English Martyrs' Music KS4 Curriculum Map

	Advent One	Advent Two	Lent One	Lent Two	Pentecost One	Pentecost Two
Year 9	**Key focus:** • Rhythmic note durations and Treble and bass clef notation • Listening to and analysing music referring to the Elements of Music (DR T SMITH) • Score reading skills and musical literacy • Composition to a stimulus • Developing instrumental/vocal skills (peripatetic lessons) **Key content:** • Identification of the notes of the treble and bass clef staves, using up to two ledger lines and including melodic dictation • Note values from semibreve to semiquaver, dotted notes, triplets and rests including rhythmic dictation • Time Signatures including simple and compound, Key Signatures up to four sharps/flats and score reading skills • 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	**Key focus:** • Listening to and analysing music referring to the Elements of Music (DR T SMITH) • Developing oracy through research-project presentation • Individual composition to a brief (leitmotif) using Musescore Software • Developing instrumental/vocal skills (peripatetic lessons) **Key content:** • Phrasing and shaping well balanced and memorable melodies and motifs • Transcribing a melody and voicing triad chords on a treble clef stave using Musescore software • Analysis presentation project • Study of appropriate instrumental techniques and developing awareness of a wide range of repertoire for chosen instrument	**Key focus:** • Developing extended songwriting skills • Composing for live performance with or without music technology • Understanding successful melodic structures and applying this through group composition • Creating developed harmonic progressions and developed accompaniment parts • Developing instrumental/vocal skills (peripatetic lessons) **Key content:** • Introduction to the use of Roman numerals in chord labelling and the importance of tonic/dominant relationships • Study of melodic structures and understanding of word painting • Analysing developed chord progressions using varied rate of harmonic change, extended chords and inversions as well as introducing key changes • Exploring varied accompaniment figures and textures using passing notes, chromatic basslines etc. • Study of appropriate instrumental techniques and developing awareness of a wide range of repertoire for chosen instrument	**Key focus:** • Individual instrumental recital preparation • Listening to and analysing music referring to the Elements of Music (DR T SMITH) using extended musical vocabulary • Extended writing skills and structuring an exam-style answer **Key content:** • Written analysis of music • Listen to and analyse various music through extended writing. Pieces studied include the finale from Stravinsky's *The Firebird* ballet • Study of appropriate instrumental techniques and developing awareness of a wide range of repertoire for chosen instrument • Class instrumental/vocal performances and demonstrations	**Key focus:** • Study of the Baroque Concerto through Vivaldi's Four Seasons • Composition of instrumental solo sections within a group performance • Rhythmic and Melodic Dictation • Listening to and analysing music, articulated in extended writing using DR T SMITH • Developing instrumental/vocal skills (peripatetic lessons) **Key content:** • Study of the features of a Baroque Concerto including structure, instrumentation, virtuoso writing, use of cadenza and orchestral accompaniment features • Rhythmic and melodic dictation up to a four-bar phrase • Listening and appraising exam-style questions • Study of appropriate instrumental techniques and developing awareness of a wide range of repertoire for chosen instrument	**Key focus:** • Study of traditional instruments and techniques from around the world • Listening to and analysing music, articulated in extended writing using DR T SMITH • Developing instrumental/vocal skills (peripatetic lessons) **Key content:** • Refresh knowledge of rhythm, texture and instrumentation key terms relating to Rhythms of the World • Composition of percussion-based world music pieces • Individual performance exam recording • World Music research project

HPA Focus challenge	• Students to access ABRSM Grade 2/3 tasks on department iMacs • Extended questioning using higher level musical vocabulary • Solo performance opportunities in school concerts • Wider listening lists provided for each unit	• Students to access ABRSM Grade 2/3 tasks on department iMacs • Extended questioning using higher level musical vocabulary • Solo performance opportunities in school concerts • Wider listening lists provided for each unit	• Students to access ABRSM Grade 2/3 tasks on department iMacs • Extended questioning using higher level musical vocabulary • Solo performance opportunities in school concerts • Wider listening lists provided for each unit	• Students to access ABRSM Grade 2/3 tasks on department iMacs • Extended questioning using higher level musical vocabulary • Solo performance opportunities in school concerts • Wider listening lists provided for each unit	• 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 • Solo performance opportunities in school concerts • Wider listening lists provided for each unit	• Extended questioning using higher level musical vocabulary • Performance above Grade 4 standard • Wider listening lists provided for each unit
ASSESS	Informal teacher assessment through questioning Theory Test Group composition assessments	Informal teacher assessment through questioning Leitmotif composition assessments Oral presentation of research projects	Informal teacher assessment through questioning Group composition assessments Conventions of Pop Theory Test	Informal teacher assessment through questioning Extended writing peer feedback Instrumental/Vocal Performances and Demonstrations	Informal teacher assessment through questioning Dictation Test Instrumental solo compositions Listening Test	Solo performance Mock Exam Recording
Year 10	**Key focus:** • Preparing solo and ensemble instrumental/vocal repertoire for mock performance exam (peripatetic lessons) • Rhythms of the World: Music of Central and South America • Rhythms of the World: India and Punjab **Key content:** • Selection and approval of repertoire at a minimum Grade 4 standard • Study of the features of Cuban Son, Samba, Bossa Nova, Calypso, Ska and Reggae • Study of the features of Indian Classical Music and Bhangra • Extended writing skills and exam-style listening questions	**Key focus:** • Preparing solo and ensemble instrumental/vocal repertoire for mock performance exam (peripatetic lessons) • Compositional techniques • Review of exemplar compositions • MOCK LISTENING EXAM **Key content:** • Rehearsal of approved repertoire at a minimum Grade 4 standard • Compositional techniques: Composing well-structured and developed melodies as well as accompaniments with varied harmonic language and textures • Student assessment of historic compositions using exam criteria • Revision and preparation for written Mock Exam	**Key focus:** • Preparing solo and ensemble instrumental/vocal repertoire for mock performance exam (peripatetic lessons) • Concerto Through Time: Baroque • Concerto Through Time: Classical **Key content:** • Rehearsal of approved repertoire at a minimum Grade 4 standard • Listening and analysis of the Concerto Through Time • Understanding of Baroque and Classical Period conventions and stylistic features • Extended writing skills and exam-style listening questions	**Key focus:** • Preparing solo and ensemble instrumental/vocal repertoire for mock performance exam (peripatetic lessons) • Free Composition Coursework • Mock Exam Revision **Key content:** • Rehearsal of approved repertoire at a minimum Grade 4 standard • Students compose Free Composition (controlled assessment) • Composition commentary and score preparations • Mock Exam Revision	**Key focus:** • Preparing solo and ensemble instrumental/vocal repertoire for mock performance exam (peripatetic lessons) • Concerto Through Time: Romantic • Rhythms of the World: Eastern Med and Arabic Folk • Composition Coursework: Writing a score/commentary **Key content:** • Rehearsal of approved repertoire at a minimum Grade 4 standard • Understanding of Romantic Period conventions and stylistic features • Understanding of Eastern Med and Arabic Fold Music features • Extended writing skills and exam-style listening questions • Composition Commentary Controlled Assessment	**Key focus:** • Mock Solo and Ensemble Performance exam • Recording Free Composition • Rhythms of the World: Traditional African Drumming **Key content:** • Rehearsal for and completion of Mock Performance exams under recording conditions • Rehearsal for and recording of Free Composition Coursework • Understanding of the features of Traditional African Drumming Music

HPA Focus challenge	• Performance at GCSE 'more difficult' (Grade 5+) • Extended wider listening for areas of study	• Performance at GCSE 'more difficult' (Grade 5+) • Use of extended compositional techniques and stylistic characteristics • Visit to De Monfort Hall to see the London Philharmonia Orchestra	• Performance at GCSE 'more difficult' (Grade 5+) • Use of extended compositional techniques and stylistic characteristics • Extended wider listening for areas of study	• Performance at GCSE 'more difficult' (Grade 5+) • Use of extended compositional techniques and stylistic characteristics	• Performance at GCSE 'more difficult' (Grade 5+) • Extended wider listening for areas of study	• Performance at GCSE 'more difficult' (Grade 5+) • Extended wider listening for areas of study
ASSESS	Informal assessment in peripatetic lessons End of topic listening test	Informal assessment in peripatetic lessons Composition project assessment Mock Listening Exam	Informal assessment in peripatetic lessons End of topic listening tests	Informal assessment in peripatetic lessons Composition project assessment Mock Listening Exam	Informal assessment in peripatetic lessons End of unit listening tests	Mock Performance Exam Controlled assessment Composition recording End of unit listening test
Year 11	**Key focus:** • Preparing solo and ensemble instrumental/vocal repertoire for final performance exam (peripatetic lessons) • Composing to a brief **Key content:** • Practice of performance repertoire at a minimum Grade 5 standard • Compositional techniques: Understanding a Brief with student assessment of historic compositions using exam criteria	**Key focus:** • Preparing solo and ensemble instrumental/vocal repertoire for final performance exam (peripatetic lessons) • Study of set works for Fusions area of study • MOCK LISTENING EXAM **Key content:** • Practice of performance repertoire at a minimum Grade 5 standard • Listening and analysis of Spalding's *Samba Em Preludio and Afro Celt Sound System Release* • MOCK LISTENING EXAM	**Key focus:** • Preparing solo and ensemble instrumental/vocal repertoire for final performance exam (peripatetic lessons) • Composing to a brief (FINAL SESSION) • Composition Commentary/Score preparation **Key content:** • Practice of performance repertoire at a minimum Grade 5 standard • Completion of coursework to chosen composition brief • Past Paper revision H/W	**Key focus:** • Preparing solo and ensemble instrumental/vocal repertoire for final performance exam (peripatetic lessons) • Study of Instrumental Music Set Works **Key content:** • Practice of performance repertoire at a minimum Grade 5 standard • Listening and analysis of Beethoven's *Pathetique Sonata and Bach's Brandenburg Concerto No. 5* • MOCK LISTENING EXAM	**Key focus:** • Recording Final Performance Exam • Recording Composition 2 • Exam revision **Key content:** • Performance Exam recording under controlled conditions • Students record Composition to a brief (controlled assessment) • Revision for Listening Exam	**Key focus:** **BESPOKE REVISION TIMETABLE**

HPA Focus challenge	• Performance at GCSE 'more difficult' (Grade 5+) • Use of extended compositional techniques and stylistic characteristics • Extended wider listening for set work areas of study	• Performance at GCSE 'more difficult' (Grade 5+) • Extended wider listening for set work areas of study • Visit to De Monfort Hall to see the London Philharmonia Orchestra	• Performance at GCSE 'more difficult' (Grade 5+) • Use of extended compositional techniques and stylistic characteristics • Extended wider listening for set work areas of study	• Performance at GCSE 'more difficult' (Grade 5+) • Extended wider listening for set work areas of study	• Performance at GCSE 'more difficult' (Grade 5+) • Extended wider listening for set work areas of study	
ASSESS	Informal assessment in peripatetic lessons Composition project assessment	Informal assessment in peripatetic lessons End of set work listening test Mock Listening Exam	Informal assessment in peripatetic lessons Composition project assessment	Informal assessment in peripatetic lessons End of set work listening test Mock Listening Exam	Performance Assessment Composition 2 Assessment Practice tests	