

## 2025 - 2026 Music Curriculum Map

<b>Year 12</b>	<p><b>Style</b> Western classical, including</p> <ul style="list-style-type: none"> <li>- Baroque</li> <li>- Classical</li> <li>- Romantic</li> <li>- Twentieth Century</li> <li>- Twenty first Century - jazz, folk, pop, world</li> </ul> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>- rhythm</li> <li>- melody and harmony</li> <li>- form</li> <li>- texture and timbre</li> <li>- tensions and resolution</li> <li>- continuity and change</li> </ul> <p><b>Set works</b> <b>Section A</b> 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"> <li>- selection of repertoire</li> <li>- practising</li> </ul>	<p><b>Set works</b> <b>Section B</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><b>Musical Features Style</b></p> <ul style="list-style-type: none"> <li>- ensembles and instruments, voice</li> <li>- genre</li> <li>- rudiments - theory</li> <li>- melody and rhythm</li> <li>- harmony</li> <li>- instrumental and vocal effects</li> <li>- structure</li> <li>- compositional devices and techniques</li> <li>- texture and timbre</li> </ul> <p><b>Composition - 2</b> compositions of contrasting style of 2 or more voices/instruments of 1-2 minutes.</p>	<p><b>Set works</b> <b>Section B</b> Michael Nyman - MGV (Musique a Grande Vitesse)</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- Second composition completed - score and recording</li> </ul> <p><b>Performance on Solo instrument recital - a diverse repertoire</b> performance of 6 - 10 minutes. This will be videoed.</p> <p><b>Listening exam preparation - sample papers</b></p>	<p><b>Listening Exam Revision and Preparation</b></p> <ul style="list-style-type: none"> <li>- sample papers</li> </ul>
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	<p>- student will be required to have learned all pieces/songs (i.e. piano pieces need to be handstogether)</p>	<p>- At least one composition should be completed - score and recording</p> <p><b>Performance on solo instrument</b></p> <ul style="list-style-type: none"> <li>- practising a diverse repertoire for the 6 - 10 minute recital next term.</li> <li>- dynamics, expression and appropriate tempo</li> </ul>		
<b>Year 13</b>	<p><b>Key Concepts</b> <b>Revise</b> 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><b>Component 3 - Extended Performance:</b></p> <ul style="list-style-type: none"> <li>- 15 - 20 minute performance</li> <li>- 1000 - 1500 word research report</li> </ul> <p><b>Component 4- Extended Composition</b></p> <ul style="list-style-type: none"> <li>- 6 -8 minutes composition(s)</li> </ul>	<p><b>Performance</b></p> <ul style="list-style-type: none"> <li>- Students prepare and research for the performance and continue to practice.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- Students continue to work on their compositions.</li> </ul> <p><b>Investigating Music</b></p> <ul style="list-style-type: none"> <li>- Students complete their first draft of their research project.</li> <li>- Students also put together and record their musical excerpts and compile their notation scores.</li> </ul>	<p><b>Performance</b></p> <ul style="list-style-type: none"> <li>- Students prepare and research for the performance and continue to practice.</li> </ul> <p><b>Recital</b> - Wednesday 19 February - performance to be videoed</p> <ul style="list-style-type: none"> <li>- needs to be accompanied by research report</li> </ul> <p><b>Composition</b> - Friday 28 March - Composition portfolio and research report needs to be</p>	

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	<p>- 1000 - 1500 word research report</p> <p><b>Component 5 - Investigating Music</b></p> <p>There are 2 parts to Investigating Music:</p> <ul style="list-style-type: none"> <li>- 2500 - 3000 word essay</li> <li>- up to 500 word reflective statement</li> </ul> <p><b>Performance</b></p> <p>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. Students begin to practice his/her repertoire.</p> <p><b>Composition</b></p> <p>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>submitted, along with scores/ recordings of all compositions.</p> <p><b>Investigating Music -</b> Friday 28 March - essay and reflective statement needs to be submitted. All sources (bibliography, footnotes) must be included along with recordings, scores and photos (appendix).</p> <p>COURSEWORK - submitted</p>	
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