

Year 11 Curriculum Map: Music

	Autumn	Spring	Summer
Assessment Objectives	<ul style="list-style-type: none"> 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	<u>Autumn 1:</u> <ol style="list-style-type: none"> Identify and describe contrasting musical styles. Including: <ol style="list-style-type: none"> The factors that influenced its inception (How/why/where did the genre begin), (What are the social and contextual factors for this genre's origins) Significant artists/bands/producers (Who are the most prominent performers for this genre?), (Who are the most prominent producers for this genre? Why?) Important recordings/performances/event (Which events have taken place that have shaped or influence this genre?), (Why are these rally important events for the genre?) Imagery and fashion associated with the style (What was the early imagery and fashion like for musicians and listeners of the genre?), (What is the fashion like to modern day musicians and listeners?), (How has the fashion and imagery changed from its inception to now?) Recognise and discuss key musical elements. Key questions and focuses include: <ol style="list-style-type: none"> Tonality (What is the tonality of the song you are analysing? Is this typical for that genre of music? Is this an easy key to play for the instruments that are used?) Tempo (What is the tempo of the song? Is this typical for that genre? Does it change?) Instrumentation (What instruments are used? Who plays them? Are these typical for the genre? Were those instruments new due to the historical context?) Lyrical content (where applicable) (What are the lyrics about? Who are they about? What to the lyrics infer?) Production Techniques (How was the song recorded and produced? Who by? When was it produced? What effects were used? Were these effects new due to the era? Are these typical for this genre?) 	<u>Spring:</u> <ol style="list-style-type: none"> Plan for a live performance. <i>(5 hours preparation & 10 hours of controlled assessment)</i> <ol style="list-style-type: none"> Describe personal aims in relation to the live performance including ideas for own image, repertoire and audience expectation Produce a production plan for the Live performance to meet the needs of an agreed brief Produce a rehearsal plan Describe Health & Safety issues in the context of performing live music Undertake an effective rehearsal process. <i>(10 hours)</i> <ol style="list-style-type: none"> Undertake the rehearsal process produced in 1.3 Make appropriate modifications to the set of music through the rehearsal process Demonstrate, in collaboration with others, the skills to perform a set in a specific live environment to a target audience. <i>(3 hours)</i> <ol style="list-style-type: none"> Present a performance to a target audience Reflect on the performance and consider ways to improve future performances. <i>(2 hours)</i> <ol style="list-style-type: none"> Review their performance in the light of feedback Suggest ways to improve future performances 	

	<p><u>Autumn 2:</u></p> <ol style="list-style-type: none"> Demonstrate skills to create a finished musical work in a defined style. <ul style="list-style-type: none"> A composition based on chosen style of music. 2.5 – 5 minutes in length. <p>RESERCH: What style of music do you want to compose for? What are the key features of that style? Who are you going to take inspiration from? What resources will you use?</p> <p>COMPOSITION: Lesson focuses include: structure, melody, accompaniment, instrumentation, harmony, production techniques, mixing and mastering.</p> <ul style="list-style-type: none"> A musical score detailing the notes and lyrics of their composition Reflect on finished work and consider strengths and areas for development. 		
Prior knowledge	<p>KS3:</p> <ul style="list-style-type: none"> 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. 	<p>KS3:</p> <ul style="list-style-type: none"> Students were given weekly opportunities to perform across the KS3 curriculum, allowing them to develop their confidence and stage presence. 	
CEIAG Specific careers links	<p>Music Historian Music Journalist Composer Song writer Studio Engineer</p>	<p>Musician Session Musician Roadie Sound Engineer Instrumental Teacher</p>	
RRSA	<p>Article 13 – Freedom of expression Article 28 – Right to Education Article 31 – Leisure, play and culture</p>	<p>Article 13 – Freedom of expression Article 28 – Right to Education Article 31 – Leisure, play and culture</p>	
Cross curricular links	<p>Computing – Use of technology History – Historical references within the development of a musical genre. English – Lyric writing and expression through words</p>	<p>Drama – Performance and stage presence Technology – Stage set up and troubleshooting of technology equipment.</p>	
Useful websites/videos	<p>Music history information about various genres - https://www.musicmap.info/</p>	<p>Improve your stage presence - https://www.youtube.com/watch?v=JEkRHgCPMGY</p>	
Wider Reading	<p><u>WRITING YOUR OWN SONG -</u> HTTPS://WWW.BBC.CO.UK/BITESIZE/GUIDES/ZFS692P/REVISION/4</p>	<p><u>STAGE PERFORMANE TECNHIQUES -</u> HTTPS://WWW.OPENMICUK.CO.UK/ADVICE/STAGE-PERFORMANCE-TIPS-FOR-SINGERS/</p>	
Literacy Programme	<ul style="list-style-type: none"> Decode it NOW Guided practice/model performances Writing strategies 	<ul style="list-style-type: none"> Decode it NOW Guided practice/model performances Writing strategies 	
Independent Learning Tasks	<p>Independent study Historical music research Out-of-lesson rehearsals</p>	<p>Out-of-lesson rehearsals Setlist research</p>	