

## Music – Year 13 Curriculum

Term	Content	Links to Prior Learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
1	<b>Composition</b> <ul style="list-style-type: none"> <li>Coursework</li> <li>Writing a Chorale</li> </ul>	Students implement learning from previous tasks.	<b>Skills:</b> <ul style="list-style-type: none"> <li>Creating ideas</li> <li>Developing ideas</li> <li>Writing in a specific style</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>Deadlines set for progress.</li> <li>Chorale tasks</li> </ul>	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.
	<b>Appraisal</b> <b>Film Music</b> Bernard Herrmann, extracts from Psycho <ul style="list-style-type: none"> <li>Musical analysis</li> <li>Horror Film Music</li> <li>Wider listening</li> </ul> <b>Popular Music &amp; Jazz</b> Kate Bush, Hounds of Love: Cloudbusting, And dream of sheep, and Under ice <ul style="list-style-type: none"> <li>Musical analysis</li> <li>Classical/Romantic Period</li> <li>Wider listening</li> </ul>	Builds upon knowledge learned from previous set works  Links to Film Music studied in Year 9 and Band Skills units.	<b>Skills:</b> <ul style="list-style-type: none"> <li>Analysis</li> <li>Knowledge</li> <li>Aural Skills</li> <li>Essay writing</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>A-Level exam style listening questions throughout these lessons</li> <li>Essay questions</li> </ul>	To develop knowledge and understanding of musical elements and musical language.  To accumulate a deep knowledge of extracts from Psycho, by considering how Herrmann uses strings effectively to lift the onscreen action.  To accumulate a deep knowledge of Bush's album 'Hounds of Love' and develop an understanding of her impact as an iconic female artist.
2	<b>Composition</b> <ul style="list-style-type: none"> <li>Coursework</li> <li>Writing a Chorale</li> </ul>	Students implement learning from previous tasks.	<b>Skills:</b> <ul style="list-style-type: none"> <li>Creating ideas</li> <li>Developing ideas</li> <li>Writing in a specific style</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>Deadlines set for progress.</li> <li>Chorale tasks</li> </ul>	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.

	<b>Appraisal</b> <b>Fusions</b> Debussy, Estampes: Nos. 1 and 2 <ul style="list-style-type: none"> <li>• Musical analysis</li> <li>• Music from 20<sup>th</sup> Century</li> <li>• Wider listening</li> </ul> <b>Fusions</b> Anoushka Shankar, Breathing Under Water: Burn, Breathing Under Water and Easy <ul style="list-style-type: none"> <li>• Musical analysis</li> <li>• Action/thriller films</li> <li>• Wider listening</li> </ul>	Builds upon knowledge learned from previous set works  Links to Programme Music and Latin American Music studied in Year 8 and Band Skills units.	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Knowledge</li> <li>• Aural Skills</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• A-Level exam style listening questions throughout these lessons</li> <li>• Essay questions</li> </ul>	To develop knowledge and understanding of musical elements and musical language.  To accumulate a deep knowledge Debussy, Estampes: Nos. 1 and 2 and understand how he was inspired by international cultures.  To accumulate a deep knowledge of four songs from 'Breathing Under Water' and to understand Shankar's key influences.
3	<b>Composition</b> <ul style="list-style-type: none"> <li>• Coursework</li> <li>• Writing a Chorale</li> </ul>	Students implement learning from previous tasks.	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Creating ideas</li> <li>• Developing ideas</li> <li>• Writing in a specific style</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>• Deadlines set for progress.</li> <li>• Chorale tasks</li> </ul>	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.
	<b>Appraisal</b> <b>New Directions</b> Stravinsky, The Rite of Spring: Introduction, The Augurs of Spring, and Ritual of Abduction <ul style="list-style-type: none"> <li>• Musical analysis</li> <li>• 20<sup>th</sup> Century Music</li> <li>• Wider listening</li> </ul> <ul style="list-style-type: none"> <li>• Recap of previous set works in preparation for mock exam</li> </ul>	Builds upon knowledge learned in term 1 and from previous set works.	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Knowledge</li> <li>• Aural Skills</li> <li>• Essay writing</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• A-Level exam style listening questions throughout these lessons</li> <li>• Essay questions</li> <li>• Mock exam</li> </ul>	To develop knowledge and understanding of musical elements and musical language.  To accumulate a deep knowledge Stravinsky and his ballet The Rite of Spring. To understand how this was unusual compared to other ballets at the time.

4	<b>Composition</b> <ul style="list-style-type: none"> <li>Complete coursework</li> <li>Final preparation for Chorale task</li> </ul>	Students implement learning from previous tasks.	Skills: <ul style="list-style-type: none"> <li>Creating ideas</li> <li>Developing ideas</li> <li>Writing in a specific style</li> </ul> Assessment <ul style="list-style-type: none"> <li>Send coursework off to be moderated by another HOD</li> </ul>	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.
	<b>Appraisal</b> <ul style="list-style-type: none"> <li>Recap of previous set works in preparation for Year 12 exams</li> </ul>	Consolidate all previous learning	Skills: <ul style="list-style-type: none"> <li>Analysis</li> <li>Knowledge</li> <li>Aural Skills</li> <li>Essay writing</li> </ul> Assessment: <ul style="list-style-type: none"> <li>A-Level exam style listening questions throughout these lessons</li> <li>Essay questions &amp; exam papers</li> </ul>	To develop knowledge and understanding of musical elements and musical language.
5	<b>Composition</b> <ul style="list-style-type: none"> <li>Chorale task</li> </ul>	Students implement learning from previous tasks.	Skills: <ul style="list-style-type: none"> <li>Creating ideas</li> <li>Developing ideas</li> <li>Writing in a specific style</li> </ul> Assessment <ul style="list-style-type: none"> <li>Coursework</li> </ul>	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.
	<b>Appraisal</b> <ul style="list-style-type: none"> <li>Recap of previous set works in preparation for Year 12 exams</li> </ul>	Consolidate all previous learning	Skills: <ul style="list-style-type: none"> <li>Analysis</li> <li>Knowledge</li> <li>Aural Skills</li> <li>Essay writing</li> </ul> Assessment:	To develop knowledge and understanding of musical elements and musical language.

			<ul style="list-style-type: none"> <li>• A-Level exam style listening questions throughout these lessons</li> <li>• Essay questions &amp; exam papers</li> </ul>	
	<b>Performance</b> <ul style="list-style-type: none"> <li>• Solo Performance coursework</li> </ul>		Skills: <ul style="list-style-type: none"> <li>• Accuracy and fluency</li> <li>• Technical control</li> <li>• Expression and interpretation</li> </ul> Assessment <ul style="list-style-type: none"> <li>• To perform for at least 8 minutes</li> </ul>	To develop their knowledge and understanding of music through performance.  To perform with technical control, expression and interpretation.