

Music – Year 12 Curriculum

Term	Content	Links to Prior Learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
1	Composition <ul style="list-style-type: none"> Writing a melody Writing an accompaniment Developing musical ideas Composing using the musical elements Composing in different styles: film music, pop songs, theme and variation, minimalism Writing a Chorale 	<p>Develops upon composition skills learnt at GCSE.</p> <p>A series of smaller compositional tasks in order to explore different styles of writing.</p>	<p>Skills:</p> <ul style="list-style-type: none"> Creating ideas Developing ideas Writing for a brief <p>Assessment</p> <ul style="list-style-type: none"> Series of short composition tasks that are marked formatively 	<p>To create ideas that are effective and skilfully developed.</p> <p>To create contrasts in mood.</p> <p>To use the musical elements skilfully and effectively.</p>
	Appraisal <ul style="list-style-type: none"> History of Western Art Music Notation (rhythm and pitch) and music theory Musical Elements Instrumental Music Clara Wieck-Schumann, Piano Trio in G minor, Op. 17: movement 1 <ul style="list-style-type: none"> Musical analysis Classical/Romantic Period Wider listening 	<p>Builds upon theory learnt at GCSE</p> <p>Collates set work knowledge from GCSE into wider context</p>	<p>Skills:</p> <ul style="list-style-type: none"> Score reading and written analysis Broadening historical knowledge Listening skills Aural skills <p>Assessment</p> <ul style="list-style-type: none"> Theory tests Questioning Formative aural tests 	<p>To have a strong understanding of musical notation.</p> <p>To develop knowledge and understanding of musical elements and musical language.</p> <p>To accumulate a deep knowledge of Clara Wieck-Schumann, Piano Trio in G minor, Op. 17: movement 1 and have an understanding how it fits into context.</p>
2	Composition <ul style="list-style-type: none"> Writing a melody Writing an accompaniment Developing musical ideas Composing using the musical elements Composing in different styles: film music, pop songs, theme and variation, minimalism Writing a Chorale 	<p>Develops upon composition skills learnt.</p> <p>A series of smaller compositional tasks in order to explore different styles of writing.</p>	<p>Skills:</p> <ul style="list-style-type: none"> Creating ideas Developing ideas Writing for a brief <p>Assessment</p> <ul style="list-style-type: none"> Series of short composition tasks that are marked formatively 	<p>To create ideas that are effective and skilfully developed.</p> <p>To create contrasts in mood.</p> <p>To use the musical elements skilfully and effectively.</p>

	Appraisal Vocal Music J. S. Bach, Cantata, Ein feste Burg, BWV 80: Movements 1, 2, 8 <ul style="list-style-type: none"> • Musical analysis • Baroque Period • Wider listening Film Music Danny Elfman, extracts from Batman Returns <ul style="list-style-type: none"> • Musical analysis • Action/thriller films • Wider listening 	Builds upon knowledge learned in term 1 and from previous set works Links to Programme Music in Year 8 and to Film Music studied in Year 9	Skills: <ul style="list-style-type: none"> • Analysis • Knowledge • Aural Skills Assessment: <ul style="list-style-type: none"> • A-Level exam style listening questions throughout these lessons 	To develop knowledge and understanding of musical elements and musical language. To accumulate a deep knowledge of J. S. Bach, Cantata, Ein feste Burg, BWV 80: Movements 1, 2, 8 and have an understanding how it's contextualised into the history of Western Art Music To accumulate a deep knowledge of the extracts from Batman Returns and have an understanding how it compares to other Film Music
3	Composition <ul style="list-style-type: none"> • Developing musical ideas • Composing using the musical elements • Composing in different styles: film music, pop songs, theme and variation, minimalism • Writing a Chorale 	Development of composition skills learnt.	Skills: <ul style="list-style-type: none"> • Creating ideas • Developing ideas • Writing for a brief Assessment <ul style="list-style-type: none"> • Regular individual feedback 	To create ideas that are effective and skilfully developed. To create contrasts in mood. To use the musical elements skilfully and effectively.
	Appraisal Popular Music & Jazz Beatles, Revolver: Eleanor Rigby, Here, there and everywhere, I want to tell you, and Tomorrow never knows <ul style="list-style-type: none"> • Musical analysis • 60's popular music • Wider listening New Directions Kaija Saariaho, Petals for Violoncello and Live Electronics <ul style="list-style-type: none"> • Musical analysis • Experimental music 	Builds upon knowledge learned in term 1 and from previous set works. Links to Band Skills studied in Year 9.	Skills: <ul style="list-style-type: none"> • Analysis • Knowledge • Aural Skills • Essay writing Assessment: <ul style="list-style-type: none"> • A-Level exam style listening questions throughout these lessons • Essay questions 	To develop knowledge and understanding of musical elements and musical language. To accumulate a deep knowledge The Beatles and have an understanding of how they influenced others. To accumulate a deep knowledge of 'Petals' by Saariaho and have an understanding of her influences.

	<ul style="list-style-type: none"> Wider listening 			
	Performance <ul style="list-style-type: none"> Solo Performance 	Builds upon performance skills developed across KS3 curriculum.	Skills: <ul style="list-style-type: none"> Accuracy and fluency Technical control Expression and interpretation Assessment <ul style="list-style-type: none"> To perform for at least 3 minutes 	To develop their knowledge and understanding of music through performance. To perform with technical control, expression and interpretation.
4	Composition <ul style="list-style-type: none"> Begin coursework Writing a Chorale 	Students implement learning from previous tasks.	Skills: <ul style="list-style-type: none"> Creating ideas Developing ideas Writing in a specific style Assessment <ul style="list-style-type: none"> Students start coursework. Deadlines set for progress. 	To create ideas that are effective and skilfully developed. To create contrasts in mood. To use the musical elements skilfully and effectively. To compose coherently and to a brief.
	Appraisal Instrumental Music Berlioz, Symphonie Fantastique: Movement 1 <ul style="list-style-type: none"> Musical analysis Classical/Romantic Period Wider listening Popular Music & Jazz Courtney Pine: Back in the Day – ‘Lady Day and (John Coltrane), ‘Inner State of Mind’ and ‘Love and Affection’ <ul style="list-style-type: none"> Musical analysis History of Jazz Wider listening 	Builds upon knowledge learned in term 1 and from previous set works. Links to Programme Music studied in Year 8 and Blues in Year 9.	Skills: <ul style="list-style-type: none"> Analysis Knowledge Aural Skills Essay writing Assessment: <ul style="list-style-type: none"> A-Level exam style listening questions throughout these lessons Essay questions 	To develop knowledge and understanding of musical elements and musical language. To accumulate a deep knowledge of Symphonie Fantastique and how Berlioz came about writing this symphony. To accumulate a deep knowledge of Courtney Pine and his album ‘Back in the Day’. How he looked to the past in jazz whilst also looking forward innovatively.

5	Composition <ul style="list-style-type: none"> Coursework Writing a Chorale 	Students implement learning from previous tasks.	Skills: <ul style="list-style-type: none"> Creating ideas Developing ideas Writing in a specific style Assessment <ul style="list-style-type: none"> Deadlines set for progress. Chorale tasks 	To create ideas that are effective and skilfully developed. To create contrasts in mood. To use the musical elements skilfully and effectively. To compose coherently and to a brief.
	Appraisal Instrumental Music Vaughan Williams, On Wenlock Edge: Nos. 1, 3 and 5 <ul style="list-style-type: none"> Musical analysis Romantic Period Wider listening Recap of previous set works in preparation for Year 12 exams 	Builds upon knowledge learned in term 1 and from previous set works. Links to Programme Music studied in Year 8.	Skills: <ul style="list-style-type: none"> Analysis Knowledge Aural Skills Essay writing Assessment: <ul style="list-style-type: none"> A-Level exam style listening questions throughout these lessons Essay questions 	To develop knowledge and understanding of musical elements and musical language. To accumulate a deep knowledge of Vaughan Williams and his song cycle, considering the influence of English folk music had on his works.
6	Composition <ul style="list-style-type: none"> Coursework Writing a Chorale 	Students implement learning from previous tasks.	Skills: <ul style="list-style-type: none"> Creating ideas Developing ideas Writing in a specific style Assessment <ul style="list-style-type: none"> Deadlines set for progress. Chorale tasks 	To create ideas that are effective and skilfully developed. To create contrasts in mood. To use the musical elements skilfully and effectively. To compose coherently and to a brief.
	Appraisal <ul style="list-style-type: none"> Revision of topics covered in preparation for mocks. Exam technique for listening questions and essay question 	Revision and recap of 8 set works learned	Skills: <ul style="list-style-type: none"> Analysis Knowledge Aural skills Essay writing skills Assessment	To develop knowledge and understanding of musical elements, musical contexts and musical language. To use appraising skills to make evaluative and critical judgements about music.

			<ul style="list-style-type: none">• Year 12 mock exams	
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