

English Martyrs' Music KS4 Medium-Term Curriculum Map

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 9	<p>Key focus:</p> <ul style="list-style-type: none"> Rhythmic note durations and Treble and bass clef notation Listening to and analysing music referring to the Elements of Music (DR T SMITH) Composition to a stimulus Developing instrumental/vocal skills (peripatetic lessons) <p>Key content:</p> <ul style="list-style-type: none"> Identification of the notes of the treble and bass clef staves, including up to two ledger lines Note values from semibreve to semiquaver, including rests, dotted notes and triplets Manipulating the Elements of Music to create a vocal/body percussion composition Study of appropriate instrumental techniques and developing awareness of a wide range of repertoire for chosen instrument 	<p>Key focus:</p> <ul style="list-style-type: none"> Time signatures and key signatures Listening to and analysing music referring to the Elements of Music (DR T SMITH) Group composition to a brief (Britpop) Developing instrumental/vocal skills (peripatetic lessons) <p>Key content:</p> <ul style="list-style-type: none"> Identification of key signatures up to 4 sharps/flats Time signatures including simple and compound Extending songwriting techniques to create a song in the style of Britpop Study of appropriate instrumental techniques and developing awareness of a wide range of repertoire for chosen instrument 	<p>Key focus:</p> <ul style="list-style-type: none"> Pitch, intervals and degrees of the scale Listening to and analysing music referring to the Elements of Music (DR T SMITH) using extended musical vocabulary Composing using Music Technology Developing instrumental/vocal skills (peripatetic lessons) <p>Key content:</p> <ul style="list-style-type: none"> Aural recognition of common intervals Introduction to the use of Roman numerals in chord labelling and the importance of tonic/dominant relationships Manipulating sound through technology to create a studio composition using Garageband Study of appropriate instrumental techniques and developing awareness of a wide range of repertoire for chosen instrument 	<p>Key focus:</p> <ul style="list-style-type: none"> Expressive and technical markings Listening to and analysing music referring to the Elements of Music (DR T SMITH) using extended musical vocabulary Scoring using Music Technology Developing instrumental/vocal skills (peripatetic lessons) <p>Key content:</p> <ul style="list-style-type: none"> Recognising performance directions including articulation, expression and instrumental techniques Listen to and analyse the finale from Stravinsky's The Firebird ballet Transcribing a melody and voicing triad chords on a treble clef staff using MuseScore software Study of appropriate instrumental techniques and developing awareness of a wide range of repertoire for chosen instrument 	<p>Key focus:</p> <ul style="list-style-type: none"> Melodic and Rhythmic dictation Listening to and analysing music, articulated in extended writing using DR T SMITH Developing instrumental/vocal skills (peripatetic lessons) <p>Key content:</p> <ul style="list-style-type: none"> Rhythmic and melodic dictation up to a four-bar phrase Listen to and analyse John Williams' Theme from ET Study of appropriate instrumental techniques and developing awareness of a wide range of repertoire for chosen instrument 	<p>Key focus:</p> <ul style="list-style-type: none"> Revision for ABRSM Grade 1 Theory exam Listening to and analysing music, articulated in extended writing using DR T SMITH Performance skills <p>Key content:</p> <ul style="list-style-type: none"> Refresh knowledge of Music Theory content in preparation for end of year exam Written analysis of Stravinsky's The Firebird ballet Individual performance to the class on solo instrument
HPA Focus challenge	<ul style="list-style-type: none"> Students to access ABRSM Grade 2/3 tasks on department iMacs Extended questioning using higher level musical vocabulary Solo performance opportunities in school concerts 	<ul style="list-style-type: none"> Students to access ABRSM Grade 2/3 tasks on department iMacs Extended questioning using higher level musical vocabulary Solo performance opportunities in school concerts 	<ul style="list-style-type: none"> Students to access ABRSM Grade 2/3 tasks on department iMacs Extended questioning using higher level musical vocabulary Solo performance opportunities in school concerts 	<ul style="list-style-type: none"> Students to access ABRSM Grade 2/3 tasks on department iMacs Extended questioning using higher level musical vocabulary Solo performance opportunities in school concerts 	<ul style="list-style-type: none"> Students to be able to notate disjunct melodies, including accidentals, tritones. Rhythms including tied notes, hemiolas and dictation in a two-part texture Extended questioning using higher level musical vocabulary 	<ul style="list-style-type: none"> Students to be assessed on higher level paper Extended questioning using higher level musical vocabulary Performance above Grade 4 standard Wider listening lists provided for each unit

	<ul style="list-style-type: none"> Wider listening lists provided for each unit 	<ul style="list-style-type: none"> Wider listening lists provided for each unit 	<ul style="list-style-type: none"> Wider listening lists provided for each unit 	<ul style="list-style-type: none"> Wider listening lists provided for each unit 	<ul style="list-style-type: none"> Solo performance opportunities in school concerts Wider listening lists provided for each unit 	
ASSESS	<p>Informal teacher assessment through questioning</p> <p>Class knowledge tests</p>	<p>Informal teacher assessment through questioning</p> <p>Class knowledge tests</p>	<p>Informal teacher assessment through questioning</p> <p>Class knowledge tests</p>	<p>Informal teacher assessment through questioning</p> <p>Class knowledge tests</p>	<p>Informal teacher assessment through questioning</p> <p>Class knowledge tests</p>	<p>ABRSM Grade 1 Theory Paper taken in class</p> <p>Solo performance</p>
Year 10	<p>Key focus:</p> <ul style="list-style-type: none"> Preparing solo and ensemble instrumental/vocal repertoire for mock performance exam (peripatetic lessons) Compositional techniques Study of set works for Stage and Screen area of study <p>Key content:</p> <ul style="list-style-type: none"> Selection and approval of repertoire at a minimum Grade 4 standard Compositional techniques: Form and Structure with student assessment of historic compositions using exam criteria Listening and analysis of Shwartz's Defying Gravity 	<p>Key focus:</p> <ul style="list-style-type: none"> Preparing solo and ensemble instrumental/vocal repertoire for mock performance exam (peripatetic lessons) Compositional techniques Study of set works for Stage and Screen area of study MOCK LISTENING EXAM <p>Key content:</p> <ul style="list-style-type: none"> Rehearsal of approved repertoire at a minimum Grade 4 standard Compositional techniques: Melodic Motifs/Manipulating Melody with student assessment of historic compositions using exam criteria Listening and analysis of John Williams' Star Wars 	<p>Key focus:</p> <ul style="list-style-type: none"> Preparing solo and ensemble instrumental/vocal repertoire for mock performance exam (peripatetic lessons) Free Composition Study of set works for Fusions area of study <p>Key content:</p> <ul style="list-style-type: none"> Rehearsal of approved repertoire at a minimum Grade 4 standard Students create their own brief for Free Composition and begin to develop ideas Listening and analysis of Afro Celt Sound System's Release 	<p>Key focus:</p> <ul style="list-style-type: none"> Preparing solo and ensemble instrumental/vocal repertoire for mock performance exam (peripatetic lessons) Free Composition Study of set works for Vocal Music area of study <p>Key content:</p> <ul style="list-style-type: none"> Rehearsal of approved repertoire at a minimum Grade 4 standard Students compose Free Composition (controlled assessment) Listening and analysis of Queen's Killer Queen 	<p>Key focus:</p> <ul style="list-style-type: none"> Preparing solo and ensemble instrumental/vocal repertoire for mock performance exam (peripatetic lessons) Free Composition/Writing a score/commentary Study of set works for Instrumental Music area of study MOCK LISTENING EXAM <p>Key content:</p> <ul style="list-style-type: none"> Rehearsal of approved repertoire at a minimum Grade 4 standard Students compose Free Composition (controlled assessment) Revision for and completion of Mock Listening Exam Listening and analysis of Bach's Brandenburg Concerto No. 5. 3rd Mvt 	<p>Key focus:</p> <ul style="list-style-type: none"> Mock Solo and Ensemble Performance exam Recording Free Composition Study of set works for Instrumental Music area of study <p>Key content:</p> <ul style="list-style-type: none"> Rehearsal for and completion of Mock Performance exams under recording conditions Rehearsal for and recording of Free Composition Coursework Listening and analysis of Beethoven's Pathetique Sonata

<p>HPA Focus challenge</p>	<ul style="list-style-type: none"> • Performance at GCSE 'more difficult' (Grade 5+) • Use of extended compositional techniques and stylistic characteristics • Extended wider listening for set work areas of study 	<ul style="list-style-type: none"> • Performance at GCSE 'more difficult' (Grade 5+) • Use of extended compositional techniques and stylistic characteristics • Extended wider listening for set work areas of study • Visit to De Monfort Hall to see the London Philharmonia Orchestra 	<ul style="list-style-type: none"> • Performance at GCSE 'more difficult' (Grade 5+) • Use of extended compositional techniques and stylistic characteristics • Extended wider listening for set work areas of study 	<ul style="list-style-type: none"> • Performance at GCSE 'more difficult' (Grade 5+) • Use of extended compositional techniques and stylistic characteristics • Extended wider listening for set work areas of study 	<ul style="list-style-type: none"> • Performance at GCSE 'more difficult' (Grade 5+) • Use of extended compositional techniques and stylistic characteristics • Extended wider listening for set work areas of study 	<ul style="list-style-type: none"> • Performance at GCSE 'more difficult' (Grade 5+) • Extended wider listening for set work areas of study
<p>ASSESS</p>	<p>Informal assessment in peripatetic lessons</p> <p>Composition project assessment</p> <p>End of set work listening test</p>	<p>Informal assessment in peripatetic lessons</p> <p>Composition project assessment</p> <p>End of set work listening test</p> <p>Mock Listening Exam</p>	<p>Informal assessment in peripatetic lessons</p> <p>Composition project assessment</p> <p>End of set work listening test</p>	<p>Informal assessment in peripatetic lessons</p> <p>Composition project assessment</p> <p>End of set work listening test</p>	<p>Informal assessment in peripatetic lessons</p> <p>Composition project assessment</p> <p>End of set work listening test</p> <p>Mock Listening Exam</p>	<p>Mock Performance Assessment</p> <p>Controlled assessment recording</p> <p>End of set work listening test</p>
<p>Year 11</p>	<p>Key focus:</p> <ul style="list-style-type: none"> • Preparing solo and ensemble instrumental/vocal repertoire for final performance exam (peripatetic lessons) • Composing to a brief • Study of set works for Vocal Music area of study <p>Key content:</p> <ul style="list-style-type: none"> • Practice of performance repertoire at a minimum Grade 4 standard • Compositional techniques: Understanding a Brief with student assessment of historic compositions using exam criteria 	<p>Key focus:</p> <ul style="list-style-type: none"> • Preparing solo and ensemble instrumental/vocal repertoire for final performance exam (peripatetic lessons) • Composing to a brief • Study of set works for Fusions area of study • MOCK LISTENING EXAM <p>Key content:</p> <ul style="list-style-type: none"> • Practice of performance repertoire at a minimum Grade 4 standard • Compositional techniques: Working to a Brief with student assessment of historic compositions using exam criteria 	<p>Key focus:</p> <ul style="list-style-type: none"> • Preparing solo and ensemble instrumental/vocal repertoire for final performance exam (peripatetic lessons) • Composing to a brief • Essay writing skills • MOCK LISTENING EXAM <p>Key content:</p> <ul style="list-style-type: none"> • Practice of performance repertoire at a minimum Grade 4 standard • Development of ideas for chosen composition brief • Written exam technique to achieve level 8/9 	<p>Key focus:</p> <ul style="list-style-type: none"> • Preparing solo and ensemble instrumental/vocal repertoire for final performance exam (peripatetic lessons) • Writing a score/commentary • Unseen listening <p>Key content:</p> <ul style="list-style-type: none"> • Practice of performance repertoire at a minimum Grade 4 standard • Refining and improving draft compositions using assessment criteria • Listening to and analysing a variety of music from exam areas of study and developing aural dictation skills 	<p>Key focus:</p> <ul style="list-style-type: none"> • Recording Final Performance Exam • Recording Composition 2 • Exam revision <p>Key content:</p> <ul style="list-style-type: none"> • Performance Exam recording under controlled conditions • Students record Composition to a brief (controlled assessment) • Revision for Listening Exam 	<p>Key focus:</p> <p style="text-align: center;">EXAM LEAVE</p>

	<ul style="list-style-type: none"> Listening and analysis of Purcell's <i>Music for a While</i> 	<ul style="list-style-type: none"> Listening and analysis of Spalding's <i>Samba Em Preludio</i> 				
HPA Focus challenge	<ul style="list-style-type: none"> Performance at GCSE 'more difficult' (Grade 5+) Use of extended compositional techniques and stylistic characteristics Extended wider listening for set work areas of study 	<ul style="list-style-type: none"> Performance at GCSE 'more difficult' (Grade 5+) Use of extended compositional techniques and stylistic characteristics Extended wider listening for set work areas of study Visit to De Monfort Hall to see the London Philharmonia Orchestra 	<ul style="list-style-type: none"> Performance at GCSE 'more difficult' (Grade 5+) Use of extended compositional techniques and stylistic characteristics Extended wider listening for set work areas of study 	<ul style="list-style-type: none"> Performance at GCSE 'more difficult' (Grade 5+) Use of extended compositional techniques and stylistic characteristics Extended wider listening for set work areas of study 	<ul style="list-style-type: none"> Performance at GCSE 'more difficult' (Grade 5+) Extended wider listening for set work areas of study 	EXAM LEAVE
ASSESS	<p>Informal assessment in peripatetic lessons</p> <p>Composition project assessment</p> <p>End of set work listening test</p>	<p>Informal assessment in peripatetic lessons</p> <p>Composition project assessment</p> <p>End of set work listening test</p> <p>Mock Listening Exam</p>	<p>Informal assessment in peripatetic lessons</p> <p>Composition project assessment</p> <p>End of set work listening test</p>	<p>Informal assessment in peripatetic lessons</p> <p>Composition project assessment</p> <p>End of set work listening test</p>	<p>Performance Assessment</p> <p>Composition 2 Assessment</p> <p>Practice tests</p>	EXAM LEAVE