

## KS5 Curriculum - 2022-23

	Term		Term		Term	
	Year 12 Term 1	Year 12 Term 2	Year 12 Term 3	Year 13 Term 1	Year 13 Term 2	Year 13 Term 3
Key Concepts	Listening and Appraising – analysing a score	Composition	Performance	Aural perception and dictation	Essay writing	Exam practise
Assessment	Exam style questions – Section B	Composition submission	Performance Submission	Listening assessment	Essay questions	Mock papers
Why this?	One of the most rewarding things about being an advanced musician is the ability to analyse a piece of music casually – when playing a game or watching the tele. By analysing set works here, pupils become more able to analyse for pleasure.	It is important that pupils learn to compose in a variety of different styles. By completing a number of composition submissions, they are gaining a deeper understanding of more styles and creating a bank of work that can be used to select the best two compositions at the end of the year.	It is important that pupils learn to perform in a variety of different styles. By completing a number of performance submissions, they are gaining a deeper understanding of more styles and creating a bank of work that can be used to select the best two performances at the end of the year.	This is a valuable bridging unit to further study of Music. Throughout the course we have been training students’ ears to ‘relative pitch’. This unit hones those skills and directs them towards useful skills for exam style.	Again, this unit is a necessary bridging unit for those who wish to study further – the ability to translate analysis into a structured argument is necessary for reading music at university – as it is for most subjects!	Any amount of knowledge and skills would be useless without an understanding of how to apply them.
Why now?	Students have the knowledge of applying analysis from KS4, here they are extending that to being able to analyse independently and then apply.	Pupils need to complete two composition submissions. Completing these now means that they can still improve these before the end of the course.	Pupils must demonstrate the improvements that they have made to performance throughout the course.	This is certainly the most demanding part of the course. Aural perception required students to have first grasped all musical elements, and performed/composed enough to have trained their ear to a certain extent.	Students have completed enough analysis by this point to be able to collate the relevant information to answer specific questions.	Only after covering all aspects of the course can we effectively prepare students for the precise exam style and type of exam questions that they will face.
Skills & Characteristics	<p><b>Listening</b> - <i>Actively and critically listening to music builds a valuable skill-set used throughout KS5 Music and opens students up to new musical experiences</i></p> <p><b>Creativity</b> - <i>An invaluable characteristic in any young person, possessing the ability to think creatively to reach a solution</i></p>					

	<p><i>to a problem is an asset in any walk of life</i></p> <p><b>Staying Positive</b> - <i>Staying and remaining positive when faced with a challenge will build resilience in students, musicality doesn't come naturally to all and a positive attitude is crucial to progress</i></p> <p><b>Teamwork</b> - <i>As part of all ensemble work, musicians rely on others, using teamwork throughout these lessons will help our students realise the power of working effectively as part of a larger group/team</i></p>				
<b>Aspirations &amp; Careers</b>	<p>By introducing pupils to a wide array of skills that they may choose to develop and ultimately master, we are more likely to hook in a wider proportion of pupils through their musical preference - thereby increasing their aspiration to master their instrument. This allows us to introduce further career options such as those in the popular industry.</p>	<p>Composing is one of three strands covered in the Music Curriculum, and now that the students have the knowledge and skills required, this unit acts as a suitable introduction to this strand which will form a large part of Music A Level for those who choose to opt for it and informs a wide array of new career possibilities.</p>	<p>Most students who opt to study music do so because of a passion for performing on their instrument. This topic directly informs that career path as well as preparing pupils who don't go down that line for presentations, interviews and performing under pressure in general.</p>	<p>By introducing pupils to a wide array of skills that they may choose to develop and ultimately master, we are more likely to hook in a wider proportion of pupils through their musical preference - thereby increasing their aspiration to master their instrument. This allows us to introduce further career options such as those in the popular industry.</p>	<p>By introducing pupils to an increasingly diverse selection of musical genres and traditions, we are more likely to hook in a wider proportion of pupils through their musical preference - thereby increasing their aspiration to master their instrument. This allows us to introduce further career options such as those in the popular industry.</p>

## YEARLY END POINTS

<b>Basic (Lower Ability End Points)</b>	<b>Clear (Middle Ability End Points)</b>	<b>Detailed (Higher Ability End Points)</b>
<ul style="list-style-type: none"> <li>• Understand Music Theory</li> <li>• Create a composition using chords and melody</li> <li>• Perform on any instrument</li> <li>• Translate analysis into logical answers to essay questions</li> <li>• Translate theory knowledge to listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and apply music theory knowledge to set works</li> <li>• Create and develop a composition using chords and melody</li> <li>• Perform with confidence on any instrument.</li> <li>• Translate analysis to informed answers to essay questions</li> <li>• Translate music theory knowledge to complex listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and apply music theory knowledge to set works and think critically about analysis that is presented.</li> <li>• Create and develop a composition using chords and melody then add to this with melodic and harmonic devices.</li> <li>• Perform advanced works with confidence on any instrument.</li> <li>• Translate analysis to advanced answers to essay questions.</li> <li>• Translate music theory knowledge to advanced listening skills.</li> </ul>

