

KS4 Music Curriculum Map

	Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
Year 10 and 11 Music	AO1: Perform with technical control, expression and interpretations	Pupils come with a range of abilities to GCSE Music. Some will have music lessons and will have achieved a high level of skill with their instruments. Others may be learning an instrument and are proficient. All pupils will have performed in their music lessons at KS3 and should know how to use a keyboard, musical software will have a basic understanding of musical notation.	Musical performance helps students to engage with the different styles and genres of music and to learn, in a practical way, the different elements of music studied in the course. Pupils will improve their musicality and develop fluency and control in their chosen instrument. Pupils will have an opportunity to work alone to become effective and independent learners. There are also opportunities to work together as a team to develop their teamwork and collaboration skills.	Pupils work on their performance pieces throughout the two year course. The class teacher, and perhaps their instrumental tutor as well, will listen to their pieces and offer advice on how to improve the performance. Pupils will have different areas for improvement based on their level of skill and their level of progress.	Knowledge and Understanding Dependent on level of skill of the learner but may include: musical notation, dynamics, improvisation, syncopation, melody and harmony, chords, ornamentation, phrasing, motifs, riffs, SMIRTTH Skills Playing with technical control, playing with expression and interpretation, accuracy of rhythm and pitch, playing with appropriate pace and fluency, using dynamics effectively in performance, showing awareness of style within performance, showing empathy in ensemble playing.	The performance component is 30% of the GCSE. It is a non-exam assessment and is assessed internally before going to external moderation. Pupils perform two pieces. Pieces must be at least equivalent to Grade 3 of the grade music examinations and can be done using a range of instruments or the voice. One piece must be linked to one of the areas of study. They may perform one of their own compositions. At least one of the performances should be ensemble. Ongoing assessment of performances take place in Y10 however, final performances must be recorded in Year 11.
	AO2: Compose and develop musical ideas with technical control and coherence	During Key Stage 3 pupils have had a wide range of experiences of composing in different styles including classical, modern and world music. They have a basic understanding of musical notation and are able to use this to notate their compositions. They have been taught to use a range of relevant musical software to aid their compositions.	To compose music effectively pupils develop strategies for creative thinking and appreciation of different elements of music. Pupils' composition will show their understanding of different styles of music. Composition also allows pupils to develop their skills of using different music technologies in order to create and record their compositions. Pupils will learn how to evaluate, redraft and improve their work.	Pupils work on their composition pieces over the two-year course. Two composition entries are required – a free composition (2 nd Composition) is completed in Year 10 where pupils can choose to write in a style of their choice. In Year 11 they are given a brief by the examining board (1 st composition) – on this occasion they must compose in a set style and use features that would show the understanding of that style. The class teacher and peers will regularly assess work for improvement.	Knowledge and Understanding SMIRTTH, musical notation, musical composition software and technology. Other skills include: dynamics, improvisation, syncopation, melody and harmony, chords, ornamentation, phrasing, motifs, riffs, textures – e.g. monophonic, homophonic, polyphonic, unison, layered, countermelody, vocal and orchestral ensembles, 12 bar blues, structures, chord progressions, melismatic and syllabic writing. Skills Using music technology and compositional tools, using SMIRTTH and other features to match the brief of their composition, independent learning skills, analysis and evaluation of musical elements	The composition component makes up 30% of the GCSE. It is a non-exam assessment and is assessed internally before going to external moderation. Pupils compose two pieces in response to the chosen brief. Development of musical ideas, technical control of musical elements and resources and musical coherence and understanding. Free Composition (Y10) pupils compose a piece in a style of their own choice. They set the brief and work is assessed in response to this. Set Composition (Year 11) Brief by Examining Board. One choice from four

Year 10 and 11 Music	AO3: Demonstrate and Apply Musical Knowledge	<p>During Key Stage 3 pupils were taught the characteristics of pop, Reggae, British Ska, Blues, Rock, film music and classical</p> <p>As there is a focus on these genres in the GCSE, pupils will have acquired a good foundation knowledge of the different features, instruments and artists associated with the music that they will be studying.</p>	<p>Pupils acquire musical knowledge to help communicate effectively as musicians. They will develop an awareness of a variety of instruments, styles and approaches to performance and composing.</p> <p>Pupils are taught to recognise contrasting genres, styles and traditions of music and to show an awareness of musical chronology.</p>	<p>Musical features and knowledge are taught throughout the course to support performances and compositions. Pupils are introduced to an idea or feature and have the opportunity to show their understanding within their own work..</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - SMIRTTT - Musical contexts including composers, performers, occasion, audience and social, historical and cultural contexts. - Musical language including clefs, notation, roman numerals, major and minor, key signatures and musical vocabulary <p>Examples of Vocabulary:</p> <p>Area of Study 1 (Musical Forms and Devices) – Structures, Anacrusis, Imitation, Ostinato, Syncopation, Drone, Canon, Ornamentation, Motifs, Modulation</p> <p>Area of Study 2 (Music for ensemble) – monophonic, homophonic, polyphonic, unison, chordal, canon, countermelody</p> <p>Area of Study 3 (Film Music) – Commission, leitmotifs, thematic transformation, stimulus, interpretation, colour and mood</p> <p>Area of Study 4 (Popular Music) – 32 bar song form, strophic, 12 bar blues, verse, chorus, riff, middle 8, bridge, fill, intro, outro, loops, samples, panning, phrasing, driving rhythm, melismatic and syllabic writing, backing tracks, primary and secondary chords, cadences.</p> <p>Set Works</p> <ul style="list-style-type: none"> • Badinerie by JS Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B Minor BWV 1067) • Africa by Toto (released 1982) <p>Skills</p> <p>Reading musical notation, Performance of different musical styles, responding to a given stimulus, musical technology, modifying original music, combining instruments and voices, using technology and software, listening for SMIRTTT and using this to evaluate and analyse music.</p>	<p>Musical Knowledge and Critical Evaluation assessed through a formal written examination at the end of the course. This examination makes up 40% of the marks for their final grade.</p> <p>Pupils will have 1 hour and 15 minutes to complete their examination, which will consist of 8 questions – two each on each area of study. Of these 8 questions, 6 will be on unprepared musical extracts and 2 on the set works. The majority of questions are either multiple choice or short written answers however pupils will need to write a longer response to a piece of music as part of their examination.</p> <p>Pupils will be given regular practice exercise and papers throughout the course in order to prepare them for the final examination and a period of revision will be used to consolidate these elements in the period prior to this.</p>
	AO4: Use appraising skills to make evaluative and critical judgements about music	<p>Throughout Key Stage 3 pupils have experienced listening exercises and had the opportunity to evaluate the music that they have played, composed and listened to using the different musical elements – SMIRTTT.</p> <p>This will have given them a strong foundation to GCSE where this knowledge is revisited and reinforced across all units of work.</p>	<p>Pupils learn how to use appraising skills to make critical and evaluative judgements about music. Pupils are taught how to reflect and evaluate their own and others' performance and musicality. In composition, pupils learn the importance of evaluation. They become more rounded composers and develop the confidence to add a range of musical techniques to the composition .As listeners, pupils are taught that evaluating and critiquing music develops appreciation and musical tastes, reinforcing their own judgements and recognising the skill and prowess of the musicians and composers that they interact with.</p>	<p>Pupil's appraising skills are revisited regularly. They apply and test their skill set throughout the course. By evaluating their own and other's performances, pupils will naturally improve the standard of their own performances and compositions and the spaced learning of these skills will ensure that pupils are well versed in using them under exam conditions for their listening paper.</p>		