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| **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 Historian  Music Journalist  Composer  Song writer  Studio Engineer | Musician  Session Musician  Roadie  Sound Engineer  Instrumental Teacher |  |
| **RRSA** | Article 13 – Freedom of expression  Article 28 – Right to Education  Article 31 – Leisure, play and culture | Article 13 – Freedom of expression  Article 28 – Right to Education  Article 31 – Leisure, play and culture |  |
| **Cross curricular links** | Computing – Use of technology  History – Historical references within the development of a musical genre.  English – Lyric writing and expression through words | Drama – Performance and stage presence  Technology – 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 study  Historical music research  Out-of-lesson rehearsals | Out-of-lesson rehearsals  Setlist research |  |