

## KS5 Curriculum Overview: MUSIC

**Rationale:** In KS5 students build on the skills developed through GCSE music and deepen their knowledge of historical context and music theory in order to critically appraise, compose and perform music with independence and competence. We follow the Eduqas specification which provides a broad array of music for study and the opportunity for students to place more weight on either composing or performing, allowing them to develop their personal interests in music and move towards possible careers that they may choose. Throughout all topics, an emphasis on critical thinking, resilience, independence and self-evaluation will help students to develop as confident and successful learners.

**Due to loss of learning time caused by Covid19 there are adjustments to the NEA (coursework) as follows:**

**Students choose to weight performing or composing more heavily according to their skills and preferences and with guidance from their teacher**

Performing 25% weighting = 1 or more pieces with minimum duration of 2.5 mins

Performing 35% weighting = 1 or more pieces with minimum duration of 3.5 mins

Composing 35% weighting = 2 or more pieces with minimum duration of 4 mins

Composing 25% weighting = 1 or more pieces with minimum duration of 2 mins

### Listening and Appraising Areas of Study (AoS):

AoS A: Mandatory - Development of the Symphony

AoS B: Optional – Pop Music

AoS E: Optional – 20<sup>th</sup> Century Music

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points <b>Cultural Capital</b>	Reading
Year 13 Autumn 1	<b>Performing</b> 1 lesson per half term	Graded performance, with FAR.	Regular personal practice – 3 hrs per week and completion of practice diary	Students' own instruments	Demonstrate ability to practice effectively and reflect on progress Perform with accuracy, technical assurance, awareness of style, and expression.	Understanding Italian terms and other technical language
	<b>Composing Skills (Theory and harmony)</b> 3 lesson per fortnight (10 lessons)	Teacher marked harmony exercises  FAR composition exercise	Harmony exercises / composition exercises (1 per week)	MuseScore Instruments Harmony Workbooks	Developing use of harmony for greater sophistication: Chromatic chords, Neapolitan 6 <sup>th</sup> , effective cadence points, non-chord notes, suspensions.	Reading informative / instructive text
	<b>Listening and Appraising – AoSA</b> 4 lesson per fortnight (12 lessons) Romantic symphonies with a focus on Mendelsohn's 'Italian symphony'. Preparing to for exam listening questions and essay question.  <b>Listening and Appraising – AoSB</b> 3 lesson per fortnight (11 lessons) 70's – Disco and Funk	Composer presentation - FAR  AoSA Listening Question – FAR	Independent score analysis  Research / Presentations  Listening Journal (1 per week, alternating AoSA and AoSB)  Exam style listening questions – ZigZag.	Study Guide  AoS PPTs  Study scores  ZigZag Resources	Know and aurally identify features of early and middle Romantic music, including Programmatic music  Know important composers of the era and their musical 'fingerprints'  Developing aural awareness – identifying chords, intervals, and dictation skills  Musical features of AoSB styles from 70's to 90's  <b>Awareness of cultural context which influenced these styles</b>	Reading for research and identifying key relevant information

	80's – Synth Pop 90's - Indie	AoS B listening questions – FAR  AOSB Comparison question - FAR	(1 per week, alternating AoSA and AoSB)		Developing aural awareness – identifying chords, intervals, and use of musical elements	
Year 13 Autumn 2	<b>Performing</b> 1 lesson per half term	Graded performance, with FAR.	Regular personal practice – 3 hrs per week and completion of practice diary	Students' own instruments	Demonstrate ability to practice effectively and reflect on progress Perform with accuracy, technical assurance, awareness of style, and expression.	Understanding Italian terms and other technical language
	<b>Composing Skills (Theory and harmony)</b> 3 lesson per fortnight (12 lessons)  Refining 'free composition' started in year 12	'Free composition' - FAR  Composition log - FAR	Composition development exercises, set based on needs. (1 per week)	MuseScore Instruments Harmony Workbooks	Refining harmony by applying skills learnt in Autumn 1.  Refining structure and developing thematic ideas: Balance of repetition and variety, link sections, melodic development  Skilful control of the musical elements: Textural considerations, music shaped and enhanced through dynamics and articulation.	Reading informative / instructive text
	<b>Listening and Appraising – AoSA</b> 4 lesson per fortnight (14 lessons) Detailed study of set work – Haydn 104 mvt 3 and 4.  <b>Listening and Appraising – AoSE</b> 3 lesson per fortnight (9 lessons) Study of 20 <sup>th</sup> century music – impressionism, expressionism and serialism, and Neoclassicism.	Score analysis – FAR  Q12 exam assessment – FAR  Composer presentation – FAR  Q8 (unprepared extract) – FAR	Independent score analysis  Listening journal (1 per week, alternating AoSA and AoSE)  Exam style listening questions (1 per week, alternating AoSA and AoSE)	Haydn scores  Study guide  Eduqas analysis  ZZ resource  AoS PPTs	Detailed score analysis shows thorough understanding of set work. Understanding is applied to exam question - q12  Basic knowledge / overview of context, time line and musical features of impressionism, expressionism and serialism, and Neoclassicism. Includes composers and their 'fingerprints'  Aural awareness – identifies main features and use of musical elements.	Reading for research and identifying key relevant information
Year 13 Spring 1	<b>Performing</b> 1 lesson per half term	PPE performance, graded with FAR. Yr 13 PPE	Regular personal practice – 3 hrs per week and completion of practice diary	Students' own instruments	Demonstrate ability to practice effectively and reflect on progress Perform with increased levels of accuracy, technical assurance, awareness of style, and expression.	Understanding Italian terms and other technical language

	<p><b>Composing (theory and harmony)</b> 2 lessons per fortnight (6 lessons) Exploring and understanding the 20<sup>th</sup> century styles through composition exercises</p>	20 <sup>th</sup> century techniques portfolio - FAR	Composition exercise – 1 per week.	MuseScore	Demonstrate understanding of musical devices used in 20 <sup>th</sup> century music.	Reading informative / instructive text
	<p><b>Listening and Appraising – AoSA</b> 4 lesson per fortnight (12 lessons) The late Romantic style and AoSA 'full view'</p> <p><b>Listening and Appraising – AoSE</b> 4 lesson per fortnight (12 lessons) Detailed study of set works by Debussy and Poulenc</p>	<p>Composer presentation – FAR</p> <p>Essay question plan – FAR</p> <p>Yr 13 PPE</p> <p>Score analysis – FAR</p>	<p>Research / presentation</p> <p>Listening journal (1 per week, alternating AoSA and AoSE)</p> <p>Exam style listening questions (1 per week, alternating AoSA and AoSE)</p>	<p>Study scores</p> <p>Study guide</p> <p>ZZ extended writing resource</p> <p>AoS PPTs</p>	<p>Know and aurally identify features of late Romantic music. Know important composers of the era and their musical 'fingerprints'</p> <p>Selects relevant points for essay questions, showing awareness of the development of the symphony</p> <p>Detailed score analysis shows thorough understanding of set works. Understanding is applied to exam question – q7</p>	Reading for research and identifying key relevant information
Year 13 Spring 2	<p><b>Performing</b> 1 lessons per fortnight (3 lessons) Preparing for recital</p>	Graded performance, with FAR.	Regular personal practice – 3 hrs per week and completion of practice diary	Students' own instruments	<p>Demonstrate ability to practice effectively and reflect on progress</p> <p>Give an assured and expressive performance demonstrating accuracy, technical assurance, awareness of style, and expression.</p>	Understanding Italian terms and other technical language
	<p><b>Composing (theory and harmony)</b> 3 lessons per fortnight (9 lessons)</p>	<p>'Free composition' – FAR and final submission</p> <p>Composition log - FAR and final submission</p>	Composition exercises, based on needs. (1 per week)	MuseScore	<p>Demonstrate competence and sophistication in creating, developing and controlling musical ideas.</p> <p>Demonstrate process used to complete composition</p>	Reading informative / instructive text
	<p><b>Listening and Appraising – Revision and exam practice</b> 6 lessons per fortnight (18 lessons) Revise AoSA, AoSB and AoSE.</p>	<p>AoSA Assessment – FAR</p> <p>AoSB Assessment – FAR</p>	<p>Revision resource for each AoS – 1 per fortnight)</p> <p>Exam style question for each</p>	<p>Study scores</p> <p>Study guide</p> <p>ZZ extended writing resource</p>	<p>Demonstrate thorough knowledge of musical features of each style and be able to explain the chronology and development.</p> <p>Can trace the use of each musical element / feature through each AoS</p>	Reading exemplar essays.

		AoSE Assessment – FAR	AoS (1 per fortnight)	AoS PPTs		
Year 13 Summer 1	<b>Performing</b> as needed – recital date tba (may be at end of spring term)		Regular personal practice. Weekly completion of practice diary.	Students’ own instruments	Demonstrate ability to practice effectively and reflect on progress Give an assured and expressive performance demonstrating accuracy, technical assurance, awareness of style, and expression.	Understanding Italian terms and other technical language
	<b>Listening and Appraising – Revision and exam practice</b> All available lessons Revise AoSA, AoSB and AoSE.		Revision tasks according to needs	Study scores Study guide ZZ extended writing resource AoS PPTs		