

## Curriculum Map 2023-24

## Year 12

| Half term | Unit title with hyperlink to scheme of work   | Unit summary   | Skills & content covered   | Skills & content revisited   | Summary of formative marking, feedback and student response  | Summative assessment schedule, including assessment criteria  |
|-----------|---|--|--|--|--|---|
| Autumn 1  | <a href="#">A Level Terminology and Introduction to A Level Performance and Composition</a> | In this unit, pupils will learn a series of A Level Music Terminology terms relevant to the course, whilst revising their GCSE music knowledge. This will provide them with a solid foundation of musical theory and understanding, to inform their listening and set-work analysis throughout the course. | Pupils will learn about the elements of music in much greater detail, focusing on ways to analyse unheard music to complete both short and long answer questions accurately.   | Pupils will be revisiting key terminology learned at GCSE, but developing it to ensure their writing style becomes more sophisticated and relevant to A Level.                 | Small formative assessments within each of the genres through book-work, practice questions and questioning. Formative assessments for compositions and performances throughout lessons. | There will be fortnightly assessments that will be relevant to the content learned and replicate the type of material relevant to the exam. There will also be half-termly performance assessments and composition check-ins to provide pupils with a solo performance focus. |
| Autumn 2  | <a href="#">AOS1 and AOS3: Purcell Trumpet Sonata and Hans Zimmer</a>                       | Pupils will complete their first score analysis of Purcell's Trumpet Sonata in D Major alongside studying the music of Hans Zimmer.  | In this topic, pupils will revise their knowledge of the Concerto Through Time, focusing on Baroque features to ensure they have a secure GCSE knowledge grounding before progressing on to A Level. We will then commence our first set-work analysis of the Baroque Concerto, focusing on Purcell's Trumpet Sonata for Section B of the exam. Alongside this, pupils will be listening to a series of pieces by Hans Zimmer and becoming more familiar with his compositional style. Pupils will be analysing a series of scores through listening and score reductions, to practice for section A questions. We will also be looking into the wider context of these scores and common themes between the composers to prepare pupils for their section C essays. | Pupils will be revisiting their Concerto Through Time knowledge from GCSE, but developing it to ensure their writing style becomes more sophisticated and relevant to A Level. | Small formative assessments within each of the genres through book-work, practice questions and questioning. Formative assessments for compositions and performances throughout lessons. | There will be fortnightly assessments that will be relevant to the content learned and replicate the type of material relevant to the exam. There will also be half-termly performance assessments and composition check-ins to provide pupils with a solo performance focus. |
| Spring 1  | <a href="#">AOS1 and AOS3: Bach Violin Concerto and Bernard Hermann</a>                     | Pupils will complete their next score analysis of Bach's Violins Concerto in A Minor alongside studying the music of Bernard Hermann   | In this topic, pupils will complete their second Baroque score analysis, focusing on Bach's Violin Concerto for Section B of the exam. Alongside this, pupils will be listening to a series of pieces by Bernard Hermann and becoming more familiar with his compositional style. Pupils will be analysing a series of scores through listening and score reductions, to practice for section A questions. We will also be looking into the wider context of these scores and common themes between the composers to prepare pupils for their section C essays.  | Pupils will be revisiting their Concerto Through Time knowledge from GCSE, but developing it to ensure their writing style becomes more sophisticated and relevant to A Level. | Small formative assessments within each of the genres through book-work, practice questions and questioning. Formative assessments for compositions and performances throughout lessons. | There will be fortnightly assessments that will be relevant to the content learned and replicate the type of material relevant to the exam. There will also be half-termly performance assessments and composition check-ins to provide pupils with a solo performance focus. |

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| Spring 2 - Vivaldi, Giacchino | AOS1 and AOS3: Vivaldi Flute Concerto and Michael Giacchino ( <i>see previous links - Autumn 2 for Baroque and Spring 1 for Film</i> ). | For their last topic, pupils will focus on some famous artists who have shaped the Popular Music industry, including: Stevie Wonder, Joni Mitchell, Muse, Beyonce, Labrinth and Daft Punk. Pupils will learn how to study their music in detail, to allow them to compose essays analysing and critiquing their work.  | In this topic, pupils will complete their final Baroque score analysis, focusing on Vivaldi's Flute Concerto for Section B of the exam. Alongside this, pupils will be listening to a series of pieces by Michael Giacchino and becoming more familiar with his compositional style. Pupils will be analysing a series of scores through listening and score reductions, to practice for section A questions. We will also be looking into the wider context of these scores and common themes between the composers to prepare pupils for their section C essays. | Pupils will be revisiting their Concerto Through Time knowledge from GCSE, but developing it to ensure their writing style becomes more sophisticated and relevant to A Level. | Small formative assessments within each of the genres through book-work, practice questions and questioning. Formative assessments for compositions and performances throughout lessons. | There will be fortnightly assessments that will be relevant to the content learned and replicate the type of material relevant to the exam. There will also be half-termly performance assessments and composition check-ins to provide pupils with a solo performance focus. |
| Summer 1                      | <u>Baroque, Pop and Film Revision</u>   | In order to prepare them for their AS Level mock exam, pupils will complete some revision of the main components they have studied this year, with a focus on exam technique. There will also be lots of focus on composition and performance, with the aim of producing a completed composition and performance recital which will be assessed according to the A Level marking criteria. | This topic will allow pupils to revise the core content they have learned so far to ensure they are prepared to answer the section A unseen listening component, section B analysis component involving The Baroque Concerto, and complete a section C essay on Film Music. Pupils will also receive more in depth coaching on their solo performances and free compositions to enable them to produce an AS portfolio.  | Pupils will be revisiting all content they have learned this year, and refining their performance and composition skills.  | Small formative assessments within each of the genres through book-work, practice questions and questioning. Formative assessments for compositions and performances throughout lessons. | Pupils will complete an AS Level mock paper which will be marked according to the exam criteria, and they will be asked to submit a 5 minute performance recital and 2.5 minute free composition.   |
| Summer 2                      | <u>Performance Recitals and Free Composition</u>  | To finish off the year, pupils will prepare a 5 minute recital to be recorded in the studio and they will polish and complete the free compositions they have been working on this year.   | This topic will allow pupils to consolidate their learning with regards to the coursework element of the course, marking the 'half-way point' of their A Level journey. They will receive guidance and feedback on their performances and compositions to ensure their submissions are a true reflection of their current attainment.  | Pupils will be revisiting all content they have learned this year, and refining their performance and composition skills.  | Small formative assessments within each of the genres through book-work, practice questions and questioning. Formative assessments for compositions and performances throughout lessons. | Pupils will submit mp3 recordings of their 5 minute recitals in the studio and mp3 files of their free compositions, alongside screenshots and aural guides for their work.   |