

2024 - 2025 Music Curriculum Map

KS5 MUSIC

<p>Year 12</p>	<p>Style Western classical, including</p> <ul style="list-style-type: none"> - Baroque - Classical - Romantic - Twentieth Century - Twenty first Century - jazz, folk, pop, world <p>Key Concepts</p> <ul style="list-style-type: none"> - rhythm - melody and harmony - form - texture and timbre - tensions and resolution - continuity and change <p>Set works Section A Bach - Orchestral Suite No.1 Vivaldi - Concerto in G minor, Op. 3 No. 2 RV 578</p> <p>Performance on Solo Instrument</p> <ul style="list-style-type: none"> - selection of repertoire - practising - student will be required to have learned all pieces/songs (i.e. piano pieces need to be handstogether) 	<p>Set works Section B Dvorak - Symphony no. 9, op. 95 'New World' Florence Price - Travel's End Margaret Bonds - Stopping by Woods on a Snowy Evening</p> <p>Musical Features Style</p> <ul style="list-style-type: none"> - ensembles and instruments, voice - genre - rudiments - theory - melody and rhythm - harmony - instrumental and vocal effects - structure - compositional devices and techniques - texture and timbre <p>Composition - 2 compositions of contrasting style of 2 or more voices/instruments of 1-2 minutes. - At least one composition should be completed - score and recording</p>	<p>Set works Section B Michael Nyman - MGV (Musique a Grande Vitesse)</p> <p>Composition</p> <ul style="list-style-type: none"> - Second composition completed - score and recording <p>Performance on Solo instrument recital - a diverse repertoire performance of 6 - 10 minutes. This will be videoed.</p> <p>Listening exam preparation - sample papers</p>	<p>Listening Exam Revision and Preparation</p> <ul style="list-style-type: none"> - sample papers
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		<p>Performance on solo instrument</p> <ul style="list-style-type: none"> - practising a diverse repertoire for the 6 - 10 minute recital next term. - dynamics, expression and appropriate tempo 		
<p>Year 13</p>	<p>Key Concepts Revise Rhythm, melody/line, harmony, form, texture and timbre, tension and resolution and continuity and change.</p> <p>Student needs to take two of either:</p> <p>Component 3 - Extended Performance:</p> <ul style="list-style-type: none"> - 15 - 20 minute performance - 1000 - 1500 word research report <p>Component 4- Extended Composition</p> <ul style="list-style-type: none"> - 6 -8 minutes composition(s) - 1000 - 1500 word research report <p>Component 5 - Investigating Music</p> <p>There are 2 parts to Investigating Music:</p> <ul style="list-style-type: none"> - 2500 - 3000 word essay 	<p>Performance</p> <ul style="list-style-type: none"> - Students prepare and research for the performance and continue to practice. <p>Composition</p> <ul style="list-style-type: none"> - Students continue to work on their compositions. <p>Investigating Music</p> <ul style="list-style-type: none"> - Students complete their first draft of their research project. - Students also put together and record their musical excerpts and compile their notation scores. 	<p>Performance</p> <ul style="list-style-type: none"> - Students prepare and research for the performance and continue to practice. <p>Recital - Wednesday 19 February - performance to be videoed</p> <ul style="list-style-type: none"> - needs to be accompanied by research report <p>Composition - Friday 28 March - Composition portfolio and research report needs to be submitted, along with scores/ recordings of all compositions.</p> <p>Investigating Music - Friday 28 March - essay and reflective statement needs to be submitted. All sources (bibliography, footnotes)</p>	

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	<p>- up to 500 word reflective statement</p> <p>Performance A diverse repertoire is carefully selected of approximately 6 pieces of at least grade 6 level or above. Pieces need to equal 15 - 20 minutes. Student begins to practice his/her repertoire.</p> <p>Composition Student(s) start planning their composition portfolio, with at least 4 pieces/songs. Pieces need to all be contrasting and use of different mediums. After planning, student(s) start to compose.</p> <p>Investigating Music Student(s) need to choose a topic which is of particular interest to them and which will enable them to develop skills in research and critical thinking. Student starts researching their topic and gathers information. Essay is then mapped out and student outlines the different sections.</p>		<p>must be included along with recordings, scores and photos (appendix).</p> <p>COURSEWORK - submitted</p>	
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