glossary, writing frames and sentence starters. ● Verbal and written discussions. ● Writing and reading of lyric sheets. ● Significant reading and writing skills used in written evaluations and reflection, logging project and personal development with key musical language used. ● Students will use knowledge of note values/lengths in musical performance and arrangement, 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. Timeframes of the project will also be calculated throughout.
Cross Curricular	<ul style="list-style-type: none"> ● Students explore a range of cultures through diverse musical genres. This links in with a range of geographical and historical knowledge. There is also a close link to religion for some genres such as Baroque, Gospel and Blues Spirituals. Group work is an integral part where students work together to develop musical ideas.
Assessment	<ul style="list-style-type: none"> ● External Assessment Brief provided and work sent off for external assessment by Pearson. ● Students will be given list of songs from which they will choose three for a performance. In ensembles that consist of a minimum of three and a maximum of eight members, students will respond to the choice of repertoire and develop the performance for an audience. Each learner will submit a clearly labelled digital folder completed at four milestone stages during the process, responding to prompts provided by Pearson. This will include a video recording of the final group performance, between 6 and 15 minutes in duration.

YEAR 13	Spring 2 Summer 1
Topics	Unit 4 Composing Music
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • In this unit, students look at how composers work, using the same fundamental building blocks across all styles and genres including melody, harmony, rhythm, texture and form and structure. • They will explore musical material, developing ideas into a final composition using acoustic or electronic instruments. • Students learn and examine melodic techniques such as themes and motifs, melodic structure, countermelody, improvisational techniques. • They will also look at harmonic construction, understanding key signatures, intervals, progressions, consonance and dissonance, bass line techniques and modal harmony. • Rhythmic techniques and conventions are taught and applied, such as simple, duple and compound time signatures, cross-rhythms, syncopation, displacement, polyrhythms, pauses, rallentando and accelerando. • Textures such as monophony, homophony, polyphony, unison and antiphony are learnt and applied as well as more abstract approaches such as word painting and soundscapes. • Form and structures are explored by students, who will develop their use of key form such as 32-bar song, binary, ternary, variations, rondo and 12-bar blues. • Students learn how to manipulate ideas and extend them using these techniques, complete them and present them effectively as recordings, scores or other formats.
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"> • Analysis of conventions in composition from historic to modern music. • Students look to develop compositional techniques, and experiment to create challenging and original compositions. • Throughout this unit, students should aim to acquire the skills and knowledge needed to be able to study in higher education or to seek employment as a freelance composer in a competitive industry.
Skills	<ul style="list-style-type: none"> • Compositional Skills <ul style="list-style-type: none"> ○ Ideas and Resourcing ○ Manipulation and Extension of Musical Content ○ Development of Original Material Through Style and Genre • Music Capturing Skills <ul style="list-style-type: none"> ○ Through Traditional Techniques ○ Music Technology ○ Scoring ○ Recording
Links To Prior Learning	<ul style="list-style-type: none"> • BTEC Level 2 Tech Award in Music Practice (Years 10 and 11) provides learners opportunities to develop ensemble performance skills. It also focuses heavily on a range of music genres and their key features. • In the current BTEC music course students have develop an in-depth knowledge of music notation, melody, rhythms and harmony in their Unit 1, helping them develop, read and transcribe their own musical compositions.

Literacy/ Numeracy	<ul style="list-style-type: none"> • Use of SIR policy with key word glossary, writing frames and sentence starters. • Verbal and written discussions. • Writing and reading of lyric sheets. • Significant reading and writing skills used in written evaluations and reflection, logging project and personal development with key musical language used. • Students will use knowledge of note values/lengths in musical performance and arrangement, 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. Timeframes of the project will also be calculated throughout.
Cross Curricular	<ul style="list-style-type: none"> • Students explore a range of cultures through diverse musical genres. This links in with a range of geographical and historical knowledge. There is also a close link to religion for some genres such as Baroque, Gospel and Blues Spirituals. Group work is an integral part where students work together to develop musical ideas.
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 and evaluations, video or audio portfolio of students' examples of compositional ideas and extensions, fully developed compositions.