

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

Year 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Knowledge	<p><b>AOS A: Development of the Symphony</b> <i>Understand how dance &amp; folk music, patronage &amp; audiences, influenced the development of the symphony. Understand how melody, theme and first movement form developed over time.</i></p> <p><b>AOS E: Into the 20th Century</b> <i>Understand the key features of Expressionism, Impressionism and Neoclassicism including the set works (Debussy Nuages and Poulenc Trio)</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 how programmatic influences and development of instruments influenced the development of the symphony. Understand how 2nd &amp; 4th movement forms developed over time.</i></p> <p><b>AOS E: Into the 20th Century</b> <i>Revise the key features of Expressionism, Impressionism and Neoclassicism including the set works (Debussy Nuages and Poulenc Trio)</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>Year 12 - practice composition to a brief Year 13 - complete NEA</i></p>	<p><b>AOS A: Development of the Symphony</b> <i>Revision of Set works &amp; key development features.</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>AOS E: Into the 20th Century</b> <i>Revise the key features of Expressionism, Impressionism and Neoclassicism including the set works (Debussy Nuages and Poulenc Trio)</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 Expressionism, Impressionism and Neoclassicism</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 Expressionism, Impressionism and Neoclassicism</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 Expressionism, Impressionism and Neoclassicism</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 Expressionism, Impressionism and Neoclassicism</p> <p>Know how to compose using structural and tonal features learnt.</p>		
Key Questions	<p>How did folk music and dance styles impact symphonic writing? Is Impressionism an appropriate label for this style of music? Is the use of Serial techniques a valid method of composition?</p>	<p>Why did an extra-musical programme become more important during the Romantic era? Is all rock and pop music inextricably linked to the Blues? Does tonal music still have a place in modern art music?</p>	<p>How does the changing audience for music impact the development of the symphony? How does the change in consumer formats impact popular music?</p>			
Assessment	<p>Aural tests Essays Composition tasks</p>	<p>Aural tests Essays Composition tasks</p>	<p>Practice Exam questions Essays Composition tasks</p>			
Literacy/numeracy /SMSC/Character	<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific numeracy, literacy and oracy</p>	<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific numeracy, literacy and oracy</p>	<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific numeracy, literacy and oracy</p>			
Enrichment opportunities	<p>Involvement in extracurricular clubs Performance opportunities</p>	<p>Involvement in extracurricular clubs Performance opportunities</p>	<p>Involvement in extracurricular clubs Performance opportunities</p>			

Futures	Further studies in Music and Music Technology at University or College 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.
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