

Subject: Music KS5 (Taught vertically so split as Year 1 and Year 2)

Year 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 (Year 12 only)
Content Knowledge	<p><b>AOS A: Development of the Symphony</b> <i>Understand the origins of the Symphony &amp; its development through the period 1750-1800 including Haydn Symphony No. 104 set work</i></p> <p><b>AOS B: Popular &amp; Rock Music</b> <i>Understand the key developments in Rock and Popular Music in the 1960s and 1970s</i></p> <p><b>Composition to a Brief</b> <i>Understand the key harmonic, melodic, structural and tonal features of the Western Classical Tradition</i></p>		<p><b>AOS A: Development of the Symphony</b> <i>Understand the continuing development &amp; increasing importance of programmatic music through the period 1800-1850 including Mendelssohn Symphony No. 4 set work</i></p> <p><b>AOS B: Popular &amp; Rock Music</b> <i>Understand the key developments in Rock and Popular Music in the 1980s and 1990s</i></p> <p><b>Composition to a Brief</b> <i>Year 12 - practice composition to a brief Year 13 - complete NEA</i></p>		<p><b>AOS A: Development of the Symphony</b> <i>Understand the continuing development &amp; changing audience through the period 1850-1900</i></p> <p><b>AOS B: Popular &amp; Rock Music</b> <i>Revise the key developments in Rock and Pop from 1960 to 2000</i></p>	<p><b>AOS A: Development of the Symphony</b> <i>In depth analysis of Mendelssohn Symphony No.4 Set work.</i></p> <p><b>Free Composition</b> <i>Develop compositional skills in order to complete NEA. Focus on thematic and rhythmic development.</i></p>
Skills	<p>Know how to analyse a musical score using the elements of music</p> <p>Know how to aurally recognise features of Rock and Popular Music</p> <p>Know how to compose a good melody using melodic and harmonic devices learnt.</p>		<p>Know how to analyse a musical score using the elements of music</p> <p>Know how to aurally recognise features of Rock and Popular Music</p> <p>Know how to compose using structural and tonal features learnt.</p>		<p>Know how to analyse a musical score using the elements of music</p> <p>Know how to aurally recognise features of Rock and Popular Music</p> <p>Know how to compose using structural and tonal features learnt.</p>	
Key Questions	<p>How did Sonata Form become the dominant structure in symphonic writing?</p> <p>Is all rock and pop music inextricably linked to the Blues?</p> <p>What are the challenges of writing a monothematic sonata form movement?</p>		<p>Why did an extra-musical programme become more important during the Romantic era?</p> <p>How does technology impact the development of popular music?</p> <p>Is dissonance necessary for more expressive music?</p>		<p>How does the changing audience for music impact the development of the symphony?</p> <p>How does the change in consumer formats impact popular music?</p>	
Assessment	<p>Aural tests</p> <p>Essays</p> <p>Composition tasks</p>		<p>Aural tests</p> <p>Essays</p> <p>Composition tasks</p>		<p>Practice Exam questions</p> <p>Essays</p> <p>Composition tasks</p>	
Literacy/numeracy /SMSC/Character	<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration</p> <p>Subject-specific numeracy, literacy and oracy</p>		<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration</p> <p>Subject-specific numeracy, literacy and oracy</p>		<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration</p> <p>Subject-specific numeracy, literacy and oracy</p>	
Enrichment opportunities	<p>Involvement in extracurricular clubs</p> <p>Performance opportunities</p>		<p>Involvement in extracurricular clubs</p> <p>Performance opportunities</p>		<p>Involvement in extracurricular clubs</p> <p>Performance opportunities</p>	
Futures	<p>Further studies in Music and Music Technology at University or College</p> <p>Wide range of careers in Music including: Performer, songwriter, media composer, sound engineer, live sound engineer, mixing engineer, producer, copyist, orchestrator, conductor, artist manager, concert promoter, tour promoter, roadie, instrument technician, teacher, music editor, DJ, radio DJ, radio producer, sound designer, venue management, music therapist, copyright agent.</p>					

