

Key Stage 5 Music

Year 12 Music Curriculum Information



All students should develop their skills in performance, composition and appreciation

	Key Question:	Specification:	Skill Focus:
Term 1:	What are the different elements of the A-Level course and what skills do I need to acquire to be successful?	<p>Introduction</p> <p><i>All students will understand the course structure of A-Level music. All students will start preparing for their recital performance. All students will learn to listen to music critically thinking about links and context.</i></p> <ul style="list-style-type: none"> • How to build upon what they have learnt previously such as GCSE Music • Consolidating basic music vocabulary • How to use exemplar performances and compositions to set targets for their own work • How to decide on the best route for free composition using strengths from the composition process at GCSE • Baroque and Classical approaches to vocal music 	<p>Skills</p> <p>All key signatures</p> <p>Instrumental and Rehearsal Technique</p> <p>Main musical terminology</p> <p>Vocal Music associated terminology Working out cadences</p> <p>Using Garage Band</p> <p>Understand the pitch range of various instruments</p> <p>Instrumental and Film Music terminology</p> <p>Modulating to different keys</p>
Term 2:	What techniques are required to write an accurate chorale?	<p>Instrumental and Film Music</p> <p><i>All students understand film music and the idioms used. All students have knowledge of chorale and remix writing to make a choice between the two.</i></p> <ul style="list-style-type: none"> • Instrumental music set works - Vivaldi, Concerto in D Minor, Op. 3 No. 11, Clara Schumann, Piano Trio in G minor, Op.17: Movement 1 and Berlioz, Symphonie Fantastique: Movement 1 • Music for film set works - Bernard Herrmann, Psycho excerpt and Rachel Portman, The Duchess excerpts • The basics of chorale writing • The basics of creating a remix 	<p>Logical approach to the different aspects of chorale writing</p> <p>Logical approach to creating a remix</p> <p>Concepts</p> <p>Understand the structure of the course</p> <p>Understanding Component 1: Solo performance grading criteria</p> <p>Understanding Component 2: Composition grading criteria</p> <p>Critically listening to music and applying terminology to make links between pieces of music</p>
Term 3:	What elements need to be present in a remix to gain	<p>Popular Music and Jazz</p> <p><i>All students understand Popular and Jazz music and the differences in terminology for other styles. All students have a set approach</i></p>	<p>Understanding Baroque and Classical approaches to vocal music</p> <p>Writing a chorale</p> <p>Creating a remix</p>



marks in the higher band?	<p><i>for the examined techniques part of the course.</i></p> <ul style="list-style-type: none"> • Film music - Danny Elfman, Batman Returns excerpts and extended listening • Popular Music and Jazz: The Beatles: selected songs from Revolver, Courtney Pine: selected songs from Back in the Day ,Kate Bush: selected songs from Hounds of Love • A logical approach to the main aspects of writing an accurate chorale • Adjusting the set audio to create a remix which is aimed toward the higher grading criteria 	<p>Use a practice diary to aid improvement during rehearsal process</p> <p>Understand how to use the grading criteria to set areas of improvement for recital performance</p> <p>Instrumental and Music for Film analysis</p> <p>Self-assess and set appropriate targets for development</p> <p>Understand Sonata form</p> <p>Understand key features of Popular Music and Jazz</p>
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Year 12 Music Assessment Information

Assessment	Time/Venue	What will be assessed?
1 : Linking to Term 1	<ul style="list-style-type: none"> • Baseline listening and theory test held in class – 1 hour • Solo Performance assessment – in class 	<p>Grade 6 listening and theory knowledge</p> <p>Grade 5-8 solo performance of at least two minutes</p>
2: Linking to Term 2	<ul style="list-style-type: none"> • Listening mock exam for one of the pieces – in class 	Students examined on Vivaldi
3: Linking to Term 3	<ul style="list-style-type: none"> • Composition assessment - in class • Solo performance assessment – in class 	<p>Quality of composition including how well musical ideas are developed throughout</p> <p>Grade 5-8 solo performance of two pieces</p>

