|  |
| --- |
| **Year 11 Curriculum Map: Music** |
|  | **Autumn** | **Spring** | **Summer** |
| **Assessment Objectives** | * demonstrate knowledge of theoretical and contextual issues relating to music style, audience and the music industry;
* perform effectively on their instrument/voice;
* rehearse and display musicianship skills in a number of professional scenarios;
* initiate and develop repertoire;
* understand relevant aspects of music technology.
 |
| **Unit Length** | **Autumn 1:** Musical Knowledge**Autumn 2:** Composing Music | **Spring:** Live Music Performance |  |
| **Key Learning Outcomes** | Autumn 1:1. Identify and describe contrasting musical styles.
2. Recognise and discuss key musical elements.

.Autumn 2:1. Demonstrate skills to create a finished musical work in a defined style.
2. Reflect on finished work and consider strengths and areas for development.
 | Spring:1. Plan for a live performance.
2. Undertake an effective rehearsal process.
3. Demonstrate, in collaboration with others, the skills to perform a set in a specific live environment to a target audience.
4. Reflect on the performance and consider ways to improve future performances.
 |  |
| **Prior knowledge** | KS3:* Musical history embedded within various KS3 topics
* Numerous composition topics across all of KS3 with varied composition briefs, allowing students to compose for various styles of music.
 | KS3:* Students were given weekly opportunities to perform across the KS3 curriculum, allowing them to develop their confidence and stage presence.
 |  |
| **CEIAG** **Specific careers links** | Music HistorianMusic JournalistComposerSong writerStudio Engineer | MusicianSession MusicianRoadieSound EngineerInstrumental Teacher |  |
| **RRSA** | Article 13 – Freedom of expressionArticle 28 – Right to EducationArticle 31 – Leisure, play and culture | Article 13 – Freedom of expressionArticle 28 – Right to EducationArticle 31 – Leisure, play and culture |  |
| **Cross curricular links** | Computing – Use of technologyHistory – Historical references within the development of a musical genre.English – Lyric writing and expression through words | Drama – Performance and stage presenceTechnology – Stage set up and troubleshooting of technology equipment. |  |
| **Useful websites/videos** | Music history information about various genres - <https://www.musicmap.info/>  | Improve your stage presence - <https://www.youtube.com/watch?v=JEkRHgCPMGY>  |  |
| **Wider Reading** | Writing your own song - <https://www.bbc.co.uk/bitesize/guides/zfs692p/revision/4>  | Stage performane tecnhiques - <https://www.openmicuk.co.uk/advice/stage-performance-tips-for-singers/>  |  |
| **Literacy Programme** | * Decode it NOW
* Guided practice/model performances
* Writing strategies
 | * Decode it NOW
* Guided practice/model performances
* Writing strategies
 |  |
| **Independent Learning Tasks** | Independent studyHistorical music researchOut-of-lesson rehearsals | Out-of-lesson rehearsalsSetlist research |  |