



Subject: Music

Lead Teacher: Mrs A. Chapman

Year: 11

## Curriculum organisation

Students are taught in mixed groups ranging in number for **three** hours per week. They are not grouped by ability.

## Overview of Topics &amp; Key Information

## How will your child be learning?

Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	How will your child be learning?
Autumn Term	Own Instrument Composition. Brief set composition (after half term) Set work analysis – Beethoven Pathétique, Spalding -Samba Em Preludio and Afro Celt Sound System - Release. Extended comparison, 12 mark question. Melodic dictation.	<ul style="list-style-type: none"> <li>• What are the key musical features of Baroque, Classical and Romantic instrumental music?</li> <li>• How did composers write for virtuoso musicians?</li> <li>• Why did composers start to exploit instrumentation more in the Romantic period?</li> <li>• How can we use our knowledge of pitch, rhythm and tempo to notate dictated music?</li> </ul>	Major/minor Key signatures Tonality AABA/ABA/Sonata form/theme & variations. Rubato Concerto Grosso Ripieno/concertino Fugue Gigue Diminuendo/crescendo Intervals (fifth and octave)	<ul style="list-style-type: none"> <li>• Notation and rhythmic recognition and reading.</li> <li>• Independent composition skills.</li> <li>• General Appraising Skills.</li> <li>• Score analysis</li> <li>• Exam style questioning.</li> <li>• Melodic dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Pair work</li> <li>• Practical activities</li> <li>• Aural appraisal</li> <li>• Ensemble Skills</li> <li>• Short video and audio clips.</li> <li>• Information retention exercises.</li> </ul>
Spring Term	Exam style questioning technique 12 mark comparison question. Wider listening Solo and ensemble performance coursework recordings. Brief set composition	<ul style="list-style-type: none"> <li>• What are the key features associated with a successful solo performance?</li> <li>• How do musicians perform collaboratively?</li> <li>• Can we draw similarities between our set works and others written at a similar time?</li> </ul>	<ul style="list-style-type: none"> <li>• MADTSHIRT</li> <li>• Texture, tempo, tonality, duration dynamics, melody, articulation, harmony, instrumentation, rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Score annotations</li> <li>• Score reading</li> <li>• Notation</li> <li>• Revision techniques</li> <li>• Independent compositional skills</li> <li>• Ensembles skills.</li> <li>• General appraising skills.</li> <li>• Score Writing</li> </ul>	
Summer Term	Brief set composition Wider listening 12-mark comparison question. Solo and ensemble performance recordings Exam style questioning technique.	<ul style="list-style-type: none"> <li>• How can we apply MADTSHIRT to the analysis of each set work?</li> <li>• What are the time signatures of each set work?</li> <li>• What are the key musical features of each genre and period studied?</li> </ul>	<ul style="list-style-type: none"> <li>• MADTSHIRT</li> <li>• Baroque, Classical, Romantic, Glam Rock, Fusion, Musical Theatre.</li> <li>• Functional harmony</li> <li>• Diatonic</li> <li>• Bitonal</li> <li>• Sonata Form.</li> </ul>	<ul style="list-style-type: none"> <li>• Score annotations</li> <li>• Score reading</li> <li>• Notation</li> <li>• Revision techniques.</li> <li>• Exam questions</li> <li>• Wider listening.</li> <li>• Independent compositional skills.</li> <li>• Score Writing</li> </ul>	

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> <li>• Standard school stationery</li> <li>• Manuscript paper</li> <li>• Headphones</li> <li>• Set works exercise books/scores.</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit tests (subject knowledge focus)</li> <li>• Formal assessment week (May)</li> <li>• Peer and self-assessment</li> <li>• Homework tasks (often research or project based)</li> <li>• Retrieval practice activities</li> <li>• Exam style questioning.</li> </ul>
Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> <li>• Clubs – Choir, Senior Choir, Orchestra, Saxophone ensemble, Ukulele Club.</li> <li>• Trips &amp; Visits. Previous trips include theatre visits and a music tour to New York</li> <li>• Websites: <ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/subjects/zpf3cdm">https://www.bbc.co.uk/bitesize/subjects/zpf3cdm</a></li> <li><a href="https://www.soundtrap.com/">https://www.soundtrap.com/</a></li> <li><a href="https://hellomusictheory.com/learn/minimalism/">https://hellomusictheory.com/learn/minimalism/</a></li> <li><a href="https://www.bbc.co.uk/teach/ten-pieces">https://www.bbc.co.uk/teach/ten-pieces</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a range of music at home and encourage your child to expand the types of composers and artists they listen to.</li> <li>• Share your own musical tastes.</li> <li>• Watch or if possible, go to see live concerts and theatre.</li> </ul>

**If you have any questions about this Learning Overview, please contact the named Teacher above.**